Show Your Thinking™

Show Your Thinking™ using Rachel Lynette's Genre Task Cards 1 - 2

Includes: Level 1, 2 & 3
Answer Sheets
Rubric

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Purpose: To provide students with a tiered structure that supports reflection and analytical thinking as they write short constructed responses that explain how the text supports their answer. Using Rachel Lynette's "Genre" task cards, students write short constructed responses explaining how the text supports the genre they have chosen.

Prior to implementing these activities, the students should be taught the attributes of each genre. I use interactive notebooks for this purpose. Once the students have completed the interactive "Genre" entry, their notebooks become their resource to use as needed. The attributes that I used when developing these activities are listed in the table below.

Genre	Attributes
mystery	- fiction - something unknown - solving a puzzle, situation, or crime
fantasy	- fiction - contains magic - talking animals - objects or people have magical powers
folktale	- fiction - tale or legend - handed down orally before they were written down - often begin with the words "once upon a time"
realistic fiction	- fiction - set in modern times - events could really happen - characters resemble real people
biography	- nonfiction - the author describes the events in another person's life who is important enough for you to read about
historical fiction	- fiction - historical setting - based on events that really happened
informational	- nonfiction - informs the reader about a specific topic
science fiction	- fiction - often set in the future and/or outer space - often includes the use of technology

In addition, the students should also be familiar with the text structure of a constructed short response. At the beginning of the year, I use the "Short Constructed Toolkit-ACED & Rubric" to teach them the ACED strategy components and articulate my expectations for a well written response. You can purchase the Toolkit-ACED & Rubric at https://www.teacherspayteachers.com/Product/Short-Constructed-Response-Toolkit-ACED-Rubric-2412757

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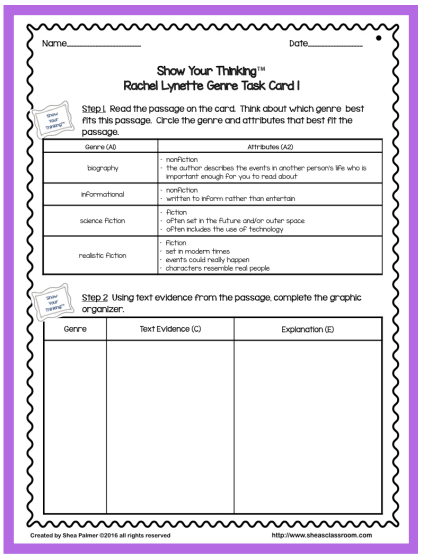
Identify which level meets your individual student's needs.

Level 1:

Step 1: Once the students have read the task card, they need to identify the genre of the passage. The graphic organizer in Step 1 is completely filled out so they can focus on identifying the correct genre.



Name_____ Date_____

Show Your Thinking™
Rachel Lynette Genre Task Card 1

Step 1 Read the passage on the card. Think about which genre best fits this passage. Circle the genre and attributes that best fit the passage.

Genre (A1)	Attributes (A2)
biography	· nonfiction · the author describes the events in another persons life who is important enough for you to read about
informational	· nonfiction · written to inform rather than entertain
science fiction	· fiction · often set in the future and/or outer space · often includes the use of technology
realistic fiction	· fiction · set in modern times · events could really happen · characters resemble real people

Step 2 Using text evidence from the passage, complete the graphic organizer.

Genre	Text Evidence (C)	Explanation (E)

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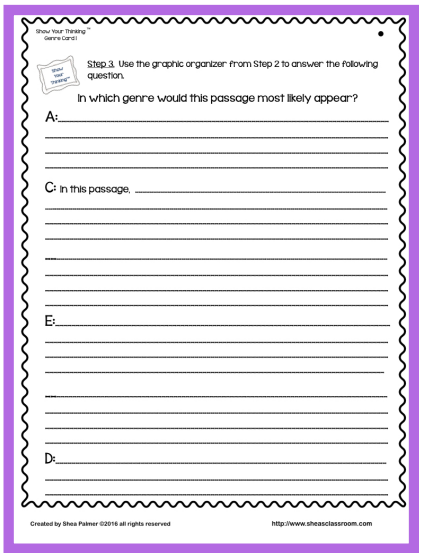
Step 2: The students complete the graphic organizer by identifying the text evidence that will support their answer and explaining how this text evidence supports the attributes of the genre they have chosen.



