

Steps for Drafting a Constructed Response

Although the steps for drafting a constructed response may look simple, the process requires numerous skills (and strategies) to produce effective writing. Often, instructors use a graphic organizer to assist students in drafting the information necessary to complete their answer.

1. **Read** the passage and question
2. **Unpack** the prompt (identify key words)
3. **Rewrite** the question and turn the question into a thesis statement
4. **Collect** relevant details from passage
5. **Organize** details into a logical order. Use a graphic organizer if that helps.
6. **Draft** an answer
7. **Re-read** and **edit/revise** the answer making sure all parts of the question are answered

Adapted from WritingFix - <http://writingfix.com>

Unpacking Prompts

The article presents arguments from both supporters and critics of Daylight Saving Time who disagree about the practice's impact on energy consumption and safety. In your response, analyze both positions presented in the article to determine which one is best supported. Use relevant and specific evidence from the article to support your response. Type your response in the box below. You should expect to spend up to 45 minutes in planning, drafting, and editing your response.

Do	What

Implementing TIPP? – A Pre-reading Strategy

Elements	Notes
<p>T – Title</p> <p>What do the title, subheadings, and layout tell me about this text?</p>	
<p>I – Introduction</p> <p>What is included in the introduction?</p>	
<p>P – Paragraphs</p> <p>What information is included in the first sentence of each paragraph?</p>	
<p>P – Photographs</p> <p>What do the photographs, maps, charts, tables, illustrations tell me?</p>	
<p>?? – Questions</p> <p>What questions do I have about this text?</p>	

**Close Reading
Paraphrasing Graphic Organizer**

Paragraph/Lines/Subheadings	My Paraphrase
My Thoughts	

Adapted from Zollman (2009)

Create a Thesis Statement

A thesis is an answer to a specific question. A thesis statement makes a claim or proposition that reflects a specific point of view. The thesis statement should recognize both sides of a question, yet focus on two to three specific points (discussion points) sometimes called points of analyses. A thesis statement is the roadmap for the written response. The placement of the thesis statement is generally located in the introduction and summarized in the conclusion of a writing sample.

Sample Thesis Frames

The general argument made by _____ in his/her work _____ is that _____.

Although _____ (believes, demonstrates, argues) that _____, _____ supports/provides the clearest evidence _____.

A key factor in both _____ can be attributed to _____.

When comparing the two positions in this article, _____ provides the clearest evidence that _____.

Looking at the arguments regarding _____, it is clear that _____.

In discussion of _____, one controversial issue has been _____ believes that _____. On the other hand, _____ asserts that _____ is clearly the best supported argument on the issue of _____.

Explain the Evidence

Teach students how to identify evidence through direct quotes, paraphrase the information, and explain how the evidence supports the claim/thesis.

Claim	Using a Direct Quote (What direct quote supports the claim?)	Paraphrasing (How can you rewrite the direct quote in your own words?)	Explanation (How does the evidence support the claim?)

Constructed Response Organizer

Prompt/Questions:

Restatement of question in own words

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Sample answer

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Detailed body of evidence that supports answer be sure to include enough details to answer the question. Make sure that all details address the questions and are not Off-topic.

Text 1	Text 2

Restated question
Concluding thoughts

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Draft Your Response

In the argument for daylight savings time, it seems that the pro daylight savings position has won. The first article brings up several improvements in the daily lives of Americans which daylight savings time brings about. The article then uses studies and large scale research to support its position. In the second article, only smaller scale studies are used, and the writer uses arguments with no factual basis to support its anti daylight savings position.

In the first article, historical facts are supplied to explain why daylight savings time was created – to save energy during the first world war – and the way it has evolved over the years from a state decision to a national one. The first argument then cites a study which, though a bit outdated, proves the effectiveness of DST by revealing that DST saves about 1% per day on electricity. The study, however, was done in the 1970s and many things in our national energy consumption have changed since then. The most important change in energy consumption, which would be effected by daylight savings time, is the use of air conditioning. The increase in daylight hours that DST causes would increase the use of the now extremely common air conditioner. If that study from the 1970s were redone today, this single energy consumer may change the outcome.

The second article cites this technology, which is much more prevalent now than in the 1970s and certainly more than during the inception of DST, as a reason that DST does not save the country money on energy costs. The article had a start to a very good argument here, but it did not follow through. If the article had argued that DST, while relevant and helpful during the first world war, and indeed for a while after, was now outdated and detrimental to the energy efficiency of the country as a whole because of the widespread and continued use of air conditioning, than the tide may have turned in favor of this second article.

The next topic, which is cited by both arguments, is driver and pedestrian safety. The first article claims that the switch from commuting to work and school in the dark to commuting in the light saves lives. The article cites nearly 30 years of research that shows a significant drop in crashes for both vehicular accidents involving pedestrians and involving only vehicles. The second argument cites the same idea, that daylight savings changes crash rates, but argues instead that the abrupt transition from one time to another causes more crashes. The second article, however, did not read the facts carefully, because the facts they cite – that 227 pedestrians were killed the week after DST ended, while only 65 pedestrians were killed the week before – suggests that having daylight savings time in effect was what kept the number down to only 65 in the week preceding the change in time. These facts could actually be better used in the first article as an example of the drastic differences when DST is in effect and when it is not. The point they were trying to make is that the shift in time effects a drivers ability to avoid crashes, but the facts are not quite black and white enough to prove the point beyond a doubt without giving some validity to the argument for the other side.