



Bridge Comprehension & Constructed Responses

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Most state and national tests assess mastery of comprehension through strong written responses.



TEKS

RLA STRAND 3, RESPONSE SKILLS

- The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
- (A) Describe personal connections to a variety of sources...
 - (B) Write responses that demonstrate understanding of texts...
 - (C) Use text evidence to support an appropriate response...
 - (D) Paraphrase and summarize texts...
 - (E) Interact with sources... such as note-taking, annotating...
 - (F) Respond using newly acquired vocabulary as appropriate...
 - (G) Discuss and write about the explicit or implicit meanings of text...

Make the reading process concrete and visible.

- Readers have conversations in their heads.
- Readers are thinkers.
- Readers pay attention to their thoughts.
- Readers record their thoughts via taking notes or text annotation.

Connect the reader voices to the inference process.

- Readers make inferences in 5 steps.
- Readers recognize when their inferences are off track.
- Readers employ strategies to overcome a lack of background knowledge.

Connect the thinking process to the writing process.

- Readers convert the last thought as a reader into the first thought as a writer.
- Readers repeat key details from the question/prompt within the response.
- Readers include evidence to support their thinking.
- Readers provide multiple pieces of text evidence.
- Readers explain their thinking in a concluding statement.

Make the reading process concrete and visible.

Readers have conversations in their heads.

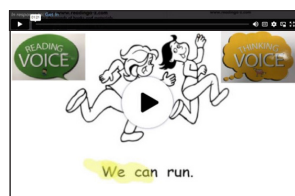
Explain that the *Reading Voice* identifies what the text says and the *Thinking Voice* reveals what it means.



Model invisible reader voices.



Provide ways for students to demonstrate their reader voices.



Readers are thinkers.

Readers juggle many different thoughts.

Readers "read" and think about visual texts.



Readers "read" and think about digital texts.



Readers "read" and think about audio texts.



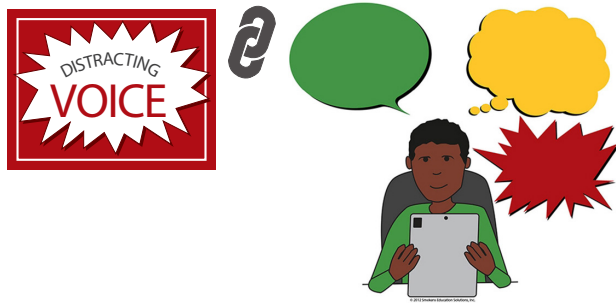
Readers "read" and think about video/multimodal texts.



Make the reading process concrete and visible.

Readers pay attention to their thoughts.

Readers are aware of their three voices.



Name common “distractions.”

Connect the reader voices to a traffic light.

- Describe the **Reading Voice** as **loud**. It's **green** and **goes** through the text.
- Describe the **Thinking Voice** as **quiet**. It's **yellow** and **slowly** moves through the text.
- The **Reading Voice** has to pause to listen carefully for the **Thinking Voice**.
- The **Distracting Voice** must be **stopped**.

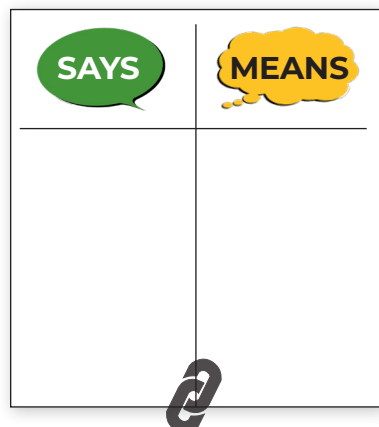


Explain how to “mute” and overcome the *Distracting Voice*.



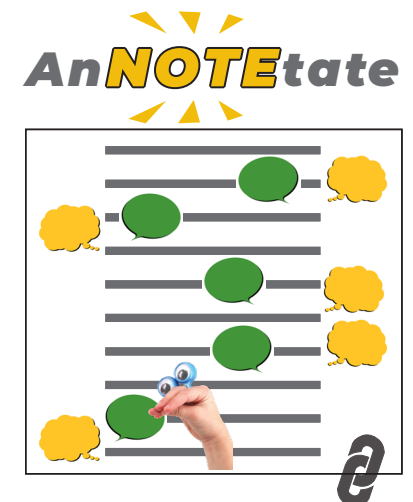
Readers record their thoughts via taking notes or text annotation.

