



Writer's Tool Box

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SCR p. 3-4 ✨

You will find a graphic organizer to help you write a Short Constructed Response

ECR p. 9-10 ✨

You will find a graphic organizer to help you write an **Extended Constructed Response**

**Revise and Edit
p. 16-19**
will help you revise and edit your essay.



SCR

Organizer



Short Constructed Response RACE

Question: Read the question carefully. Then enter your answer in the box provided. Support your answer with evidence from the text.

Sentence #1:

Restate and Answer

Sentence Starter:

In the text...

R: Start your response using words from the question. Turn your question into a statement.

A: In the same sentence, provide an answer to the question. Make sure you can back it up!

R:

A:

Sentence #2:

Sentence Starter:

As stated by...

As shown in the text...

The author says...

The author explains...

C: Use words and details from the text to support your answer. Be sure to include quotations if it comes directly from the text.

Sentence #3:

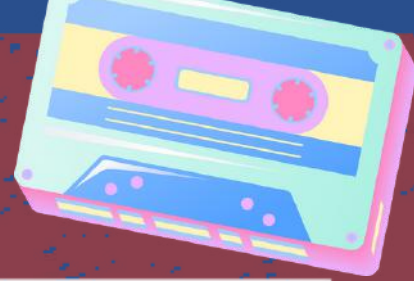
Sentence Starter:

This shows...

This proves...

This means that...

E: Explain how your text evidence supports your answer. Using keywords from your answer will help tie everything together.



ECR

Organizer



Prompt Deconstruction

1. Turn prompt into a question

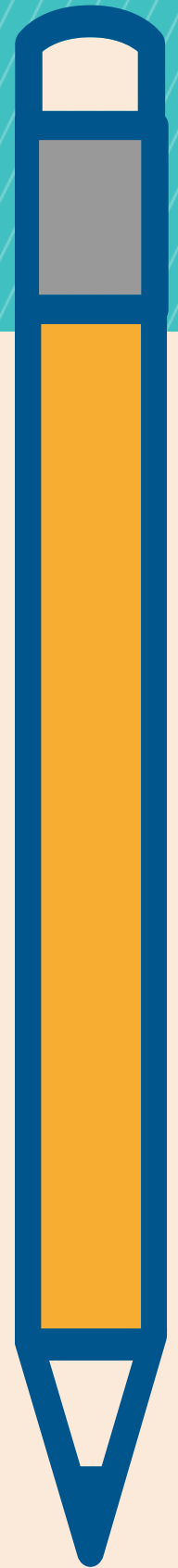
2. Brainstorm Answers

3. Thesis Statement (1+2=3)

4. Collect Evidence

Extended Constructed Response

ECR



Introduction

H -Hook

T-Thesis



**Body
Paragraph #1**

T-Topic

E-Example (Quote)

A- Author's Purpose

(What effect does the evidence have on the reader?)



**Body
Paragraph #2**

T-Topic

E-Example (Quote)

A- Author's Purpose

(What effect does the evidence have on the reader?)



Conclusion

R- Re- state your Thesis

Reminder! if you have a paired passage, you need a quote from both passages.



Extended Constructed Response

Argumentative

ECR

Introduction

H-Hook

Counter Claim

T-Thesis

Body

Paragraph #1

T-Topic

E-Example (Quote)

A- Author's Purpose

(What effect does the evidence have on the reader?)

Body

Paragraph #2

T-Topic

E-Example (Quote)

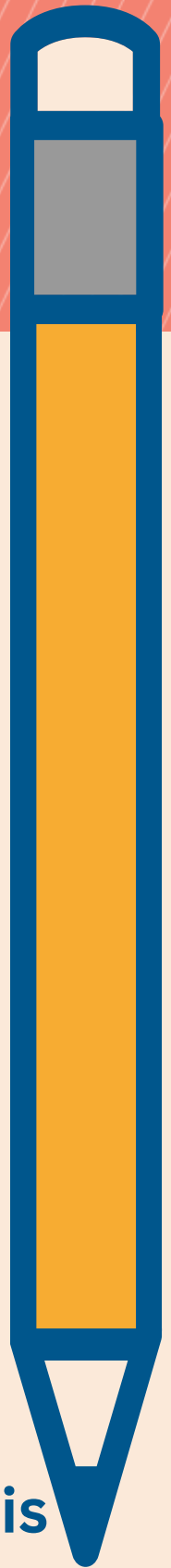
A- Author's Purpose

(What effect does the evidence have on the reader?)