Show Your Thinking™
Genre Card 1

Step 3 Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

A:_____

C: In this passage, _____

E:_____

D:_____

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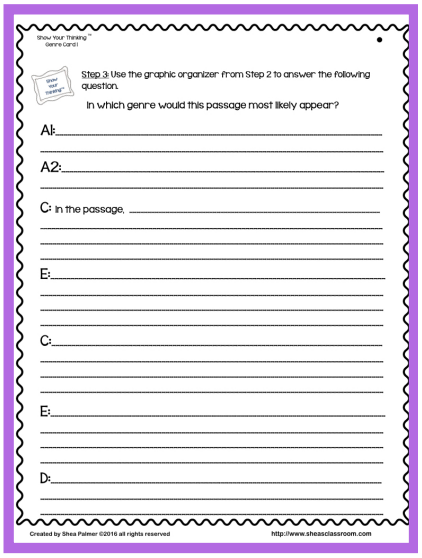
Step 3: The students use the ACED strategy to write a short constructed response that explains how the text supports their answer. There are two different pages that you can use. Both break the ACED response into the individual components with some transitions words provided. Using the first page, the student will cite all of the text evidence before explaining how it supports their answer. The second allows the students to separate the text evidence into sections. They then explain how each section supports their answer before writing the next section of text evidence.



Show Your Thinking™
Genre Card 1

Step 3 Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

A1:_____

A2:_____

C: In the passage, _____

E:_____

C:_____

E:_____

D:_____

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Name_____ Date_____

Show Your Thinking™
Rachel Lynette Genre Task Card I

Step I. Read the passage on the card. Think about which genre best fits this passage. Circle the genre and attributes that best fit the passage.

Genre (A1)	Attributes (A2)
biography	- nonfiction - the author describes the events in another person's life who is important enough for you to read about
informational	- nonfiction - written to inform rather than entertain
science fiction	- fiction - often set in the future and/or outer space - often includes the use of technology
realistic fiction	- fiction - set in modern times - events could really happen - characters resemble real people

Step 2 Using text evidence from the passage, complete the graphic organizer.

Genre	Text Evidence (C)	Explanation (E)

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Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

A:

C: In this passage,

E:

D:

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Step 3: Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

A1:_____

_____

A2:_____

_____

C: In the passage, _____

_____

_____

_____

E:_____

_____

_____

_____

C:_____

_____

_____

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E:_____

_____

_____

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D:_____

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_____

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Name_____ Date_____

Show Your Thinking™
Rachel Lynette Genre Task Card 2

Step 1. Read the passage on the card. Think about which genre best fits this passage. Circle the genre and attributes that best fit the passage.

Genre (A1)	Attributes (A2)
biography	- nonfiction - the author describes the events in another person's life who is important enough for you to read about
folktale	- fiction - tale or legend - handed down orally before they were written down - often begin with the words "once upon a time"
science fiction	- fiction - often set in the future and/or outer space - often includes the use of technology
historical fiction	- fiction - historical setting - based on events that really happened

Step 2 Using text evidence from the passage, complete the graphic organizer.

Genre	Text Evidence (C)	Explanation (E)

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Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

A:

C: In this passage,

E:

D:

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Step 3: Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

A1:_____

_____

A2:_____

_____

C: In the passage, _____

_____

_____

_____

E:_____

_____

_____

_____

C:_____

_____

_____

_____

E:_____

_____

_____

_____

D:_____

_____

_____

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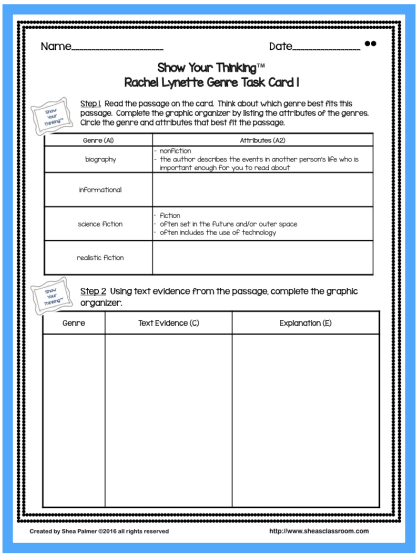
Identify which level meets your individual student's needs.