NOTE-TAKING: Take information out of the text.



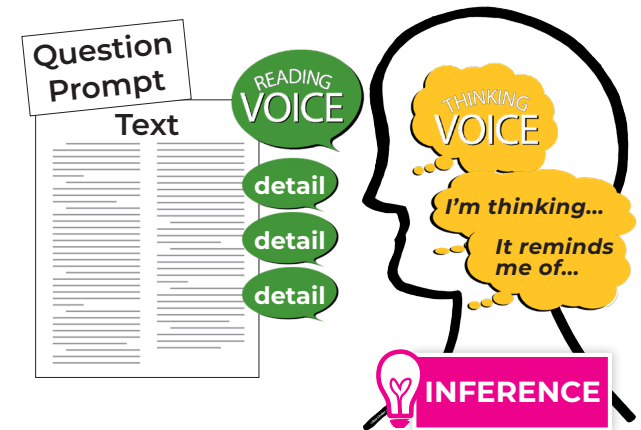
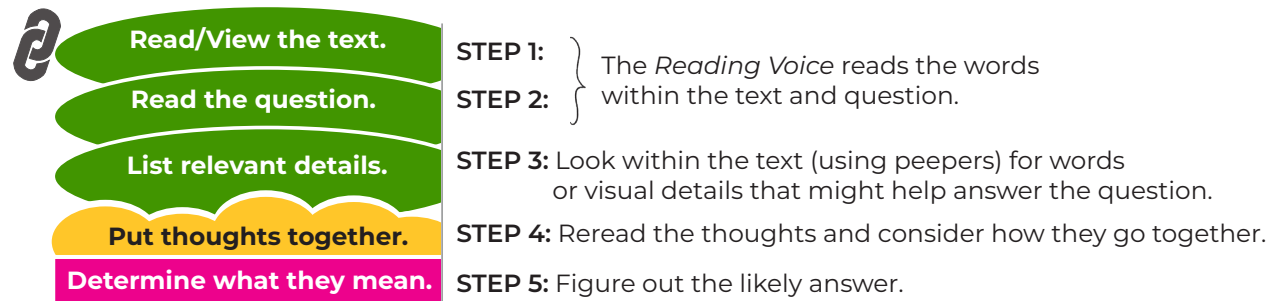
GRADES K-2: Scribe the thinking of young readers.

ANNOTATE: Add a note inside the text.



Connect the reader voices to the inference process.

Readers make inferences in 5 steps.



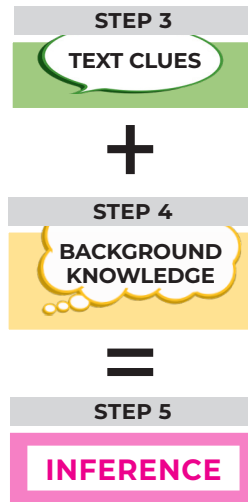
Model how to make inferences with visuals.



Connect the reader voices to the inference process.

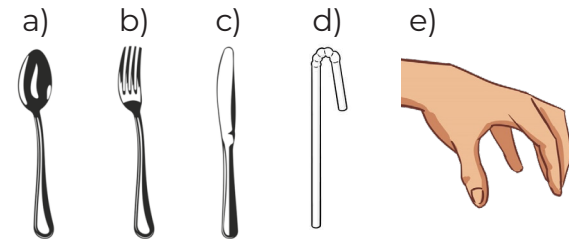
Readers recognize when their inferences are off track.

Clarify that the answer isn't in the text—but there are clues to be found.



Define “relevant” evidence as text details that support the question.

What utensil would you use if you were ____ ?



Respond to “wild guessers” with the Scooby-Doo strategy.



- *That surprises me. Tell me more about it.*
- *I see why you might say that, but...*
- *I agree, but look at page ____ where...*
- *I'm confused about something. Let's look back at what the author said.*

What is his job?

