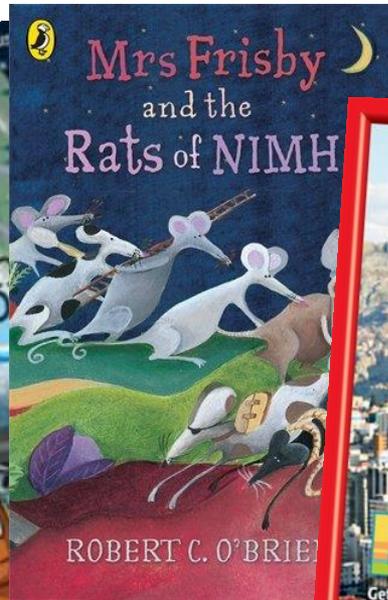


# Text - Based Responses

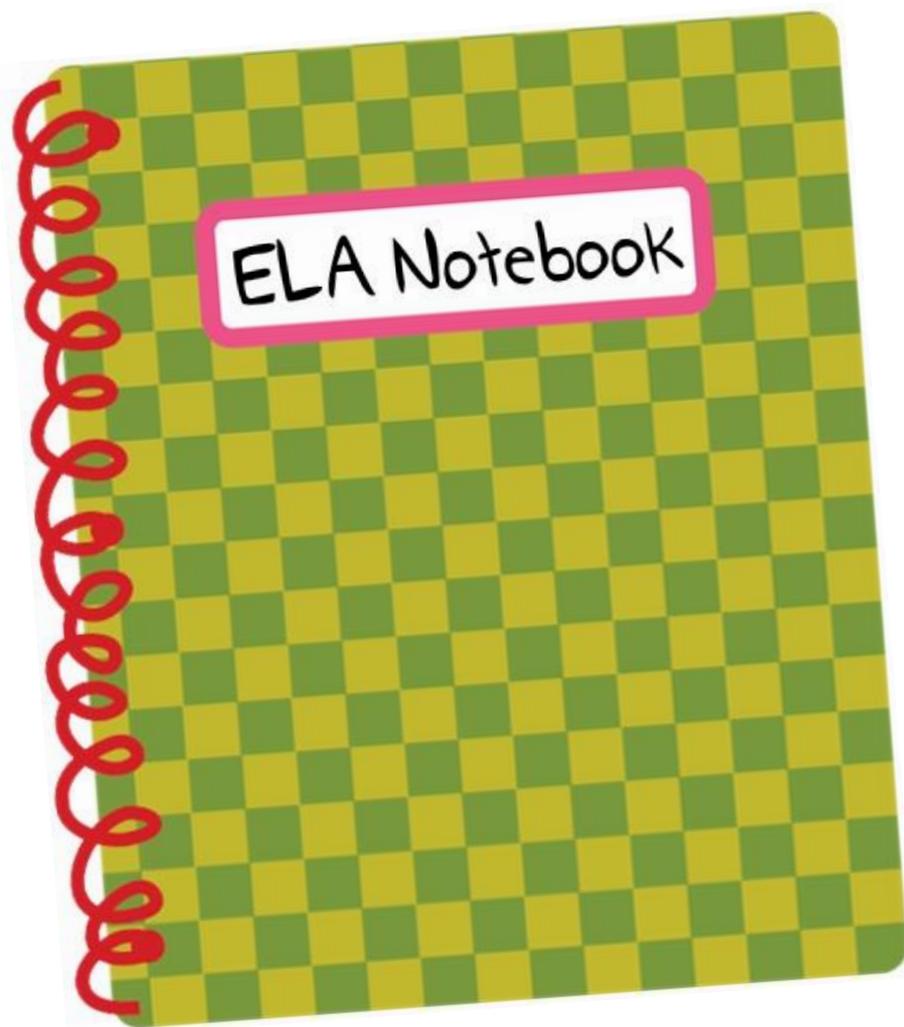
The Seattle  
Times

RACE

Super Response!