Level 2:

Step 1: Once the students have read the task card, they will fill in the attributes of each genre before identifying the passage's genre.

Step 2: The students complete the graphic organizer by identifying the text evidence that will support their answer and explaining how this text evidence supports the definition of the genre they have chosen.



Name_____ Date_____

Show Your Thinking™
Rachel Lynette Genre Task Card I

Step 1. Read the passage on the card. Think about which genre best fits this passage. Complete the graphic organizer by listing the attributes of the genres. Circle the genre and attributes that best fit the passage.

Genre (A1)	Attributes (A2)
biography	- nonfiction - the author describes the events in another person's life who is important enough for you to read about
informational	
science fiction	- fiction often set in the future and/or outer space often includes the use of technology
realistic fiction	

Step 2. Using text evidence from the passage, complete the graphic organizer.

Genre	Text Evidence (C)	Explanation (E)

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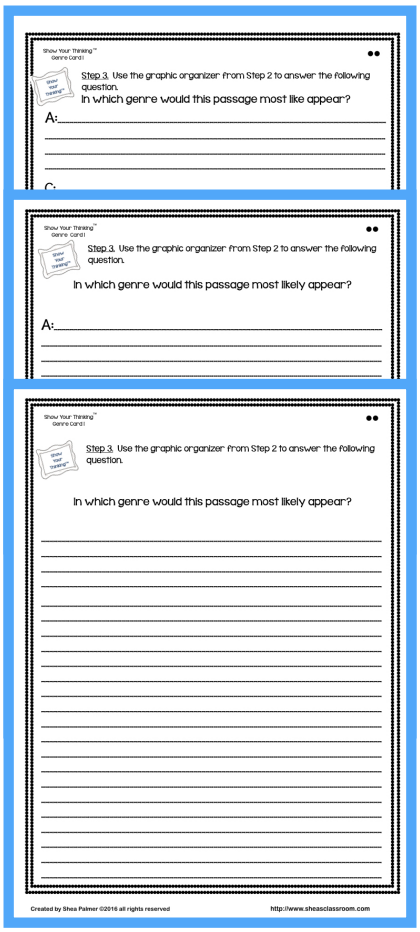
Step 3: The students use the ACED strategy to write a short constructed response that explains how the text supports their answer. There are three different pages that you can use. The first two break the ACED response into the individual components. No transition words are provided. Using the first page, the student will cite all of the text evidence before explaining how it supports their answer. The second allows the students to separate the text evidence into sections. They then explain how each section supports their answer before writing the next section of text evidence. The third page does not provide the individual ACED components.



Show Your Thinking™
Genre Card I

Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most like appear?

A:_____

C:

Show Your Thinking™
Genre Card I

Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

A:_____

Show Your Thinking™
Genre Card I

Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

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Name_____ Date_____

Show Your Thinking™
Rachel Lynette Genre Task Card I

Step I. Read the passage on the card. Think about which genre best fits this passage. Complete the graphic organizer by listing the attributes of the genres. Circle the genre and attributes that best fit the passage.

Genre (A1)	Attributes (A2)
biography	- nonfiction - the author describes the events in another person's life who is important enough for you to read about
informational	
science fiction	- fiction - often set in the future and/or outer space - often includes the use of technology
realistic fiction	

Step 2 Using text evidence from the passage, complete the graphic organizer.

Genre	Text Evidence (C)	Explanation (E)

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Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most like appear?

A:

C:

E:

D:

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Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

A:_____

C:_____

E:_____

C:_____

E:_____

D:_____

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Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

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Name_____ Date_____

Show Your Thinking™
Rachel Lynette Genre Task Card 2

Step 1. Read the passage on the card. Think about which genre best fits this passage. Complete the graphic organizer by listing the attributes of the genres. Circle the genre and attributes that best fit the passage.

Genre (A1)	Attributes (A2)
biography	
folktale	- fiction - tale or legend - handed down orally before they were written down - often begins with the words "once upon a time"
historical fiction	- fiction - historical setting - based on events that really happened
science fiction	

Step 2 Using text evidence from the passage, complete the graphic organizer.