Conclusion

R- Re- state your Thesis

Reminder! if you have a paired passage, you need a quote from both passages.



Extended Constructed Response

Argument

Use this template as a guide to help you write your ECR and to ensure that it has the necessary Components!!

Remember the following:

If you have a paired passage, you must include text evidence from both passages.

Introduction Paragraph	Sentence Starters:
<ol style="list-style-type: none">1. Counterclaim:2. Introduce the Title, Author, Summarize the text3. Thesis: (Answer the prompt in a complete sentence (opinion)(use words from the prompt)	Counterclaim sentence starters: <ul style="list-style-type: none">• Some will argue that, _____ however _____.• Some believe, _____ however _____.• Although many believe, _____ in reality _____

Body Paragraph 1:	Sentence Starters:
1. Topic Sentence:	<ul style="list-style-type: none">• To begin with• First reason• First
2. Text Evidence Sentence Starters:	<ul style="list-style-type: none">• As stated by,• As shown in the text,• The author says,• The author explains,
3. Author's Purpose: (What effect does the evidence have on the reader?)	<ul style="list-style-type: none">• This shows,• This proves,• This means that,

Body Paragraph 2:	Sentence Starters:
1. Topic Sentence:	<ul style="list-style-type: none">• Additionally• Furthermore• In addition
2. Text Evidence Sentence Starters:	<ul style="list-style-type: none">• As stated by,• As shown in the text,• The author says,• The author explains,
3. Author's Purpose: (What effect does the evidence have on the reader?)	<ul style="list-style-type: none">• This shows,• This proves,• This means that,

Conclusion(2 Sentences)	Sentence Starters
<ol style="list-style-type: none">1. Wrap up your ECR and emphasize your point one last time by restating your Thesis2. Call to action sentence (<i>next step people should take</i>)	Conclusion Sentence Starters <ul style="list-style-type: none">• In conclusion,• In summary,• Therefore, Call to action Sentence Starters <ul style="list-style-type: none">• For this purpose,• With this in mind,• With this purpose in mind.

Extended Constructed Response

Informational

Use this template as a guide to help you write your ECR and to ensure that it has the necessary Components!!

Remember the following:

If you have a paired passage, you must include text evidence from both passages.

Introduction Paragraph	Sentence Starters:
<ol style="list-style-type: none">1. Hook:2. Introduce the Title, Author, Summary3. Claim/Thesis: (Answer the prompt in a complete sentence(use words from the prompt))	

Body Paragraph 1:	Sentence Starters:
1. Topic Sentence:	<ul style="list-style-type: none">• In chapter/paragraph/stanza it states, (pick 1)• The narrator/character explains,• The speaker states,
2. Text Evidence Sentence Starters:	<ul style="list-style-type: none">• As stated by,• As shown in the text,• The author says,• The author explains,
3. Author's Purpose: (What effect does the evidence have on the reader?)	<ul style="list-style-type: none">• This shows,• This proves,• This means that,

Body Paragraph 2:	Sentence Starters:
1. Topic Sentence:	<ul style="list-style-type: none">• In chapter/paragraph/stanza it states, (pick 1)• The narrator/character explains,• The speaker states,
2. Text Evidence Sentence Starters:	<ul style="list-style-type: none">• As stated by,• As shown in the text,• The author says,• The author explains,
3. Author's Purpose: (What effect does the evidence have on the reader?)	<ul style="list-style-type: none">• This shows,• This proves,• This means that,

Conclusion(2 Sentences)	Sentence Starters
<ol style="list-style-type: none">1. Wrap up your ECR and emphasize your point one last time by restating your Thesis2. Key insight from your analysis (What did you learn?)	Conclusion Sentence Starters <ul style="list-style-type: none">• In conclusion,• In summary,• Therefore, Mic Drop Sentence Starters <ul style="list-style-type: none">• Ask a question?



