Empowering Writers®

Write. Read. Succeed.

Constructed Response:
A Step-by-Step Approach

Part 2: Extended Response

Killeen ISD - Grade 3
March 8, 2024

Steps for Approaching Response to Text Compositions for a Single Source Text

Step 1: Analyze and Annotate the Text.

Step 2: Fill in the Summarizing Framework.

Step 3: Analyze the prompt for givens and variables.

Step 4: Highlight the paragraph where you will find the information needed.

Step 5: Underline the Evidence from the Text to Support Your Thinking.

Step 6: Create a pre-writing plan for answering the question - summarizing framework.

Step 7: Write a main idea sentence - Turn the task into the response.

Step 8: Compose the body paragraph - paraphrase, sentence starters, cite evidence, word referents, flip the sentence subject, transitional words and phrases.

Step 9: Write a conclusion statement.

Steps for Approaching Response to Text Compositions for a Single Source Text (Extended Response)

Step 1: Analyze and Annotate the Text.

Step 2: Fill in the Summarizing Framework.

Step 3: Analyze the prompt for givens and variables.

Step 4: Highlight the paragraph(s) where you will find the information needed.

Step 5: Underline the Evidence from the Text to Support Your thinking.

Step 6: Create a pre-writing plan for answering the question - summarizing framework.

Step 7: Write an introduction paragraph - turn the task into the response and write a topic sentence that includes your main ideas.

Step 8: Compose the body paragraphs - write a main idea sentence and add the evidence (paraphrase, sentence starters, cite evidence, word referents, flip the sentence subject, transitional words and phrases.)

Step 9: Write a conclusion paragraph.

Steps for Approaching Response to Text Compositions for Multiple Source Texts

Step 1: Read source texts, ANALYZE and ANNOTATE.

Step 2: Fill in a Summarizing Framework for each source text.

Step 3: Analyze the prompt for GIVENS and VARIABLES. What are the questions being asked?

Step 4: Create a GRID to compare both texts. Highlight or underline the evidence and tranfer that to the grid.

Step 5: Based on the grid create a new SUMMARIZING FRAMEWORK outlining the response to text composition.

Step 6: Write INTRODUCTION using main ideas and informative verbs. (literal comprehension)

Step 7: Compose a BROAD YET DISTINCT MAIN IDEA SENTENCE for each body paragraph.

Step 8: Support each main idea with CITED EVIDENCE from the text. Use word referents and transitional words and phrases.

Step 9: Writing a CONCLUSION that includes evaluative thinking - how was the reader affected by the texts? What applications can be made to the writer's life?

COMPARISON GRID

List elements for
comparison here.

↓

	Source #1	Source #2

Constructed Response Pillar

Main Idea Sentence	
Detail/Evidence	Detail/Evidence
Detail/Evidence (optional)	Detail/Evidence (optional)
Conclusion	

Summarizing Framework

MAIN IDEA: _____

DETAIL #1: _____

DETAIL #2: _____

Informational Pillar

INTRODUCTION
Lead/Topic Sentence

Main Idea #1_____

Detail	Detail
Detail	Detail

Main Idea #2_____

Detail	Detail
Detail	Detail

Main Idea #3_____

Detail	Detail
Detail	Detail

Conclusion

Summarizing Framework

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

*introduction*   *lead-descriptive segment*   **CHAMELEONS**   *title/topic*

1.) Imagine a type of lizard that lives in both rainforests and deserts and many can change the color of its skin to just about any shade in the rainbow! Let's learn about these unique creatures called *chameleons*. We'll examine their appearance, learn about their remarkable eyesight, and investigate their eating habits.

