

## ABOUT TEXTS

### EXPECT A BASIC WHAT & WHY— REGARDLESS OF THE DEVELOPMENTAL STAGE



WHAT I think.

Answer stated while pointing at words and visuals within the original text (evidence).

**ORAL RESPONSES**

Answer drawn with text evidence in the form of picture details.

**PICTORIAL RESPONSES**

Answer drawn with text evidence in the form of picture and letter/word labels.

**LABELED RESPONSES**

Answer written in a word or phrase with text details listed. (May include a drawing.)

**LISTED RESPONSES**

Answer written in one or more sentences with text evidence. (May include a drawing.)

**SENTENCE RESPONSES**

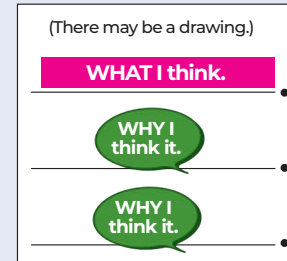
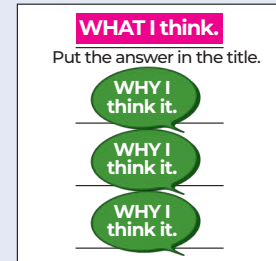
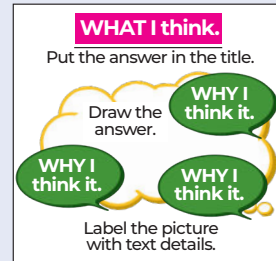
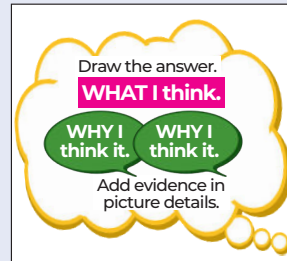
1 Readers convert the last thought as a reader into the first thought as a writer.

2 Readers repeat key details from the question/prompt within the response.

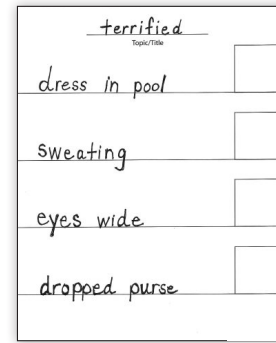
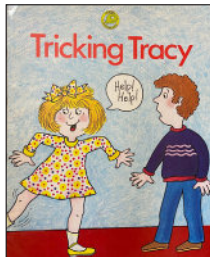
3 Readers include evidence to support their thinking.

4 Readers provide multiple pieces of text evidence.

5 Readers explain their thinking in a concluding statement.



QUESTION/PROMPT: *How does Grandma feel/respond to Tracy's situation?*



Grandma is terrified. She jumped into the pool with her clothes on to save Tracy.

Grandma feels terrified that Tracy might die. One reason is she jumped into the pool with her clothes on to save Tracy. The illustration also shows her sweating and with her eyes wide open. These details prove she is scared that something bad is going to happen.



# TEACH SKILLS THAT FIT THE DEVELOPMENTAL STAGES OF THE WRITERS

WHY I think it.

HOW I know.

WHAT I think.

Answer stated while pointing at words and visuals within the original text (evidence).

Answer drawn with text evidence in the form of picture details.

Answer drawn with text evidence in the form of picture and letter/word labels.

Answer written in a word or phrase with text details listed. (May include a drawing.)

Answer written in one or more sentences with text evidence. (May include a drawing.)

## ORAL RESPONSES

## PICTORIAL RESPONSES

## LABELED RESPONSES

## LISTED RESPONSES

## SENTENCE RESPONSES

Readers convert the last thought as a reader into the first thought as a writer.

Orally restate the answer in a word, phrase, or fragment.

Orally restate the answer in a simple and complete sentence.

Find the illustration that best depicts the answer.

Orally restate the answer in a simple and complete sentence.

Think about how to draw the answer with accurate:

- Shape & color details.
- Size & proportion details.
- Facial expressions.
- Setting details.

Restate the answer and find the illustration that best depicts it. Label the picture with the answer.

Restate the answer and think about how to draw it using shapes. Label the picture with the answer. (Apply phonics knowledge.)

Restate the answer. Use sound-stretch spelling to write the answer on the top line. (Apply phonics knowledge.)

Restate the answer and stretch it into a complete thought.

Use sound-stretch spelling to write the answer in a complete sentence.

