Includes:
* How to write a constructed response
* Specific Guided Practice using the RACE Method
* Graphic organizers when writing constructed response questions
* Constructed Response Rubrics
* Constructed response practice with specific passages
Constructed Response Questions are a part of standardized state tests which require more elaborate answers and explanations of reasoning. For this reason, I have created this pack to assist teachers and students as they begin to write and answer effective constructed response questions.

Tips to incorporating constructed response questions in the classroom include:
* Having an essential question
* Begin with simple questions and transition to more difficult and more elaborate answers
* Require students to answer all questions in complete sentences
* Add constructed response questions to each test that you give to students
* Have students analyze other student responses to give them a visual of effective answers for constructed response questions

Activities from this pack include the following:
- Definition of Constructed Response
- Constructed Response Posters using the RACE method
- Transition word poster and transition words used in constructed response questions
- Tips for teaching constructed response questions
- Guided practice for implementing the RACE method for constructed response questions
- Activities to go with each aspect of RACE. (Restating the question, answering the question, citing evidence, and explaining your answer)
- Passages for putting the entire RACE method together with constructed response questions included
- Graphic Organizers for answering constructed responses
- Rubrics for scoring constructed response questions
What is a Constructed Response?

- A constructed response is a general term for items that require the student to generate a response as opposed to selected a response.
- Constructed response items require more elaborate answers and explanations of reasoning.
Strategy for Answering Constructed Response Questions

**RACE:**

**R:** Reword/restate the question

**A:** Provide an Answer

**C:** Cite using evidence from the text

**E:** Explain how the evidence supports your answer
Reword or Restate the question to form a topic sentence.
Answer all parts of the question

- Include a general statement or inference
- Read your claim over to be sure if it is clear
Cite 2–3 examples from the text

- Use specific evidence from text, not prior knowledge
- Remember Transition Words
Explain how your evidence supports your answer

- Conclude
- Refer to the question again
  - Give an example
  - Why is this important?
- Restate with a touch of your own voice
Because
When I read,
In paragraph ___,
I noticed
Based on what I read,
The author states,
For example,
In the article,
The writer explains,
An example is
This proves
According to the passage,
Tips for Teaching Constructed Responses

- Have students identify/circle the verb in the prompt.
- Review test vocabulary
- Have students always answer in complete sentences
- Give students an opportunity to create their own questions and have partners answer them by restating
- Read responses and have students state the question.
- Start off with very simple questions that students are familiar with.
Activities for the R in RACE: Restating the Question

RACE:

**R**: Relloworld/restate the question

Activities Included:

* Whole group practice on restating the question. It is essential to start with small steps when completing constructed response questions so that students will be successful.
* Partner/small group activity on restating the question.
* Independent/HW activity on restating the question.

*Tips* - make sure that students use transition words when restating the question. (but don’t answer yet)
Activity 1: Whole Group Modeling for Restating the Question

- Always start basic so that students will understand how to write a constructed response. It is not about the content to begin with, but the process.
- Model first a few times as a whole group!

- **Step 1:** Read the prompt on the following page about a familiar folk tale, “Little Red Riding Hood.” (Have the prompt on chart paper/Promethean Board at the front of the room.)

- **Step 2:** Have students identify/circle the verb.

- **Step 3:** Underline the important words in the prompt and restate the question.

**Tip:** Avoid using pronouns. Use specific nouns, proper nouns.
Restating the Question

**Prompt:** How did Little Red Riding Hood know the character in the bed was not her grandmother?

1. What are the verbs in the prompt? ______________________

2. Underline the words in the prompt that we want to use to restate the question:

   How did Little Red Riding Hood know the character in the bed was not her grandmother?

Circle the transition word you will use:

because           for example           I noticed

Rewrite the statement:

__________________________________________________________________________________

__________________________________________________________________________________

*Make sure to use transitions.

*Do not answer the question yet. We are just practicing as a whole group how to restate the question.
Restating the Question

**Prompt:** How did Little Red Riding Hood know the character in the bed was not her grandmother?

1. What are the verbs in the prompt? **know**

2. Underline the words in the prompt that we want to use to restate the question:

   How did Little Red Riding Hood **know** the character in the bed was not her grandmother?