topic sentence

appearance

2.) Would you recognize a chameleon if you saw one? Not all chameleons look alike. In fact, there are over 160 kinds or *species* of chameleons. Chameleons can only be spotted in warm climates. Some of these scaly lizards can be less than an inch long, but others grow to more than two feet in length! Many types of chameleons have special cells under their skin called *chromatophores* that enable them to change color! These cold-blooded reptiles can turn patterns of orange, pink, red, purple, blue, yellow, green, black or brown. They show off their colors for many reasons – to *camouflage* themselves (blend in with their habitat to hide from enemies), to attract a mate, or to warm up or cool down. You can recognize many kinds of chameleons by a sort of crown of bumps, horns, or ridges on top of their heads.
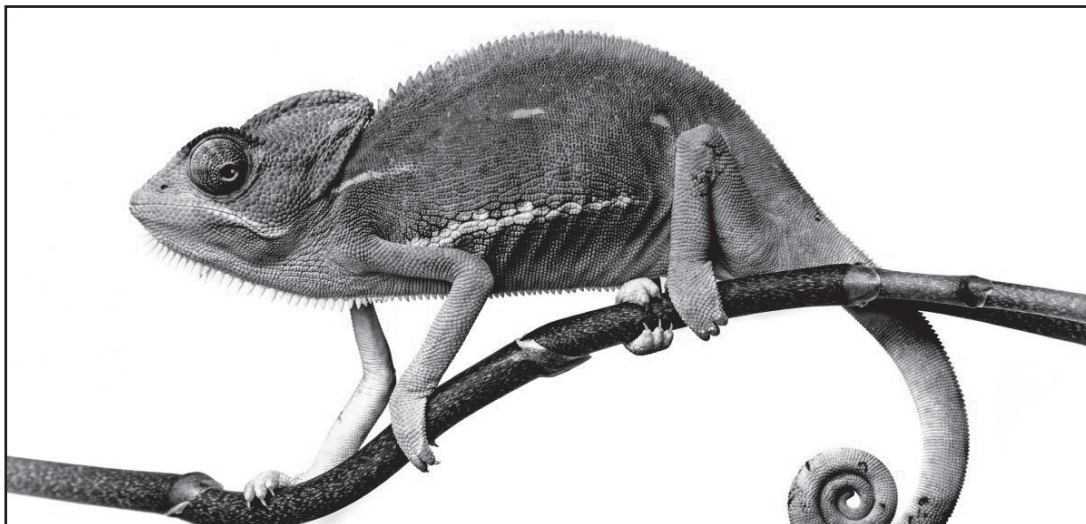
3.) <u>Chameleons have very unusual eyes.</u> Instead of having two lids that open and close, these colorful reptiles have protruding upper and lower lids that are joined, with only a tiny hole for their pupils. It's easy for chameleons to see predators approaching because their eyes move separately. This allows them to see two different things at the same time and to scan a full 360 degrees. In other words, it's a little like having eyes in the back of their heads! Their eyesight is very sharp. They can spot tiny insects up to 30 feet away.

unusual eyes
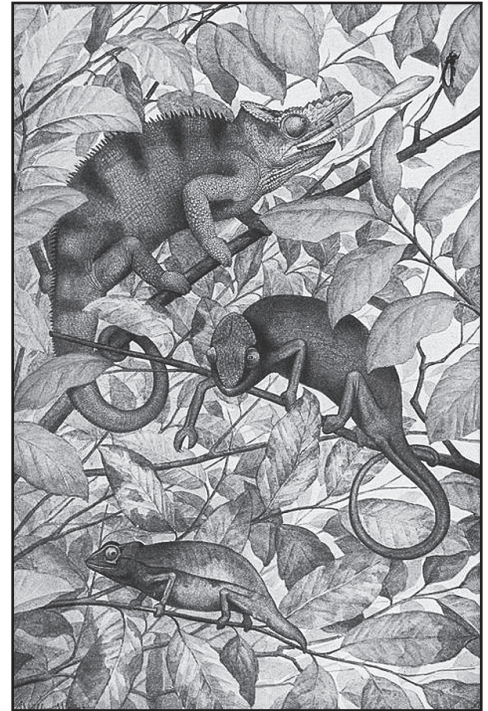
4.) <u>Insects beware – chameleons often feast on large bugs.</u> After a chameleon sees a tasty insect it shoots its sticky tongue out and captures it with lightning speed. When the tongue strikes an unsuspecting grasshopper, locust, or cricket the tip forms a sort of suction cup that grabs hold of the prey and snaps it back into the lizard's mouth. A chameleon's long sticky tongue can stretch up to two times the length of its body! In addition to insects, larger chameleons have been known to capture and devour small birds.

eat bugs

5.) The next time you're at the zoo, or even the pet store, ask to see a chameleon. Hopefully you'll recognize their distinctive appearance, notice its unusual eyes, and watch out for its sneaky, sticky tongue. If you're lucky, you might even see this amazing lizard change to a brand new hue!   *conclusion*

MENU OF TRANSITIONAL WORDS AND PHRASES

Transitional Words/Phrases to express additional similar ideas:

Also, _____ .   Not only that, but _____ .