Transition

Words



Transition words to use with argument Essays

To Prove or Elaborate	To Emphasize
<ul style="list-style-type: none">• Furthermore,• Besides ,• In addition,• Additionally,• In Fact,• Moreover,• Not to Mention,• For this reason,	<ul style="list-style-type: none">• Without a doubt,• Obviously,• To put in another way,• To Clarify,• Most importantly,• Best of all,

Compare	Contrast
<ul style="list-style-type: none">• In comparison,• Likewise,• Similarly,• Also,	<ul style="list-style-type: none">• In contrast,• However,• Nevertheless,• On the contrary,• On the other hand,• Conversely,

Counterclaim	Rebuttal
<ul style="list-style-type: none">• Some will argue that,• Some believe/ think that,• Although many believe,• While it is true that,• Of course,• Even though,• Despite the fact,	<ul style="list-style-type: none">• However,• In reality,• On the other hand,• But as the evidence proves,

Call to Action
<ul style="list-style-type: none">• For this purpose,• With this in mind,• With this purpose in mind,• Therefore

Transition Words for Extended Constructed Response or short constructed response.

Begin Body Paragraph (reason)	Lead to Evidence
<ul style="list-style-type: none"> ● For the body paragraph: ● First, ● To Begin with ● For other body paragraphs*: ● Also, ● Additionally, ● Furthermore, ● In addition, ● Likewise, ● Moreover, ● For the last body paragraph: ● Finally <p><i>These can also be added to help transition into a second piece of evidence</i></p>	<p><i>Remember to include the title of the text when referencing more than one text.</i></p> <p>For Fiction (poem, short story, novel...):</p> <ul style="list-style-type: none"> ● In chapter/ paragraph/stanza it states, ● The narrator explains, ● The speaker states, ● (Character's Name) thinks to himself/herself, ● (Character's Name) describes this, ● saying, In, (title),(Character's Name) states... <p>For non fiction (article, interview...)</p> <ul style="list-style-type: none"> ● According to the text, ● The article, "Article Title," states, ● To show this, (Author's Name) states, ● In "Article Title," the author writes, ● As stated in the text, ● (Author's Name) claims/argues.








LEAD TO EXPLANATION	CONCLUDE A PARAGRAPH OR ESSAY (LINK)
<ul style="list-style-type: none"> ● This information shows/illustrates, ● This reveals that, ● This makes it clear that, ● This quote highlights, ● From this quote, a reader can infer that, ● That statement supports the idea that ● If this is true, then it also suggests that ● This evidence implies ● This example confirms that ● That fact/evidence sheds light on the idea that 	<p>Clearly,</p> <p>In summary,</p> <p>Consequently,</p> <p>Obviously,</p> <p>Therefore,</p> <p>Thus,</p> <p>Ultimately,</p> <p>Without a doubt,</p> <p>Without a question,</p> <p>To conclude,</p> <p>To sum up,</p> <p>In conclusion,</p>



color it

Up

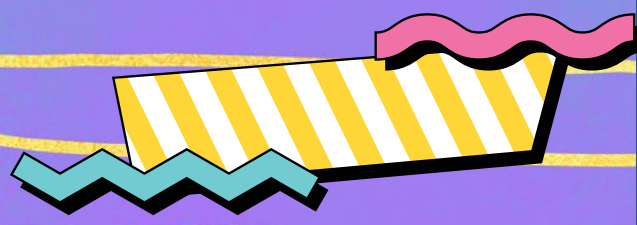


Icon	Type of Detail	Color	Example
	Hook or Counterclaim Title, Author, short summary	Pink	Many people might think that living in a big city is far superior to living in a small town, however those people are sorely mistaken. The book <u>The Grinch Who Stole Christmas</u> by Dr. Seuss is about a Grinch <u>who goes</u> into a small town and steals Christmas.
	Thesis	Yellow	The author emphasizes through the book how it is better to live in a big city because small cities have a bigger crime rate.
	Transitions (words and phrases)	Green	For example, For instance, Furthermore, Moreover, In conclusion,
	Purposeful Diction (key words from prompt)	Blue	Big cities are polluted—covered in dirt and grime—and the people who live in those cesspools are usually just as polluted with poor manners, meanness, and bad attitudes.
	Well Chosen Text Evidence	Orange	As stated by the author, “When walking down the street of a small town you might see smiling faces, hear birds singing in the air, and feel the friendliness of those you encounter on the street.”
	Conclusion	Yellow	Did you wrap up your ECR and emphasize your Thesis Statement
	Mic Drop or Call to action	Pink	Write your key insight from your analysis. (What did you learn?)