- a) Clothing details
- b) Tools details
- c) Lunch details
- d) Vehicle details
- e) Activity details
- f) Setting details

How does he feel?

- a) Clothing details
- b) Hair style details
- c) Body language details
- d) Temperature detail
- e) Facial expression details
- f) Setting details

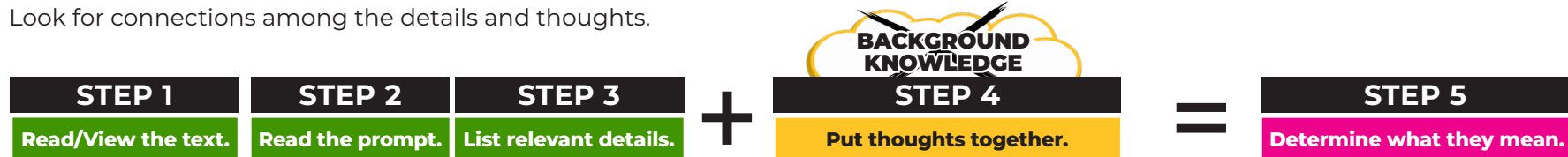
What season is it?

- a) Clothing details
- b) Hair style details
- c) Sensory details
- d) Vehicle details
- e) Activity details
- f) Weather details

Connect the reader voices to the inference process.

Readers employ strategies to overcome a lack of background knowledge.

Look for connections among the details and thoughts.



QUESTION:

What is the problem?

The sun shone all summer and fall. Not a drop of rain fell. When winter came, the storehouse was empty. Thus, the Colonists raided the Algonquians' food, causing them to become bitter enemies. The Colonists ate their horses, dogs, cats, and even rats. The Colonists even resorted to boiling their boots, belts, and every scrap of leather to make broth. Many wandered about in the woods in search of snakes or edible roots. Most of them never returned to the settlement.

Adapted from You Wouldn't Want to Be an American Colonist!

Visualize the details.

- Read slowly, adding each detail into an imaginary scene.
- Consider the tone, mood, vibe, or connotation of the details.

*I'm picturing...
This (detail)
makes me
feel...
I'm thinking
it's like when...*

QUESTION:

What is this man's job?



Identify related details.

- Consider what the individual details have in common.
- Find a connection among them.
- Look for similarities or patterns among the details.

*These are all
about...
When this
happens, so
does...
It has
something
to do with...*

Prepare readers to write.

Recognize the different types of short responses—and the skills they are assessing.

1-point SCRs

- Reporting Category: Writing
- Text Entry
- Points possible: 1

2-point SCRs

- Reporting Category: Reading
- Response to text
- Points possible: 2

- Includes 10 typed lines (i.e., a paragraph).
- Allows 475 characters (including punctuation; excluding spaces).

TEKS

RLA STRAND 3
RESPONSE SKILLS

The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

- (A) Describe personal connections to a variety of sources...
- (B) Write responses that demonstrate understanding of texts...
- (C) Use text evidence to support an appropriate response...
- (D) Paraphrase and summarize texts...
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- (F) Respond using newly acquired vocabulary as appropriate...
- (G) Discuss and write about the explicit or implicit meanings of text...

Recognize the ingredients within traditional short-constructed responses.

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

Adjust for STAAR's rubric criteria.

2. Support the inference with details from the text.

Teach the ingredients at every developmental writing stage.

3. Explain how the evidence supports the inference.

Answer • Inference

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

RA
RA
M
P
A
C
B

Details • Evidence

Support your answer with textual evidence.

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

C
D
A'A
EE
C
E
E

Explanation

Explain how the evidence fits the answer/inference.

E
D
M
L
E
R
E

Pictorial RESPONSE	Labeled-Picture RESPONSE	List-Writing RESPONSE	Sentence-Based RESPONSE	Short Constructed RESPONSE
Answer drawn with text evidence in the form of picture details.	Answer drawn with text evidence in the form of pictures labeled with letters or words.	Answer and evidence written in words, phrases, and fragments. (May include a drawing.)	Answer written in one or more sentences with text evidence. (May include a drawing.)	Answer written in multiple sentences with author evidence and reader explanation.