Genre	Text Evidence (C)	Explanation (E)

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Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most like appear?

A:

C:

E:

D:

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Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

A:_____

C:_____

E:_____

C:_____

E:_____

D:_____

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Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

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Identify which level meets your individual student's needs.

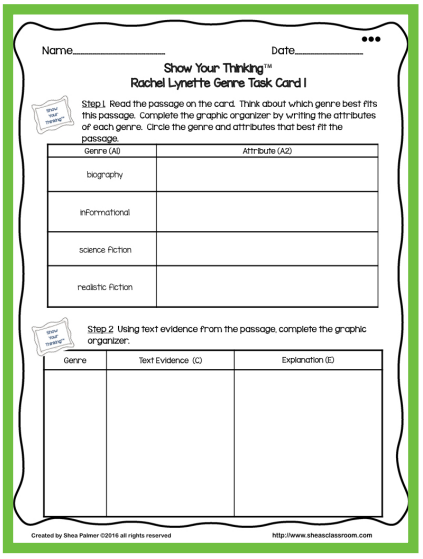
Level 3:

Step 1: Once the students have read the task card, they will fill in the attributes of each genre before identifying the passage's genre.

Step 2: The students complete the graphic organizer by identifying the text evidence that will support their answer and explaining how this text evidence supports the attributes of the genre they have chosen.

Step 3: The students use the ACED strategy to write a short constructed response that explains how the text supports their answer.

Step 4 The students write an analysis of a response. They explain if the response is correct and why or why not.



Name_____ Date_____

Show Your Thinking™
Rachel Lynette Genre Task Card I

Step 1 Read the passage on the card. Think about which genre best fits this passage. Complete the graphic organizer by writing the attributes of each genre. Circle the genre and attributes that best fit the passage.

Genre (A1)	Attribute (A2)
biography	
informational	
science fiction	
realistic fiction	

Step 2 Using text evidence from the passage, complete the graphic organizer.

Genre	Text Evidence (C)	Explanation (E)

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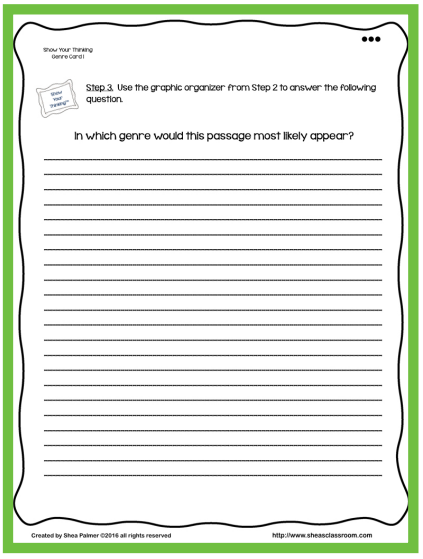

Show Your Thinking
Genre Card I

Step 3 Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

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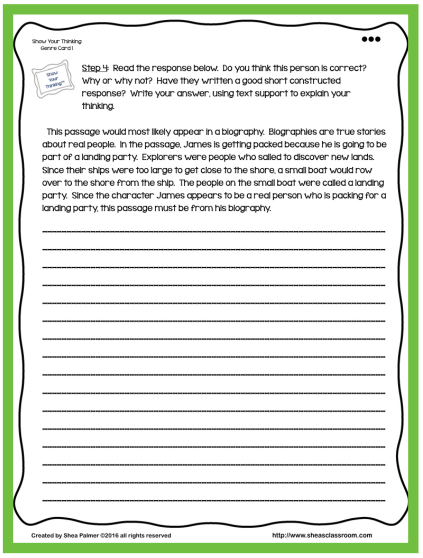

Show Your Thinking
Genre Card I

Step 4 Read the response below. Do you think this person is correct? Why or why not? Have they written a good short constructed response? Write your answer, using text support to explain your thinking.

This passage would most likely appear in a biography. Biographies are true stories about real people. In the passage, James is getting packed because he is going to be part of a landing party. Explorers were people who sailed to discover new lands. Since their ships were too large to get close to the shore, a small boat would row over to the shore from the ship. The people on the small boat were called a landing party. Since the character James appears to be a real person who is packing for a landing party, this passage must be from his biography.

