

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# How to Answer a Constructed Response Question

## Step 1: State your claim.

Your claim is your answer to the question. Your claim should . . .

- **echo the question. In other words, it should turn the question into a statement.**

*Example A: Imagine you are answering the question, “According to the article, what is the best way to eat chocolate?” Your answer should start like this: “According to the article, the best way to eat chocolate is . . .”*

*Example B: Imagine you are answering the question, “Does the author think it’s ever okay to lie?” If your answer is yes, your answer could start like this: “The author thinks that sometimes it’s okay to lie . . .”*

- **include reasoning or explanation. So if you are answering a yes-or-no question, you need to do more than say yes or no—you also need to provide some explanation or reason for your answer. If you are answering an open-ended question, you need to provide a brief summary or explanation of your ideas. Your reasoning or explanation should be one to three sentences.**

*Example A: According to the article, the best way to eat chocolate is take your time and enjoy the chocolate with all five of your senses.*

*Example B: “The author thinks that sometimes it’s okay to lie, if you are lying to make someone feel good and no harm will come from your lie.”*

## Step 2: Provide text evidence with commentary.

Text evidence is details from the text that support your claim—in other words, details from the text that show why your claim is true.

Commentary is where you explain WHY the text evidence supports your claim. Your commentary should include key words from your claim. Text evidence . . .

- **can be in the form of a direct quotation or paraphrase.**
- **should be cited. In other words, you need to make it clear to the reader where the quote or paraphrase came from. Give the page number and, if it’s not obvious, the author’s name and/or the name of the article.**

Here are two examples of text evidence with commentary:

*Example A (using a direct quote): “Before you bite the chocolate, take a moment to look at it,” the author writes on page 5. “Admire its glossy shine. Then lift it to your nose and take a deep inhale. What do you notice?” (p. 5) Here, the author is telling readers to take their time before biting into the chocolate, and to use their senses of sight and smell to enjoy the chocolate.*

For more on using text evidence, see Scope’s “How to Use Text Evidence” reference sheet.

*Example B (using a paraphrase): According to the author, it's okay to tell your friend you're sure no one at the party noticed the spinach stuck between her teeth, because there is nothing to be done about it now and maybe you can relieve some of your friend's embarrassment (p. 14). Here, the author is saying that it's OK to tell a small lie that makes someone feel better and doesn't do any harm.*

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### **Step 3: Write a conclusion.**

**A conclusion is 1-3 closing sentences that leave your reader with an insightful thought.** A conclusion could . . .

- **state whether you agree or disagree with the author's point of view, and why.**
- **state whether you think the author's reasoning is sound or unsound, and why.**
- **tell how the topic you've been writing about connects to your life.**

Here are two examples of text evidence with commentary:

*Example A: Perhaps eating chocolate in the slow, thoughtful way the author suggests could lead to a deeper enjoyment of it—but eating chocolate this way would also require an awful lot of patience and self-control!*

*Example B: Is the author right? I think so. Being completely honest about everything at all times is very likely to lead to some hurt feelings, and why hurt someone's feelings if it's not necessary?*

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# How to Use Text Evidence

When you write about something you have read, you need to use **text evidence**—that is, details from the text—to support the points you are making. You can use text evidence in the form of a direct quotation (the author’s exact words) or a paraphrase (a restatement of what the author wrote). You also need to explain WHY that text evidence is relevant.

## Here are some tips for using text evidence:

### 1. Quote or paraphrase.

When using a **direct quote**, copy down the exact words from a sentence. Surround a direct quotation with quotation marks.

To **paraphrase** is to put something written or spoken by someone else into your own words. You don’t change the meaning of what the other person wrote or said, just the wording. A paraphrase is not surrounded by quotation marks.

### 2. Make it clear where your evidence comes from.

Identify who wrote or said what you are quoting or paraphrasing. This is called “**citing your source**.” Include a page number.

#### Words to help you:

*according to (the author),  
(the author) claims,  
suggests, states, writes,  
reports, describes, implies,  
explains, argues, declares,  
observes, notes, reveals,  
remarks*

### 3. Explain why your text evidence is relevant.

Include a sentence that makes it clear how the text evidence supports your idea. Reread the information you quoted or paraphrased and ask yourself, “So what?”

#### Words to help you:

*(the author) says this  
because, this proves that,  
this exemplifies how, this  
confirms, demonstrates,  
describes, explains,  
illustrates, implies,  
suggests*

Now let's look at two sample paragraphs. The first uses text evidence correctly.  
The second uses text evidence incorrectly.

### SAMPLE 1

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to author Mario Martinez in his book Roller Coasters of the World, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle (18). "I have ridden hundreds of coasters," he writes. "But none of them were as terrifying as this one" (20). This suggests that Kingda Ka stands out among roller coasters as particularly intense.

This paragraph looks great! There are quotation marks around the direct quote, the writer tells us where the paraphrase and the quote came from, and the writer explains how her text evidence supports her statement that riding Kingda Ka is a unique experience. Hooray!

### SAMPLE 2

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to Mario Martinez, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle. "I have ridden hundreds of coasters. But none of them were as terrifying as this one."

In this paragraph, neither the quote nor the paraphrase is cited correctly. Who is Mario Martinez? Which page in what book or article did the paraphrase and quote come from? The writer also fails to explain how her text evidence supports her statement that riding Kingda Ka is unique. She just plopped her text evidence into her paragraph.

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# Constructing a Response

**Directions:** Read "The Rise of the Kid Chef" and complete the activity on page 13. Then follow the steps below to write a response to the question on page 13.

→ See *Scope's* "How to Answer a Constructed-Response Question" for tips and information about how to complete this activity.

Question from page 13:

Why is cooking popular among young people today?

## Step 1: Write your claim.

Complete the sentence below to write your claim in response to the question.

Cooking is popular among young people today because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## Step 2: Provide text evidence with commentary.

Write two details from the article that support your claim. You can write them in the form of direct quotations or paraphrases. Include a citation for each detail. Explain how each detail supports your claim.

**Detail 1:** \_\_\_\_\_  
\_\_\_\_\_

**Sentence explaining how this detail supports my claim:** \_\_\_\_\_  
\_\_\_\_\_

**Detail 2:** \_\_\_\_\_  
\_\_\_\_\_

**Sentence explaining how this detail supports my claim:** \_\_\_\_\_  
\_\_\_\_\_

### **Step 3: Write a conclusion.**

Wrap it all up. End your paragraph with a strong sentence that will give your readers something to think about. One option is to refer to your central claim. Or come up with an idea of your own!

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Now it's time to put it all together. And guess what? You've already done the hardest part! All that's left is to take what you just wrote and put it together into one flowing paragraph. Write your final response on a separate sheet of paper.

**Remember to:**

- Use transitions between sentences.
- Read your paragraph to make sure your ideas are clear. Revise as needed.
- When you are satisfied with your paragraph, read it again to make sure there are no spelling or punctuation mistakes.

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Go to Scope  
Online to listen  
to the words  
and definitions  
read aloud.

# Vocabulary:

## "The Rise of the Kid Chef"

**1. aspire (uh-SPYR)** *verb*; To aspire is to have a strong desire and drive to achieve something. You might aspire to be president one day. Or you might aspire to sing like Zendaya.

**2. delectable (dih-LEK-tuh-buhl)** *adjective*; To be delectable is to be highly enjoyable or delightful. *Delectable* is most often used to refer to something that tastes delicious.

**3. myriad (MIR-ee-uhd)** *adjective or noun*; The adjective *myriad* means "a very large but not specified number." *Myriad* is often used to describe something that cannot be counted. For example, someone might refer to the myriad stars in the sky or the myriad grains of sand on a beach.

When used as a noun, *myriad* means "a great number" and is usually followed by the word "of." Most cars come in a myriad of colors.

**4. prioritize (prahy-AWR-uh-tahyz)** *verb*; To prioritize something is to make it the most important thing in a group or list. If you have several assignments due next week but your math assignment is due first and will take you the longest, you will probably prioritize your math assignment—that is, you will work on your math assignment first.

*Prioritize* can also mean "arrange or organize according to importance." It can be hard to prioritize homework, sports, other extracurricular activities, and time with friends and family.

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**Directions:** On this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.



# Vocabulary Practice

## "The Rise of the Kid Chef"

**Directions:** Choose the word or phrase that is most similar in meaning to each word in bold.

**1. aspire**

- Ⓐ give up                      Ⓑ dream

**2. myriad**

- Ⓐ countless                      Ⓑ a few

**3. delectable**

- Ⓐ inedible                      Ⓑ tasty

**4. prioritize**

- Ⓐ put first                      Ⓑ put off

**Directions:** For each underlined statement below, fill in the circle to show whether you think it's true or false. Briefly explain your choice.

