



# Target short constructed-response writing

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SPARK YOUR NEXT STEPS

## Recognize the typical expectations.

### Review popular acronyms.

RAP	<b>REPEAT</b> prompt with <b>ANSWER</b> .	Add <b>PROOF</b> ...	& explain it.
BEE	<b>BEGIN</b> with the answer.	Provide <b>EVIDENCE</b> ...	& <b>EXPLAIN</b> it.
CER	State the <b>CLAIM</b> .	Provide <b>EVIDENCE</b> ...	& explain your <b>REASONING</b> .
RACE	<b>REPEAT</b> prompt with <b>ANSWER</b> .	<b>CITE</b> evidence...	& <b>EXPLAIN</b> it.
RADD	<b>REPEAT</b> prompt with <b>ANSWER</b> .	<b>DESCRIBE</b> evidence...	& <b>DISCUSS</b> how it fits.
PEEL	Make the <b>POINT</b> .	Provide <b>2</b> pieces of <b>EVIDENCE</b> ...	& <b>LINK</b> them together.
MA'AM	Write <b>MY</b> answer.	Support it with <b>2 AUTHOR</b> details...	& <b>MY</b> explanation.

### Provide explicit instruction.

#### WHAT I THINK

##### Answer • Inference

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

#### WHY I THINK IT

##### Details • Evidence

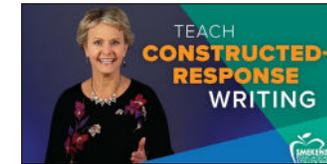
Support your answer with textual evidence.  
Support your answer with *more* evidence from the text.

#### HOW I KNOW

##### Explanation

Explain how the evidence fits the answer or inference.

### SECRET SITE RESOURCES



Teach constructed-response writing to boost test success.



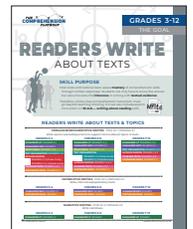
Improve prompt responses with the Yes, MA'AM acronym.



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

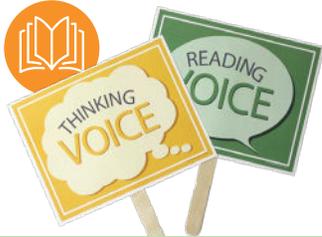
### RELEVANT RESOURCE

The Comprehension Playbook



**RELEVANT RESOURCE**

Comprehension  
Voice Signs



- 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.

**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 IT**

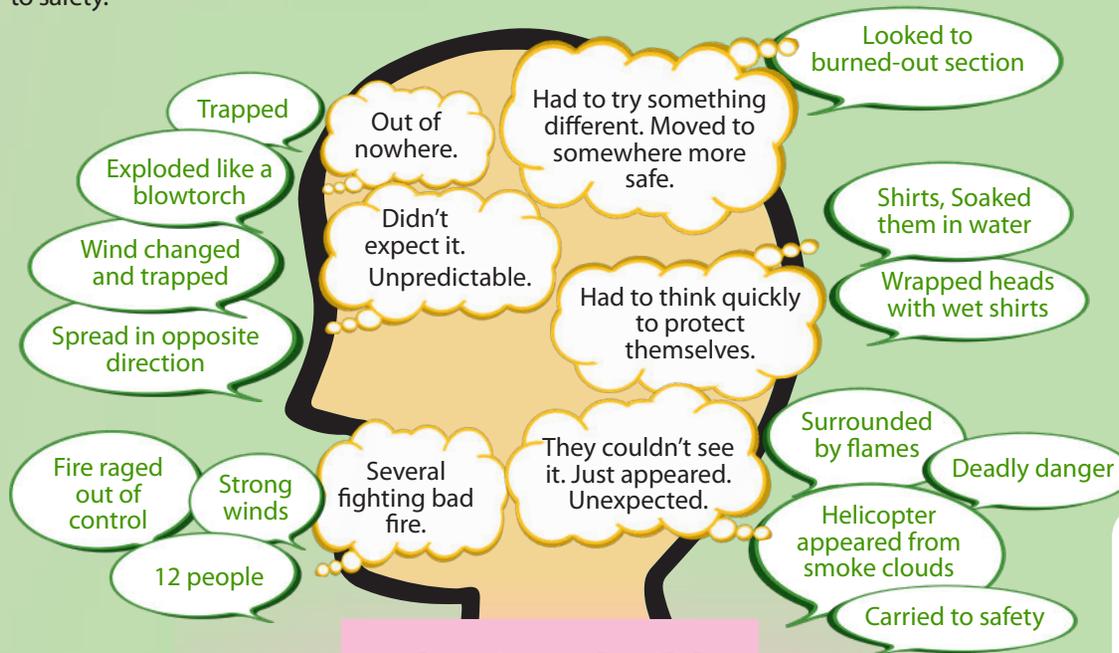
- 3 Include evidence to support your thinking.
- 4 Provide multiple pieces of text evidence.