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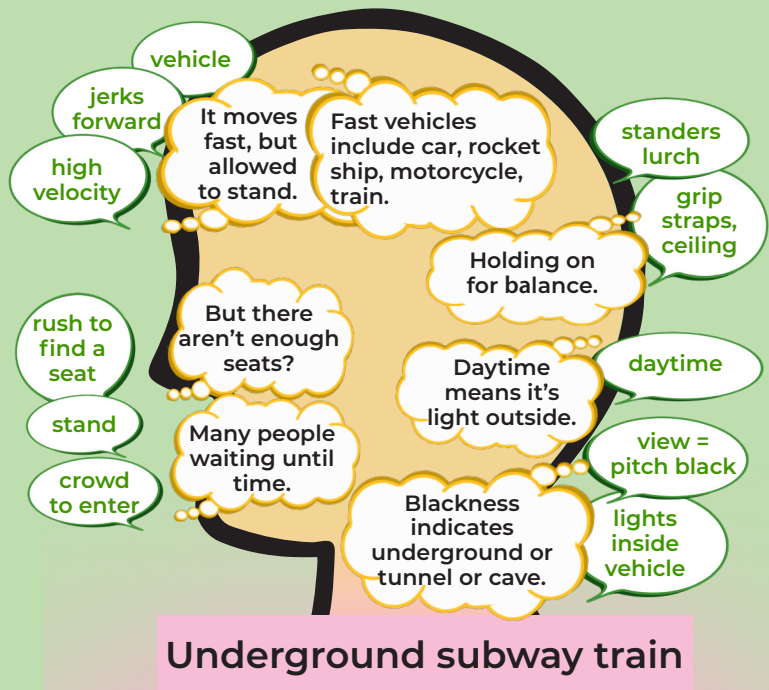
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Connect the thinking process to the writing process.

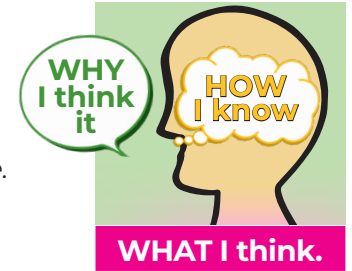
TEXT A

Infer the setting for this scene.

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.



Reveal where the necessary information "lives" within the reader's *Inference Silhouette*.



WHAT I THINK

- 1 Readers convert the last thought as a reader into the first thought as a writer.
- 2 Readers repeat key details from the question/prompt within the response.

WHY I THINK IT

- 3 Readers include evidence to support their thinking.
- 4 Readers provide multiple pieces of text evidence.

HOW I KNOW

- 5 Readers explain their thinking.

TEXT B

Infer this man's job.

Sometimes he wears a special uniform. He walks around hallways and into rooms. He checks doorknobs to see if some rooms are locked. He listens carefully to sounds. He carries a flashlight at night.



Connect the thinking process to the writing process.

1 Readers convert the last thought as a reader into the first thought as a writer.

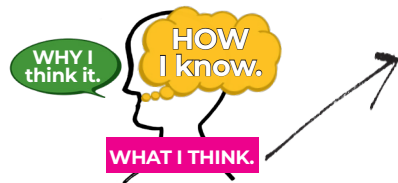
Stretch the inference into a sentence.

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.



Start with the answer.

"Write" the answer in pictures, words, or sentences.

ORALLY
state the
answer in
a complete
sentence.

It is a
security
guard.

DRAW the
answer.



Draw & LABEL
the picture with
the answer.



LIST the answer
on a line.

security guard
Topic, Title, or Inference

Write the answer
in a complete
SENTENCE.

He is a security guard.

2 Readers repeat key details from the question/prompt within the response.

Demonstrate
the purpose by
implementing
*Invisible
Questions*.

Assignment

_____?
_____.
_____?
_____.
_____?
_____.

Teacher
Questions

_____?
_____?
_____?

Student
Responses

_____.
_____.
_____.

Identify 1-3 "key" or important words from the original question, command, or prompt.

After	reading	the	descriptive	paragraph	infer
the	setting	for	this	scene.	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px;">setting</div> <div style="border: 1px solid black; padding: 5px;">scene</div> <div style="border: 1px solid black; padding: 5px;">.</div> </div>					

Merge key words
and the answer into
a topic sentence.