Write the answer on the first line using sentence conventions (e.g., spacing, capitalization, punctuation).

Readers repeat key details from the question/prompt within the response.

- State the answer in a complete sentence.
- Identify 1-2 “key” or important words from the original question.
- Create an oral sentence merging key words and the answer.
- Punctuate the end of the oral sentence with a breath, avoiding *because*.

Identify 1-2 “key” words from the original question.

Write key words and the answer as the list title, avoiding *because*. (This may be a phrase.)

Identify 1-2 “key” words from the original question.

Write a single sentence merging key words and the answer, avoiding *because*.

Readers include evidence to support their thinking.

Touch text evidence (i.e., an actual word/picture detail observable in the text).

Orally introduce the text detail with a sentence starter, avoiding *because*.

Touch text evidence (i.e., an actual word/picture detail observable in the text).

Draw close-up details to represent the evidence:

- Adjectives, sensory details
- Action, movement
- Number, name details
- Speech bubbles, dialogue

Orally introduce the text detail with a sentence starter, avoiding *because*.

Touch text evidence (i.e., an actual word/picture detail observable in the text).

Label a detail in the pictorial writing. (Apply phonics knowledge—initial/end sounds, whole words, 2-word labels, simple phrases, etc.)

Orally introduce the text detail with a sentence starter, avoiding *because*.

Touch text evidence (i.e., an actual word/picture detail observable in the text).

Use sound-stretch spelling to list the text detail on an additional line. (Apply phonics knowledge.)

Orally introduce the text detail with a sentence starter, avoiding *because*.

Touch text evidence (i.e., an actual word/picture detail observable in the text).

Identify which words in a sentence to use as evidence.

Use a sentence starter to introduce the detail, avoiding *because*.

Merge the sentence starter with the evidence, creating a single sentence.

Readers provide multiple pieces of text evidence.

Find/Point in the text to the “best” evidence for the answer. Find/Point at the second best detail.

Orally differentiate the first detail from the second with varying sentence starters.

Point at the 2 “best” text evidences that are depicted within the pictorial writing.

Orally differentiate the first detail from the second with varying sentence starters.

Label/Number the 2 “best” evidences depicted within the pictorial writing.

Orally differentiate the first detail from the second with varying sentence starters.

Strengthen the answer with more evidences labeled.

List the 2 “best” text details/evidences for the answer, written on lines using words, phrases, or simple sentences.

Orally differentiate the first detail from the second with varying sentence starters.

Strengthen the answer with more evidences listed.

Write the 2 “best” text details/evidences for the answer.

Differentiate the first detail from the second with varying sentence starters.

Strengthen the answer with more sentences of evidence.

Readers explain their thinking in a concluding statement.

Orally restate the answer in a simple and complete concluding sentence.  
Create an oral sentence merging the answer and a *Thinking Voice* explanation (e.g., *because, so, since*, etc.).

Use a sentence starter to introduce the ending (e.g., *This proves...*).

Write a single sentence merging the answer and a *Thinking Voice* explanation (e.g., *because, so, since*, etc.).

# If most students **WRITE IN PICTURES...**

**THEN**, teach these W.A.R. skills.

**THEN**, incorporate these ingredients in your *I-do* and *We-do* modeled examples.

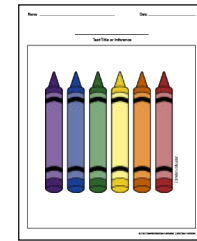
## PICTORIAL RESPONSES

Suggested writing templates.

1

Readers convert the last thought as a reader into the first thought as a writer.

- Say the answer in a complete sentence **WHILE** pointing at the illustration that best depicts it.
- Draw the answer **AND** say it in a simple sentence.
  - Apply known picture details— accurate color, size, shape, setting, facial expressions, etc.



Draw the answer.

2

Readers repeat key details from the question/prompt within the response.

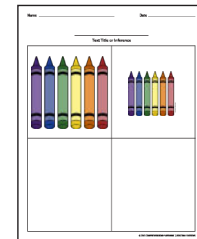
- Say the answer in a single complete sentence **MERGING** it with 1-2 key words from the original question/prompt.
  - Punctuate the end of the oral sentence with a breath, avoiding *because*.

(Same template as above. Nothing new added.)

3

Readers include evidence to support their thinking.