Circle the transition word that you will use:

because  for example  I noticed

Rewrite the statement:

Little Red Riding Hood knew the character in the bed was not her grandmother because ________________.

*Make sure to use transitions.

*Do not answer the question yet. We are just practicing as a whole group how to restate the question.

*ANSWER SHEET*
Activity 2: Partner Activity for Restating the Question

Give each partner/small group a prompt card on the next page. Students will complete the same activity, but this time as a partner, rather than a whole group. This provides students with extra practice on restating the question.

❖ Step 1: Read your prompt card.

❖ Step 2: Have students identify/circle the verb.

❖ Step 3: Underline the important words in the prompt and restate the question.

Tip: Avoid using pronouns. Use specific nouns, proper nouns
<table>
<thead>
<tr>
<th>Why were the three bears so upset when they came home?</th>
<th>How did the wolf fool Little Red Riding Hood?</th>
<th>Why were the houses of Pig 1 and Pig 2 so weak?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose one character and describe two traits of the</td>
<td>How was Cinderella treated by her stepmother</td>
<td>Why did Jack climb the beanstalk to the giant’s</td>
</tr>
<tr>
<td>character. Explain how the character’s traits lead</td>
<td>and step sisters?</td>
<td>castle?</td>
</tr>
<tr>
<td>him to act the way he does.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how the three little pigs escaped from the</td>
<td>How did Jack’s mom feel when he traded her cow</td>
<td>What will the First little pig use to build his</td>
</tr>
<tr>
<td>big bad wolf.</td>
<td>for a pouch of beans?</td>
<td>house when he builds another one?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Restating the Question Cards

Directions: Pass the cards out to students. With a partner, or small group have students restate the question that their group chooses.
Restating the Question

Prompt: __________________________________________

1. What are the verbs in the prompt? ______________________

2. Underline the words in the prompt that we want to use to restate the question:

   Prompt:
   __________________________________________
   __________________________________________
   __________________________________________

Circle the transition word you will use:

because         for example           I noticed
when           until             if
on page       the author says     based on...

Rewrite the statement:

________________________________________
________________________________________
________________________________________

*Make sure to use transitions.

*Do not answer the question yet.
Activity 3: Independent Practice for Restating the Question

Give each student a question sheet. Students will rewrite the questions to form a complete sentence. Answers are not necessary, but may be added.

❖ **Step 1:** Read your question.
❖ **Step 2:** Have students identify/circle the verb.
❖ **Step 3:** Underline the important words in the prompt and restate the question.
❖ **Step 4:** Restate the question and use a transition word to begin the answer.

Example:
What is the name of your best friend?
The name of my best friend is ________________________________.

*The following questions for independent practice focus primarily on how to restate a question and answer in complete sentences. These are not examples of constructed response questions. Constructed response questions are more in-depth. This is just practice on writing and answering questions in complete sentences.
Restating Questions

Answer the following questions by restating the question into a complete sentence answer.

1. What materials did the first pig make his house out of in the story, “The Three Little Pigs.”
   __________________________________________
   __________________________________________

2. In the story, “Jack and the Beanstalk,” what did Jack trade for the pouch of beans?
   __________________________________________
   __________________________________________

3. Who is your favorite character in the story, “Cinderella?”
   __________________________________________
   __________________________________________

4. What did the Princess promise Rumplestiltskin if he would spin her straw into gold?
   __________________________________________
   __________________________________________

5. How did the three little pigs trick the Big Bad Wolf in the story, “The Three Little Pigs?”
   __________________________________________
   __________________________________________

6. Where did the three bears finally find Goldilocks?
   __________________________________________
   __________________________________________

7. What is your favorite fairytale? Explain why.
   __________________________________________
   __________________________________________

8. How did the Prince feel when Cinderella left the ball?
   __________________________________________
   __________________________________________
Activities for the A in RACE: Restating the Question

RACE:

A: Provide and Answer
*Clarify
*Answers why?
*Generalize- not details
*Where’s your evidence

Activities Included:
*Whole group practice on answering the question. It is essential to start with small steps when completing constructed response questions so that students will be successful
*Partner/small group activity on answering the question.
*Independent activity on restating the question.
Activity 1: Whole Group Modeling for Providing an Answer

- Always start basic so that students will understand how to write a constructed response. It is not about the content to begin with, but the process.
- Model first a few times as a whole group!

