

WRITE ABOUT READING

Teach both reader & writer workshops in K-2

Teach writing at all developmental stages.

	PICTORIAL WRITING	LABEL WRITING	LIST WRITING	SENTENCE WRITING
NARRATIVE: Write about a time you got hurt.				
INFORMATIVE: Explain how plants grow.				
PERSUASIVE: Describe a toy you want and why.				



How does Grandma feel/respond to Tracy's situation?

Readers put their thinking into writing — at every developmental stage.



UNIT ESSENTIALS | Session 1:
Write in the primary grades.

Oral RESPONSE

Answer stated orally with text evidence spoken or identified within the original text.



Pictorial RESPONSE

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



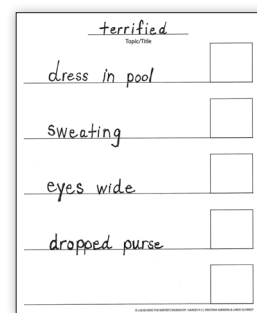
Labeled-Picture RESPONSE

Answer drawn with text evidence in the form of labeled pictures.



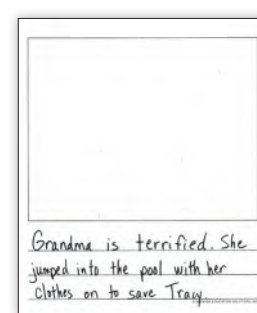
List-Writing RESPONSE

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



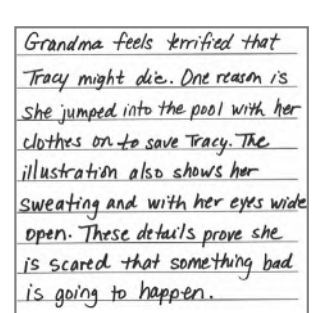
Sentence-Based RESPONSE

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



Basic Constructed RESPONSE

Answer written in multiple sentences with text evidence and reader explanation.





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SPIN-OFF SESSION

WRITE ABOUT READING

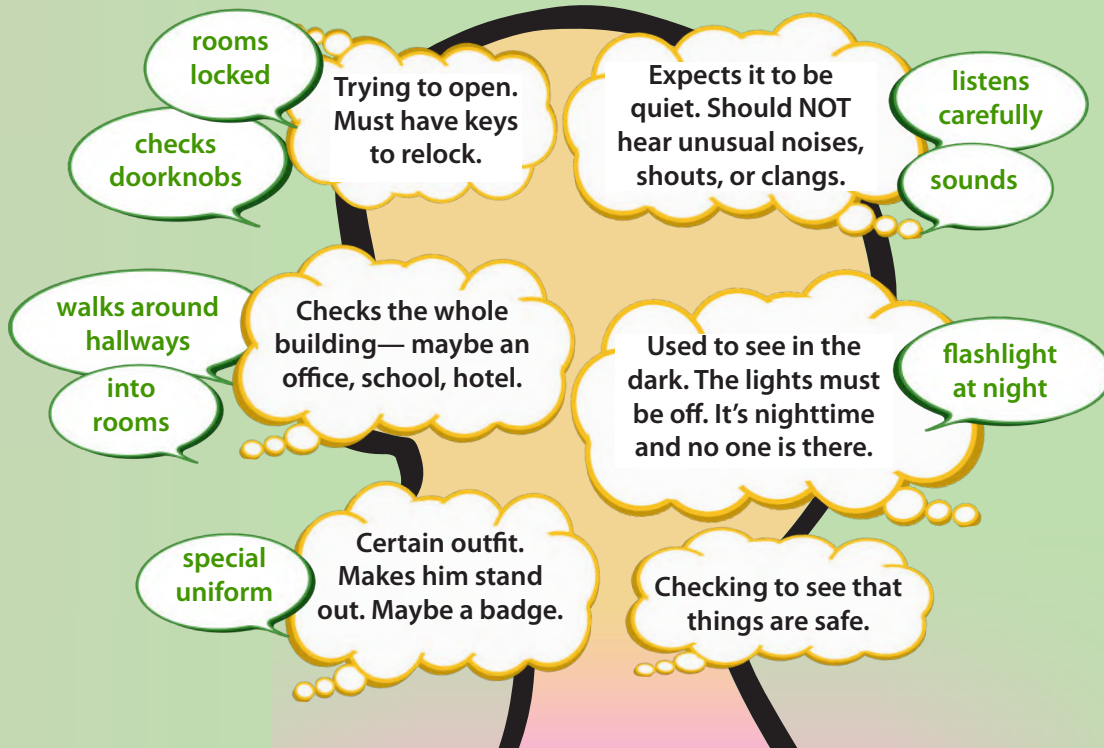
Session 1: Make inferences in 5 steps.