# SLASH NOTEBOOK



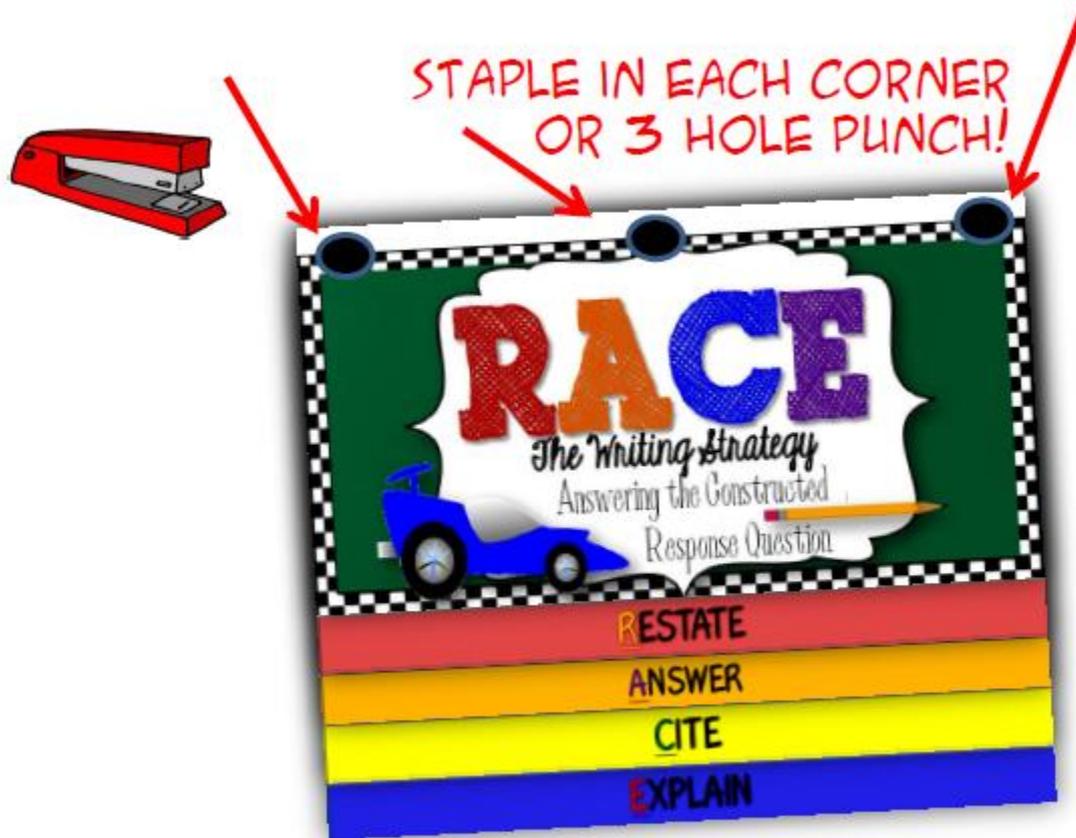
Bring your spiral to class  
each week.

Everything we do will go into  
your notebook!

*Always bring a  
pencil too!*



Assemble the R.A.C.E. flip book and keep it into your ELA notebook.



WHEN ANSWERING OPEN-ENDED  
QUESTIONS, ALWAYS USE

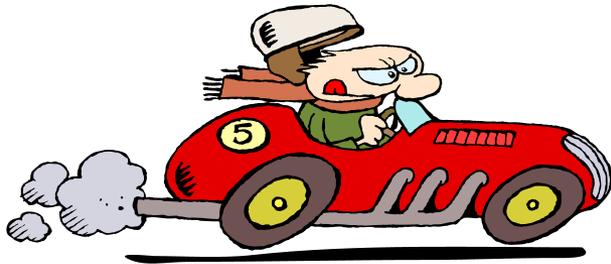
R.A.C.E.



WHEN ANSWERING OPEN-ENDED  
QUESTIONS, ALWAYS USE

R.A.C.E.