**HOW I KNOW**

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

On August 4, 1961, twelve smokejumpers parachuted to a fire in Montana where strong winds were blowing, and the fire raged out of control. Then the wind changed. The fire began to spread in the opposite direction. The smokejumpers became trapped. "The fire exploded like a blowtorch," one jumper said later. The two crews looked for safety on a burned-out section. Some took their shirts and soaked them in water. They wrapped the wet shirts around their heads for protection. Soon flames surrounded them. The firefighters were in deadly danger until a helicopter appeared from the smoke clouds above and carried them to safety.

Besides brave, describe another trait that smokejumpers demonstrate. Support your thinking with textual evidence.



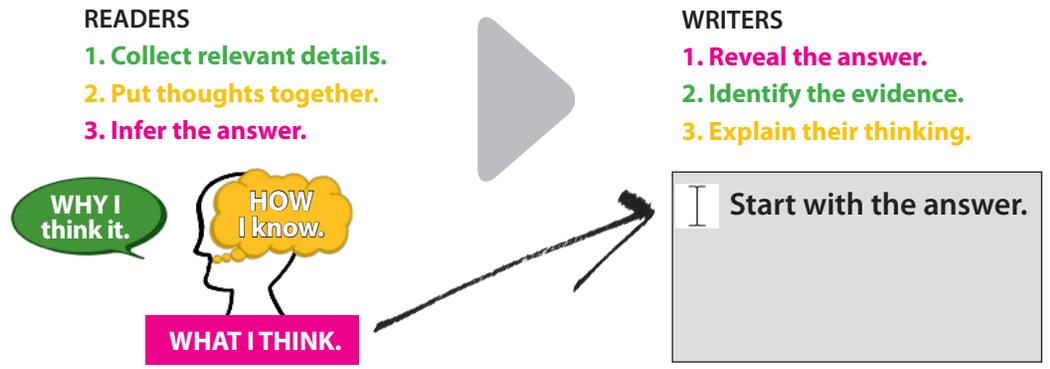
**Adaptive, Flexible**



**SECRET SITE RESOURCE**

# 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.



# 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.

Besides	brave,	describe	another
trait	that	smoke-jumpers	demonstrate.

Merge key words and the answer into a topic sentence.

trait smoke-jumpers

trait smokejumpers

Introduce the *Goldilocks Principle*.

In the excerpt from *Smokejumpers: Battling the Forest Flames*, it is clear that the smokejumpers are not only brave but also demonstrate the trait of adaptability.



### 3 Include evidence to support your thinking.

Introduce evidence.

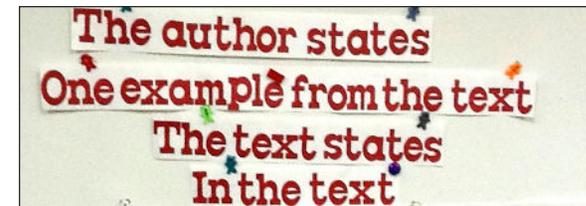
- Clarify evidence versus background knowledge.
- Clarify text evidence versus text details.
- Reread the *Inference Silhouette Head*.

RELEVANT RESOURCE



Merge the sentence starter with the evidence.

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



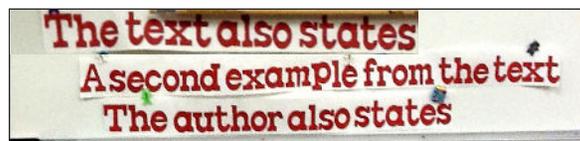
According to the text, “The two crews looked for safety on a burned-out section.”

### 4 Provide multiple pieces of text evidence.

Identify the best evidence.



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



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

The text also states, “some took their shirts and soaked them in water. They wrapped the wet shirts around their heads for protection.”

- Orally differentiate the first detail from the second using an appropriate sentence starter.

- In writing, differentiate the first detail from the second with an appropriate sentence starter.



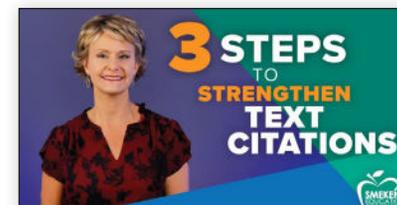
- Strengthen the answer by labeling more text evidence.