- **Step 1:** Review restating the question. Discuss with students that we are moving to providing an answer for the question.
- **Step 2:** Place the same prompt that you worked on for restating the question on the board.
- **Step 3:** Have students rewrite the prompt and use a transition word.
- **Step 4:** Model with students and discuss the importance of answering questions in a broad way in the first sentence. When you cite evidence is where you will have all of the details.

**Tip:** Remember answers in the first sentence should be broad. That way, you will be able to add specific details to support your broad answer.
Prompt: How did Little Red Riding Hood know the character in the bed was not her grandmother?

1. Restate the question:

2. Include a transition word and answer the prompt very broadly:
   Little Red Riding Hood knew that the character in the bed was not her grandmother because there were many differences between the character in the bed and her grandmother.

*Notice that this is a very broad statement. It states differences, but the differences are not listed. The differences will be listed when we cite evidence from the text.

Try this one:
Prompt:
Why were the three bears upset when they got home?

1. Restate the question:

2. Answer the prompt (broad answer):

Activity 2: Whole Group Modeling for Providing an Answer

- Always start basic so that students will understand how to write a constructed response. It is not about the content to begin with, but the process.
- Model first a few times as a whole group!

- **Step 1:** Review answering questions in broad terms in the first sentence.
- **Step 2:** Read students the following question restates and answers aloud. Have them give a thumbs up if it is a broad answer and a thumbs down if it is a detailed answer.
  1. The three pigs escaped from the Big, Bad Wolf by having him knock on the door and then come down the chimney where they lit a pot on fire.
  2. The three pigs escaped from the Big, Bad Wolf by outsmarting the wolf.
  3. Cinderella was treated hateful by her step sisters.
  4. Cinderella’s step sisters were so mean because they made Cinderella do everything and they wouldn’t let her attend the ball with them.

- **Step 3:** Have students break into partners. Have them sort the answers to the prompts into the categories of broad or detailed answers. Remind students that the initial answer should be very general/broad. Details are included to support the broad answer when citing evidence from the text. It can easily be related to the main idea. (The topic sentence, with the details to then support the topic sentence.)

- **Step 4:** Student Directions: Have students first cut out the broad answer/ detailed answer on the attached page. Then, they will read each answer and decide if it is a broad or detailed answer.

**Tip:** Remember answers in the first sentence should be broad. That way, you will be able to add specific details to support your broad answer.
<table>
<thead>
<tr>
<th>Broad</th>
<th>Detailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The three little bears knew someone had been in their house because their porridge was eaten, their chair was broken, and someone was sleeping in their bed.</td>
<td>The third little pig is an important part of the story because he is intelligent.</td>
</tr>
<tr>
<td>One theme found in the story, Rumplestiltskin, is “Be careful what you wish for.”</td>
<td>One theme found in the story The Three Little Pigs is hard work pays off in the end because he built his house out of bricks and tricked the wolf when he came to get him.</td>
</tr>
<tr>
<td>The three little pigs escaped from the big bad wolf by lighting a pot on fire when the wolf was trying to break into the third little pigs house.</td>
<td>The three little pigs escaped from the big bad wolf by outsmarting the wolf.</td>
</tr>
<tr>
<td>Little Red Riding Hood knew the wolf was not her grandmother because he had big eyes, big teeth, and a big nose.</td>
<td>Little Red Riding Hood knew the wolf was not her grandmother because of her features and behavior.</td>
</tr>
</tbody>
</table>
Activity 3: Independent Practice for Providing an Answer

- Always start basic so that students will understand how to write a constructed response. It is not about the content to begin with, but the process.
- Model first a few times as a whole group!

- **Step 1:** Review answering questions in broad terms in the first sentence.
- **Step 2:** Read/Review the story *The Three Little Pigs*. Have students respond to the prompt by restating the question and providing a broad answer.
- **Step 3:** Have students share their answers.
- **Step 4:** Students may then break back into their partners and answer the question that they restated on their chart paper from the activity that was completed from restating the question.
- **Step 5:** Remember when writing the answer to the prompt, make sure it is a generalized answer. Details will be provided when citing the text.