In addition to this, _____ .   It's also true that _____ .

Another example of this is, _ .   Plus, _____ .

Furthermore, _____ .   Besides that, _____ .

Likewise, _____ .   Incidentally, _____ .

Similarly, _____ .   In the same way, _____ .

Transitional Words/Phrases to show an example:

For example, _____ .   An example of this is _____ .

Here's what I mean by that-._   For instance, _____ .

An illustration of this is ____ .   I remember the time that ____ .

Transitional Words/Phrases to express alternate ideas:

However, _____ .   On the other hand, _____ .

But, _____ .   Still, _____ .

Despite this, _____ .   Nevertheless, _____ .

Nonetheless, _____ .   Regardless, _____ .

In spite of this _____ .   Yet, _____ .

Transitional Words/Phrases to express cause and effect:

Because of this _____ .   Therefore _____ .

For this reason _____ .   As a result, _____ .

Due to this, _____ .   Consequently, _____ .

Then, _____ .   In view of this _____ .

On account of this _____ .

Going Solo

Splash! The gentle waves lapped against the side of my sailboat. The sun glistened on the water and noisy white gulls soared overhead. It was a perfect day for a sail! I checked the rudder and the tiller, spread out the sails, attached the halyards and the mainsail. Where was Will? I glanced at my watch for the third time. We had planned to meet twenty minutes ago.

I sighed. My boat was ready, my life vest on, but my sailing partner was nowhere to be seen. My parents had made it clear that I wasn't experienced enough to sail solo – at least not yet. "Zach," my dad had said, "New England weather can change in a heartbeat. In a squall, another pair of hands can make all the difference." I bit my lower lip. What should I do? I was confident I could handle myself out there in the bay. The water was calm, the sky blue. Why not just take a short sail? What harm could it do? I pushed the little nagging worry I felt aside and concentrated on preparing to launch.

I finished raising the mainsail, secured it, and untied from the pier. Before I knew it the sails snapped as they caught the wind. My heart leapt as the boat easily cut through the water throwing up a fine mist. The exhilaration nearly blocked out the guilt I felt about disobeying my dad. But as the wind whipped through my hair and I expertly guided the boom to adjust the sails I forgot all about the rules. The northeasterly wind carried my boat effortlessly. "Woo hoo!" I yelled, feeling more confident by the minute. This was what I loved about sailing – flying across the water, free as a bird. A gull glided overhead, wings extended and still, coasting on the sea air, keeping pace with my boat. A grin spread across my face. It was as though the gull and I were brothers, both of us taking advantage of the wind. The sun glittered on the water – it was like sailing on a sea of diamonds. A school of fish skirted the surface of the water alongside the boat. The shoreline shrunk to a thin line in the distance before it completely disappeared. Without really realizing it I'd left the bay and found myself on the open ocean.

That's when everything changed. Suddenly the waves got choppier. The wind rapidly changed direction. This was a different kind of sailing! It took all my

attention to control the sailboat. I'd have to turn the boat around to sail back into the bay, but that would mean sailing into the wind. My arms ached with the effort, my stomach tied in knots. The air grew colder as a large cloud drifted in front of the sun. As I unsuccessfully tried to turn the boat back I was pelted with the first raindrop. In seconds there was a downpour. The ocean didn't seem like my friend anymore! The wind roared and waves crashed. My boat listed dangerously to one side, skimming the surface of the ocean. I leaned back as far as I could to level the boat. A dark foamy wave ripped across the deck. Soaking wet and shivering, I struggled to keep the boat afloat. How would I ever make it back to shore? The sky turned dark. Thunder rumbled in the distance. It was hard to concentrate with the rising panic in my throat. I tacked back and forth in a desperate attempt to navigate back into the bay. The boat would turn a bit, then veer off course again. Every muscle in my body screamed. The word "help" was on the tip of my tongue, but there was no one to hear me.

Painfully, little by little, I managed to turn the boat a bit and zigzag back into the bay. Tears brimmed when I caught sight of the shore. My knees were weak with relief. As I got closer I could see a small crowd of people. My mom and dad. Will and his dad. Will must have called my house when he couldn't go sailing. That tipped them off.