MAKE AN INFERENCE IN 5 STEPS

- STEP 1 Read/View the text.
- STEP 2 Read the question.
- STEP 3 List relevant details.
- STEP 4 Put thoughts together.
- STEP 5 Determine what they mean.

Sometimes he wears a special uniform. He walks around hallways and into rooms. He checks doorknobs to see if some rooms are locked. He listens carefully to sounds. He carries a flashlight at night.

Infer this man's job.



Nighttime security guard

Expect the *what* and *why* in text-based responses.

WHAT I THINK

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.

WHY I THINK

4

Readers provide multiple pieces of text evidence.

HOW I KNOW

5

Readers explain their thinking in a concluding statement.

6

Readers elaborate on each piece of text evidence.

..... PRIMARY GOAL

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

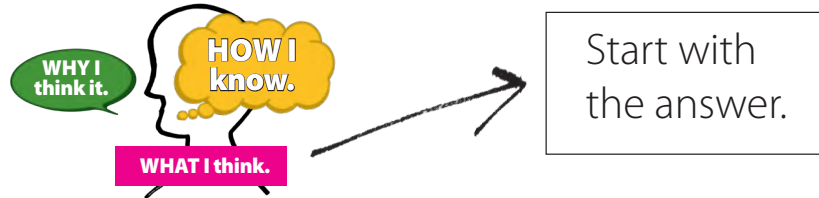
Connect *what* to write with *where* to find the information.

READERS

1. Collect relevant details.
2. Put thoughts together.
3. Infer the answer.

WRITERS

1. Reveal the answer.
2. Identify the evidence.
3. Explain their thinking.



Oral RESPONSE	Pictorial RESPONSE	Labeled-Picture RESPONSE	List-Writing RESPONSE	Sentence-Based RESPONSE
<p>Say the answer in a complete sentence.</p> <ul style="list-style-type: none"> • Teach that the answer is always written/spoken first. 	<p>Draw the answer and say it in a simple sentence.</p> <ul style="list-style-type: none"> • Teach that the answer is always written/drawn first. • Apply pictorial-writing skills learned in writer's workshop—drawing with accurate colors, size, and shape details. 	<p>Draw the answer, label it, and say it in a simple sentence.</p> <ul style="list-style-type: none"> • Teach that the answer is always written/drawn first. • Apply known phonics skills learned in writer's workshop—sound-stretch spelling, letter formation, etc. • Apply pictorial-writing skills learned in writer's workshop—drawing with accurate colors, size, and shape details. 	<p>Write the answer on the top line. Say it in a simple sentence.</p> <ul style="list-style-type: none"> • Teach that the answer is always written/drawn first. • Apply known phonics skills learned in writer's workshop—sound-stretch spelling, 2-3 word phrases, etc. • Draw picture to match the written letters/words. 	<p>Write the answer, stretching it into a complete sentence.</p> <ul style="list-style-type: none"> • Teach that the answer is always written first. • Apply known phonics skills learned in writer's workshop—sound-stretch spelling, 2-3 word phrases, etc. • Apply known sentence conventions learned in writer's workshop—spacing, capitalization, punctuation, etc.
		<p>security guard</p>	<p>Security guard</p>	

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

Sometimes he wears a special uniform. He walks around hallways and into rooms. He checks doorknobs to see if some rooms are locked. He listens carefully to sounds. He carries a flashlight at night.
Infer this man's job.