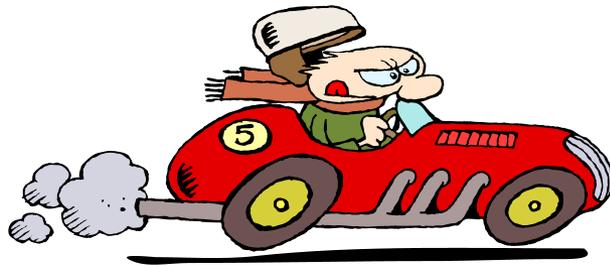
RESTATE



# WHEN ANSWERING OPEN-ENDED QUESTIONS, ALWAYS USE

**R**.**A**.**C**.**E**.

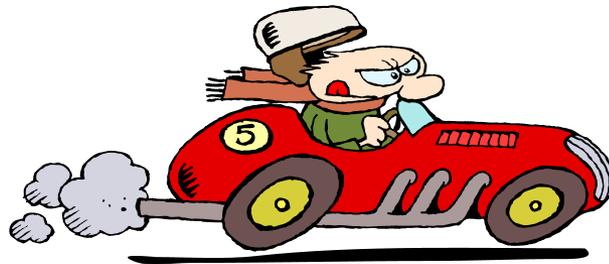
RESTATE      ANSWER



# WHEN ANSWERING OPEN-ENDED QUESTIONS, ALWAYS USE

**R**.**A**.**C**.**E**.

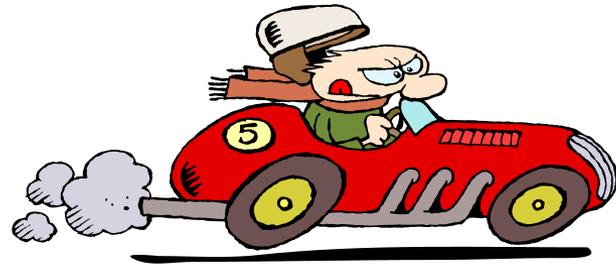
RESTATE      ANSWER      CITE



# WHEN ANSWERING OPEN-ENDED QUESTIONS, ALWAYS USE

**R**.**A**.**C**.**E**.

RESTATE      ANSWER      CITE      EXPLAIN



# WHEN ANSWERING OPEN-ENDED QUESTIONS, ALWAYS USE

**R**.**A**.**C**.**E**.

RESTATE      ANSWER      CITE      EXPLAIN



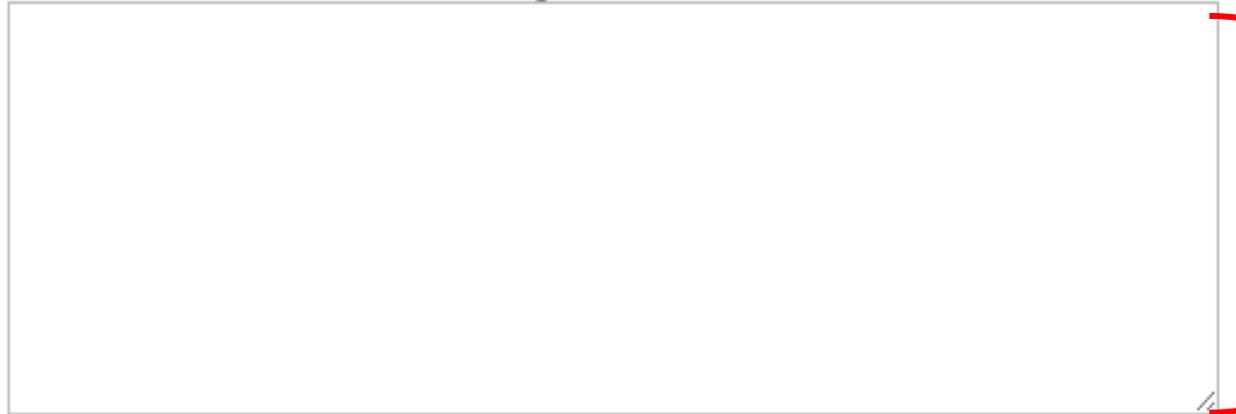
# THIS IS WHAT “OPEN-ENDED” QUESTIONS LOOK LIKE:

**HINT:** Will citing evidence from the source support your answer? Use RACE!



## 4. How many times do your lungs inhale and exhale in a minute? (25 points) \*

Cite evidence from the video to support your claim. Your answer should include all parts of RACE and should be at least 4 sentences long.



**HINT:**  
Large space to type  
your answer?  
Use RACE!

# THIS IS WHAT "OPEN-ENDED" QUESTIONS LOOK LIKE:

**HINT:** Will citing evidence from the text support your answer? Use RACE!

Based on the information in Chapters 1-8, Pa could be described as hardworking. Use two details from the story that support this description.

**HINT:**  
Large space  
to write your  
answer?  
Use RACE!

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R

## RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.



A

## ANSWER THE QUESTION

What's your claim?

Answer all parts of the question.



C

## CITE THE SOURCE

Tell where you found examples and details.

In chapter 2... The article states... According to the graphic...

E

**EXPLAIN** your response. Provide evidence to support your answer. Add your thoughts.

In my experience... This proves... This means... I believe...



## RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.

**Restate** means:  
“to state again in another way”



## Restate or to Reword the Question (the "R" in "RACE")

Reword the question means that you are to restate the question and make it into a statement as a part of the answer you provide.

If you were to be asked "What color is the sky?", you would not simply answer "blue" - instead, the correct answer would be "The color of the sky is blue," or words to that effect.

Re-read the passage at least once, then re-read the question carefully to decide all the parts it is asking for. Mark the key words in the question. The key words are the verb or verbs, any character names, and key literary terms.

When responding to a specific question, be sure your idea restates the question.

Writing Prompt: \_\_\_\_\_

(Underline the important words you need to use to restate the prompt.)

Restate the prompt: \_\_\_\_\_

RESTATE

## QUESTION:

According to the article, what is the easiest way to change a tire?

Use the same words to create a statement.



## RESTATE

According to the article, the easiest way to change a tire is \_\_\_\_\_.

## QUESTION:

Why is it important for lions to live in a pride?

Use the same words to create a statement.