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Name_____ Date_____

Show Your Thinking™
Rachel Lynette Genre Task Card I

Step 1. Read the passage on the card. Think about which genre best fits this passage. Complete the graphic organizer by writing the attributes of each genre. Circle the genre and attributes that best fit the passage.

Genre (A1)	Attribute (A2)
biography	
informational	
science fiction	
realistic fiction	

Step 2 Using text evidence from the passage, complete the graphic organizer.

Genre	Text Evidence (C)	Explanation (E)

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Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

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Step 4: Read the response below. Do you think this person is correct? Why or why not? Write your answer, using text support to explain your thinking.

This passage would most likely appear in a biography. Biographies are true stories about real people. In the passage, James is getting packed because he is going to be part of a landing party. Explorers were people who sailed to discover new lands. Since their ships were too large to get close to the shore, a small boat would row over to the shore from the ship. The people on the small boat were called a landing party. Since the character James appears to be a real person who is packing for a landing party, this passage must be from his biography.

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Name_____ Date_____

Show Your Thinking™
Rachel Lynette Genre Task Card 2

Step 1. Read the passage on the card. Think about which genre best fits this passage. Complete the graphic organizer by writing the attributes of each genre. Circle the genre and attributes that best fit the passage.

Genre (A1)	Attributes (A2)
biography	
folktale	
science fiction	
historical fiction	

Step 2 Using text evidence from the passage, complete the graphic organizer.

Genre	Text Evidence (C)	Explanation (E)

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Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

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Step 4: Read the response below. Do you think this person is correct? Why or why not? Write your answer, using text support to explain your thinking.

This passage would most likely appear in historical fiction. Historical fiction stories are set in the past and based on historical events. In the passage, Edison had invented an electric vote counter. Since no one wanted to buy it, it was considered a failure. This is historical fiction because it is describing a time in history. Edison was an inventor. It is fiction because Edison did not invent an electric vote counter. He invented the light bulb. Therefore, this passage would most likely appear in historical fiction.

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Evaluating your students' writing can be very subjective. I have found using rubrics that articulate my expectations, along with dividing the assignment into component parts, enables me to be more consistent as I assess each student's writing.

When I assess ACED short constructed responses, I use the colors green, yellow and pink instead of percentages or grades. The colors indicate the student's level of expertise. Pink indicates that the student is just beginning to learn the objective. Yellow indicates that the student is progressing and needs more practice. Green indicates that the student has mastered the objective. The students' response to using colors instead of grades has been very positive. They do not seem to be as defeated when they receive the color pink as opposed to a low grade. They all strive to improve and work towards getting the green. The rubric reflects these colors.

While identifying genre doesn't seem to be that challenging, explaining how the text supports your answer in a short constructed response can be. The "answers" provided in this packet are suggestions that can be used as a model when evaluating your students' writing, especially when evaluating the Level 3 responses.

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ACED	Green	Yellow	Pink
Answer	- restates - clearly explains what answer means in own words	- restates attempts to explain what answer means in own words	- restates - unable to explain what answer means in own words
Cite	- text cited is specific - uses transition words	- includes too much text - does not include enough text - uses transition words	- text does not address answer - does not use transition words
Explain	- clearly states how text supports their answer	- attempts to state how text supports their answer	- unable to explain - restates text evidence
Done	- rewrites the topic sentence	- restates the topic sentence	- no conclusion

ACED	Green	Yellow	Pink
Answer	- restates - clearly explains what answer means in own words	- restates attempts to explain what answer means in own words	- restates - unable to explain what answer means in own words
Cite	- text cited is specific - uses transition words	- includes too much text - does not include enough text - uses transition words	- text does not address answer - does not use transition words
Explain	- clearly states how text supports their answer	- attempts to state how text supports their answer	- unable to explain - restates text evidence
Done	- rewrites the topic sentence	- restates the topic sentence	- no conclusion