- Orally introduce the **BEST** text evidence with a sentence starter **WHILE** pointing at an actual word/picture detail in the text (e.g., *The illustration shows...*, *The text states...*).
- Draw **ONE** additional detail in the pictorial writing to represent text evidence.
  - Include a close-up detail taught previously in the writer's workshop— adjectives, sensory details, action, movement, speech bubbles, etc.
  - Point at the drawn detail and orally state it using a sentence starter (e.g., *The illustration shows...*, *The text states...*).



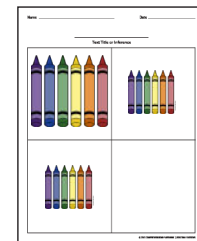
Draw the answer.

Draw **ONE** text detail.

4

Readers provide multiple pieces of text evidence.

- Orally introduce the **SECOND-BEST** text evidence using a sentence starter **WHILE** pointing at an actual word/picture detail in the text (e.g., *A second detail in the illustration...*, *The text also states...*).
- Add a **SECOND** close-up detail in the pictorial writing to represent the **SECOND-BEST** text evidence.
  - Point at the drawn detail and orally state it using a sentence starter (e.g., *A second detail in the illustration...*, *The text also states...*).



Draw the answer.

Draw a **SECOND** text detail.

Draw **ONE** text detail.

5

Readers explain their thinking in a concluding statement.

- Say the answer in a complete sentence using a concluding sentence starter (e.g., *This proves...*).
- Say the answer in a complete sentence (e.g., *This proves...*) **CONNECTING** it to the *Thinking Voice* explanation using a conjunction (e.g., *because*, *so*, *since*, etc.).

(Same template as above. Nothing new added.)

# If most students LABEL WITH LETTERS/WORDS...

THEN, teach these W.A.R. skills.

THEN, incorporate these ingredients in your *I-do* and *We-do* modeled examples.

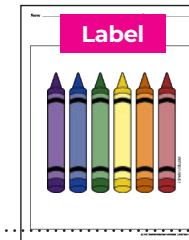
## LABELED RESPONSES

Suggested writing templates.

1

Readers convert the last thought as a reader into the first thought as a writer.

- Find the illustration that best depicts the answer AND label it with a sticky note.
- Draw the answer AND label it.
  - Apply known phonics skills (e.g., sound-stretch spelling, letter formation) and picture details (e.g., color, size, shape, setting, facial expressions, etc.).



Draw & label the answer.

2

Readers repeat key details from the question/prompt within the response.

- Say the answer in a single complete sentence MERGING it with 1-2 key words from the original question/prompt.
  - Punctuate the end of the oral sentence with a breath, avoiding *because*.

(Same template as above. Nothing new added.)

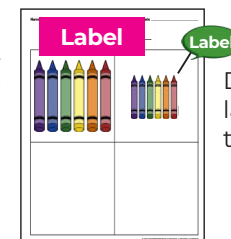
3

Readers include evidence to support their thinking.

- Find the BEST text evidence (a word/picture detail in the text) AND label it with a sticky note.
  - Say a complete sentence, introducing the evidence using a sentence starter (e.g., *The illustration shows...*, *The text states...*).
- Draw and label ONE additional detail to represent text evidence.
  - Apply known phonics skills (e.g., initial/end sounds, whole words, 2-word labels) and picture details (e.g., adjectives, sensory details, movement, speech bubbles, etc.).



Draw & label the answer.



Draw & label ONE text detail.

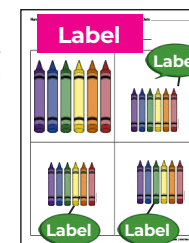
4

Readers provide multiple pieces of text evidence.

- Find the SECOND-BEST text evidence (a word/picture detail in the text) AND label it with a sticky note.
  - Say a complete sentence, introducing the evidence using a sentence starter (e.g., *A second detail in the illustration...*, *The text also states...*).
- Draw and label a SECOND additional detail to represent text evidence.
  - Point at the drawn detail and orally state it using a sentence starter (e.g., *A second detail in the illustration...*, *The text also states...*).
- Strengthen the answer with additional evidence drawn and labeled (e.g., third detail).



Draw & label the answer.



Draw & label ONE text detail.

Draw a SECOND text detail.

Draw & label a THIRD text detail.

5

Readers explain their thinking in a concluding statement.

- Say the answer in a complete sentence using a concluding sentence starter (e.g., *This proves...*).
- Say the answer in a single complete sentence (e.g., *This proves...*) CONNECTING it to the *Thinking Voice* explanation using a conjunction (e.g., *because*, *so*, *since*, etc.).