**Prompt:** Describe how the three little pigs escaped from the big bad wolf.
Activities for the C in RACE: Restating the Question

RACE:

C: Cite Evidence from the Text
*Uses Specific Knowledge from Text
*Remember Transition Words
*Model by Underlining Evidence within the Passage

Activities Included:
*Whole group practice on citing evidence from the text. It is essential to start with small steps when completing constructed response questions so that students will be successful
*Transition words bonus activity. When to use specific transition words. (with sentences, not with constructed response. Just bonus activity)
*Independent practice on citing evidence using the text.
Sentence Starters for Citing Evidence

- In the first paragraph,
- The author says,
- In paragraph ___,
- The text states,
- Based on what I read,
- The author states,
- For example,
- In the article,
- The writer explains,
- An example is
- This proves
- According to the passage,
- First, next, last, after that, etc.
Activity 1: Whole Group Modeling for Citing Evidence

- Always start basic so that students will understand how to write a constructed response. It is not about the content to begin with, but the process.
- Model first a few times as a whole group!

- **Step 1:** Review restating the question and providing an initial broad answer.
- **Step 2:** Discuss the importance of citing evidence that will prove your answer. (Review main idea and details. The main idea is the broad answer, while the details are evidence that supports the broad answer.)
- **Step 3:** Students will practice as a whole group citing evidence to support your answer. We will use a familiar story which will give students practice on writing constructed response answers rather than content initially.
- **Step 4:** Provide the following prompt: Why were the three bears upset when they got home?
  *Students will restate the question, provide an answer, and then practice citing evidence to support their answer.

**Tip:** Remember to include at least three details to support your answer.
Prompt: Why were the three bears upset when they got home?

1. Underline the words in the prompt that we want to use to restate the question:

Rewrite the statement and answer in broad terms:

______________________________________________________
______________________________________________________
______________________________________________________

Use at least three details to cite from the story, Goldilocks and the Three Bears.

Detail 1

Detail 2

Detail 3

Now, put the evidence together in paragraph form. Don’t forget to use transition words!

______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
Citing Evidence

Prompt: Why were the three bears upset when they got home?

1. Underline the words in the prompt that we want to use to restate the question:

Rewrite the statement and answer in broad terms: The three bears were upset when they got home because they could tell someone had been in their home.

Use at least three details to cite from the story, Goldilocks and the Three Bears.

- **Detail 1**: Someone had been eating their porridge
- **Detail 2**: Someone had been sitting in their chair; One chair was broken
- **Detail 3**: They found someone sleeping in baby bear’s bed

Now, put the evidence together in paragraph form. Don’t forget to use transition words!
First, they knew someone had been in their home because their porridge had been eaten. Next, someone had been sitting in their chairs and one was even broken! Finally, they knew someone had been in their home because someone had been sleeping in their beds. And Someone was still sleeping in baby bear’s bed!!
Activity 2: Partner Group Activity for Citing Evidence

- Always start basic so that students will understand how to write a constructed response. It is not about the content to begin with, but the process.
- Model first a few times as a whole group!

- **Step 1:** Review restating the question, providing an initial answer, and citing evidence.
- **Step 2:** Discuss the importance of citing evidence that will prove your answer. (Review main idea and details. The main idea is the broad answer, while the details are evidence that supports the broad answer.)
- **Step 3:** Have students break into partners. They will brainstorm different character traits of the characters from the fairy tales we have gone over.
- **Step 4:** Students will complete the graphic organizer on characters from various fairytales citing evidence from the text.

**Tip:** Remember to include at least three details to support your answer.
**Character traits** are all the aspects of a person's behavior and attitudes that make up that person's personality. Everyone has **character traits**, both good and bad. Even **characters** in books have **character traits**. **Character traits** are often shown with descriptive adjectives, like patient, unfaithful, or jealous. **Directions:** Choose a character to place in each box along with a character trait. Then, have students cite evidence to describe the character they have chosen.

<table>
<thead>
<tr>
<th>Character and Trait</th>
<th>Evidence from text</th>
</tr>
</thead>
<tbody>
<tr>
<td>The third pig; Hard Working</td>
<td>The third pig is hard working because while his other brothers played, he worked hard to build his house out of bricks.</td>
</tr>
</tbody>
</table>

Name: ____________________________
Activity 3: Independent Activity for Citing Evidence

- Always start basic so that students will understand how to write a constructed response. It is not about the content to begin with, but the process.
- Model first a few times as a whole group!

