

A decorative header bar with a dark purple gradient background and a bright pink vertical rectangle on the right side.

Welcome back!

Please sign in.

If you have something from
your school that I need to
sign, please come see me.

Who am I?

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#hcs2016

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The Facebook logo, which is a dark blue rectangle with the word "facebook" in white lowercase letters.

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Our Guiding Questions

1. What is a constructed response?
2. How can RACE help my students answer a constructed response question?
3. How do I teach the RACE strategy?
4. What FREE resources are available to me?
5. Does this apply to K-2?

CC Reading Power Standards

(Students' command of evidence with complex text is at the core of assessment shifts.)

Standard 1

Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Standard 10

Read and comprehend complex literary and informational text independently and proficiently.

Close Reading Text

- ▶ The students read Excerpt from Narrative of the Life of Frederick Douglass
- ▶ The text is complex and took many readings.
- ▶ Close reading notation was taught during this time.

**CLOSE
READING**
IS A
CAREFUL AND
PURPOSEFUL
REREADING
OF A **TEXT**

Dr. Douglas Fisher



Constructed Response Examples Before and After RACE

LUELLA ELEMENTARY SCHOOL

5TH GRADE

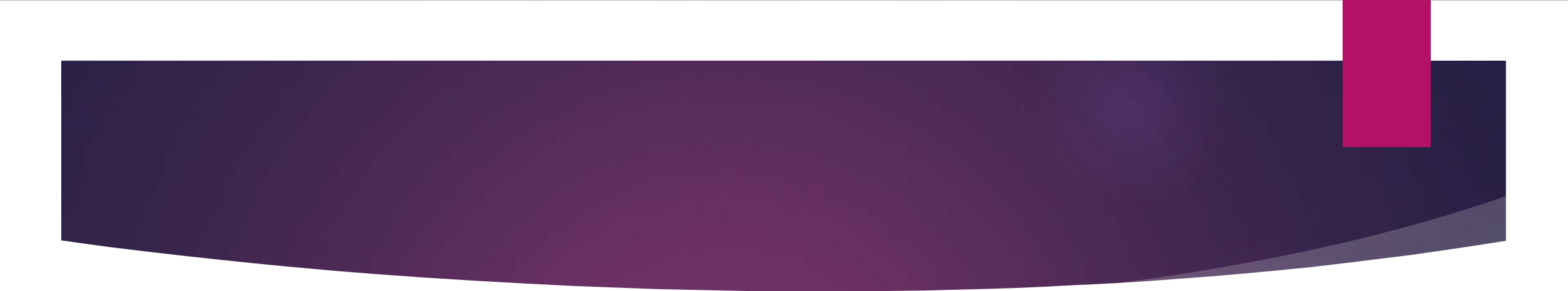
EXCEPT FROM NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS

Text Dependent Question

How did reading “The Columbian Orator” help Frederick Douglass with his argument against slavery?
Give evidence from the text to support your answer.

Before RACE

1. He learn from reading Sheridan's might speeches was that he learn about how Sheridan made his speeches into argument and he was denunciation of slavery. And that the man Frederick Douglass became today.
2. Because he readed to get freedom.
3. Because it was Sheridan's might speeches. They gave him interesting thoughts of his soul and it frequently flasher through his mind.

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- ▶ Because he want to learn from him.
 - ▶ He learn the bold of denunciation of slave.
 - ▶ They were choice documents because, they were true and he learned that a slave ran away 3 times and that the slave argued his way to freedom. It was a true book about a slaved boy.
 - ▶ Respect, freedom, and loyalty it would teach him he's own freedom.
 - ▶ From reading the Columbian Orator Frederick Douglass learned how to understand the difficult words in his book and how to stand up for his rights.

How did we get there?

1. I taught them how to close read.
2. We defined “text dependent question” and “constructed response”.
3. I introduced the RACE strategy.

What is a constructed response?

- ▶ **Constructed**
- ▶ Construction means to build something.....**constructed** means that something has been built.
- ▶ **Response**
- ▶ A **response** is an answer
- ▶ **Question**
- ▶ A **question** is an issue or inquiry that requires a response to it.
- ▶ When you put them all together you get the idea that a CRQ is a type of question that you will have to build or create an answer for.

What is a constructed response?

- ▶ Limited response
- ▶ Asks one question
- ▶ Limited to the short answers/to the point answers
- ▶ Usually a single focus
- ▶ Use R.A.C.E strategy

RACE

- ▶ **1. RESTATE** – Students restate the question in the form of a topic sentence.
- ▶ **2. ANSWER** – Students answer ALL parts of the question.
- ▶ **3. CITE** – Students cite examples from the text that support their answer.
- ▶ **4. EXPLAIN** – Students explain how their evidence supports their answer or connects to another text.

What next?

We practiced being the teacher.

- ▶ Constructed Response
- ▶ Constructed Response 2

We evaluated the constructed responses of others.