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ACED	Green	Yellow	Pink
Answer	- restates - clearly explains what answer means in own words	- restates attempts to explain what answer means in own words	- restates - unable to explain what answer means in own words
Cite	- text cited is specific - uses transition words	- includes too much text - does not include enough text - uses transition words	- text does not address answer - does not use transition words
Explain	- clearly states how text supports their answer	- attempts to state how text supports their answer	- unable to explain - restates text evidence
Done	- rewrites the topic sentence	- restates the topic sentence	- no conclusion

ACED	Green	Yellow	Pink
Answer	- restates - clearly explains what answer means in own words	- restates attempts to explain what answer means in own words	- restates - unable to explain what answer means in own words
Cite	- text cited is specific - uses transition words	- includes too much text - does not include enough text - uses transition words	- text does not address answer - does not use transition words
Explain	- clearly states how text supports their answer	- attempts to state how text supports their answer	- unable to explain - restates text evidence
Done	- rewrites the topic sentence	- restates the topic sentence	- no conclusion

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Show Your Thinking™
Rachel Lynette Genre Task Card I

Step I. Read the passage on the card. Think about which genre best fits this passage. Circle the genre and attributes that best fit the passage.

Genre (A1)	Attributes (A2)
biography	- nonfiction - the author describes the events in another person's life who is important enough for you to read about
informational	- nonfiction - written to inform rather than entertain
science fiction	- fiction - often set in the future and/or outer space - often includes the use of technology
realistic fiction	- fiction - set in modern times - events could really happen - characters resemble real people

Step 2 Using text evidence from the passage, complete the graphic organizer.

Genre	Text Evidence (C)	Explanation (E)
science fiction	- James is packing his bag. - "He still couldn't believe that he had been selected for the landing party>" - "No human had ever set foot on this planet before...."	- the setting is outer space - the landing party would need to use a space ship - technology

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Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

ACED:
(A1)This passage would most likely appear in the genre science fiction.
(A2) Science fiction stories are usually set in outer space and often include the use of technology.
(C) In the passage James is packing his bag. He has been chosen to be part of a landing party. It states that, "He still couldn't believe that he had been selected for the landing party. No human had ever set foot on this planet before..."
(E)Since the landing party is going to a planet, the setting of the story is outer space. The landing party will also be using technology when they use the space ship to get to the planet.
(D)This passage would most likely appear in science fiction because the setting is outer space and technology is used.

This passage would most likely appear in the genre science fiction. Science fiction stories are usually set in outer space and often include the use of technology. In the passage James is packing his bag. He has been chosen to be part of a landing party. It states that, "He still couldn't believe that he had been selected for the landing party. No human had ever set foot on this planet before..." Since the landing party is going to a planet, the setting of the story is outer space. The landing party will also be using technology when they use the space ship to get to the planet. This passage would most likely appear in science fiction because the setting is outer space and technology is used.

or

(A1)This passage would most likely appear in the genre science fiction.
(A2) Science fiction stories are usually set in outer space and often include the use of technology.
(C1) In the passage James is packing his bag. He has been chosen to be part of a landing party. It states that, "He still couldn't believe that he had been selected for the landing party. No human had ever set foot on this planet before..."
(E1)Since the landing party is going to a planet, the setting of the story is outer space.
(C2)Also, the landing party will need to use a space ship to get to the planet.
(E2)The story includes the use of technology because space ships require technology to work.
(D)This passage would most likely appear in science fiction because the setting is outer space and technology is used.

This passage would most likely appear in the genre science fiction. Science fiction stories are usually set in outer space and often include the use of technology. In the passage James is packing his bag. He has been chosen to be part of a landing party. It states that, "He still couldn't believe that he had been selected for the landing party. No human had ever set foot on this planet before..." Since the landing party is going to a planet, the setting of the story is outer space. Also, the landing party will need to use a space ship to get to the planet. The story includes the use of technology because space ships require technology to work.This passage would most likely appear in science fiction because the setting is outer space and technology is used.

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Step 4: Read the response below. Do you think this person is correct? Why or why not? Write your answer, using text support to explain your thinking.

This passage would most likely appear in a biography. Biographies are true stories about real people. In the passage, James is getting packed because he is going to be part of a landing party. Explorers were people who sailed to discover new lands. Since their ships were too large to get close to the shore, a small boat would row over to the shore from the ship. The people on the small boat were called a landing party. Since the character James appears to be a real person who is packing for a landing party, this passage must be from his biography.