Revise

Edit



REVISE

VS.

EDIT



A.R.M.S

Add - sentences and words

Remove - words or sentences you don't need

Move - change a word or placement of a sentence

Substitute - trade words or sentences for new ones



C.U.P.S.

Capitalize - names, places, titles, months, etc.

Usage - nouns and verbs are correctly used

Punctuation - periods, quotes, commas, semicolons, apostrophes, etc.

Spelling - check all words, look for homophones, use a dictionary

Revise with RADaR Strategy

Before submitting a written composition, use the RADaR strategy to focus the revision of your draft. RADaR is an effective tool for improving a draft and achieving better test results.

The letters R, A, D, and R will help you remember to:

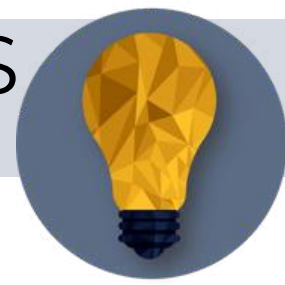
-
- **Replace**
 - **Add**
 - **Delete**
and
 - **Reorder**

This chart shows specific ways you can strengthen a composition by replacing, adding, deleting, and reordering text.

R	A	D and	R
Replace ... <ul style="list-style-type: none">• Words that are not specific• Words that are overused• Sentences that are unclear <i>A thesaurus can be very helpful for this step.</i>	Add ... <ul style="list-style-type: none">• New details• Descriptive adjectives and adverbs• Rhetorical and literary devices <i>A thesaurus can be very helpful for this step.</i>	Delete ... <ul style="list-style-type: none">• Unrelated ideas• Repeated ideas • Unnecessary ideas• Repeated words and phrases	Reorder ... <ul style="list-style-type: none">• So that your ideas are ordered effectively• So that the logical flow of your ideas is improved• So that details are connected to related main ideas

ECR: REVISING FOR PATTERNS

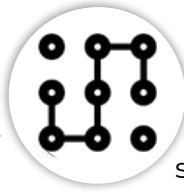
revision guide



revision guide

List the first three words of each sentence in your essay.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____



sentence patterns

What are some of the patterns in the way your sentences start that you notice? Highlight simplistic or repeated sentence starters and change them below:



Rewrite one of the sentences by **starting with an AWUBIS**.
(after, although, as, when while, unless, before, because, if, since)



Rewrite one of the sentences by **adding a strong transition**.



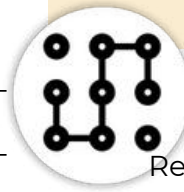
Rewrite one of the sentences with an **appositive phrase**.



Rewrite one of the sentences by starting with a **prepositional phrase**.(by, in, from, throughout, through, until, unlike, with, without)



Combine two sentences with a **comma+FANBOYS** or **semicolon**.