- 5.** You ask your friend if he thinks you should try out for the school play. He says there is a myriad of reasons why you should. He means that there are two good reasons why you should.

- Ⓐ true                      Ⓑ false

**Reason:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 6.** Everyone at school is raving about how good your brownies are. People think your brownies are delectable.

- Ⓐ true                      Ⓑ false

**Reason:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Directions:** Briefly respond to each prompt below.

- 7.** Describe a situation in which you might need to prioritize.

\_\_\_\_\_  
\_\_\_\_\_

- 8.** Describe one thing that you find delectable.

\_\_\_\_\_  
\_\_\_\_\_

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## “The Rise of the Kid Chef” Quiz

**Directions:** Read “The Rise of the Kid Chef.” Then answer the questions below.

**1. Which line best expresses a central idea of the article?**

- Ⓐ “*Chopped Junior* premiered in 2015 to 12.5 million viewers.”
- Ⓑ “Across America, kids are finding fame and fortune through their love of cooking.”
- Ⓒ “How did cooking become a path to stardom?”
- Ⓓ “In a recent study, a whopping 40 percent of kids reported that they had recently cooked an entire meal from scratch.”

**2. On page 13, Flynn McGarry is quoted as saying “A decade ago, if you wanted to learn how to *sous vide* something, you had to go work in a chef’s kitchen. Now you can learn it from YouTube.” From context, you can infer that to *sous vide* something is to**

- Ⓐ learn its French name.
- Ⓑ make it more popular.
- Ⓒ cook it in some special way.
- Ⓓ use it to make a lot of money.

**3. The quote from Flynn McGarry in question 2 contributes to the article by**

- Ⓐ emphasizing how hard it used to be to get a job in a chef’s kitchen.
- Ⓑ explaining that YouTube is the primary place where kids learn to cook.
- Ⓒ helping to make the point that the internet has made it easier to learn how to cook.
- Ⓓ supporting the idea that chefs no longer allow people to learn from them.

**4. Which one of the following statements can be supported by information in the article?**

- Ⓐ Kids are often better chefs than adults.
- Ⓑ Competitive cooking shows are more popular than any other type of show on television.
- Ⓒ Adults do not cook anymore because it feels like a chore.
- Ⓓ Competitive cooking shows are very popular.

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

- 5.** How well does author Mackenzie Carro support her claim that kids today are “obsessed” with food? Use text evidence to support your answer.
- 6.** How have attitudes toward cooking changed over time? Use details from the article to support your answer.

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## “The Rise of the Kid Chef” Quiz

**Directions:** Read “The Rise of the Kid Chef.” Then answer the questions below.

1. Which line best expresses a central idea of the section “Top Obsession”?
  - Ⓐ “At the end of the 20th century, many busy American families prioritized speed and convenience when it came to most meals.”
  - Ⓑ “Kids today are obsessed with food in a way that previous generations of kids were not.”
  - Ⓒ “Making dinner from scratch was a time-consuming luxury.”
  - Ⓓ “Now you can learn it from YouTube.”
2. On page 13, Flynn McGarry is quoted as saying “A decade ago, if you wanted to learn how to *sous vide* something, you had to go work in a chef’s kitchen. Now you can learn it from YouTube.” You can infer, or figure out, that to *sous vide* something is to
  - Ⓐ learn its French name.
  - Ⓑ make it more popular.
  - Ⓒ cook it in some special way
  - Ⓓ use it to make a lot of money.
3. In the quote in question 2, McGarry means that
  - Ⓐ YouTube is the only place you can learn how to *sous vide* something today.
  - Ⓑ a decade ago, there were not as many professional chefs as there are today.
  - Ⓒ the internet has made learning how to cook easier.
  - Ⓓ chefs no longer want to help others learn to cook.
4. Which one of the following statements can be supported by information in the article?
  - Ⓐ Kids are often better chefs than adults.
  - Ⓑ Competitive cooking shows are more popular than any other type of television show.
  - Ⓒ Adults do not cook anymore.
  - Ⓓ Competitive cooking shows are very popular.

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

5. On page 12, author Mackenzie Carro writes that kids today are “obsessed” with food. How does she support this claim? Use text evidence.
6. How have attitudes toward cooking changed over time? Use details from the article to support your answer.