This response is not correct. Biographies are nonfiction and the author describes the events in another person's life who is important enough for us to read about. This story does not describe a landing party discovering new lands on earth. It says in the story "No human had ever set foot on this planet before." The author is not describing a true event. So this story is fiction. Also, if this were a biography, James would be someone important enough for us to read about that we would have heard of. James could be anyone so he isn't someone important enough to read about. Therefore, this story is not a biography.

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Show Your Thinking™
Rachel Lynette Genre Task Card 2

Step 1. Read the passage on the card. Think about which genre best fits this passage. Circle the genre and attributes that best fit the passage.

Genre (A1)	Attributes (A2)
biography	- nonfiction - the author describes the events in another person's life who is important enough for you to read about
folktale	- fiction - tale or legend - handed down orally before they were written down - often begin with the words "once upon a time"
science fiction	- fiction - often set in the future and/or outer space - often includes the use of technology
historical fiction	- fiction - historical setting - based on events that really happened

Step 2 Using text evidence from the passage, complete the graphic organizer.

Genre	Text Evidence (C)	Explanation (E)
biography	- Edison invented the electric vote counter. It didn't sell well so Edison decided to only invent things that people wanted	- Edison is a famous inventor. - the author describes what happened with Edison's first invention

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Step 3. Use the graphic organizer from Step 2 to answer the following question.

In which genre would this passage most likely appear?

ACED:
(A1)This passage would most likely appear in the genre biography..
(A2) Biographies describe the events in a person's life. The person would be someone important enough for us to read about.
(C) In the passage, the author says that Edison's first invention was the electric vote counter. Since not many people bought it, it was a failure. After that, Edison decided to only invent things that people wanted.
(E)The author was describing events in Edison life when he invented the electric vote counter. Also, Edison is a famous inventor who is important enough for us to read about.
(D)This passage would most likely appear in biography since the author is discussing a famous inventor.

This passage would most likely appear in the genre biography. Biographies describe the events in a person's life. The person would be someone important enough for us to read about. In the passage, the author says that Edison's first invention was the electric vote counter. Since not many people bought it, it was a failure. After that, Edison decided to only invent things that people wanted. The author was describing events in Edison life when he invented the electric vote counter. Also, Edison is a famous inventor who is important enough for us to read about. This passage would most likely appear in biography since the author is discussing events in a famous inventor's life.

or

(A1)This passage would most likely appear in the genre biography..
(A2) Biographies describe the events in a person's life. The person would be someone important enough for us to read about.
(C1) In the passage, the author says that Edison's first invention was the electric vote counter. Since not many people bought it, it was a failure. After that, Edison decided to only invent things that people wanted.
(E1)The author was describing events in Edison life when he invented the electric vote counter.
(C2)Also, Edison is a famous inventor.
(E2)He's important enough for us to read about.
(D)This passage would most likely appear in biography since the author is discussing events in a famous inventor's life.

This passage would most likely appear in the genre biography. Biographies describe the events in a person's life. The person would be someone important enough for us to read about. In the passage, the author says that Edison's first invention was the electric vote counter. Since not many people bought it, it was a failure. After that, Edison decided to only invent things that people wanted. The author was describing events in Edison life when he invented the electric vote counter. Also, Edison is a famous inventor. He's important enough for us to read about. This passage would most likely appear in biography since the author is discussing events in a famous inventor's life.

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Step 4: Read the response below. Do you think this person is correct? Why or why not? Write your answer, using text support to explain your thinking.

This passage would most likely appear in historical fiction. Historical fiction stories are set in the past and based on historical events. In the passage, Edison had invented an electric vote counter. Since no one wanted to buy it, it was considered a failure. This is historical fiction because it is describing a time in history. Edison was an inventor. It is fiction because Edison did not invent an electric vote counter. He invented the light bulb. Therefore, this passage would most likely appear in historical fiction.

This response is not correct. Historical fiction stories have a historical setting and are based on events that really happened. This passage does describe a time in history when the author describes events in Edison's life. Edson is famous for inventing the electric light bulb. Not as many know that he also invented the electric vote counter. Since he did invent the electric vote counter, this passage is not fiction. Therefore this passage is not historical fiction

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