With trembling hands I tied up to the pier and they all ran toward me. My mom was crying as we shared a huge group hug. "Zachary, what were you thinking?" she whispered. I couldn't answer. The memory of the wave tipping the boat sideways was still too fresh. I couldn't meet my dad's eyes, but I felt his arms around me. It was just so good to feel the ground beneath my feet and the love of my family! Of course, I got in big trouble, but it seemed like nothing compared to what might have happened. I'd have to wait a long time to go sailing again, but that was okay. That squall had taught me an important lesson!

Examining Prompts

READ THE PROMPT!

1. Which organizers do students need to **read** and **answer** the task?

   _____

   _____

2. What **Steps to Response** document is appropriate?

   _____

3. What **skills** will students need to adequately answer the task? (Include all that apply.) Write the Section and Lesson # that correspond with the skill.

   SKILL   SECTION/LESSON

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

THINKING ABOUT LITERATURE

Inferential Thinking

This is the kind of reasoning you must use when the author hints at or *infers* something in a story, but doesn't state it outright.

Ex. *When Marc told his joke Claire rolled her eyes and shook her head.*

The reader **infers** that the joke wasn't very funny.

Evaluative Thinking

When we think in this way we compare what happened in the story to something in our own lives. This helps us empathize with and understand the story situation better.

Ex. *It was just like the time when I got separated from my family at the amusement park. I know what it's like to feel scared.*

Name_____

DIGGING DEEPER – BE A TEXT DETECTIVE!

To get the most out of a story, it's important to not just think about the action, but to consider why things happened in the story. What might the character's feelings have to do with it? What caused the character to feel as she or he felt? How did you feel about the events in the story? What about the things an author implies but doesn't actually explain? This involves looking for evidence in the text. Look at the questions below. Your teacher will select a story for you to reread. Then, on another sheet of paper or at the keyboard, answer each of the questions below about the story using the sentence starters provided. You may also turn each question into a response by repeating the key parts.

1. **In the story, how did** *(character)* **feel about his/her situation?**

2. **How do you know how** *(character)* **felt?**

3. **Did you ever have a similar experience? When?**

4. **How did you feel during your experience?**

5. **What did** *(character)* **learn from his/her experience?**

6. **What did you learn from your experience?**

7. **Why did you empathize with** *(character)***?**

<u>Sentence Starters</u>:
1. **It was clear ___was feeling ___ because____.**
2. **This was evidenced by_____.**
3. **I understand the way_____felt because_____.**
4. **I'll never forget the time _____when_____.**
5. **A similar experience I had was_____.**
6. **I could really empathize with her/him because_____.**
7. **It's easy to understand why_____because_____.**
8. **Although I never had an experience like this, I can imagine_____.**
9. **This scene kept my interest because_____.**

The Conclusion Paragraph in Response to Text

Teacher Background:
The Conclusion Paragraph in Response to Text

In both straight informational writing (generative) and in response to text essays (responsive) the function of the conclusion paragraph is to wrap up the piece of writing in a kind of synopsis, providing a summation of the key points presented in the body of the piece.

However, in response to text, the conclusion paragraph is the perfect place for students to demonstrate a deeper level of comprehension relative to the source texts. In **evaluative comprehension** the student writer builds on literal understanding and inferential reasoning, weighing information in regard to her/his own experience of the world, extending cause and effect thinking, considering how the source material might influence or affect the world in which they live. In evaluative thinking the student would reflect on the information provided, make connections to other related subjects, and perhaps challenge held assumptions about the topic. They might be inspired to take action, support a cause, or conduct research to learn more. All of this can be expressed in a powerful conclusion paragraph as evidence that the writer has assimilated the information on a deep and personal level.

Therefore, to guide students' thinking in this regard, there are a number of techniques that are helpful:

- REITERATE your TOPIC and MAIN IDEAS. *(literal)*

- Based on the prompt or assignment, SYNTHESIZE information from source materials to draw a conclusion. *(inferential)*

- EVALUATE how the information and your conclusion might inspire or challenge you, or change your view of the world. *(evaluative)*

Ex. *In conclusion, it's clear that elephants face many threats: shrinking habitats, conflicts with humans, and poaching. It was shocking to learn how many elephants are still killed for their ivory tusks. As both authors point out, the earth's largest land mammal is not only intelligent, but expresses many emotions. This makes me consider how the effects of these threats must cause elephants to suffer fear, sadness, grief, and anger. When I saw these amazing beasts perform in the circus it never occurred to me that this could be a form of abuse. It is also sad that in some places elephants are forced to work for lumber companies, destroying the very forests that are their homes! Can you imagine being forced to demolish your own home? These articles have definitely convinced me that we need to protect elephants in the wild, ban the sale of ivory, and punish those who hunt these magnificent creatures for their ivory tusks. I might even see if our class can "adopt" an elephant in captivity to help support this cause.*

synthesize

Evaluate

Keep in mind that some source material may lend itself more readily to this kind of an evaluative conclusion – other material may be more literal in nature. Regardless, the best conclusions will draw on these techniques, encouraging the reader/writer to think about the topic in more sophisticated ways.