## RESTATE

It is important for lions to live in a pride because \_\_\_\_\_.

## QUESTION:

What did Mary and Laura collect at the deserted Indian camp?

Use the same words to create a statement.



## RESTATE

At the deserted Indian camp, Mary and Laura collected \_\_\_\_\_.



## ANSWER THE QUESTION

What's your claim?

Answer all parts of the question.

## Answering the Question (the "A" in "RACE")

In order to answer the question, you need to understand what you are being asked, and then make sure you provide the answer to that specific question.

The answer, as in the example above, may come in the first sentence as you reword the question into a statement, but in an essay question you will then need to show how you arrived at your answer.

### Sentence starters

"I think..." \_\_\_\_\_

"I believe..." \_\_\_\_\_

- Use the same terms in the question for the first sentence of your paragraph answer! Make sure you include all parts of the question in your answer

Assert your answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ANSWER

Based on the information given,  
what's your claim?

Your "**claim**" is what  
you think the answer  
is... based on the text.



You have to have evidence from  
the text to back it up!

## ANSWER

At the deserted Indian camp, Mary and Laura  
collected colorful beads.

## ANSWER

Based on the information given, what's your claim?  
they collected colorful beads

Do you have evidence from the text to back it up?

YES!

LITTLE HOUSE ON THE PRAIRIE

been driven into the ground. Then he told them to look at the bones around that camp fire and tell him what had cooked in that pot. They looked, and they said, "Rabbit." That was right; the bones were rabbits' bones. Suddenly Laura shouted, "Look! Look!" Something bright blue glittered in the dust. She picked it up, and it was a beautiful blue bead. Laura shouted with joy.

Then Mary saw a red bead, and Laura saw a green one, and they forgot everything but beads. Pa helped them look. They found white beads and brown beads, and more and more red and blue beads. All that afternoon they hunted for beads in the dust of the Indian camp. Now and then Pa walked up to the edge of the hollow and looked toward home, then he came back and helped to hunt for more beads. They looked all the ground over carefully.

When they couldn't find any more, it was



## CITE THE SOURCE

Tell where you found examples and details.

**In chapter 2... The article states... According to the graphic...**



since you are citing from a **+ext+**, you  
need a **direct+ quote** in your answer.



## Citing Evidence (the "C" in "RACE")

As the constructed response question is meant to show how well you comprehended and were able to draw inferences from the essay prompt, it is essential that you give examples from the prompt to show how they support your answer.

If the prompt is a story you read about a boy named Joe who loves to ski, and the question is "Does Joe like the winter?", you could answer "Joe likes the winter because the story tells us that he loves skiing and skiing is a winter sport."

In your essay you could go on to provide specific details that tell you how much he enjoys skiing (and, by extension, winter), such as quoting a line that says "Joe enjoyed the feel of the icy-cold air on his cheeks."

- Cite what in the text led you to that idea: Give supporting evidence from the text
- If you are directly quoting from a text, you must use quotation marks.

### Sentence starters

- In the first paragraph, \_\_\_\_\_ the author says...
- The author explains...
- The text states...
- Early in the text, the author...
- The text describes...
- For instance...
- For example...

**Explain the Evidence:** Explain how the quote(s) or paraphrase(s) you pointed out support your idea.

- This shows...  This reveals...
- This is because...  This illustrates...
- This means...  This highlights the difference between...

**CITE**

# CITE

When proving your claim, find evidence!  
There are 2 steps you always take when adding  
text evidence to your answer...

**1** Tell where you found the  
evidence.

**2** Since you are citing from a  
text, you need a direct quote  
in your answer.

“**HULK UP** your answer with a **QUOTE!**  
A direct quote is written word for word,  
directly from the text...  
with QUOTATION MARKS!”



## CITE

At the deserted Indian camp, Mary and Laura collected colorful beads. As it states on page 179 of *Little House on the Prairie*, "They found white beads and brown beads, and more and more red and blue beads. All that afternoon they hunted for beads in the dust of the Indian camp."

### LITTLE HOUSE ON THE PRAIRIE

been driven into the ground. Then he told them to look at the bones around that camp fire and tell him what had cooked in that pot.

They looked, and they said, "Rabbit." That was right; the bones were rabbits' bones.

Suddenly Laura shouted, "Look! Look!" Something bright blue glittered in the dust. She picked it up, and it was a beautiful blue bead. Laura shouted with joy.

Then Mary saw a red bead, and Laura saw a green one, and they forgot everything but beads. Pa helped them look. They found white beads and brown beads, and more and more red and blue beads. All that afternoon they hunted for beads in the dust of the Indian camp. Now and then Pa walked up to the edge of the hollow and looked toward home, then he came back and helped to hunt for more beads. They looked all the ground over carefully.