Blend the sentence starter with words from the text.

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



The text also states that they “soaked” their shirts “with water” and “wrapped (them) around their heads” for added “protection.”



SECRET SITE RESOURCE

Strengthen text citations in 3 steps.

BASIC 5

Explain your thinking in a concluding statement.

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*.

Smokeyjumpers demonstrate the trait of adaptability.

According to the text, “The two crews looked for safety on a burned-out section.”

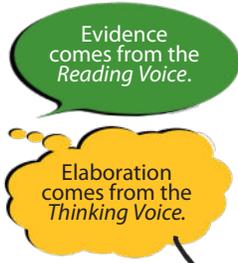
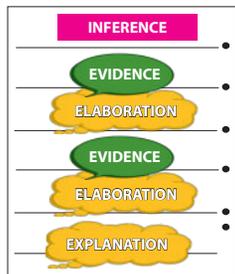
The text also states, “some took their shirts and soaked them in water. They wrapped the wet shirts around their heads for protection.”

These details show that smokejumpers must be able to adapt as a result of the unexpected and the unpredictable nature of their job.

POLISHED 6

Elaborate after each piece of text evidence.

Double the elaboration-to-evidence ratio.



Smokeyjumpers demonstrate the trait of adaptability.

According to the text, the trapped men looked for a “burned-out section.”

In other words, they quickly assessed their surroundings and determined that an area already burned was less likely to reignite.

The text also states that they “soaked” their shirts “with water” and “wrapped (them) around their heads” for added “protection.”

This suggests that they were able to use their limited resources to shield themselves from the heat and smoke.

These details show that smokejumpers must be able to adapt as a result of the unexpected and the unpredictable nature of their job.

Provide sentence starters.

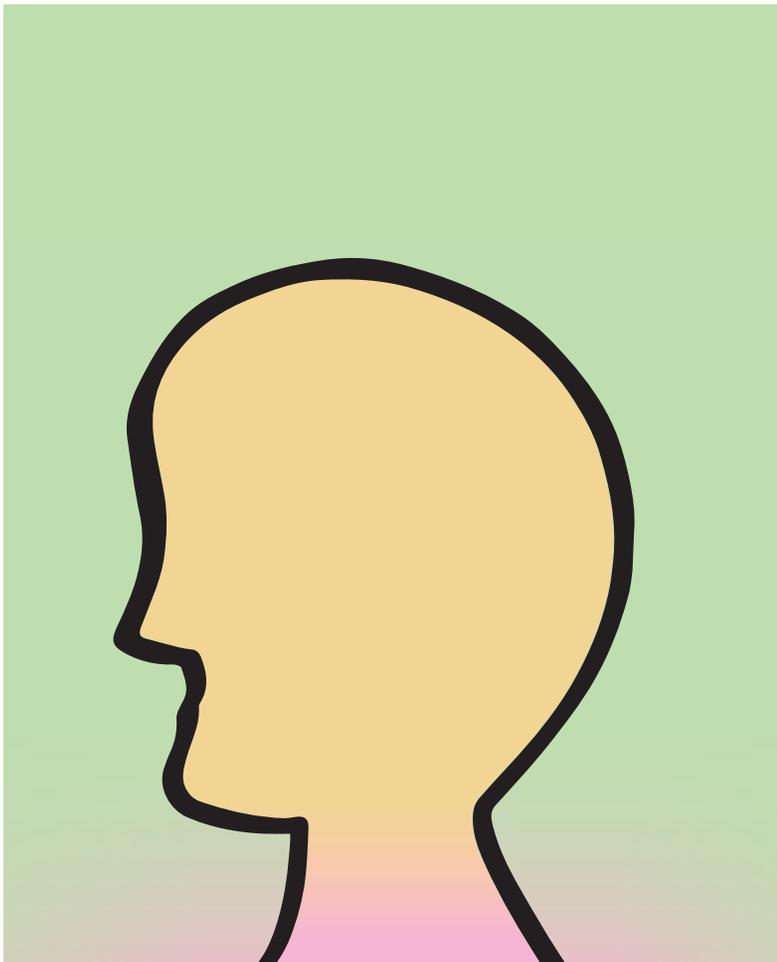
- |                                     |                                     |                                 |
|-------------------------------------|-------------------------------------|---------------------------------|
| <i>This is important because...</i> | <i>This conveys...</i>            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

## Target short constructed-response writing



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.

Determine the setting where this scene takes place.



INFERENCE

EVIDENCE

ELABORATION

EVIDENCE

ELABORATION

EXPLANATION