

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 "My Team Saved My Life" and complete the activity on page 29. Then follow the steps below to write a response to the question on page 29.

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

Question from page 29:  
Should all kids be required to learn CPR?

## Step 1: Write your claim.

In the sentence below, circle either *should* or *should not*. Then complete the sentence to write your claim.

All kids should/should not be required to learn CPR 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:** \_\_\_\_\_  
\_\_\_\_\_

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**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:

## "My Team Saved My Life"

1. **cardiac (KAHR-dee-ak)** *adjective*; Cardiac means "of or relating to the heart." The term *cardiac* is often used in the medical field. For instance, hospital patients who are being treated for a problem that involves the heart are referred to as cardiac patients.
2. **cardiologist (kahr-dee-OL-uh-jist)** *noun*; Cardiology is the study of the heart and diseases that affect the heart. A cardiologist is a doctor who specializes in the treatment of diseases related to the heart.
3. **commotion (kuh-MOH-shuhn)** *noun*; A commotion is a noisy or chaotic disturbance, usually involving excitement or confusion. If there is a group of people cheering in the street outside your house, you might go outside to see what all the commotion is about.
4. **compression (kuhm-PRESH-uhn)** *noun*; The verb *compress* means to press or squeeze something together, usually to make it smaller. Compression is the act of compressing something. The tight-fitting spandex clothing that athletes sometimes wear is called compression clothing because it squeezes the body. When someone performs chest compressions during CPR, they are pressing on someone's chest repeatedly to pump blood through that person's heart.
5. **defibrillator (dee-FIB-ruh-ley-ter)** *noun*; A defibrillator is medical device that applies an electric shock to the heart to make it beat normally. Doctors use defibrillators in hospitals when a patient's heart stops beating. Automatic external defibrillators, or AEDs, are portable defibrillators that can be used in an emergency, and are often found at schools, gyms, and parks.
6. **deprive (dih-PRAHYV)** *verb*; To deprive is to keep or take something away from someone. If you are babysitting your younger cousin and you won't let her eat candy before dinner, you are depriving her of candy (for a good reason).
7. **oxygenate (OK-si-juh-neyt)** *verb*; To oxygenate something is to fill or supply it with oxygen. We oxygenate our blood when we breathe, and our blood carries the oxygen to the organs throughout our body. (The term *oxygenate* is most often used when referring to blood.)

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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

## "My Team Saved My Life"

**Directions:** Briefly answer each question below.

1. Describe a situation in which someone might need a **defibrillator**.

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2. Why do you think movies based on novels are often **compressions** of the original stories?

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**Directions:** Fill in the circle next to the best answer to each question.

3. Which of the following could be described as a **cardiac condition**?

- ☐ Ⓐ the flu  
☐ Ⓑ an ear infection  
☐ Ⓒ heart disease  
☐ Ⓓ a broken wrist

4. If you have been **deprived** of sleep, you are **probably** very tired.

- ☐ Ⓐ true  
☐ Ⓑ false

**Directions:** Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear.

5. My grandfather recently went to see a **cardiologist** because \_\_\_\_\_

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6. "There is quite a **commotion** going on across the street," Ms. Fitz said. I looked out the classroom window and saw \_\_\_\_\_

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7. Our gym teacher told us that she once had to use a **defibrillator** on a student. Apparently, the student \_\_\_\_\_

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8. During Andrew's heart surgery, a special machine pumped and **oxygenated** his blood. In other words, the machine \_\_\_\_\_

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## “My Team Saved My Life” Quiz

**Directions:** Read “My Team Saved My Life.” Then answer the questions below.

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

- (A) Wesleyan Christian Academy requires its students to learn CPR.
- (B) Dr. Dianne Atkins is a spokesperson for the American Heart Association.
- (C) Taylor Bisbee and Paris White played on the same softball team.
- (D) A girl was able to save her teammate’s life because she knew CPR.

**2. The difference between what CPR can do versus what an AED can do is**

- (A) CPR shocks a victim’s heart, while an AED provides a victim with oxygen.
- (B) CPR pumps blood for the heart, while an AED restarts the heart.
- (C) CPR restarts the heart, while an AED pumps blood for the heart.
- (D) nonexistent; CPR and AEDs perform the same functions.

**3. The article includes the statistic that each year, more than 350,000 sudden cardiac arrests occur in the United States. This statistic helps readers understand**

- (A) how dangerous cardiac arrest is.
- (B) that a large number of people could benefit from bystanders who know CPR.
- (C) how busy hospital emergency rooms are.
- (D) why Americans have heart problems.

**4. Which idea is NOT supported by the article?**

- (A) After someone suffers sudden cardiac arrest, every minute that passes is critical.
- (B) If you don’t know CPR, there is nothing you can do to help during an emergency.
- (C) CPR training can give bystanders the confidence to step in during an emergency.
- (D) Many people think CPR training should be a requirement in schools.

### 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 Sally M. Hernandez support her claim that bystanders are the greatest hope for victims of sudden cardiac arrest? Use text evidence to support your answer.

**6.** How could the story of Paris White and Taylor Bisbee be used to support the argument that CPR training should be added to the curriculum? Use details from the article to support your answer.

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## “My Team Saved My Life” Quiz

**Directions:** Read “My Team Saved My Life.” Then answer the questions below.

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1. Which statement expresses a central idea of the section “What Would You Do?”
  - Ⓐ Wesleyan Christian Academy requires its students to learn CPR.
  - Ⓑ Ambulances usually take about 10 minutes to arrive.
  - Ⓒ Dr. Dianne Atkins is a spokesperson for the American Heart Association.
  - Ⓓ For victims of sudden cardiac arrest, getting CPR quickly is their best chance for survival.
2. All of the following statements about CPR are true EXCEPT which?
  - Ⓐ CPR uses chest compressions to do the heart’s work.
  - Ⓑ CPR should be performed only by an emergency respondent.
  - Ⓒ CPR keeps oxygen flowing to the brain.
  - Ⓓ CPR should be started as quickly as possible after someone’s heart stops.
3. The article includes the statistic that each year, more than 350,000 sudden cardiac arrests occur in the United States. This statistic helps readers understand
  - Ⓐ how dangerous cardiac arrest is.
  - Ⓑ that a large number of people could benefit from bystanders who know CPR.
  - Ⓒ how busy hospital emergency rooms are.
  - Ⓓ why Americans have heart problems.
4. Which detail should definitely NOT be included in a summary of the article?
  - Ⓐ Experts say CPR is a skill everyone should have.
  - Ⓑ Many people stared at Taylor the day after she helped save Paris’s life.
  - Ⓒ Bystanders are often the greatest hope for victims of sudden cardiac arrest.
  - Ⓓ A girl was able to save her teammate’s life because she learned CPR in school.

### 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. According to the article, why are bystanders often the greatest hope for victims of sudden cardiac arrest? Use text evidence to support your answer.
6. How did Taylor Bisbee’s actions on the softball field affect both Paris White’s life and Taylor’s own life? Use details from the article to support your answer.