When they couldn't find any more, it was

# CITE

At the deserted Indian camp, Mary and Laura collected colorful beads. As it states on page 179 of *Little House on the Prairie*,

“They found white beads and brown beads, and more and more red and blue beads. All that afternoon they hunted for beads in the dust of the Indian camp.”

1  
Tell where  
YOU found  
the  
evidence.

2  
Since you are citing from a **+text**,  
you need a **direct quote** in your answer.





**EXPLAIN** your response. Provide evidence to support your answer. Add your thoughts.

**In my experience... This proves... This means... I believe...**

**Now is your chance to clarify and enlighten your audience! Explain your evidence and add your thoughts!**



## Explaining the Answer (the "E" in "RACE")

In addition to the evidence you've cited from the prompt, you will need to supply your own reasoning for why you think your answer is correct.

Make sure you **EXPLAIN** each item with a concrete detail—something specific!

Question asks the writer to...	How to The Writer should answer...	The writer should organize...
Analyze	Separate into its parts	An ordered list framework containing steps
Compare	Examine, noting the similarities and differences	Venn Diagram to show differences of each with likeness in the center
Contrast	Examine, noting the differences only	T- chart to contrast left to right
Define	State a precise meaning	An ordered list
Discuss	Present background information with supporting or descriptive details	T chart with important factors on left, details on right
Describe	Convey an idea	Semantic web, subject in the middle, surrounded by numbered qualities
Evaluate	Place judgment, but support using details	T chart listing pros next to cons

**EXPLAIN**

# EXPLAIN

This part of your answer can be one sentence or multiple sentences.

**EXPLAIN how the quote proves your claim.**

**Share your own commentary.**

**SPEAK from personal experience.**

**Add details to clarify why your claim is evidence-based.**

**convince your audience!**



# EXPLAIN



At the deserted Indian camp, Mary and Laura collected colorful beads. As it states on page 179 of *Little House on the Prairie*, "They found white beads and brown beads, and more and more red and blue beads. All that afternoon they hunted for beads in the dust of the Indian camp." The novel also explains that when the girls got back home they showed a handkerchief full of beads to Ma. This leads me to believe that Mary and Laura had quite a collection of colorful beads!



# EXPLAIN



At the deserted Indian camp Mary and Laura collected colorful beads. As it states on page 10 of *House on the Prairie*, "They found white beads and more and more red and blue beads. Mary and Laura hunted for beads in the dust of the Indian camp." This also explains that when the girls got back home they showed a handkerchief full of beads to Ma. This leads me to believe that Mary and Laura had quite a collection of colorful beads!





R.A.C.E.

Let's try it!

The Eskimos are a people who live near the Arctic. It is very cold there. For thousands of years, the Eskimos found ways to live in the cold. Most of them lived near the sea. The sea gave them food. They hunted seals and whales. They caught fish. On land, they hunted a kind of deer called the caribou.

The Eskimos made clothing from the skins of animals they hunted. In summer most Eskimos made tents of animal skins. They sailed in boats made of animal skins. In winter, most Eskimos lived in houses made of snow or sod. In the coldest places, some Eskimos lived in houses made of snow all year long.

Eskimo life began to change in the 1800s. People from Europe started hunting for whales where the Eskimos lived. Fur traders arrived. The Eskimos worked with the whalers and fur traders. Soon many of the animals that the Eskimos needed were almost gone.

Today most Eskimos live in towns. They live in modern houses. They buy food at stores. But they always remember the old ways.

**According to the article, why did life change for the Eskimos in the 1800s?**

The Eskimos are a people who live near the Arctic. It is very cold there. For thousands of years, the Eskimos found ways to live in the cold. Most of them lived near the sea. The sea gave them food. They hunted seals and whales. They caught fish. On land, they hunted a kind of deer called the caribou.

The Eskimos made clothing from the skins of animals they hunted. In summer most Eskimos made tents of animal skins. They sailed in boats made of animal skins. In winter, most Eskimos lived in houses made of snow or sod. In the coldest places, some Eskimos lived in houses made of snow all year long.

Eskimo life began to change in the 1800s. People from Europe started hunting for whales where the Eskimos lived. Fur traders arrived. The Eskimos worked with the whalers and fur traders. Soon many of the animals that the Eskimos needed were almost gone.

Today most Eskimos live in towns. They live in modern houses. They buy food at stores. But they always remember the old ways.

**According to the article, why did life change for the Eskimos in the 1800s?**



**can you find evidence in  
the text?**

The Eskimos are a people who live near the Arctic. It is very cold there. For thousands of years, the Eskimos found ways to live in the cold. Most of them lived near the sea. The sea gave them food. They hunted seals and whales. They caught fish. On land, they hunted a kind of deer called the caribou.