Identify 1-3 “key” or important words from the original question, command, or prompt.

Infer the man's job.



Oral RESPONSE

Say the answer in a single complete sentence— merging it with 1-2 key words from the original question/prompt.

- **Teach** how to identify the 1-2 important words from the original question/prompt to repeat.

man's job.

Pictorial RESPONSE

Draw the answer and say it in a single complete sentence— merging it with 1-2 key words from the original question/prompt.

- **Teach** how to identify the 1-2 important words from the original question/prompt to repeat.
- **Teach** how to punctuate the end of the oral sentence with a breath, avoiding *because*.
- Apply pictorial-writing skills learned in writer's workshop— drawing with accurate colors, size, and shape details.



Labeled-Picture RESPONSE

Draw the answer, label it, and say it in a simple sentence— merging it with 1-2 key words from the original question/prompt.

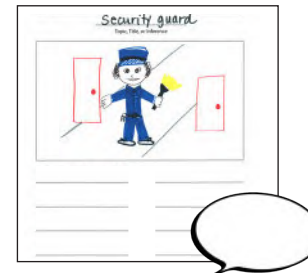
- **Teach** how to identify the 1-2 important words from the original question/prompt to repeat.
- **Teach** how to punctuate the end of the oral sentence with a breath, avoiding *because*.
- Apply known phonics skills learned in writer's workshop— sound-stretch spelling, letter formation, etc.
- Apply pictorial-writing skills learned in writer's workshop— drawing with accurate colors, size, and shape details.



List-Writing RESPONSE

Write the answer on the top line along with 1-2 key words from the original question/prompt. (This will likely be written as a phrase.)

- **Teach** how to identify the 1-2 important words from the original question/prompt to repeat.
- **Teach** how to punctuate the end of the oral sentence with a breath, avoiding *because*.
- Apply known phonics skills learned in writer's workshop— sound-stretch spelling, 2-3 word phrases, etc.



Sentence-Based RESPONSE

Write a single complete sentence merging the answer and 1-2 key words from the original question/prompt.

- **Teach** how to identify the 1-2 important words from the original question/prompt to repeat.
- **Teach** that the sentence ends with only the answer written— avoiding *because*.
- Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.) and sentence conventions (e.g., spacing, capitalization, punctuation).
- Apply known sentence conventions learned in writer's workshop—spacing, capitalization, punctuation, etc.




3 Readers include evidence to support their thinking.

Introduce evidence with a sentence starter.



- Clarify *evidence versus background knowledge*.
- Clarify *text evidence versus text details*.
- Merge a sentence starter with the text evidence.



The illustration shows _____ .
 The author said _____ .
 The text states _____ .