- **Step 1:** Review restating the question, providing an initial answer, and citing evidence.
- **Step 2:** Discuss the importance of citing evidence that will prove your answer. (Review main idea and details. The main idea is the broad answer, while the details are evidence that supports the broad answer.)
- **Step 3:** Have students read the story, “Little Red Riding Hood,” from the Brother’s Grim, book 1.
- **Step 4:** Students will practice restating the question, providing an initial answer, and citing evidence based on reading the following passage. Students will complete the constructed response questions on this passage.

**Tip:** Remember to include at least three details to support your answer.
Once upon a time there was a dear little girl who was loved by every one who looked at her, but most of all by her grandmother... Once she gave her a little cap of red velvet, which suited her so well that she would never wear any-thing else. So she was always called Little Red Riding Hood.

One day her mother said to her, "Come, Little Red Riding Hood, here is a piece of cake and a bottle of milk. Take them to your grandmother, she is ill and weak, and they will do her good..."

I will take great care, said Little Red Riding Hood to her mother, and gave her hand on it.

The grandmother lived out in the wood, half a league from the village, and just as Little Red Riding Hood entered the wood, a wolf met her. Little Red Riding Hood did not know what a wicked creature he was, and was not at all afraid of him.

"Good-day, Little Red Riding Hood," said he.
"Thank you kindly, wolf."
"Whither away so early, Little Red Riding Hood?"
"To my grandmother's."
"What have you got in your apron?"
"Cake and milk. Yesterday was baking-day, so poor sick grandmother is to have something good..."
"Where does your grandmother live, Little Red Riding Hood?"
"A good quarter of a league farther on in the wood. Her house stands under the three large oak-trees, the nut-trees are just below. You surely must know it," replied Little Red Riding Hood.

The wolf thought to himself, "What a tender young creature. What a nice plump mouthful, she will be better to eat than the old woman. I must act craftily, so as to catch both." So he walked for a short time by the side of Little Red Riding Hood, and then he said, "see Little Red Riding Hood, how pretty the flowers are about here. Why do you not look round...."

Little Red Riding Hood raised her eyes, and when she saw the ... pretty flowers growing everywhere, she thought, suppose I take grandmother a fresh nosegay. That would please her too. It is so early in the day that I shall still get there in good time. And so she ran from the path ...and so got deeper and deeper into the wood.

Meanwhile the wolf ran straight to the grandmother's house and knocked at the door.
"Who is there?"
"Little Red Riding Hood," replied the wolf. "She is bringing cake and milk. Open the door."
"Lift the latch," called out the grandmother, "I am too weak, and cannot get up."
The wolf lifted the latch, the door sprang open, and without saying a word he went straight to the grandmother's bed, and devoured her. Then he put on her clothes, dressed himself in her cap, laid himself in bed and drew the curtains. Little Red Riding Hood, however, had been running about picking flowers, and when she had gathered so many that she could carry no more, she remembered her grandmother, and set out on the way to her.

She was surprised to find the cottage-door standing open. There lay her grandmother with her cap pulled far over her face, and looking very strange.

"Oh, grandmother," she said, "what big ears you have." "The better to hear you with, my child," was the reply.

"But, grandmother, what big eyes you have," she said. "The better to see you with, my dear."

"But, grandmother, what large hands you have." "The better to hug you with."

"Oh, but, grandmother, what a terrible big mouth you have." "The better to eat you with."

And scarcely had the wolf said this, than he swallowed up Little Red Riding Hood.

When the wolf had appeased his appetite, he lay down again in the bed, fell asleep and began to snore very loud. The huntsman was just passing the house, and thought to himself, how the old woman is snoring. I must just see if she wants anything.

So he went into the room, and when he came to the bed, he saw that the wolf was lying in it. Then just as he was going to fire at him, it occurred to him that the wolf might have devoured the grandmother, ....so he did not fire, but took a pair of scissors, and began to cut open the stomach of the sleeping wolf.

When he had made two snips, he saw the Little Red Riding Hood shining, and then he made two snips more, and the little girl sprang out, crying, "Ah, how frightened I have been. How dark it was inside the wolf."