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### **According to the article, why did life change for the Eskimos in the 1800s?**

**R** According to the article, Eskimo life changed in the 1800s when

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Today most Eskimos live in towns. They live in modern houses. They buy food at stores. But they always remember the old ways.

### **According to the article, why did life change for the Eskimos in the 1800s?**

**R** According to the article, Eskimo life changed in the 1800s when Europeans **A** began hunting in the Arctic.

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### **According to the article, why did life change for the Eskimos in the 1800s?**

**R** According to the article, Eskimo life changed in the 1800s when Europeans began hunting in the Arctic. In the third paragraph the author says that **A** "People from Europe started hunting for whales where the Eskimos lived. Fur traders arrived. The Eskimos worked with the whalers and fur traders." **C**

The Eskimos are a people who live near the Arctic. It is very cold there. For thousands of years, the Eskimos found ways to live in the cold. Most of them lived near the sea. The sea gave them food. They hunted seals and whales. They caught fish. On land, they hunted a kind of deer called the caribou.

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Today most Eskimos live in towns. They live in modern houses. They buy food at stores. But they always remember the old ways.

### According to the article, why did life change for the Eskimos in the 1800s?

**R** Eskimo life changed in the 1800s when Europeans began hunting in the Arctic. In the third paragraph the author says that "People from Europe started hunting for whales where the Eskimos lived. Fur traders arrived. The Eskimos worked with the whalers and fur traders." **A** Eskimos began sharing their resources and many of the animals were disappearing. I believe the arrival of European hunters forever changed the way Eskimos live their lives. **C**

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### According to the article, why did life change for the Eskimos in the 1800s?

**R** According to the article, Eskimo life changed in the 1800s when Europeans began hunting in the Arctic. In the third paragraph the author says that **A** "People from Europe started hunting for whales where the Eskimos lived. Fur traders arrived. The Eskimos worked with the whalers and fur traders." **C**

**E** Eskimos began sharing their resources and many of the animals were disappearing. I believe the arrival of European hunters forever changed the way Eskimos live their lives.

## EVIDENCE-BASED RESPONSE SCORING RUBRIC

A 25 point response includes all of the components listed below (0-5 points each).

**R** The question is clearly **RESTATED** in the response. +5

**A** The question is **ANSWERED** fully and correctly, showing that the writer knows what is being asked. +5

**C** One or more **examples from the source** are provided. Examples are relevant to the question and they fully support the answer. Location of information is clearly **CITED**. +5

**E** The response includes reasoning, an **EXPLANATION**, student commentary, and/or inferencing which strongly support the answer. +5

### GRAMMAR & MECHANICS (GUM)

There is clear evidence that the response has been re-read, revised, and edited.

**No errors exist in spelling, grammar, punctuation, capitalization, and sentence structure.** +5

## According to the article, why did life change for the Eskimos in the 1800s?

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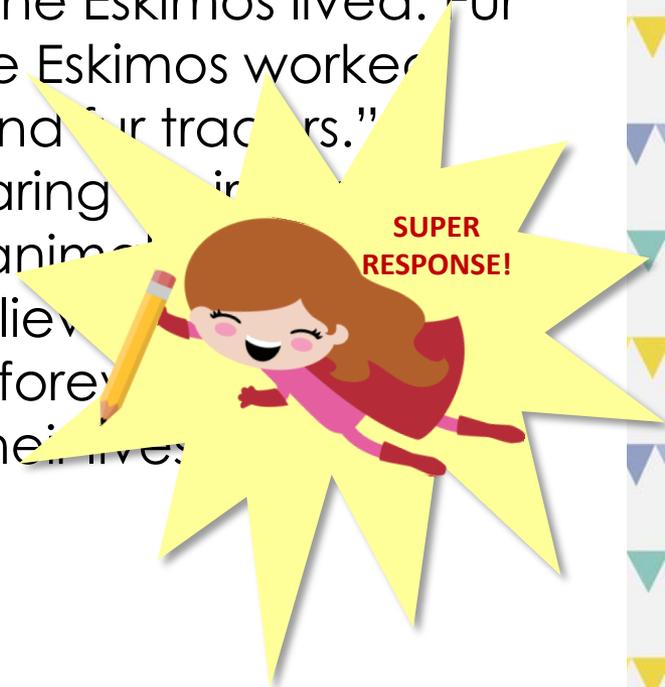
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# The Three Branches of Government

