**Constructed Response p.18-21 (Strategy Work) Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_ Block: \_\_\_**

**Constructed Response Question (E.Q.):** What inferences can be made about Rachael, her family, and Stacy based on Rachael's depiction of her early years?  Use evidence from the text to support your answer.

**Step 1: Begin with the end in mind. Read the question. Make sure you understand what exactly it is asking you**. Put this in your own words. (As you read, think about which text evidence would best support your answer.)

The question is asking me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Step 2: Read actively! Use the #central idea Reading Strategy to help you stay focused on what the author is really trying to tell you.** You should spend only seconds on this. Remember, 5 words or less! (I have numbered the sections of text for you. Notice how I started a new “chunk” of text whenever the focus or main idea shifted to something new or different.)

|  |  |
| --- | --- |
| **1.** | **9.** |
| **2.** | **10.** |
| **3.** | **11.** |
| **4.** | **12.** |
| **5.** | **13.** |
| **6.** | **14.** |
| **7.** | **15.** |
| **8.** |  |

**Step 3: Examine the details, gather text evidence, and make inferences related to the question.** Use the “It Says, I Say, So…” Chart to help you organize your thoughts and text evidence in order to answer this question.

*\*Remember, an inference is an educated guess based on the hints and clues that the author gives you and your own background knowledge from your personal life experiences. Ask yourself: Based on the text clues (evidence) and what I already know about this (background/personal knowledge), what is the author really trying to reveal to me about this character or situation?*

**INFERENCES MADE ABOUT RACHEL, DAD, AND STACY: p.18-21**

*\*Teacher model was with the last chart*

|  |  |  |
| --- | --- | --- |
| It Says…  (Textual Evidence)  *\*Give page numbers!* | I Say…  (MY Background Knowledge) *\*What you know or relate to personally* | So….  (My Inference)  *\*What is the author trying to reveal about this character/situation?* |
| **Rachel:**  **Dad:**  **Stacy:** |  | *Guided Practice (teacher assistance): Rachel; Peer Support (work in pairs): Dad; Independent practice (work alone): Stacy Stacyalalalone):alone):StacyStacey Dad* |

**Step 3: Make sense of your chart in relation to the question.** What do these inferences reveal about the similarities and differences between Rachel, her father, and Stacy in relation to handling this bullying?

**Step 4: Use all previous steps to help you answer the question. Don’t forget to use the ACES format!** [A = answer the question (topic sentence), C = cite your evidence (quotes or support from the text to back up your answer), E = explain and extend your answer (How exactly does your text evidence prove your answer is right?), S = summarize with a final statement (offer insight – think DEEP thoughts, like “What does it all mean? Why does it matter? How is this significant to the overall theme?” – to drive your main point home)]