wordchoice patterns

Repeated and Dull Words





SCR

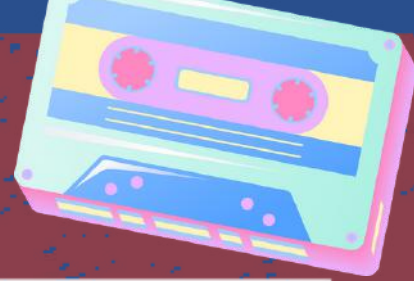
Rubric



English I and II SCR Rubric

Short Constructed Response

Score 2 😊	Score 1 😊	Score 0 😞
<ul style="list-style-type: none"> ● A complete response will include at least one piece of supporting evidence from the text. ● Evidence is accurately used to support the response. ● The response and the evidence to support it are based on the text. ● For paired passages in grades 6 through E II, evidence is drawn from both texts. 	<ul style="list-style-type: none"> ● A partial response may include one of the answers expected in the complete response. However, the evidence does not support the answer stated, or no evidence is provided. ● For paired passages, evidence is drawn from at least one of the texts. 	<ul style="list-style-type: none"> ● The response is incorrect. ● The response is not based on the text. ● No response is provided.
<p>Example:</p> <p><i>The author's language in paragraph 8 suggests that grandma was a dreamer before with a big imagination, just like any kid, but after time passed she stopped dreaming. "I thought of how many times as a girl I stared into that faraway moon and dreamed impossible dreams."</i></p> <p><i>Grandma is thinking about her past and how she was when she was smaller.</i></p>	<p>Example:</p> <p><i>in paragraph 8 line 53 she said she would wish the same things as her kids wish for when she was a child</i></p>	<p>Example:</p> <p><i>She is sad that she will be leaving soon but she knows that she will be leaving with good memories</i></p>



ECR

Rubrics



Reading Language Arts INFORMATIONAL ECR Student Rubric

Development and Organization of Ideas				
Traits	Needs A LOT of Work: Score Point 0	Needs Work: Score Point 1	Pretty Good: Score Point 2	Excellent: Score Point 3
Controlling Idea/Thesis	<input type="checkbox"/> A controlling idea/thesis may be evident.	<input type="checkbox"/> Controlling idea/Thesis is evident but not developed.	<input type="checkbox"/> Controlling idea/Thesis is present but not fully developed or identifiable. <input type="checkbox"/> Response may not always be easy to follow.	<input type="checkbox"/> Controlling idea/Thesis is clear and fully developed and clearly identifiable. <input type="checkbox"/> Response is easy to follow.
Organization	<input type="checkbox"/> The response lacks an introduction and conclusion. An organizational structure is not evident.	<input type="checkbox"/> Organization is minimal and/or weak. <input type="checkbox"/> An introduction or conclusion may be present.	<input type="checkbox"/> Organization is limited. <input type="checkbox"/> Introduction and conclusion are present. <input type="checkbox"/> Sentence-to-sentence connections and clarity may be lacking.	<input type="checkbox"/> Organization is effective. <input type="checkbox"/> Introduction and conclusion are evident. <input type="checkbox"/> The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.
Evidence	<input type="checkbox"/> Evidence is not provided or is irrelevant.	<input type="checkbox"/> Evidence is insufficient and/or mostly irrelevant. <input type="checkbox"/> For pairs, evidence is drawn from only one text.	<input type="checkbox"/> Evidence is limited and may include some irrelevant information and/or be insufficiently explained. <input type="checkbox"/> For pairs, evidence is drawn from at least one of the texts.	<input type="checkbox"/> Evidence is specific, well chosen, relevant, and consistently explained. <input type="checkbox"/> For pairs in grades 3 - 5, evidence is drawn from at least one of the texts. <input type="checkbox"/> For pairs in grade 6 - EOC, evidence is drawn from both texts.
Expression of Ideas	<input type="checkbox"/> The expression of ideas is unclear and/or incoherent.	<input type="checkbox"/> Expression of ideas is ineffective. <input type="checkbox"/> The writer's word choice is vague or limited. <input type="checkbox"/> Sentences and phrases are often ineffective.	<input type="checkbox"/> Expression of ideas is basic. <input type="checkbox"/> The writer's word choice may be general and imprecise. <input type="checkbox"/> Sentences and phrases are at times ineffective.	<input type="checkbox"/> Expression of ideas is clear and effective. <input type="checkbox"/> The writer's word choice is specific, purposeful, and enhances the response. <input type="checkbox"/> Almost all sentences and phrases effectively convey the writer's ideas.
Maximum Length: 2300 characters (not counting spaces) Maximum Score: 5 Please note that if a response receives a score point 0 in the Development and Organization of Ideas, the response will also earn 0 points in Conventions.		Use of Conventions		
		Score Point 0	Score Point 1	Score Point 2
		Demonstrates little to no command of conventions, including: <ul style="list-style-type: none"> <input type="checkbox"/> Sentence construction <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization <input type="checkbox"/> Grammar <input type="checkbox"/> Spelling 	Demonstrates inconsistent command of conventions, including: <ul style="list-style-type: none"> <input type="checkbox"/> Sentence construction <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization <input type="checkbox"/> Grammar <input type="checkbox"/> Spelling 	Demonstrates consistent command of conventions, including correct: <ul style="list-style-type: none"> <input type="checkbox"/> Sentence construction <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization <input type="checkbox"/> Grammar <input type="checkbox"/> Spelling

