

From: Smekens Education

|  |  |  |
| --- | --- | --- |
| M-Me | Reword the question; state a personal opinion or direct response to the question. |  |
| A-Author | Look at what the author said and include a detail from the text to support answer.  | In the text...The text states...According to the passage...One example from the text...The author states... |
| A-Author | You may find another detail to support your answer. | In the text...The text also states...According to the passage...A second example from the text...The author also states... |
| M-Me | Back to me! You explain or interpret the significance of the evidence.  | This shows...This demonstrates...I believe...Now I know...This proves... |

- See more at: http://www.smekenseducation.com/constructed-responses-require-textual-evidence.html#sthash.nxsp7Ewv.dpuf

**Sample**

*The sample below demonstrates how to weave textual details into a written response. It shows how a writer can use sequence words as sentence starters as an alternative in some situations to the sentence starters listed above.*

**Focus Question:** How would you describe *Little Red Riding Hood?*

*Little Red Riding Hood can easily be described as naïve.* ***In the beginning*** *of the story, she wanders off the main path within the woods (p. 3) because she is so caught up in her own singing.* ***Then*** *when seeing "Grandma,” her first instinct isn’t "Something’s wrong."* ***Rather,*** *she does a full scale physical description of her eyes (p.7), ears (p.8) and teeth (p.9).* ***These details demonstrate*** how Little Red Riding Hood lacks experience and information in the ways of the world.