Susan LaBella

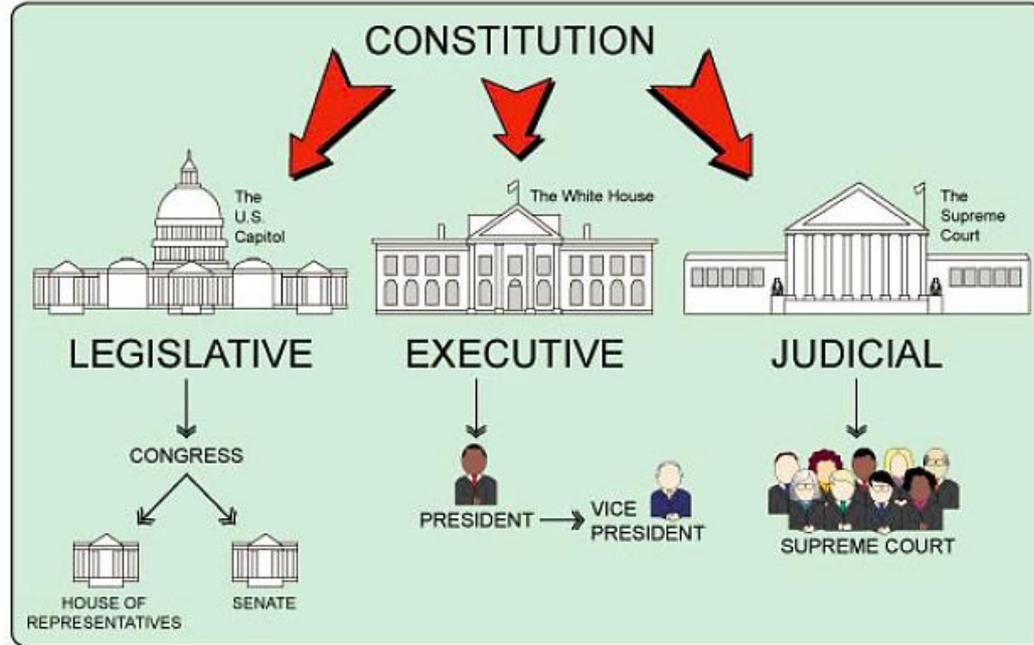
The United States Constitution was written over two hundred years ago. It explains how the United States government should work. The people who wrote the Constitution did not want one person or group to have too much power. That was why they divided the government into three parts, known as branches.

The branches are the legislative, the executive, and the judicial. Each branch has its own responsibilities. The branches work together, but they also check each other to make sure no branch has too much power.

The legislative branch includes the United States Congress. Congress is made up of the House of Representatives and the Senate. Voters in each state elect their representation in the House and their senators. Those men and women go to Washington, D.C., to make laws.

The executive branch has the power to carry out the laws. It includes the president, the vice president, and their group of advisers called the Cabinet. Every four years, Americans vote to elect a president and a vice president.

The judicial branch decides on the meanings of the laws and whether laws break the rules of the Constitution. This branch includes the United States Supreme Court. Nine justices serve on the Supreme Court. The president appoints the justices, and the Senate approves them. The justices' job is to decide if the country's laws go against the Constitution.



Do the three branches of government have to work together for the United States government to be successful? Why or why not?

## EVIDENCE-BASED RESPONSE SCORING RUBRIC

A 25 point response includes all of the components listed below (0-5 points each).

**R** The question is clearly **RESTATED** in the response.

**A** The question is **ANSWERED** fully and correctly, showing that the writer knows what is being asked.

**C** One or more **examples from the source** are provided. Examples are relevant to the question and they fully support the answer. Location of information is clearly **CITED**.

**E** The response includes reasoning, an **EXPLANATION**, student commentary, and/or inferencing which strongly support the answer.

### GRAMMAR & MECHANICS (GUM)

There is clear evidence that the response has been re-read, revised, and edited.

**No errors exist in spelling, grammar, punctuation, capitalization, and sentence structure.**

# Super Response!



The three branches of government have to work together for the U.S. government to be successful, because if the country has branches that have more power than the others, it could lead to catastrophe. In paragraph two, the author states, "The branches work together, but they also check each other to make sure no branch has too much power." This shows that our country cannot have an unbalanced government where one branch has more power than the rest. The three branches need to work together.

-ANDREW

## EVIDENCE-BASED RESPONSE SCORING RUBRIC

A 25 point response includes all of the components listed below (0-5 points each).

**R** The question is clearly **RESTATED** in the response.

**A** The question is **ANSWERED** fully and correctly so the writer knows what to do.

**C** One or more **sources** are provided that are relevant to the question and fully support the response with information.

**E** The response includes an **EXPLANATION** or commentary, which strongly supports the response.

### GRAMMAR & MECHANICS (GUM)

There is clear evidence that the response has been re-read, revised, and edited.