Oral RESPONSE	Pictorial RESPONSE	Labeled-Picture RESPONSE	List-Writing RESPONSE	Sentence-Based RESPONSE
<p>FIND the BEST text evidence to support the answer in an oral sentence.</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> detail is BEST— compared to other details. • Teach how to orally introduce the BEST text evidence with a sentence starter while pointing at an actual word/picture detail in the text (e.g., <i>The illustration shows...</i>, <i>The text states...</i>). 	<p>Draw ONE additional detail in the picture to represent the BEST text evidence to support the answer. (Label it as #1.)</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> detail is BEST— compared to other details. • Teach how to orally introduce the BEST text evidence with a sentence starter while pointing at the additional picture detail drawn (e.g., <i>The text states...</i>). • Apply pictorial-writing skills learned in writer's workshop— drawing adjectives, verbs/movement, sounds, settings, etc. 	<p>Draw and label ONE additional detail to represent the BEST text evidence to support the answer. (Label it as #1.)</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> detail is BEST— compared to other details. • Teach how to select which of the author's words to use in the label. • Teach how to point at the labeled detail. Create an oral sentence merging a sentence starter with the text's detail (e.g., <i>The text states...</i>). • Apply known phonics skills learned in writer's workshop— letter formation, initial/end sounds, 2-word labels. • Apply pictorial-writing skills learned in writer's workshop— drawing adjectives, verbs/movement, sounds, settings, etc. 	<p>Write the BEST text evidence on the second line of the list. (This will likely be written as a phrase.)</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> detail is BEST— compared to other details. • Teach how to select which of the author's words (from that detail) to write on the second line of the list. • Teach how to select which of the illustrator's picture details to write on the second line of the list. (Note it as #1.) • Teach how to merge a sentence starter with the text words or picture details, creating an oral sentence (e.g., <i>The illustration shows...</i>, <i>The text states...</i>). • Apply known phonics skills learned in writer's workshop— sound-stretch spelling, 2-3 word phrases, etc. 	<p>Write a second sentence, this one that states the BEST text evidence.</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> detail is BEST— compared to other details. • Teach how to select which of the author's words (from that detail) to use in the response sentence. • Teach how to select which of the illustrator's picture details to refer to in the evidence-based sentence. • Teach how to merge a sentence starter with the text words or picture details, creating a single sentence (e.g., <i>The illustration shows...</i>, <i>The text states...</i>). • Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.) and sentence conventions (e.g., spacing, capitalization, punctuation).

4 Readers provide multiple pieces of text evidence.

Find the second-best text evidence.

- Provide additional sentence starters.
- Strengthen the answer with even more evidence.



Oral RESPONSE	Pictorial RESPONSE	Labeled-Picture RESPONSE	List-Writing RESPONSE	Sentence-Based RESPONSE
<p>Find the SECOND BEST text evidence to support the answer in an oral sentence.</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> detail is SECOND BEST— compared to other details. • Teach how to orally introduce the SECOND BEST text evidence with a sentence starter while pointing at an actual word/picture detail in the text (e.g., <i>A second detail in the illustration...</i>, <i>The text also states...</i>). 	<p>Draw a SECOND additional detail to represent the SECOND BEST text evidence. (Label it as #2.)</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> of the remaining author's words or illustrator's details is SECOND BEST. • Teach how to orally introduce the SECOND-BEST text evidence while pointing at the additional picture detail drawn (e.g., <i>A second detail in the illustration...</i>, <i>The text also states...</i>). • Apply pictorial-writing skills learned in writer's workshop— drawing adjectives, verbs/ movement, sounds, settings, etc. • Teach how to strengthen the writing with additional drawn evidence. 	<p>Draw and label a SECOND additional detail to represent the SECOND-BEST text evidence to support the answer. (Label it as #2.)</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> of the remaining details is SECOND PLACE. • Teach how to select which of the author's words to use in the label. • Teach how to point at the labeled detail. Create an oral sentence merging a sentence starter with the text's detail (e.g., <i>The text also states...</i>, <i>A second detail...</i>). • Apply known phonics skills learned in writer's workshop (sound-stretch spelling, 2-3 word phrases, etc.) and known pictorial-writing skills learned in writer's workshop (drawing adjectives, verbs/movement, sounds, settings, etc.). • Teach how to strengthen the writing with additional drawn and labeled evidence. 	<p>Write the SECOND-BEST text evidence on the third line of the list.</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> of the remaining details is SECOND PLACE. • Teach how to select which of the author's words (from that detail) to write on the third line of the list. • Teach how to select which of the illustrator's picture details to list on the third line. (Note it as #2.) • Teach how to merge a sentence starter with the text words or picture details, creating an oral sentence (e.g., <i>The illustration also shows...</i>, <i>The text also states...</i>). • Apply known phonics skills learned in writer's workshop— sound-stretch spelling, 2-3 word phrases, etc. • Teach how to strengthen the writing with additional listed evidence. 	<p>Write a third sentence, this one that cites the SECOND-BEST evidence.</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> of the remaining details is SECOND PLACE. • Teach how to merge a NEW sentence starter with the text words or picture details, creating a single sentence (e.g., <i>A second detail... The illustration also shows...</i>, <i>The text also states...</i>). • Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.) and sentence conventions (e.g., spacing, capitalization, punctuation). • Teach other sentence starters that would work to introduce a third or fourth text detail.