Opinion Pillar

INTRODUCTION
Lead/Opinion Statement

Main Reason #1

Detail	Detail
Detail	Detail

Main Reason #2

Detail	Detail
Detail	Detail

Main Reason #3

Detail	Detail
Detail	Detail

CONCLUSION
Creative Restatements of Main Reasons

Summarizing Framework

TOPIC: _____

MAIN REASON #1: _____

MAIN REASON #2: _____

MAIN REASON #3: _____

Constructed Response Comparison Rubric

For a Score of 3		
Category/Element	**EW**	**STAAR**
Introduction	Summarizes the text using informative verbs and turns the task into a response/states a claim.	Effective introduction is evident. The central idea/argument/opinion is clearly identifiable.
Main Ideas	Main ideas are clearly stated using interesting sentence variety.	Organizational structure is appropriate and effectively supports the development of the response.
Evidence and Explanation	Evidence included is directly from the passage and relevant to the task. Evidence is fully explained using the detail generating questions What does it look like? Why is it important?	Evidence is clearly explained. Evidence consistently supports and develops the response.
Paraphrasing and Citing	Evidence is paraphrased in a variety of ways (flip the sentence subject, sentence starters, word referents/synonyms) or cited correctly	Relevant evidence is paraphrased or cited and supports the response. Word choice is specific, purposeful and enhances the response.
Conclusion Paragraph	Reiterates the topic and main ideas/reasons, synthesizes the information from the text, and/or adds an evaluative statement.	Effective conclusion is evident.

Grade 3 Response to Text Lesson Index
Killeen, TX

Unit 1: LITERACY LAUNCH - Purpose, Organization, Annotation & Analysis, Summary of Narrative and Informational Text

Strategic Reading - Informed Writing

Strategic Reading - Organization and Text Conventions

Unit 2: LITERACY LAUNCH - Purpose, Organization, Annotation & Analysis, Summary of Narrative and Informational Text

Analyzing and Annotating Informational and Narrative Texts

Make it Your Own - Key Comprehension Questions

Introduction to Literary Analysis

Analyzing Assignments for Givens and Variables

Finding Evidence - Be a Text Detective

Writing a Constructed Response

Inferential and Evaluative Thinking

I WANT MORE: Literary Analysis

Make-it-Your-Own Framing Questions

Unit 2 Part 2: Informational/Opinion - Broad Yet Distinct Main Ideas/Reasons

Pick, List, Choose, Ask, Find to Generate Main Ideas/Reasons for Writing About Science or Social Studies

Naming Givens and Variables

Turning Questions Into Responses

Sentence Variety and Word Referents

Preparing to Write a Response to Text

Preparing to Respond in Writing to Multiple Texts

Unit 2 Part 3: Informational/Opinion - Elaboration

Using Detail-Generating Questions in Paragraphs

Summarizing in Paragraph Form

Reading and Summarizing Texts

Comparing and Contrasting in Research Simulation Tasks

Paraphrasing

Giving the Author Credit

Unit 3 Part 1: Narrative - Elaborative Detail

Literary Analysis Task - Elaborative Detail

Unit 3 Part 2: Narrative - Entertaining Beginnings and Extended Endings

Literary Analysis Task - Beginnings

Literary Analysis Task - Endings

Unit 4: Narrative - Suspense

Literary Analysis Task - Suspense

Unit 5: Narrative - Main Event

Literary Analysis Task - Main Event

Unit 6: Informational/Opinion - Research & Introductions and Conclusions

Doing Research and Taking Notes

Writing Response to Text Introduction Paragraphs

Recognizing Definitive Language for Strong Conclusions

Writing Response to Text Conclusion Paragraph

Empowering Writers
Write. Read. Succeed.

QR Code for Empowering Writers Workshop Evaluation Form

We would appreciate your feedback!
Please scan the code below to complete a brief survey.

We hope you enjoyed the workshop!

www.empoweringwriters.com