Reading Language Arts ARGUMENT ECR Student Rubric

Development and Organization of Ideas				
Traits	Needs A LOT of Work: Score Point 0		Needs Work:Pretty Good: Score Point 1Score Point 2	Excellent: Score Point 3
Argument/ Opinion	<input type="checkbox"/> An Argument/Opinion (claim) may be evident.	<input type="checkbox"/> An Argument/Opinion (claim) is evident but not developed.	<input type="checkbox"/> An Argument/Opinion (claim) is present but not fully developed or identifiable. <input type="checkbox"/> Response may not always be easy to follow.	<input type="checkbox"/> An Argument/Opinion (claim) is clear and fully developed and clearly identifiable. <input type="checkbox"/> Response is easy to follow. <input type="checkbox"/> For grades 8 through ENG II, counter-arguments are identified and refuted.
Organizati on	<input type="checkbox"/> The response lacks an introduction and conclusion. An organizational structure is not evident.	<input type="checkbox"/> Organization is minimal and/or weak. <input type="checkbox"/> An introduction or conclusion may be present.	<input type="checkbox"/> Organization is limited. <input type="checkbox"/> Introduction and conclusion are present. <input type="checkbox"/> Sentence-to-sentence connections and clarity may be lacking.	<input type="checkbox"/> Organization is effective. <input type="checkbox"/> Introduction and conclusion are evident. <input type="checkbox"/> The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.
Evidence	<input type="checkbox"/> Evidence is not provided or is irrelevant.	<input type="checkbox"/> Evidence is insufficient and/or mostly irrelevant. <input type="checkbox"/> For pairs, evidence is drawn from only one text.	<input type="checkbox"/> Evidence is limited and may include some irrelevant information and/or be insufficiently explained. <input type="checkbox"/> For pairs, evidence is drawn from at least one of the texts.	<input type="checkbox"/> Evidence is specific, well chosen, relevant, and consistently explained. <input type="checkbox"/> For pairs, evidence is drawn from both texts.
Expression of Ideas	<input type="checkbox"/> The expression of ideas is unclear and/or incoherent.	<input type="checkbox"/> Expression of ideas is ineffective. <input type="checkbox"/> The writer's word choice is vague or limited. <input type="checkbox"/> Sentences and phrases are often ineffective.	<input type="checkbox"/> Expression of ideas is basic. <input type="checkbox"/> The writer's word choice may be general and imprecise. <input type="checkbox"/> Sentences and phrases are at times ineffective.	<input type="checkbox"/> Expression of ideas is clear and effective. <input type="checkbox"/> The writer's word choice is specific, purposeful, and enhances the response. <input type="checkbox"/> Almost all sentences and phrases effectively convey the writer's ideas.
Maximum Length: 2300 characters (not counting spaces) Maximum Score: 5 Please note that if a response receives a score point 0 in the Development and Organization of Ideas, the response will also earn 0 points in Conventions.		Use of Conventions		
		Score Point 0	Score Point 1	Score Point 2
		Demonstrates little to no command of conventions, including: <ul style="list-style-type: none"> <input type="checkbox"/> Sentence construction <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization <input type="checkbox"/> Grammar <input type="checkbox"/> Spelling 	Demonstrates inconsistent command of conventions, including: <ul style="list-style-type: none"> <input type="checkbox"/> Sentence construction <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization <input type="checkbox"/> Grammar <input type="checkbox"/> Spelling 	Demonstrates consistent command of conventions, including correct: <ul style="list-style-type: none"> <input type="checkbox"/> Sentence construction <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization <input type="checkbox"/> Grammar <input type="checkbox"/> Spelling