Readers write persuasive, informative, and narrative— about topics and texts.

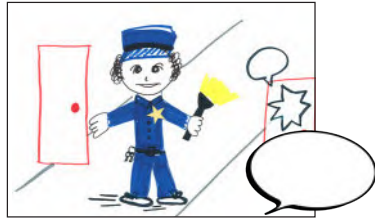
WRITE ABOUT READING | PERSUASIVE WRITING

Writing prompt: *Infer this man's job.*

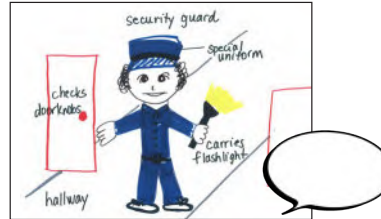
Oral RESPONSE



Pictorial RESPONSE



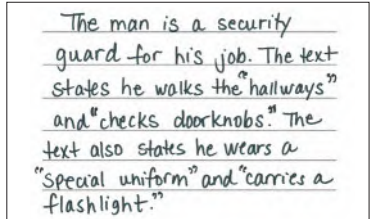
Labeled-Picture RESPONSE



List-Writing RESPONSE



Sentence-Based RESPONSE



WRITE ABOUT READING | INFORMATIVE WRITING

Writing prompt: *Describe Camilla at the beginning of the story.*

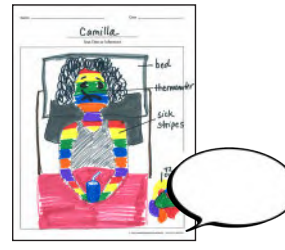
Oral RESPONSE



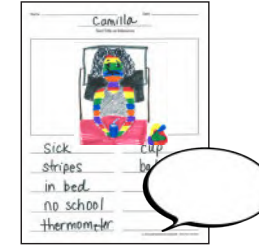
Pictorial RESPONSE



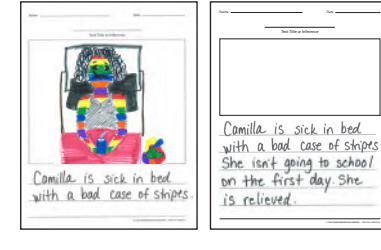
Labeled-Picture RESPONSE



List-Writing RESPONSE



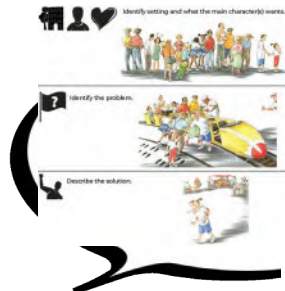
Sentence-Based RESPONSE



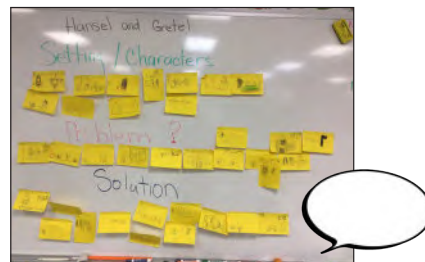
WRITE ABOUT READING | NARRATIVE WRITING

Writing prompt: *Retell the most important parts of the story from beginning to end.*

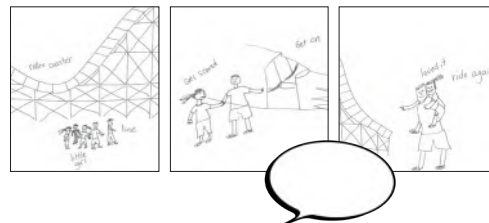
Oral RESPONSE



Pictorial RESPONSE



Labeled-Picture RESPONSE



List-Writing RESPONSE