Connect the thinking process to the writing process.

3 Readers include evidence to support their thinking.

Define key terms.

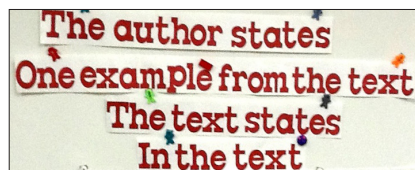
- Background knowledge
- Text details
- Text evidence



Clarify that all evidence is not equal.

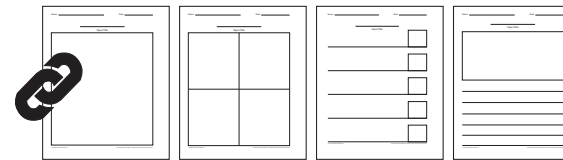


Introduce text evidence with a universal sentence starter.



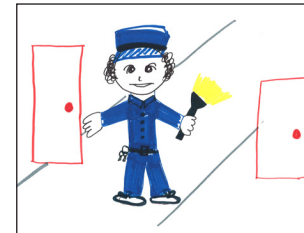
Oral RESPONSE

Touch text evidence—an actual word/picture detail observable *in* the text.



Pictorial RESPONSE

Include close-up details that add evidence to the pictorial answer.



List-Writing RESPONSE

List the close-up details from the text. Write exact details on the lines below the “answer.”



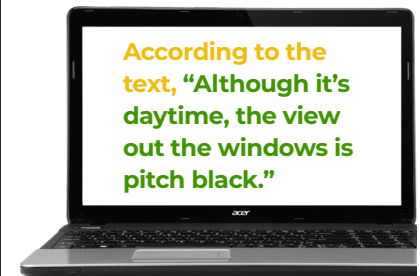
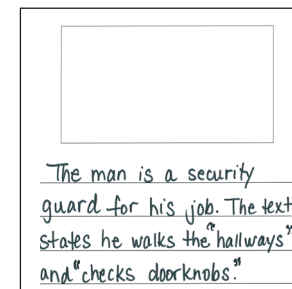
Labeled-Picture RESPONSE

Label the close-up details in the pictorial writing using exact words from the text.



Sentence RESPONSE

Merge the sentence starter with the evidence, creating a single sentence written after the “answer” sentence.



SCR requirements end here. Continue on to achieve ECR expectations.

Connect the thinking process to the writing process.

4 Readers provide multiple pieces of text evidence.

Differentiate the first detail from the second with varying sentence starters.



The text also states that “the vehicle jerks forward at a high velocity, causing the standers to lurch. They tighten their grips on the straps hanging



Reveal where the second strongest evidence “lives” within the reader’s *Inference Silhouette*.



Strengthen the answer with additional text evidence.

Move from *kerplunking* to blending text details.

Merge the sentence starter with key words from the text.



The text states ...
“lurch”
“tighten their grips”



The text states that the standers “lurch” and “tighten their grips” on the ceiling straps.

Practice with *Evidence Sorts*.

- Provide a *T-Chart*.
- Provide an opinion/claim about the text.
- Provide numerous sentences from the text, each on its own sentence strip.
- Put students in pairs to determine if each statement is evidence of the claim— or just a detail.

OPINION/CLAIM
Sentence 1 from the text.
Sentence 2 from the text.
Sentence 3 from the text.
Sentence 4 from the text.
Sentence 5 from the text.
Sentence 6 from the text.
Sentence 7 from the text.

TEXT EVIDENCE	JUST A DETAIL



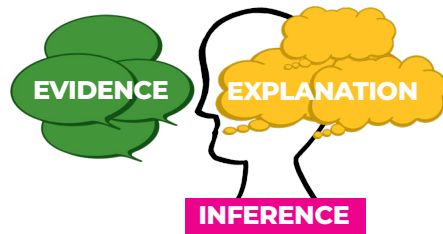
Connect the thinking process to the writing process.

5 Readers explain their thinking in a concluding statement.

Describe the purpose of the concluding sentence— assume the reader “doesn’t get it.”