And after that the aged grandmother came out alive also, but scarcely able to breathe. Little Red Riding Hood, how-ever, quickly fetched great stones with which they filled the wolf's belly, and when he awoke, he wanted to run away, but the stones were so heavy that he collapsed at once, and fell dead.
Name: ________________________________

Constructed Response Questions for *Little Red Riding Hood*

**Directions:** After reading passage, *Little Red Riding Hood*, answer the following questions citing evidence from the text. Remember to answer in complete sentences, restate the question, and cite evidence from the text.

1. How did Little Red Riding Hood know the character in the bed was not her grandmother?
   
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

2. How did the wolf fool Little Red Riding Hood?
   
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

3. How did the Woodcutter free Grandmother and Little Red Riding Hood?
   
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

4. Why did the wolf follow Little Red Riding Hood to her Grandmother’s house?
   
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

5. How was the wolf finally captured?
   
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
Activities for the E in RACE: Explain

**RACE:**

**E:** Explain how the evidence supports your answer

Use background knowledge, experience, and connections to build on the answer.

**Examples:**
• I can connect this to (self, text, world)…
• This makes me think of…
• I can relate to this because…
• During my investigation, I…
• My reasoning is…
• I observed…
• I figured this out because…
• Now I wonder…
• A new question this makes me think of is…
Sentence Starters for Explaining

- This is because
- This shows
- This reveals
- This illustrates
- This highlights the difference between
- From the reading I know that
- This explains
- Since the author stated that
Activity for Explaining your Answer

Read the following passage written by Cynthia Berger. Then, have students answer the following constructed response questions. Students will practice restating the question, answering the question, citing evidence, and explaining your answer.

*Remember to use transition words and starters.
What's the world's smartest bird? Most scientists say it's the common raven. One sign of ravens' brain power is their adaptability. That means that they can change their behavior to solve new problems.

For example, if they can't find one kind of favorite food, they learn to eat something else. In fact, they eat almost any food they can get their beaks on. Their foods include small animals, fruit, seeds, eggs, garbage, and dead meat. And because they eat so many different foods, they can live in lots of different places around the world: deserts, mountains, forests, cities, and even the cold Arctic.

The size of a raven's brain may help explain why the bird is so smart. It has a large brain compared to its body size. For example, a chicken weighs twice as much as a raven. But its brain is only one fifth as heavy as the raven's brain.

Quork-quork-quork! Oo-oo. Rap-rap-rap. Kek-kek-kek. Honk honk! Ravens make lots of different sounds. Scientists have counted as many as 80 different sounds. Ravens can copy sounds too. One raven learned to imitate all the dogs in a neighborhood. They can also imitate other kinds of birds, the sound of falling water, human speech, motorcycles, and even the ringing of the bell on an ice cream truck. Copying sounds may not be a sign of smarts, but it sure makes ravens interesting to have around!

Ravens play more than most other birds, and this may be a sign of intelligence. They seem to have tons of fun just flying around. They especially like to roll over in the air. They also fly in rollercoaster patterns and in swooping loop-the-loops.

Ravens like to swing, but they don't need a swing set to do it. They lean backward off a perch and swing upside down by their feet just for the fun of it. They even swing by their beaks from branches!

Ravens often save food in the top of a rotting stump, in a clump of tall grass, or in a hole dug in dirt or snow. With their excellent memories, they have no trouble finding their meals later on. What's more, ravens watch where other ravens hide food—and then they steal it.

Sometimes a raven can be too clever. A scientist named Konrad Lorenz kept a raven named Roah to study it. One day; Roah picked up some wet laundry that had fallen off Dr. Lorenz's clothesline. The scientist rewarded the helpful bird with food. Big mistake. After that, Roah showered the scientist with wet laundry from all the neighborhood clotheslines! A raven may look plain—but oh, what a brain!
**Name: ______________________________**

**Constructed Response Questions for Brainy Birds**

**Directions:** After reading passage, Brainy Birds, answer the following question explaining your reasoning. Remember to answer in complete sentences, restate the question, and cite evidence from the text. Remember story starters as well:

1. What other title would show the main idea of this article? Explain how your title would show the main idea. In your response, use information from the article that supports your explanation.