- ▶ I used Writingfix.com

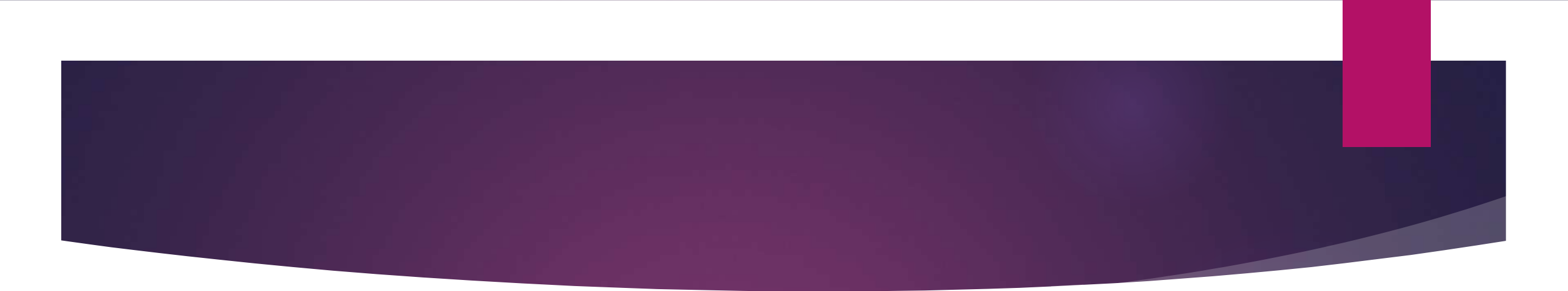
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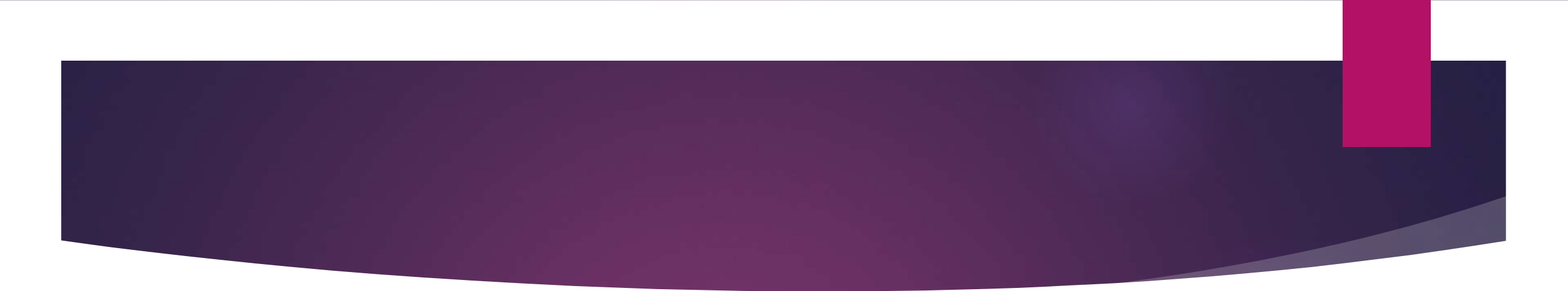
- ▶ We went back and revisited our original piece *Excerpt from Narrative of the Life of Frederick Douglass*.
- ▶ And our original responses. Oh no!



After teaching the Constructed Response Strategy **RACE**

- ▶ The *Columbian Orator* helped Frederick Douglass with his argument against slavery. It helped him because it had a lot of speeches that inspired him. In the text it said, “In the book I met with one of Sheridan’s mighty speeches that gave words to my thoughts.” I think he is going to fight against slavery and for his country.
- ▶ The *Colombian Orator* helped Frederick Douglass with his argument against slavery. Every chance he got he would read it over and over so he could argue his point and think of other ideas. In the text it said that he read it every opportunity he got and gave words to his thoughts. I think he read it over and over again to give him power of the truth.

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- ▶ The *Columbian Orator* helped Frederick Douglass by teaching him about the slave in the story. The slave had ran away 3 times and when the slave was brought back he argued for his freedom. The slave won. Frederick Douglass thought that maybe he could argue his way to freedom also.
 - ▶ The *Columbian Orator* helped Frederick Douglass. It had an interesting dialogue between the master and a slave that had ran away three times. The dialogue represented the conversation which took place between them. When the slave was taken the third time, he convinced his master to set him free. It gave Frederick the encouragement to fight for freedom.

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- ▶ The book the *Columbian Orator* helped Frederick Douglass with his argument against slavery because in the story it said that the slave said some very smart as well as impressive things in reply to his master. Things which had the desired though unexpected effect. The conversation resulted in the voluntary emancipation of the slave. The slave was represented as having run away from his master three times. The book gave him courage and hope.
 - ▶ The *Columbian Orator* helped Frederick Douglass with his argument against slavery. It helped him increase his vocabulary so he knew more words. It has a lot of vocabulary that he used like emancipation and discontentment. It said he read it every chance he got because the person in the book ran away so many times and he did such as good speech when he was recaptured that the owner let him go free.

You didn't talk about K-4!

- ▶ These steps were repeated for K – 4 using appropriate text.
- ▶ K-2 did evaluate answers but differently.
- ▶ 2nd Grade
- ▶ 1st Grade
- ▶ Kindergarten
- ▶ Using Pictures
- ▶ Using Quotes

Problems we noticed.

Students did not know how to:

1. Restate the question. Practice! Especially K-2.
2. Cite evidence correctly? Using direct quotes. Paraphrase. Use evidence based terms.
3. Explain or elaborate. Connecting the answer and evidence.

Other helpful resources

- ▶ [Prezi](#)
- ▶ [Reading Rockets](#)
- ▶ [Google it!](#)
- ▶ [Pinterest](#)
- ▶ [Teachers pay Teachers](#)
- ▶ [Achieve the Core](#) Search constructed response

Additional Resources

- <https://www.parcconline.org/>
- <http://www.smarterbalanced.org/smarter-balanced-assessments/>
- <https://www.engageny.org/>
- <http://nces.ed.gov/nationsreportcard/>