Identify where the explanation lives on the *Silhouette Head* — inside the head (i.e., *Thinking Voice*).



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 consequently
since as a result
so therefore

3. Describe the connection.

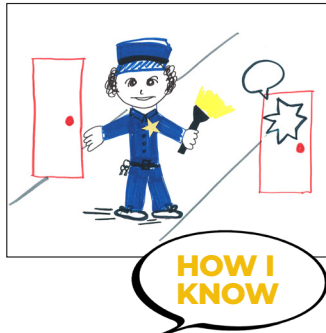
Use thoughts noted within the *Silhouette Head*.

TEXT A | Short constructed response

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.

TEXT B | Short constructed response

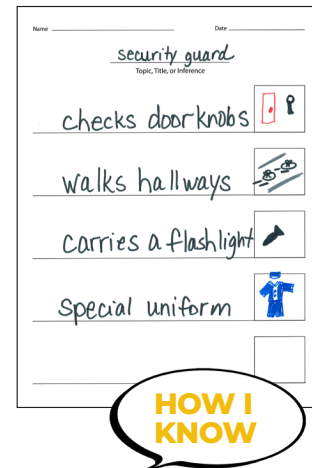
Pictorial RESPONSE



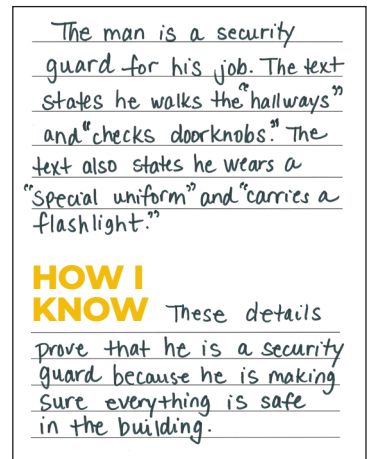
Labeled-Picture RESPONSE



List-Writing RESPONSE



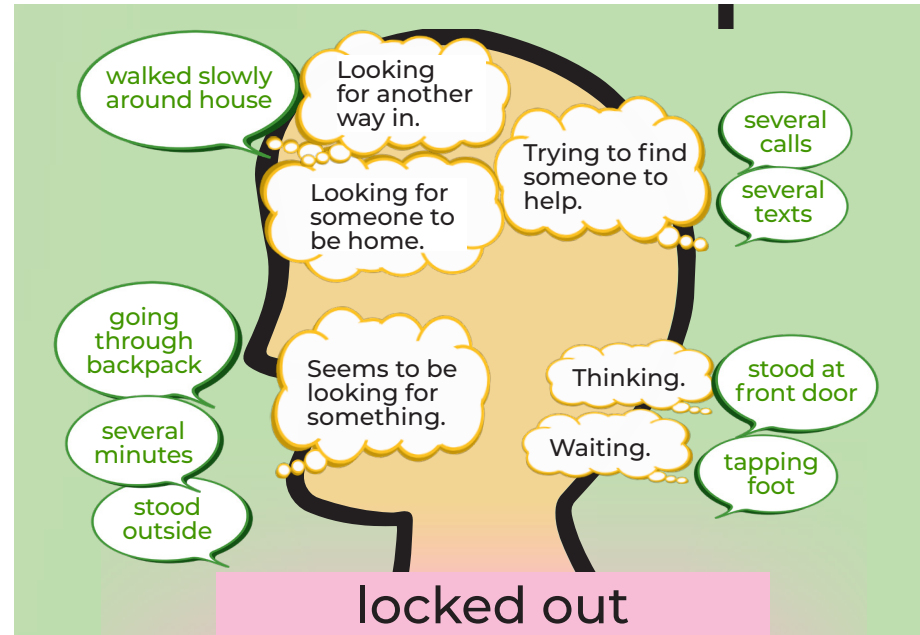
Sentence RESPONSE





She stood outside on the sidewalk for several minutes going through her backpack. After that, she walked slowly around her house twice. She made several calls and sent several texts. She stood at the front door tapping her foot.

What happened? Provide evidence to support your thinking.



Text Title or Inference	

Text Title or Inference	

Text Title or Inference	

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, identify another trait that smokejumpers possess. Support your thinking with textual evidence.