<table>
<thead>
<tr>
<th><strong>R</strong> Restate the Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Answer the Question</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong> Cite Evidence from the text</td>
<td></td>
</tr>
<tr>
<td><strong>E</strong> Explain your answer</td>
<td></td>
</tr>
</tbody>
</table>

Place your answer in paragraph form below:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Putting it all together

RACE:

Directions:
*Students will read the following short passage. Included after the passage is a constructed response question.
*Students will then go through the components of RACE as a whole group together. They will
  Restate the Question
  Answer the Question
  Cite Evidence
  Explain/Extend their answer

*Included is a blank sheet for students as well as a guided answer sheet for teachers to use as this activity is completed together.
Sample Text

The Invention of Airplanes

Airplanes are such a common form of travel that it’s easy to forget just how recently they were invented. Today, even a person in the middle of nowhere would not be surprised to see a plane in the sky. But before the Wright Brothers flew their plane at Kitty Hawk, North Carolina, in 1903, most scientists thought flight by heavier-than-air machines would never be achieved. Never. In fact, the word airplane didn’t come into common usage until after 1945.
Restate the Question

Question: Why is it easy to forget how recent airplanes were invented?

Rephrase the Question as a statement:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Answer the Question

Answer the Question in your Own Words

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Cite Evidence

Add proof from the text.

____________________________________________
____________________________________________
____________________________________________
____________________________________________
____________________________________________

Explain Your Answer

Add more information to prove your answer is correct; Use your voice in this piece.

____________________________________________
____________________________________________
____________________________________________
____________________________________________
____________________________________________
____________________________________________
Restate the Question

**Question:** Why is it easy to forget how recent airplanes were invented?

Rephrase the Question as a statement:

It is easy to forget how recent airplanes were invented because....

Answer the Question

Answer the question in your own words:

It is easy to forget how recent airplanes were invented because they are such a common form of travel today.
It is easy to forget how recent airplanes were invented because they are such a common form of travel today. The passage states that nobody would even think anything of an airplane flying over them in the sky today. Because of this, it is hard to believe that airplanes were invented by the Wright Brothers just in the early 1900s. It feels like they have been around forever!
Graphic Organizers

The following graphic organizers can be used while reading books, passages, etc. to assist while answering constructed response questions.
<table>
<thead>
<tr>
<th>R</th>
<th>A</th>
<th>C</th>
<th>E</th>
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<tbody>
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**Question:** ________________________________

**RACE Graphic Organizer**
Question: __________________________________________________________
________________________________________________________

Restate the Question: __________________________________

Answer the Question: __________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Cite Evidence: What details from the text support your answer?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Circle transition words or phrases that you can use in your answer:

because for example I noticed
the author states when I read on page
in paragraph the author says according to the passage
this proves in the article the writer explains
<table>
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| • Read the question carefully  
• Move words around so they make sense and write a restatement of the question | • Include a general statement or inference  
• Read over to make sure your answer is logical | • Add an appropriate transition word or phrase before giving your details  
• For example, in addition, also, for instance, etc. | • Explain each detail after you provide evidence  
• This means that..., this shows that..., This is important because..., this proves that... |
Rubrics

- The following rubrics may be used to help assess and observe how students are mastering the constructed response questions.
## Constructed Response Rubric

<table>
<thead>
<tr>
<th></th>
<th>0</th>
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<th>2</th>
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<tbody>
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<tr>
<td>Answers with a broad response</td>
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THANK YOU!

Thank you so much for checking out this packet. The following fonts were used in this pack: Cara Carroll’s amazing Chevron Font. Check out her store here: http://www.teacherspayteachers.com/Store/Cara-Carroll/Order:Alphabetical/Page:2

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Borders and frames were also used from Tangstar Science. Check out this awesome store: http://www.teacherspayteachers.com/Product/Task-Card-Frame-Templates-MEGA-PACK-160-Templates-Commercial-Use-Okay-1362753

The ClipArt Couple also provided awesome frames: An Awesome Car Clip art set was used from Charlotte’s Clips. Check out this store here: http://www.teacherspayteachers.com/Store/Charlottes-Clips-4150

Finally, Krista Walden from Creative Clips provided cute pencil clip arts. Check out her store: http://www.teacherspayteachers.com/Store/Krista-Wallden

Thank you so much! If you have any questions, please feel free to e-mail me at williskb@troup.org.

Also, please visit my store for many Common Core activities geared for grades 3-5. http://www.teacherspayteachers.com/Store/Kathryn-Willis-4