**No errors exist in spelling, grammar, punctuation, capitalization, and sentence structure.**

## Text-based Response Organizer

**RACE**  
RESTATE ANSWER CITE EXPLAIN

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

Question: \_\_\_\_\_

**R** RESTATE the question. Turn the question into a statement: \_\_\_\_\_

\_\_\_\_\_ the text (word for word):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ add your own commentary and  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now put it all together to write one convincing SUPER RESPONSE!



Use these  
**HELPFUL  
TOOLS!**

## EVIDENCE-BASED RESPONSE SCORING RUBRIC

A 25 point response includes all of the components listed below (0-5 points each).

**R** The question is clearly **RESTATED** in the response.

**A** The question is **ANSWERED** fully and correctly, showing that the writer knows what is being asked.

**C** One or more **examples from the source** are provided. Examples are relevant to the question and they fully support the answer. Location of information is clearly **CITED**.

**E** The response includes reasoning, an **EXPLANATION**, student commentary, and/or inferencing which strongly support the answer.

### GRAMMAR & MECHANICS (GUM)

There is clear evidence that the response has been re-read, revised, and edited.

**No errors exist in spelling, grammar, punctuation, capitalization, and sentence structure.**

## Text-based Response Organizer

**RACE**  
RESTATE ANSWER CITE EXPLAIN

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

Question: \_\_\_\_\_

**R** RESTATE the question. Turn the question into a statement: \_\_\_\_\_

**A** Write your ANSWER. What's your claim? \_\_\_\_\_

**C** CITE evidence directly from the text...  
★ Where is the evidence located in the text? \_\_\_\_\_  
★ Copy the evidence exactly as it is written in the text (word for word):  
" \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ "

**E** EXPLAIN how the quote proves your claim, then add your own commentary and convince your audience that you are correct! \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now put it all together to write one convincing SUPER RESPONSE!





# THIS WEEK'S ASSIGNMENT

## R.A.C.E

Work together to answer the text-based question completely.

When you have a 25 point SUPER RESPONSE  
you can log out of Class Connect.





Don't forget to **HULK UP** your answer with a quote from the text!

Names: \_\_\_\_\_

# A Perfectly Sticky Idea

By Linda Ruggieri

Sometimes accidents turn into inventions. Post-it Notes are a good example. Post-its are those little sticky papers perfect for marking your place on a book page.

Two researchers, Spencer Silver and Arthur Fry, accidentally invented Post-it Notes. At the time, they were working for a company called 3M. Silver and Fry were both trying to develop extra-strong glue. But the glue they produced was weak. It did not seem useful at all. One day, Fry had an idea. He put the glue on a piece of paper and used the paper as a bookmark. Fry saw that this bookmark would stay on a page. He could remove it and stick it onto another page. The paper did not fall off. Researchers worked to improve the glue. They made sure the glue stayed on the piece of paper and not on the page.

In 1980, the company named the product Post-it Notes. The product was a great success! Today, Post-it Notes are one of the most popular office products in the world. They come in different sizes and many colors. Have you ever used Post-it Notes? What do you think of this invention?

**How are Post-It Notes an accident that turned into a useful invention? Support your answer with information from the text.**



## EVIDENCE-BASED RESPONSE SCORING RUBRIC

A 25 point response includes all of the components listed below (0-5 points each).

**R** The question is clearly RESTATED in the response.

**A** The question is ANSWERED fully and correctly, showing that the writer knows what is being asked.

**C** One or more **examples from the source** are provided. Examples are relevant to the question and they fully support the answer. Location of information is clearly CITED.

**E** The response includes reasoning, an EXPLANATION, student commentary, and/or inferencing which strongly support the answer.

### GRAMMAR & MECHANICS (GUM)

There is clear evidence that the response has been re-read, revised, and edited. **No errors exist in spelling, grammar, punctuation, capitalization, and sentence structure.**

Use this handy  
RACE Rubric to  
make sure you  
have a...

25-point  
SUPER  
RESPONSE!

### HULK UP

your answer with  
a direct QUOTE!

A direct quote is written  
word for word,  
directly from the text...  
with QUOTATION MARKS!



# Super Response!



The three branches of government do have to work together for the United States to be successful, because if one of them has too much power, then they'll fight. In paragraph 2, it says "the branches work together, but they also check each other to make sure no branch has too much power." This is called checks and balances. Also in paragraph 2, it says that "each branch has its own responsibilities", but they work together. This is important because otherwise nothing would ever get done in Washington D.C. For example, President Trump writes executive orders, but they have to be approved by Congress before they can be ratified. If the branches didn't work together, none of those executive orders would ever be approved. Also, the Supreme Court has to make sure that the executive orders don't go against the Constitution. So, that proves that the three branches of government do have to work together to make our country successful. -NAOMI

**R**estated the question    **A**nswered the question    **C**ited evidence    **E**xplained