(Same template as above. Nothing new added.)

# If most students LIST WORDS & PHRASES...

THEN, teach these W.A.R. skills.

THEN, incorporate these ingredients in your I-do and We-do modeled examples.

## LISTED RESPONSES

Suggested writing templates.

1

Readers convert the last thought as a reader into the first thought as a writer.

- Write the answer on the top line. (Compare it to the list title.)
  - Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.).
  - Draw picture to match letters/words.



Draw & write the answer.

2

Readers repeat key details from the question/prompt within the response.

- Write the answer on the top line WITH 1-2 key words from the original question/prompt. (This will likely be a phrase.)
  - Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.).
  - Avoid *because*.

(Same template as above. Nothing new added.)

3

Readers include evidence to support their thinking.

- Write the BEST text evidence on the second line of the list.
  - Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.).
  - Draw picture to match letters/words.
  - Say a complete sentence, introducing the evidence using a sentence starter (e.g., *The illustration shows...*, *The text states...*).



Write the answer.



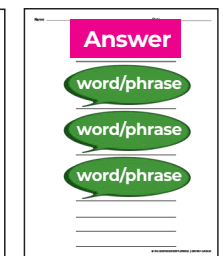
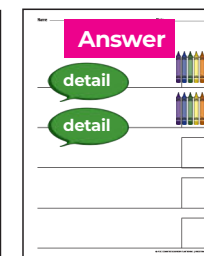
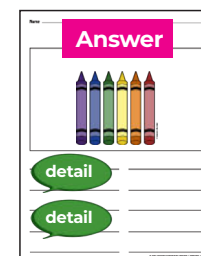
Write (& draw) ONE detail.

4

Readers provide multiple pieces of text evidence.

- Write the SECOND-BEST text evidence on the third line of the list.
  - Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.).
  - Draw picture to match letters/words.
  - Say a complete sentence, introducing the evidence using a sentence starter (e.g., *A second detail in the illustration...*, *The text also states...*).
- Strengthen the answer with additional evidence listed (e.g., third detail).

Write the answer.  
Write (& draw) TWO or more details.



5

Readers explain their thinking in a concluding statement.

- Say the answer in a single complete sentence (e.g., *This proves...*) CONNECTING it to the *Thinking Voice* explanation using a conjunction (e.g., *because*, *so*, *since*, etc.).

(Same template as above. Nothing new added.)

# If most students WRITE SIMPLE SENTENCES...

THEN, teach these W.A.R. skills.

THEN, incorporate these ingredients in your I-do and We-do modeled examples.

## SENTENCE RESPONSES

Suggested writing templates.

1

Readers convert the last thought as a reader into the first thought as a writer.

- Write the answer, stretching it into a complete sentence.
  - Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.) and sentence conventions (e.g., spacing, capitalization, punctuation).
  - OPTIONAL: Draw picture to match written words.

Write the answer.

2

Readers repeat key details from the question/prompt within the response.

- Write a single complete sentence MERGING the answer AND 1-2 key words from the original question/prompt.
  - Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.) and sentence conventions (e.g., spacing, capitalization, punctuation).
  - Avoid *because*.

Write the answer with key words from the question/prompt.

3

Readers include evidence to support their thinking.

- Write a second sentence, this one that states the BEST text evidence.
  - Identify the words from the passage that provide evidence.
  - Merge a sentence starter with the evidence, creating a single sentence (e.g., *The illustration shows..., The text states...*).
  - Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.) and sentence conventions (e.g., spacing, capitalization, punctuation).

Write the answer.

Write ONE sentence of evidence.

4

Readers provide multiple pieces of text evidence.

- Write a third sentence, this one that states the SECOND-BEST text evidence.
  - Identify the words from the passage that provide evidence.
  - Merge a sentence starter with the evidence, creating a single sentence (e.g., *A second detail in the illustration..., The text also states...*).
  - Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.) and sentence conventions (e.g., spacing, capitalization, punctuation).
- Strengthen the answer with additional sentences of evidence.

Write the answer.

Write TWO or more sentences of evidence.

5

Readers explain their thinking in a concluding statement.

- Write the final sentence CONNECTING the answer (e.g., *This proves...*) to the *Thinking Voice* explanation using a conjunction (e.g., *because, so, since, etc.*).

Write the answer.

Write TWO or more sentences of evidence.

Write the explanation: