

GRADES K-2 | **Readers write about texts**

STOP! DON'T HIT PRINT YET!

Read through the **directions** (pp2-4) to determine which developmental stages you will address with your students. Depending on your grade level, you **may not need all pages** of this document.

Directions

- Explanation of the writing paper p2
- Storage for the different pieces p3
- Diagram of which pieces to add per lesson p4

Main anchor chart pieces needed for **ALL** stages

- Anchor chart title pp5-7
- *What, Why, How*, ribbons, writing utensils, etc. pp8-11
- "Blank paper" (serves as the background for all writing templates) pp12-15

Additional pieces tied to specific developmental stages

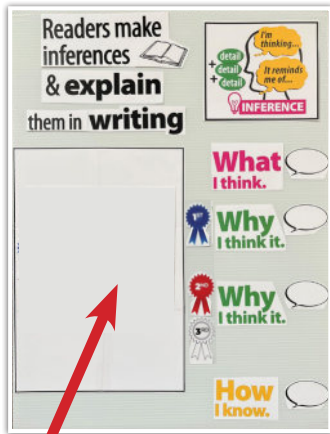
- **Oral** stage pieces on pp16-17
- **Pictorial** writing stage..... pieces on pp18-19..... writing templates on pp 20-23
- **Label** writing stage pieces on pp24-25..... writing templates on pp 26-29
- **List** writing stage pieces on pp30-31..... writing templates on pp 32-37
- **Sentence** writing stage.... pieces on pp38-40..... writing templates on pp 41-46

DO NOT PRINT these writing templates if you are using an 18" x 24" corrugated plastic board. Use this resource instead.



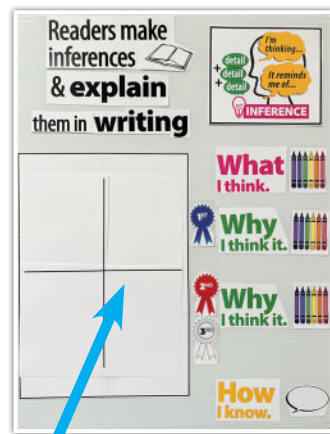
Grow the SAME “Readers Write” anchor chart all year— changing the writing paper as students develop.

ORAL RESPONSE



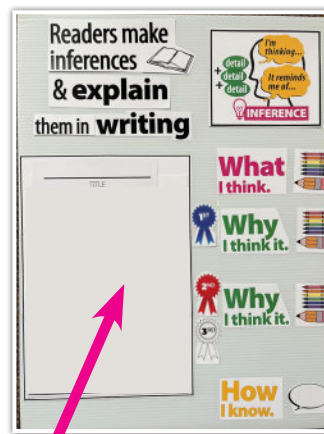
Permanently affix the **BACKGROUND PAPER** to the board. (It is used in every version of the anchor chart.) See pages 12-15 of this document.

PICTORIAL RESPONSE



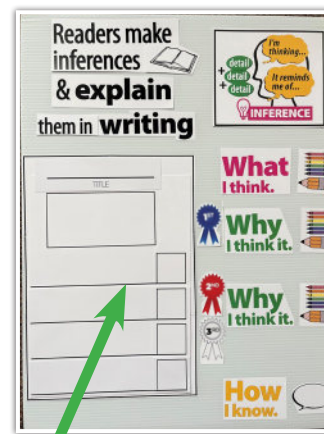
Velcro the **PICTORIAL PAPER** over top the background paper. See pages 20-23 of this document.

LABELLED RESPONSE



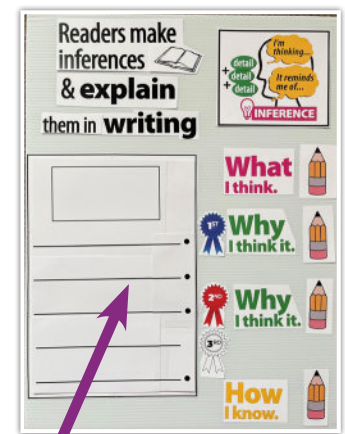
Velcro the **LABEL PAPER** over top the background paper. See pages 26-29 of this document.

LISTED RESPONSE

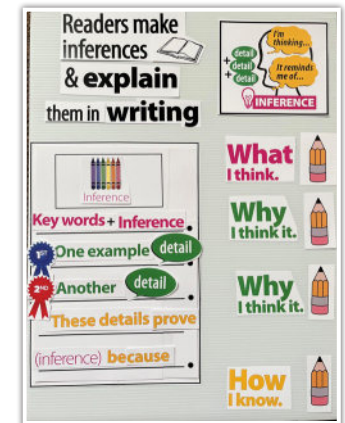
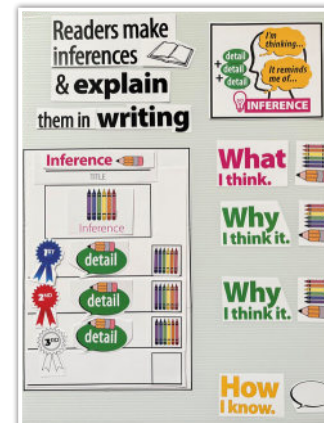
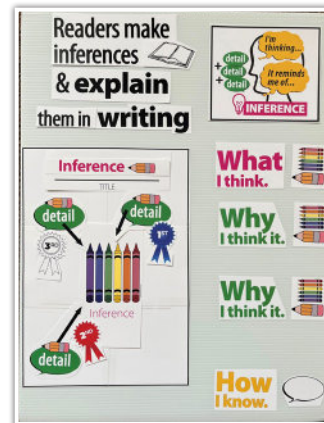
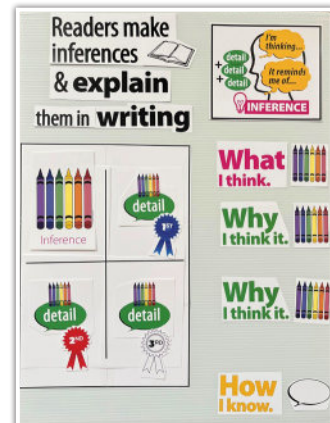
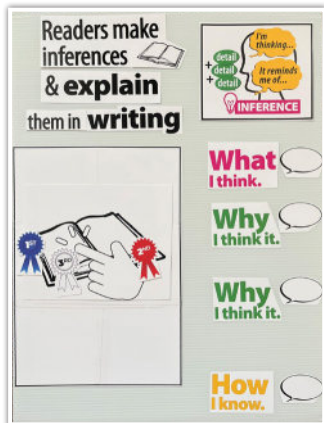


Velcro the **LIST PAPER** over top the background paper. See pages 32-37 of this document.

SENTENCE RESPONSE



Velcro the **SENTENCE PAPER** over top the background paper. See pages 41-45 of this document.



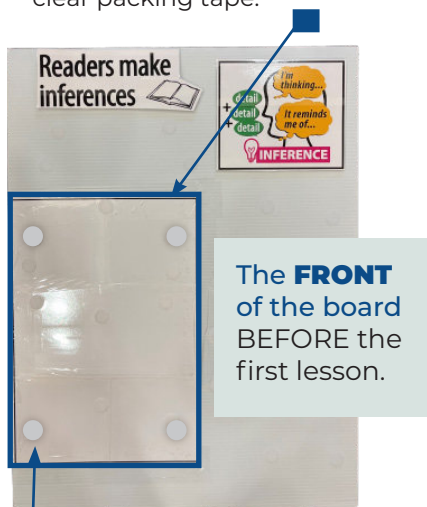
STORING THE PIECES FOR

GRADES K-2 | Readers write about texts

Because this anchor chart can be adjusted to fit ALL developmental stages of writing— **there are MANY small pieces.**

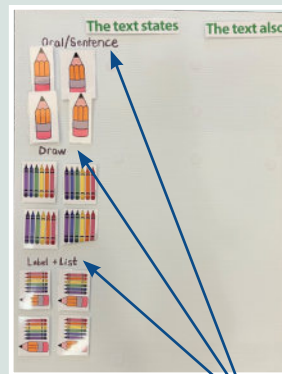
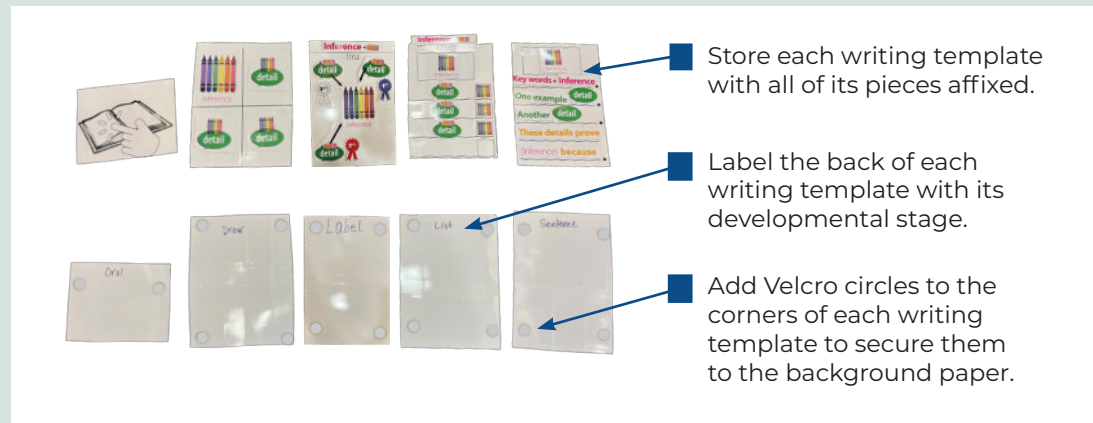
TIP: Keep the pieces for each developmental stage organized utilizing baggies and Velcro circles on the backside of the anchor chart board.

Permanently tape the background/blank paper firmly to the board using clear packing tape.



Each writing template is Velcroed to the background paper.

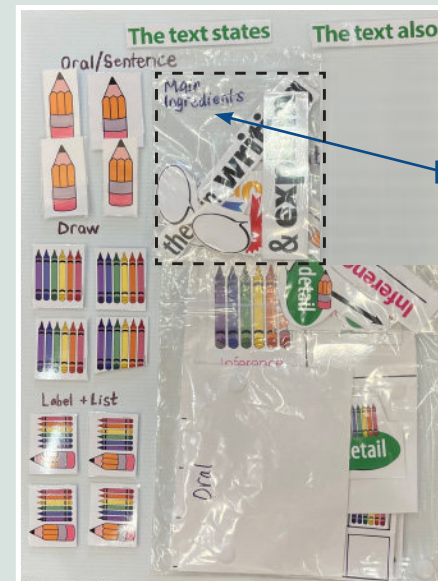
THE BACK OF THE ANCHOR CHART BOARD



Store the “writing utensils” per developmental stage.



Put all the writing templates (with their affixed pieces) in an XL baggie.

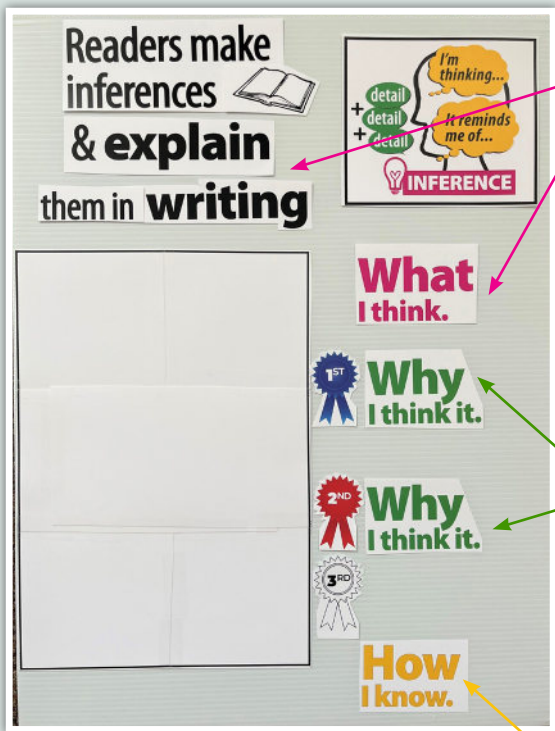


The “main ingredients” are stored in a separate baggie. This includes *What, Why, How*, ribbons, and the anchor chart title.

GRADES K-2 | Readers write about texts

Respond to an inferential question/prompt with **PERSUASIVE WRITING**.

Grow the SAME “Readers Write” anchor chart all year while students progress through the developmental stages of writing.



The SAME reading-response ingredients are represented in oral writing, pictorial writing, labeled writing, listed writing, and sentence writing.

WHAT I THINK

SKILL: **Readers write the inference/answer first.**

- **Teach** how to find the inference/answer (in the neck) and say, draw, and/or write it first.



SKILL: **Readers repeat key words from the question/prompt within the response.**

- **Teach** how to identify 1-3 “key” or important words from the original question or prompt.
- **Teach** how to punctuate the end of the oral sentence with a breath, avoiding *because*.



WHY I THINK IT

SKILL: **Readers include evidence to support their thinking.**



- **Teach** how to choose the BEST detail.
- **Teach** how to create an oral sentence by merging it with a sentence starter (e.g., *The text states...*, *One detail...*, *The illustration shows...*).



SKILL: **Readers provide multiple pieces of text evidence.**



- **Teach** how to choose the SECOND BEST detail.
- **Teach** how to create an oral sentence by merging it with a sentence starter (e.g., *The text also states...*, *A second detail...*, *Another example...*).



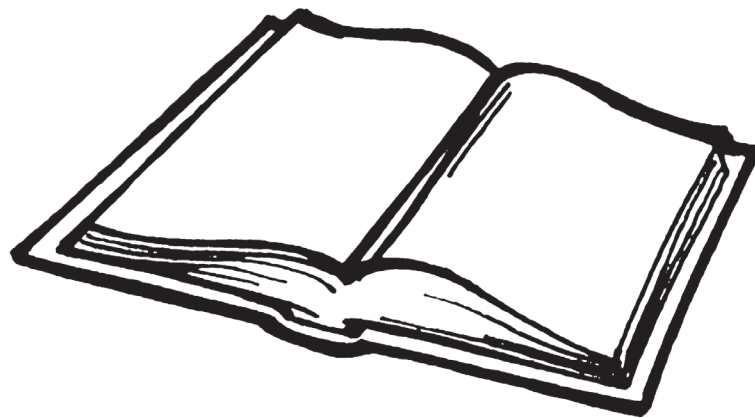
HOW I KNOW

SKILL: **Readers explain their thinking.**

- **Teach** how to create an oral sentence, merging *These details prove...* with a thought from within the *Inference Silhouette*.



Readers make inferences



+ detail
+ detail
+ detail

*I'm
thinking...*

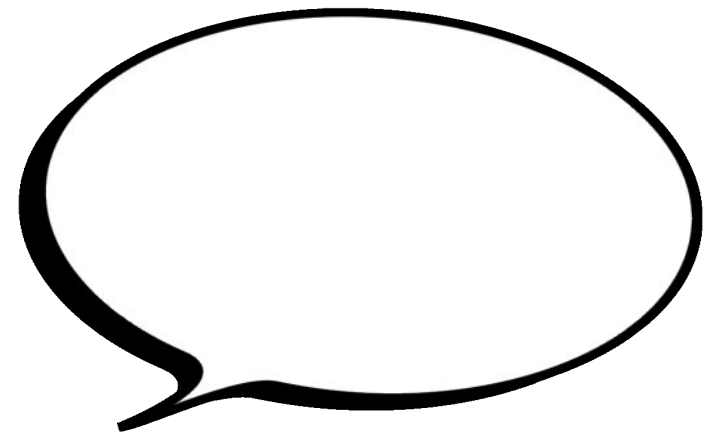
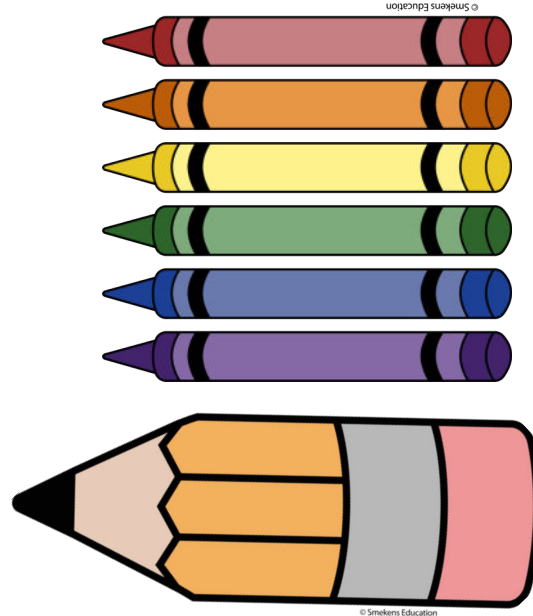
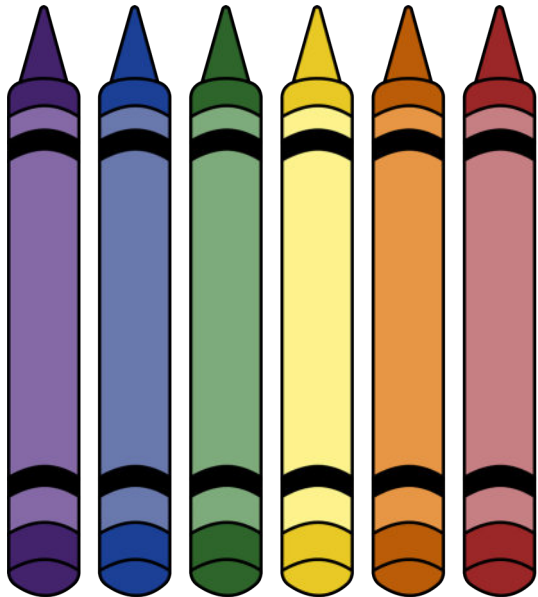
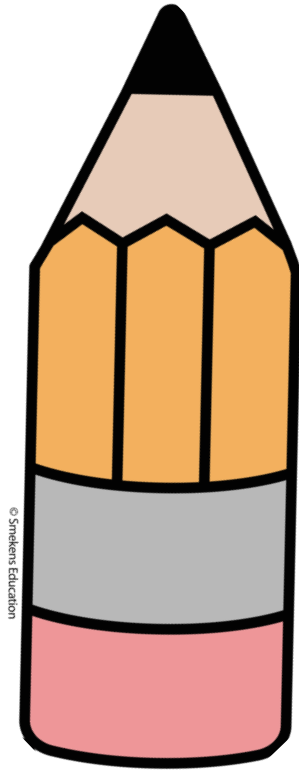
*It reminds
me of...*



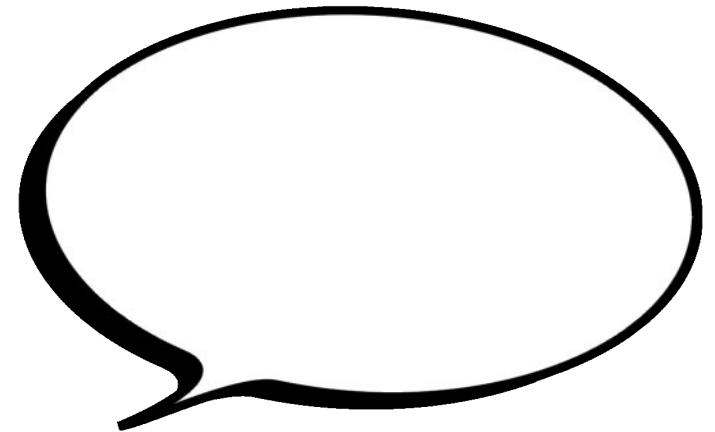
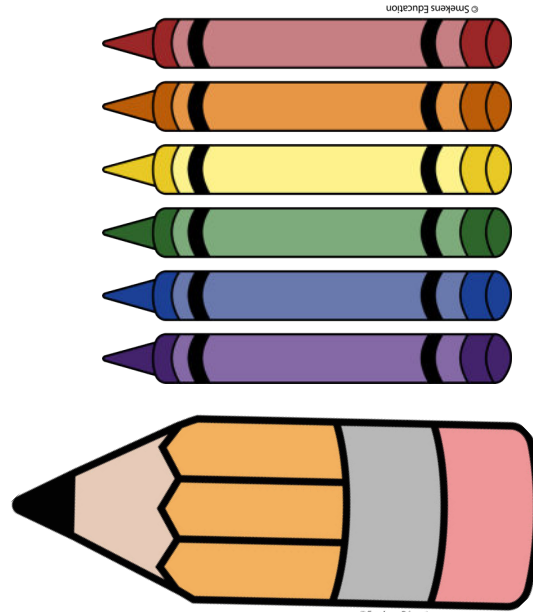
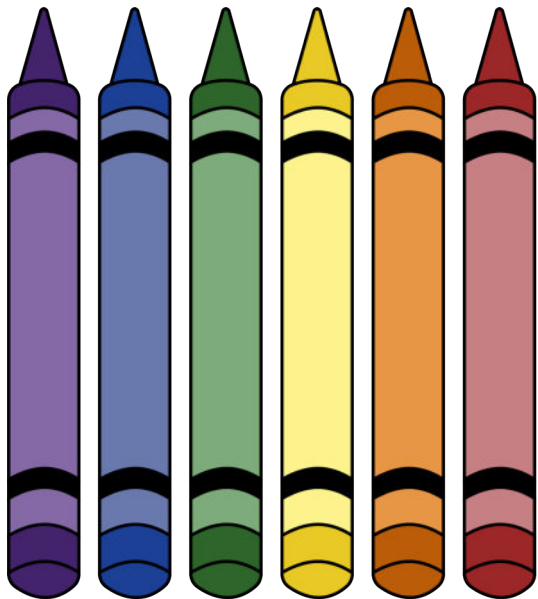
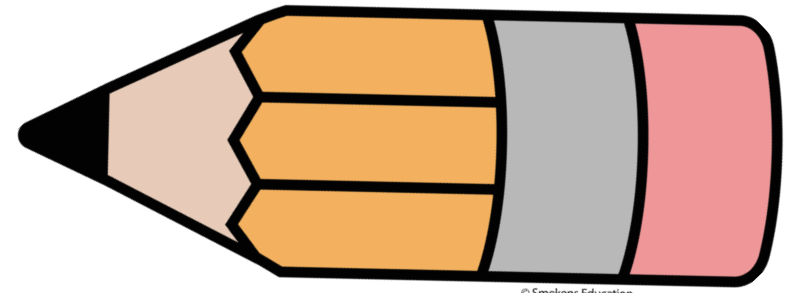
INFERENCE

**& explain
them in
writing**

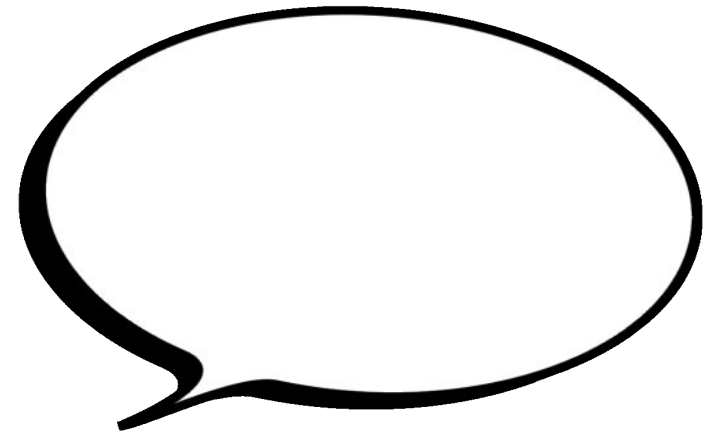
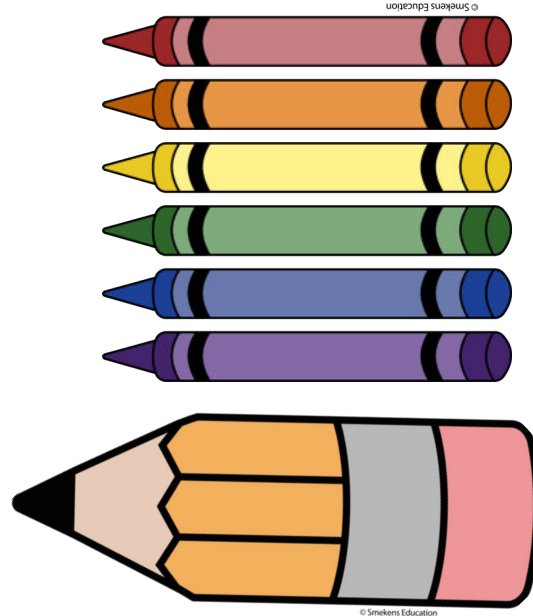
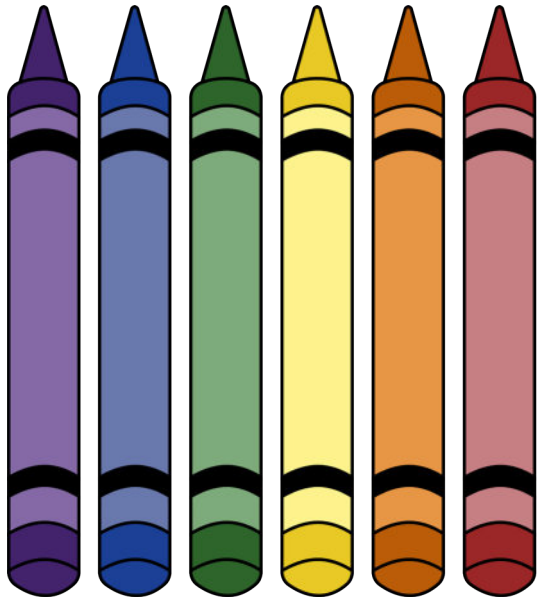
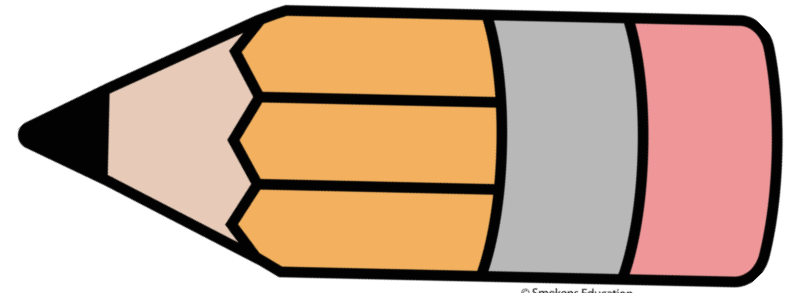
What I think.



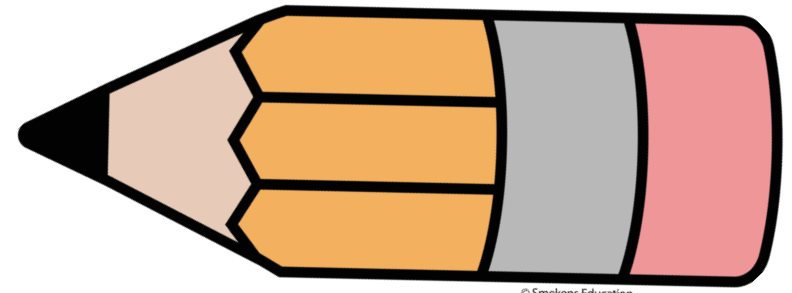
Why I think it.



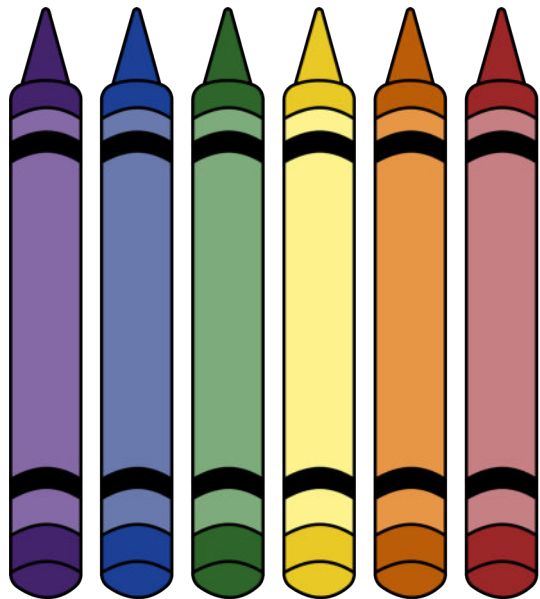
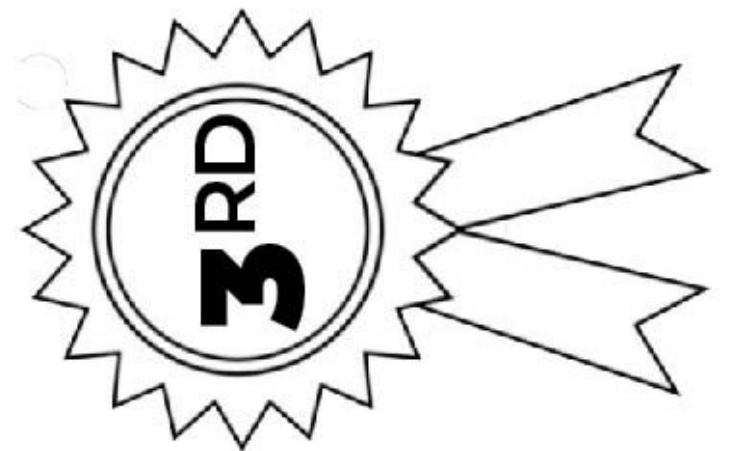
Why I think it.



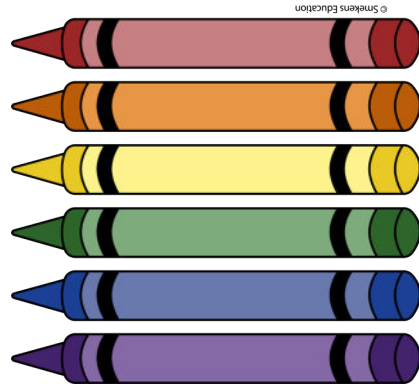
How
I know.



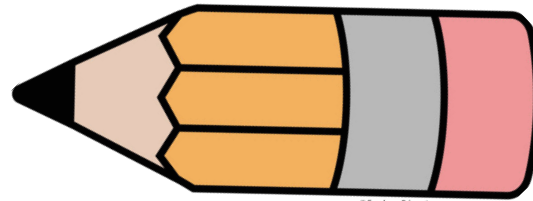
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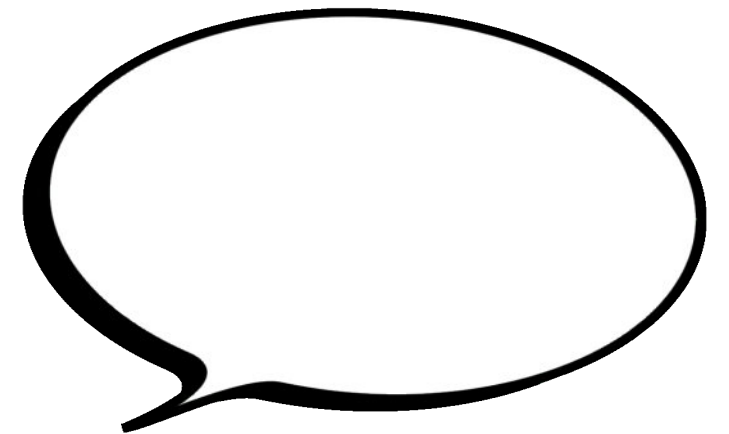
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TOP RIGHT corner of **BLANK/BACKGROUND** paper

CUT OFF

TOP RIGHT corner of **BLANK/BACKGROUND** paper

CUT OFF

CUT OFF

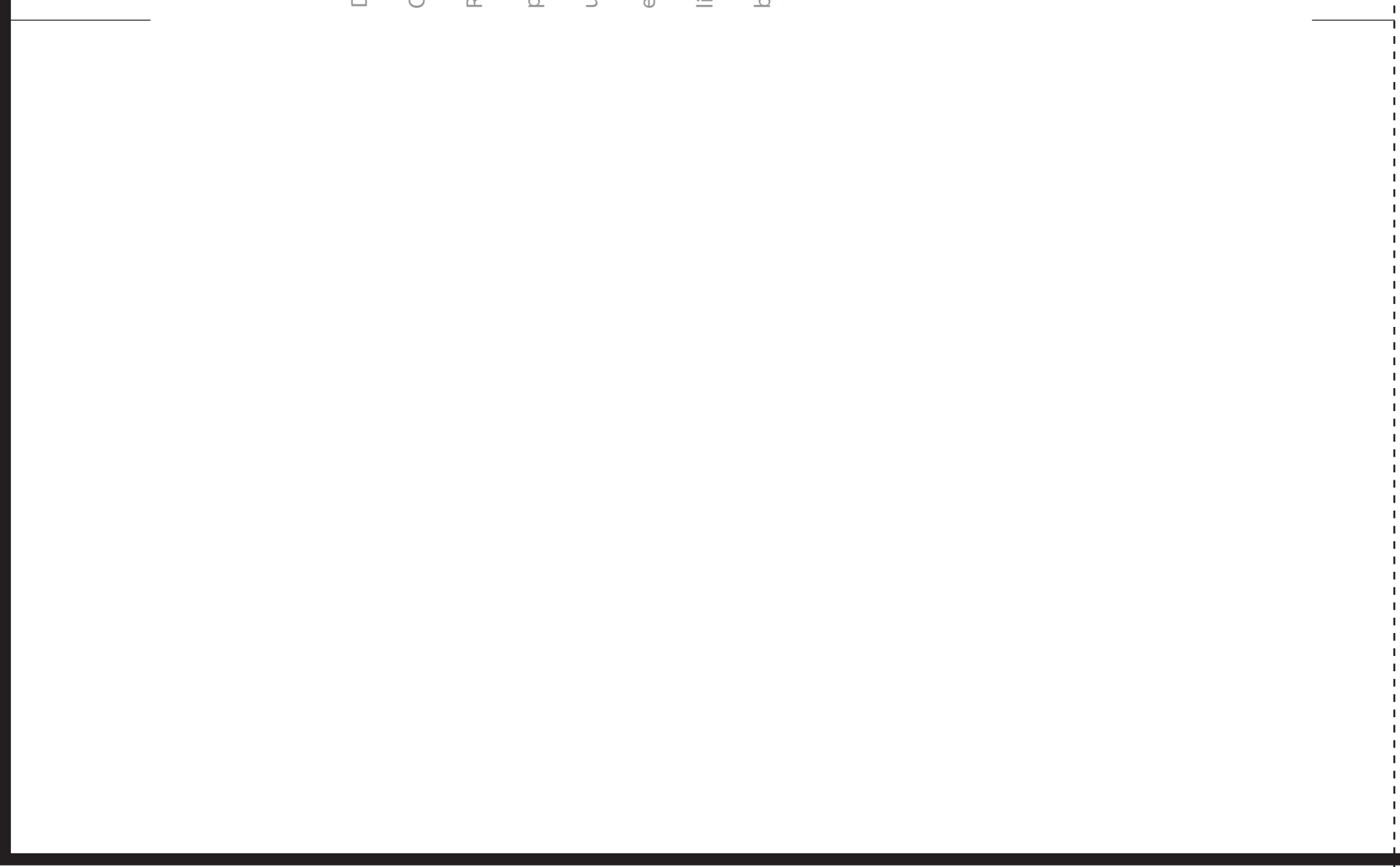
Middle of **BLANK/BACKGROUND** paper

CUT OFF.



TOP LEFT corner of **BLANK/BACKGROUND** paper

CUT OFF



TOP LEFT corner of **BLANK/BACKGROUND** paper

CUT OFF

3

DO NOT CUT.

Overlay the TOP

RIGHT CORNER

piece, lining

up its LEFT

edge with the

lines above and

below.

Middle of **BLANK/BACKGROUND** paper

CUT OFF.

1

DO NOT CUT. Overlay the TOP LEFT corner piece, lining up its BOTTOM edge with the line below.



CUT OFF

BOTTOM LEFT corner of **BLANK/BACKGROUND** paper

2

DO NOT CUT.

Overlay the

BOTTOM

RIGHT CORNER

piece, lining

up its LEFT

edge with the

lines above

and below.

BOTTOM LEFT corner of **BLANK/BACKGROUND** paper

CUT OFF



DO NOT CUT. Overlap the TOP RIGHT corner piece,
lining up its BOTTOM edge with the dash marks.

CUT OFF

BOTTOM RIGHT corner of **BLANK/BACKGROUND** paper

CUT OFF


CUT OFF

BOTTOM RIGHT corner of **BLANK/BACKGROUND** paper



ORAL RESPONSE

Readers make inferences & explain them in **writing**



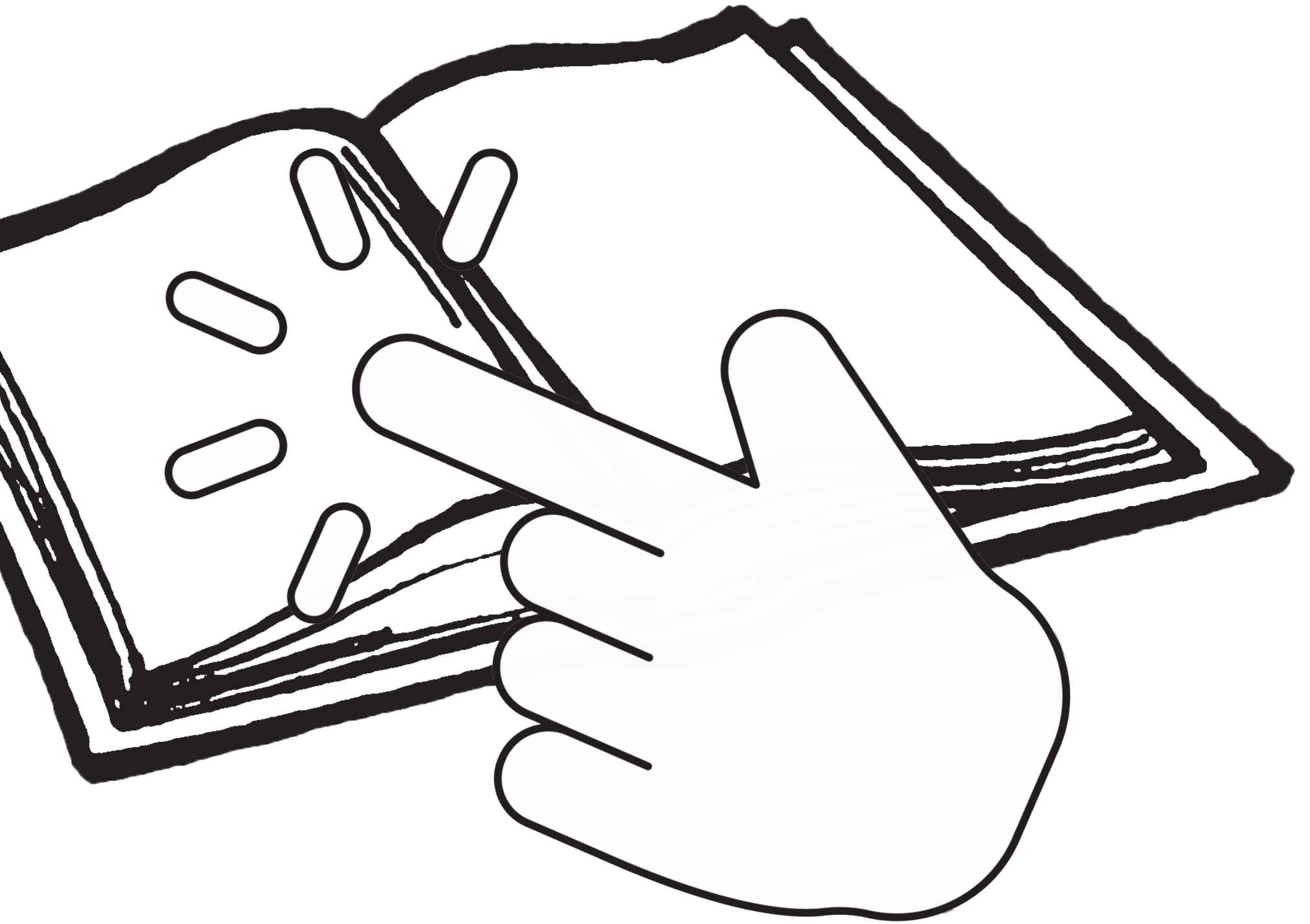
What I think.

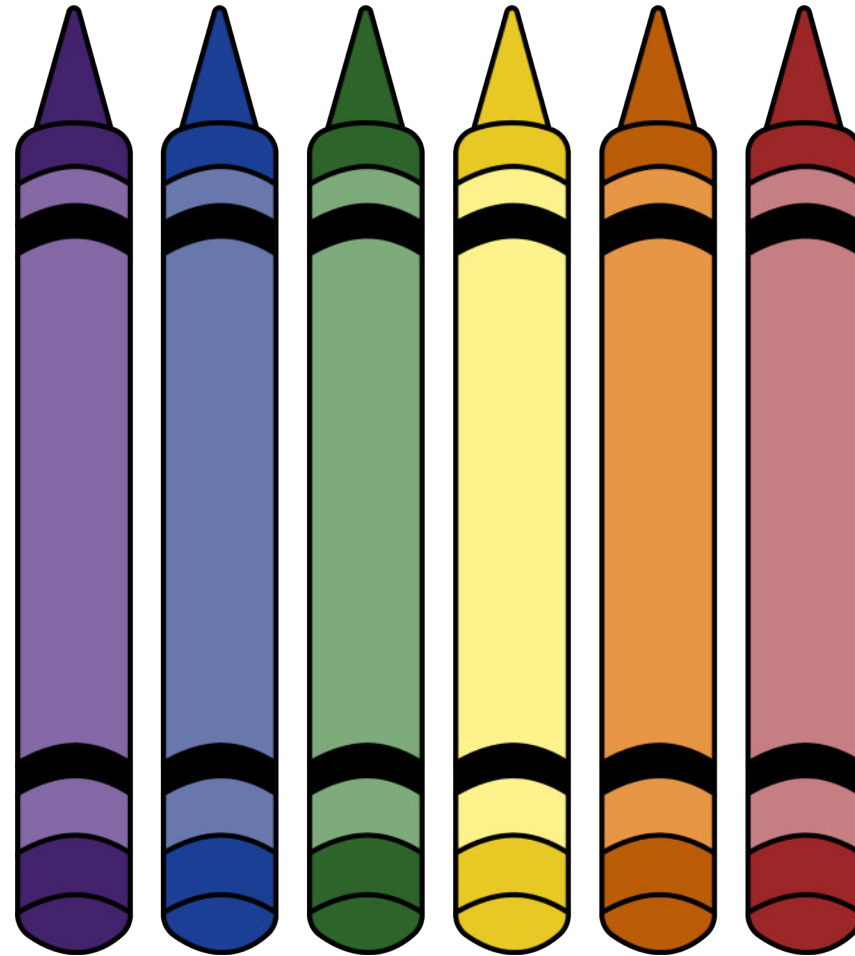
Why I think it.

Why I think it.

How I know.







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PICTORIAL RESPONSE

Readers make inferences & explain them in writing

For thinking...
+ detail
+ detail
It reminds me of...
INFERENCE

What I think.

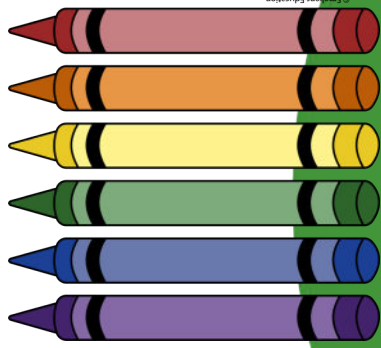
Why I think it.

Why I think it.

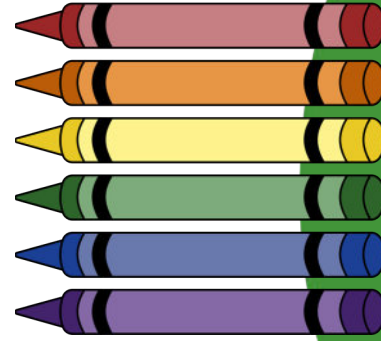
How I know.

detail
Inference
detail
detail

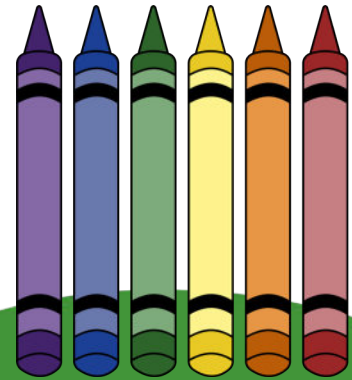
Inference



detail



detail



detail

PICTORIAL RESPONSE

Readers make inferences & explain them in writing

What I think.

Why I think it.

Why I think it.

How I know.

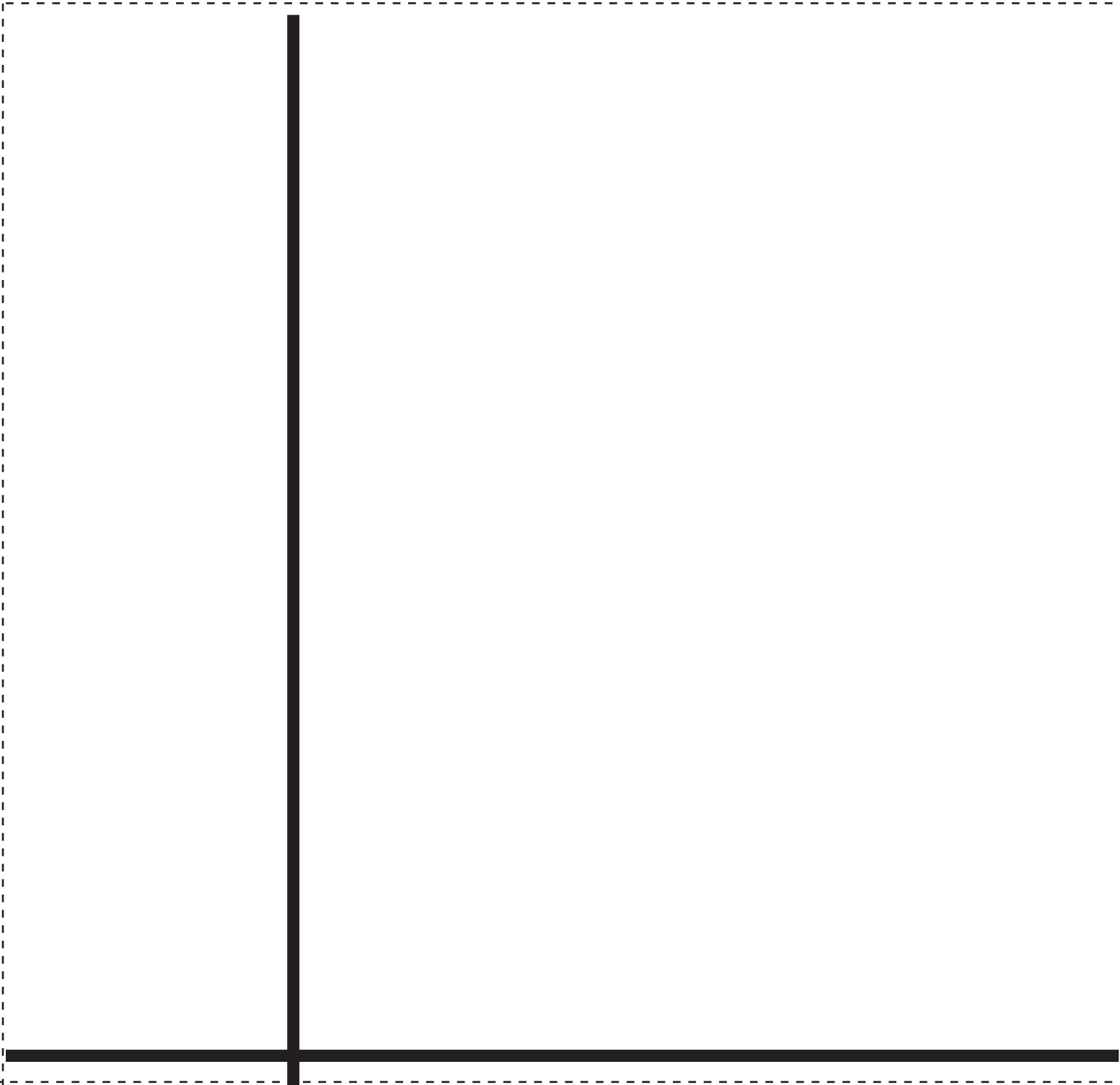
CUT OFF

PICTORIAL PAPER TOP RIGHT CORNER

PICTORIAL PAPER TOP RIGHT CORNER

CUT OFF

CUT OFF



PICTORIAL PAPER TOP LEFT CORNER

CUT OFF

PICTORIAL PAPER TOP LEFT CORNER

CUT OFF

CUT OFF

DO NOT CUT.

Overlay the TOP RIGHT CORNER
piece, lining up its LEFT edge
with this solid line.



CUT OFF



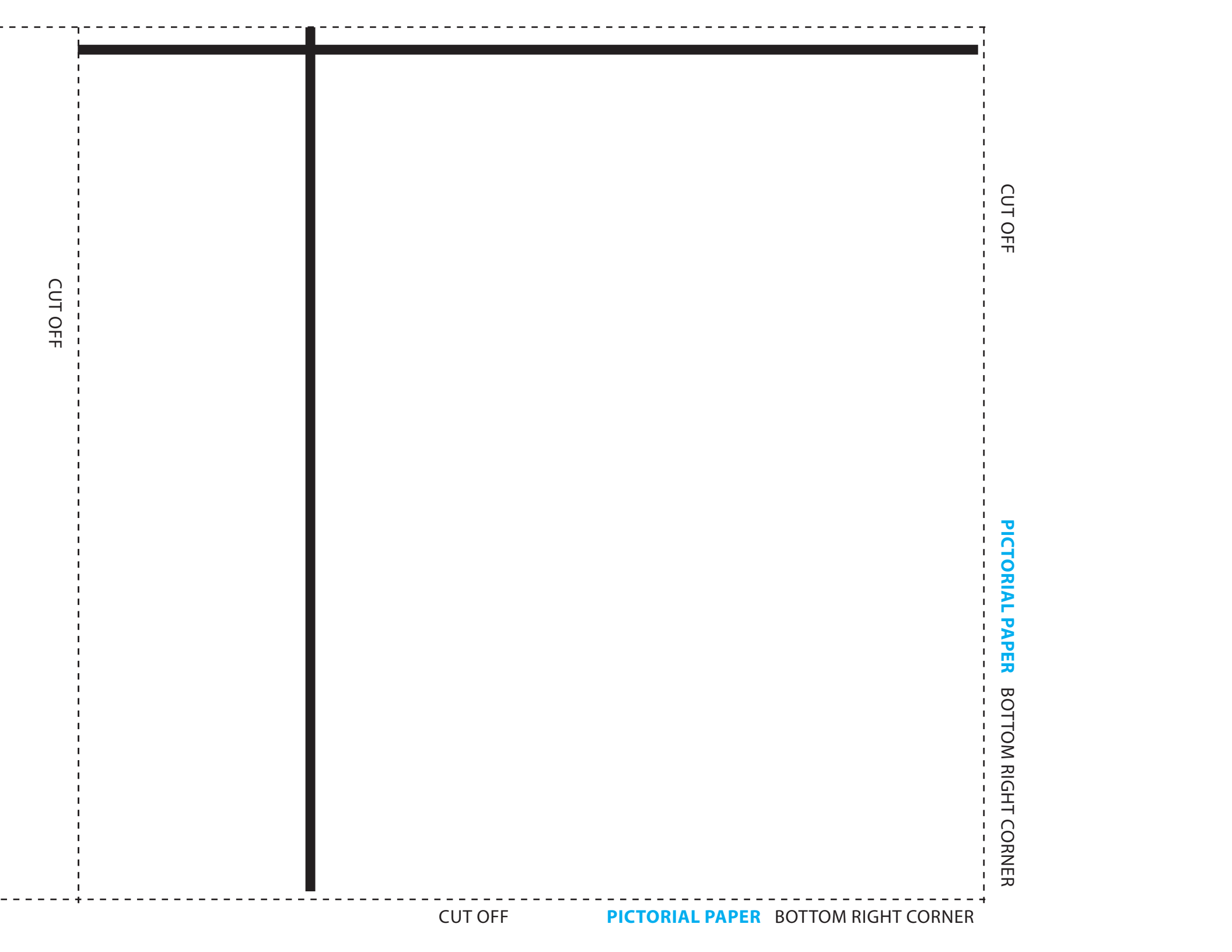
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PICTORIAL PAPER BOTTOM RIGHT CORNER

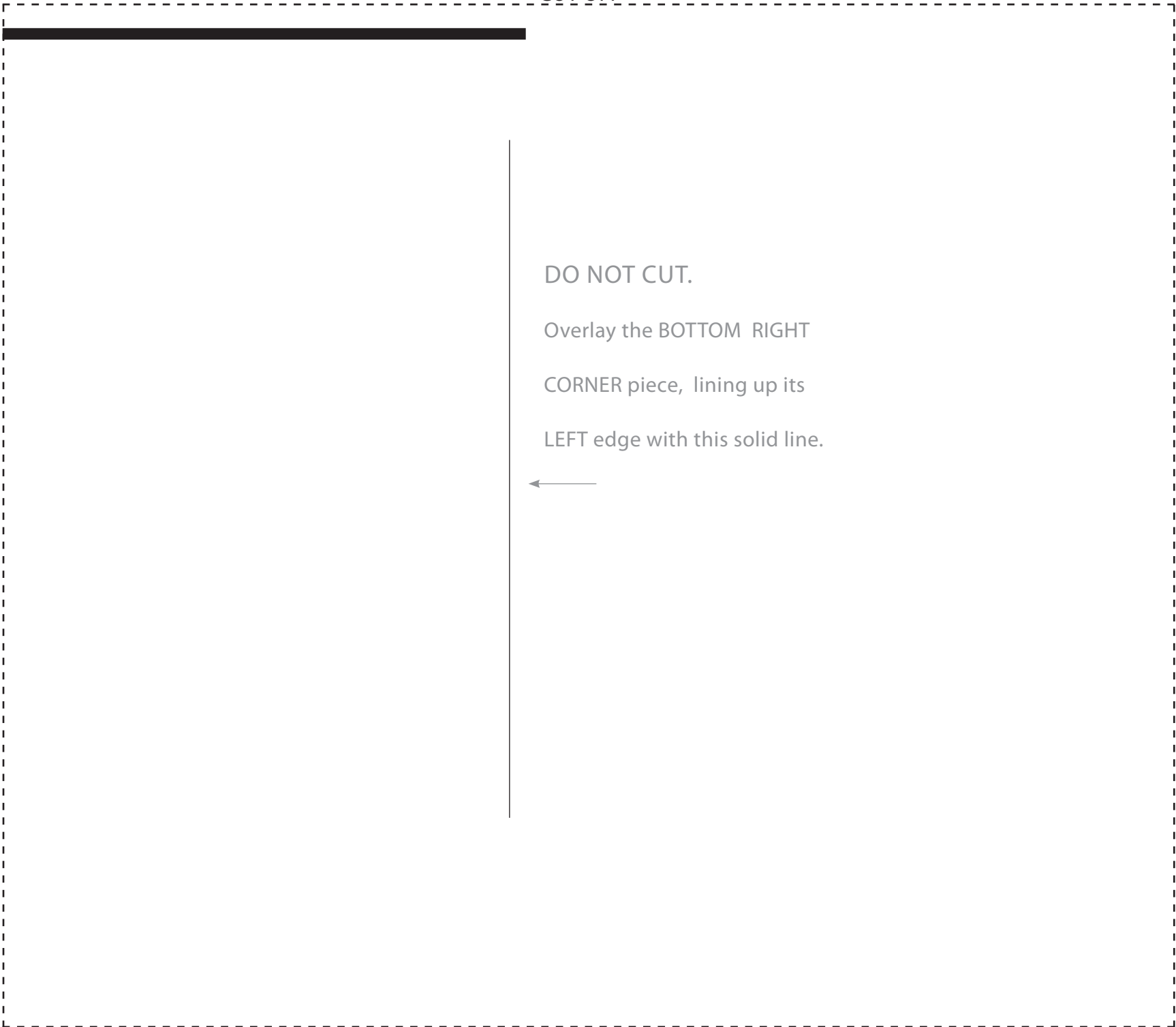
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PICTORIAL PAPER BOTTOM RIGHT CORNER

CUT OFF



CUT OFF



CUT OFF

PICTORIAL PAPER

CUT OFF

DO NOT CUT.

Overlay the BOTTOM RIGHT
CORNER piece, lining up its
LEFT edge with this solid line.

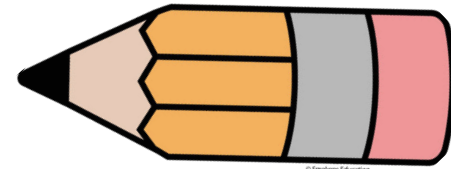


PICTORIAL PAPER

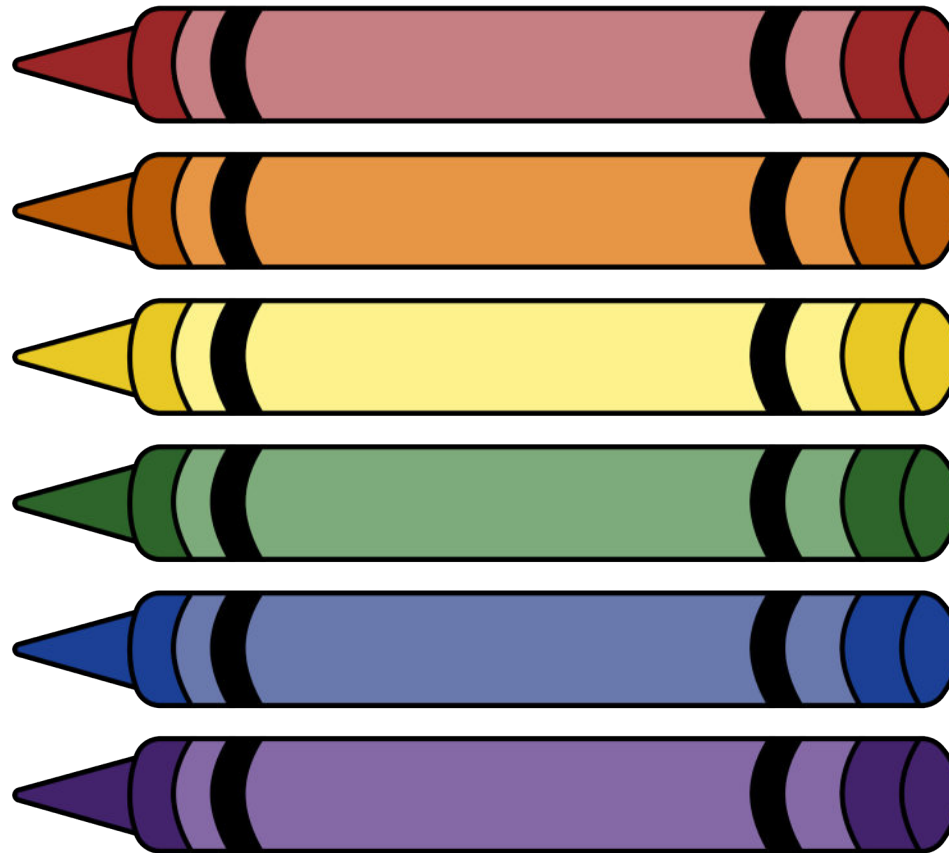
BOTTOM LEFT CORNER

CUT OFF

Inference



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Inference

LABELED RESPONSE

Readers make inferences & explain them in writing

Inference

What I think.

Why I think it.

Why I think it.

How I know.



LABELED RESPONSE

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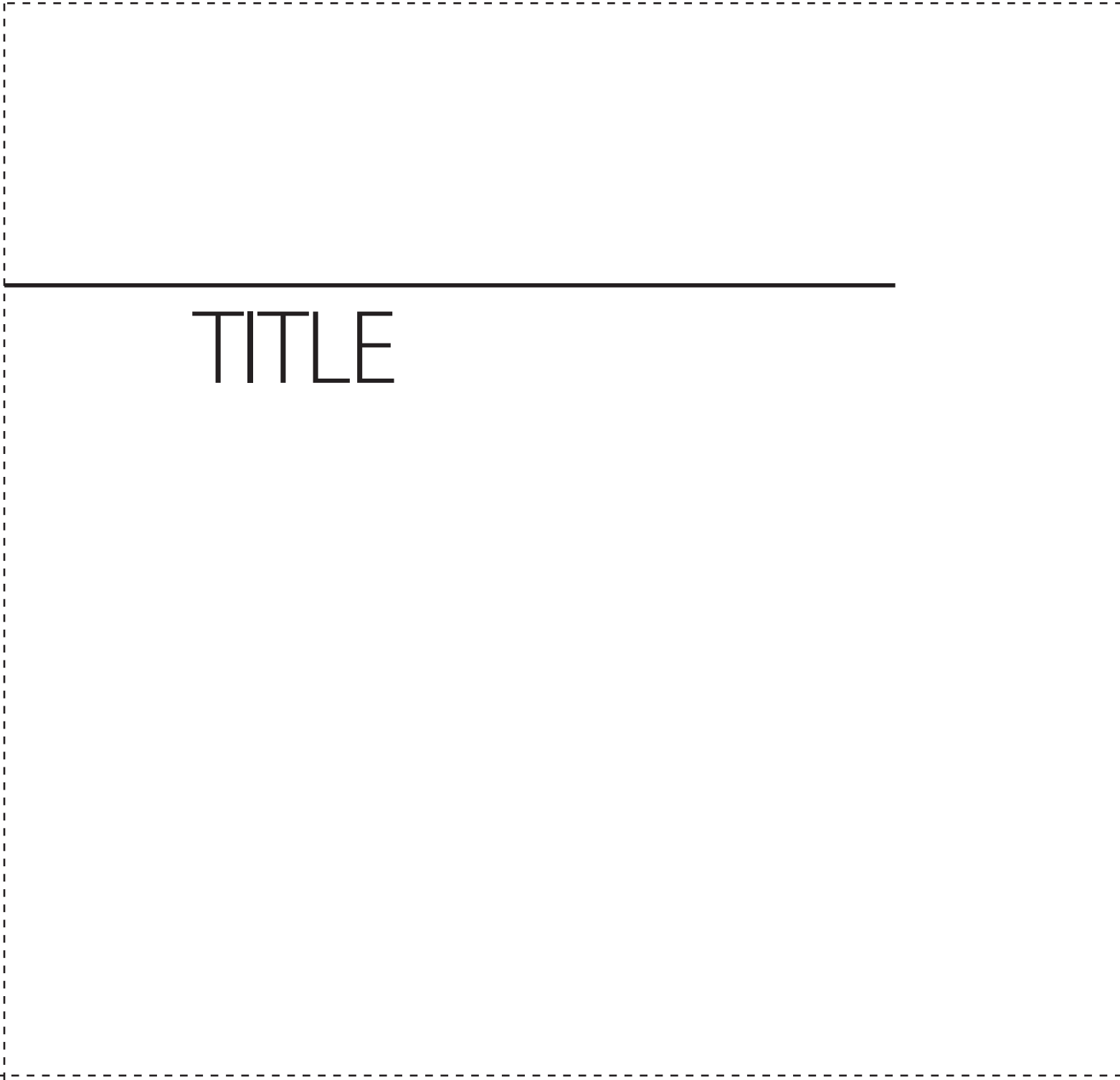
LABELED PAPER TOP RIGHT CORNER

LABELED PAPER TOP RIGHT CORNER

CUT OFF

TITLE

CUT OFF



LABELLED PAPER TOP LEFT CORNER

CUT OFF

LABELLED PAPER TOP LEFT CORNER

CUT OFF

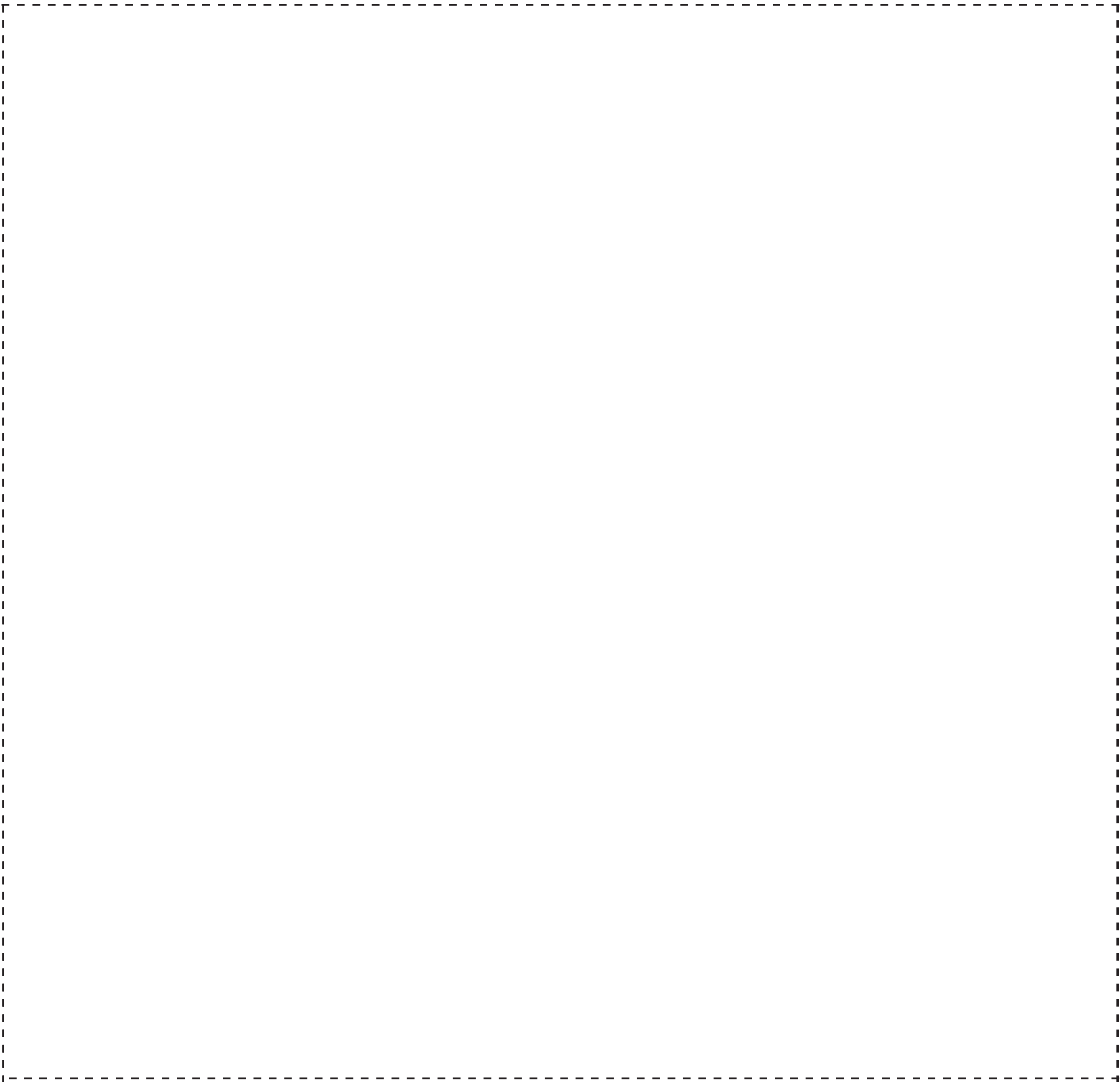
CUT OFF

DO NOT CUT.

Overlay the TOP RIGHT CORNER
piece, lining up its LEFT edge
with this solid line.



CUT OFF



CUT OFF

LABELED PAPER BOTTOM RIGHT CORNER

CUT OFF

CUT OFF

LABELED PAPER BOTTOM RIGHT CORNER

CUT OFF

CUT OFF

LABELED PAPER BOTTOM LEFT CORNER

CUT OFF

DO NOT CUT.

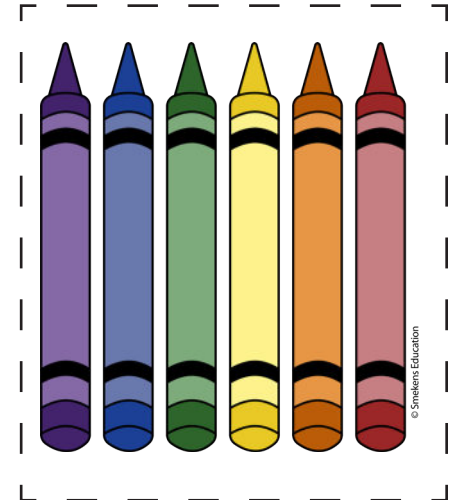
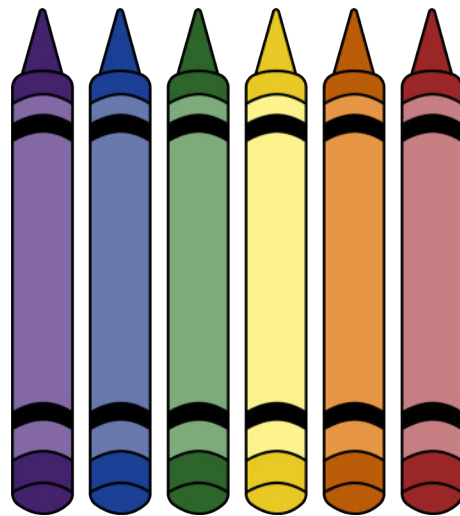
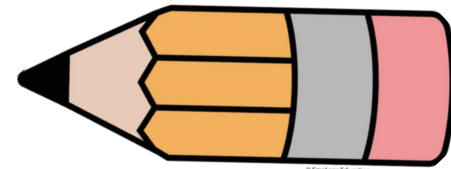
Overlay the BOTTOM RIGHT
CORNER piece, lining up its
LEFT edge with this solid line.



LABELED PAPER BOTTOM LEFT CORNER

CUT OFF

Inference



LISTED RESPONSE

Readers make inferences & explain them in writing

Inference

What I think.

Why I think it.

Why I think it.

How I know.

detail

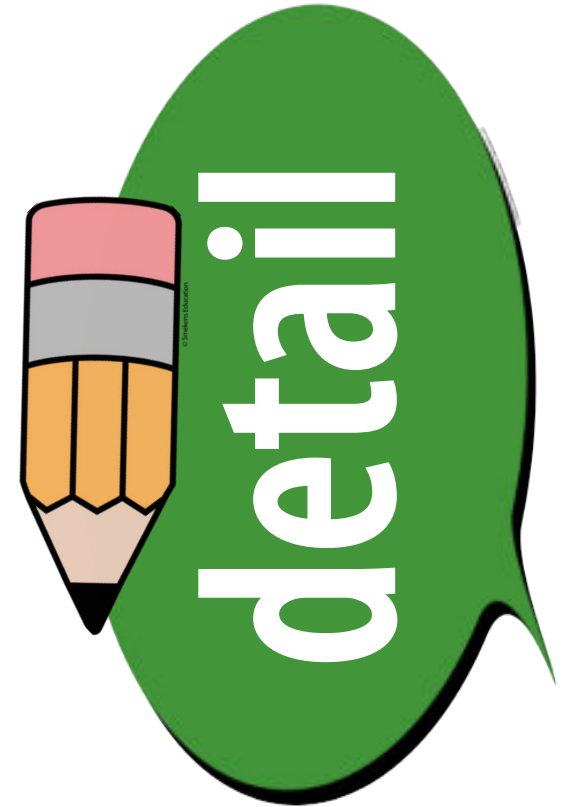
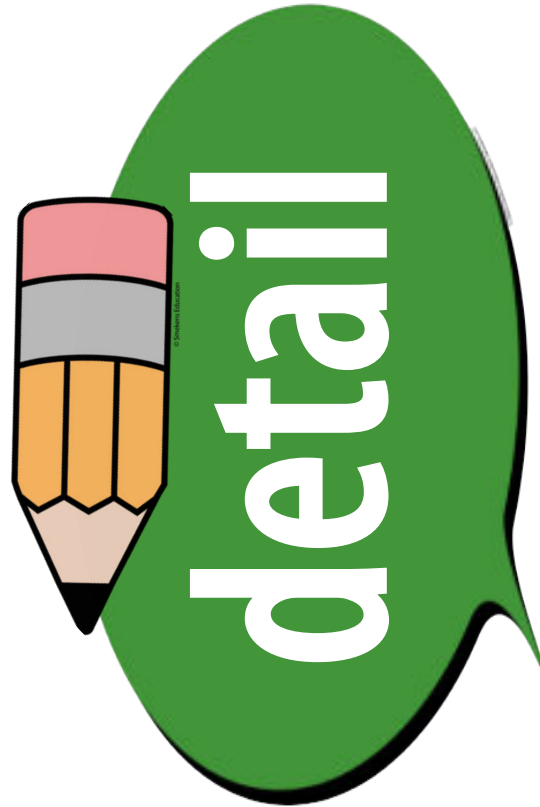
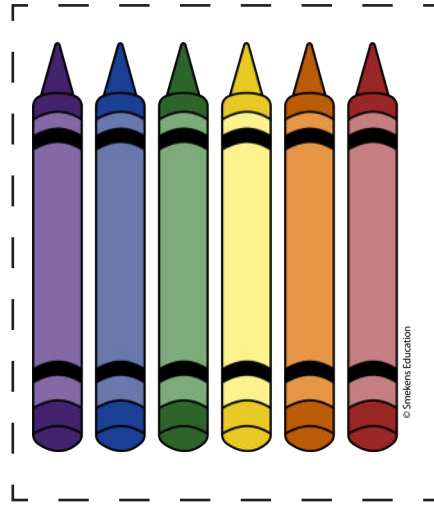
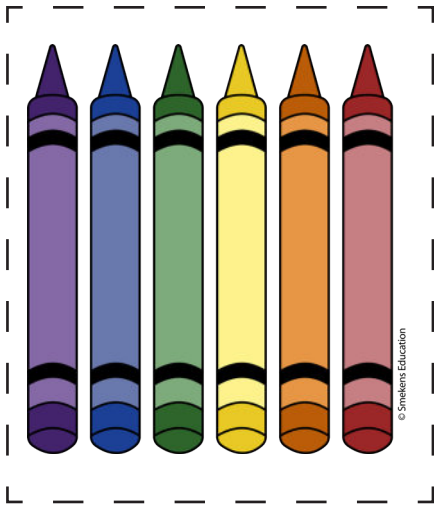
detail

detail

For thinking... it reminds me of... INFERENCE

A graphic organizer for inference writing. It includes a title 'Inference', a section for 'What I think.' with a drawing of a crayon, a section for 'Why I think it.' with a drawing of a crayon, and a section for 'How I know.' with a drawing of a crayon. There are also three 'detail' boxes with drawings of crayons and a small cartoon character.

Inference



LISTED RESPONSE

Readers make inferences & explain them in writing

Inference

What I think.

Why I think it.

Why I think it.

How I know.

CUT OFF

LIST PAPER RIGHT SIDE #1

CUT OFF

CUT OFF

CUT OFF

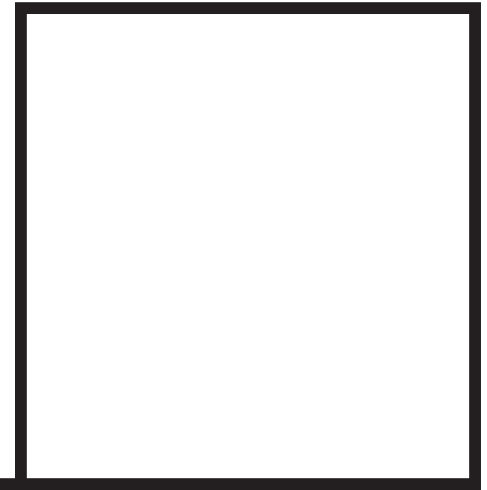
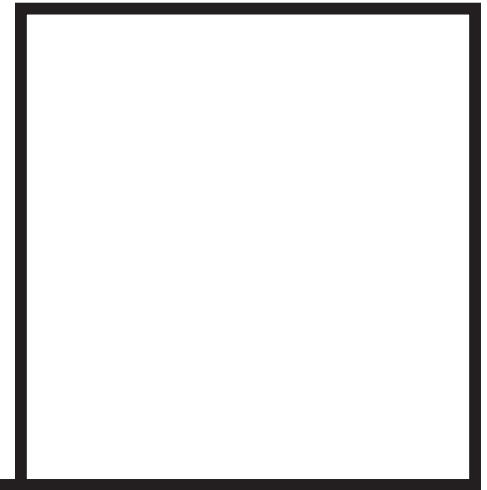
CUT OFF

DO NOT CUT.

Overlay the next page to add durability.

On the next page is
the complete FIRST
box. Overlay it on
this partial one.

CUT OFF



CUT OFF

DO NOT CUT.
Overlay the next page to add durability.

On the next page is the complete THIRD box. Overlay it on this partial one.

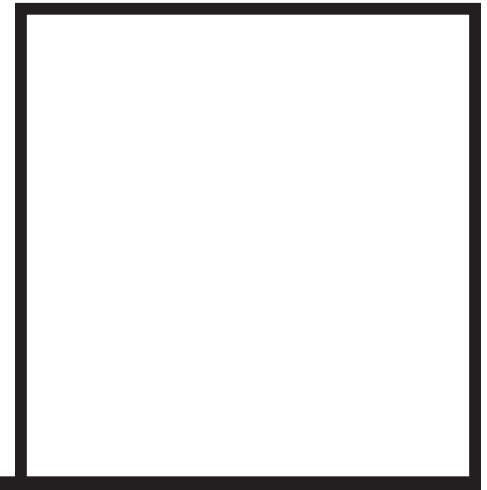
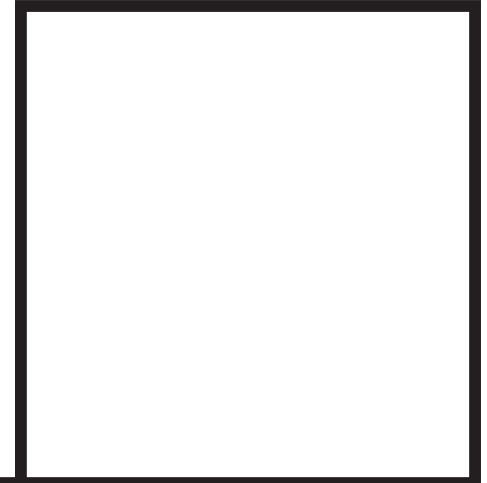
LIST PAPER RIGHT SIDE #3

CUT OFF

CUT OFF

CUT OFF

CUT OFF



Left side of **LIST PAPER**

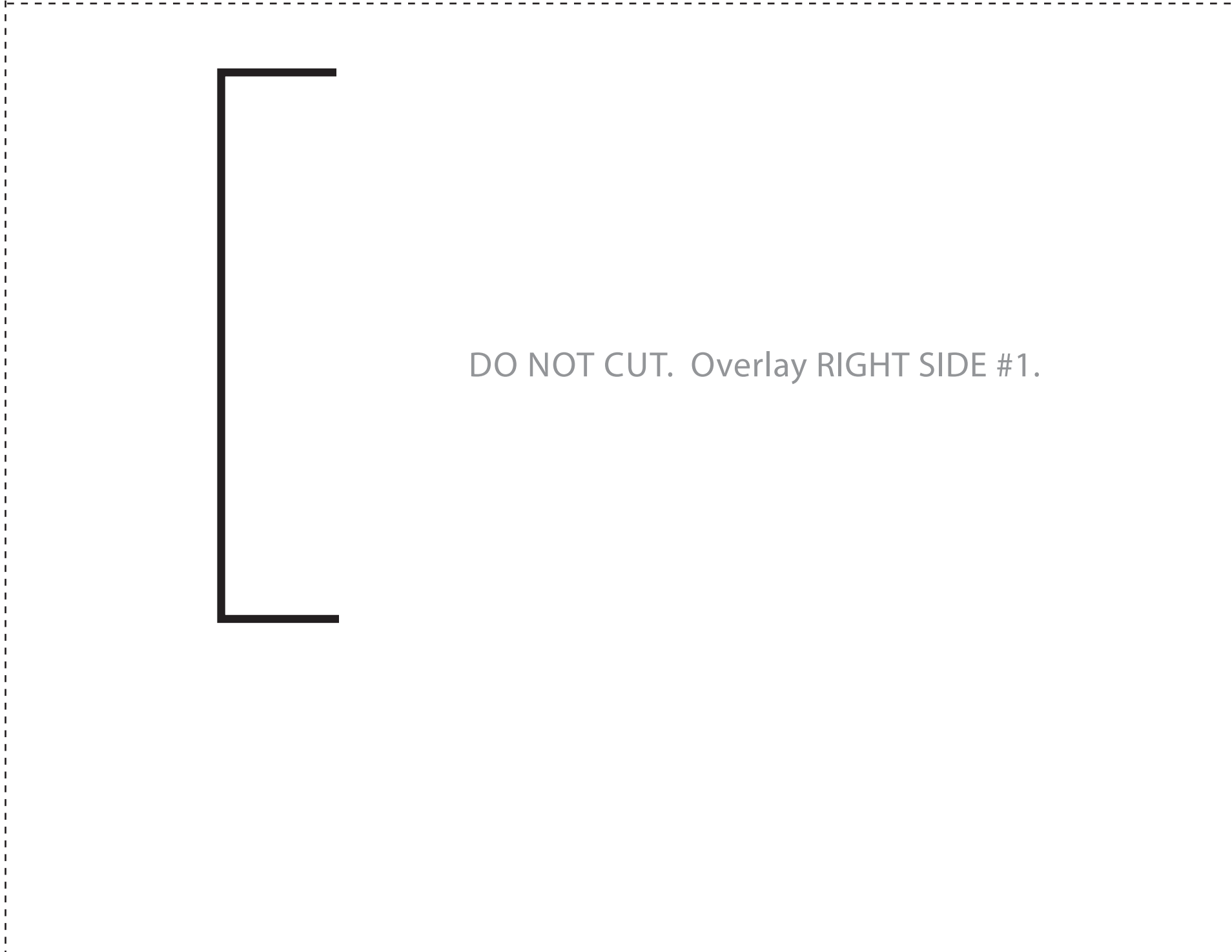
CUT OFF

CUT OFF

CUT OFF

CUT OFF

DO NOT CUT. Overlay RIGHT SIDE #1.



CUT OFF



DO NOT CUT. Overlay RIGHT SIDE #2.



CUT OFF

CUT OFF

CUT OFF

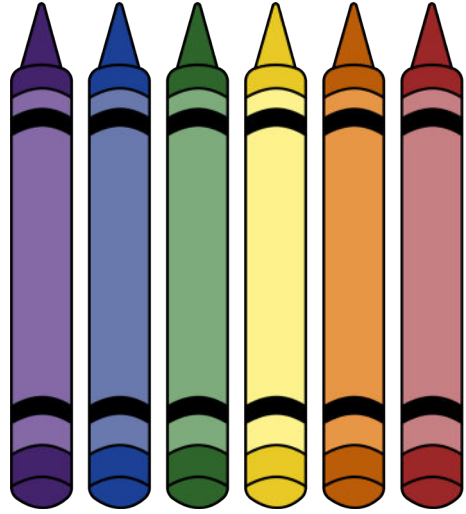


DO NOT CUT. Overlay RIGHT SIDE #3.

CUT OFF



CUT OFF



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Inference

SENTENCE RESPONSE

Readers make inferences & explain them in writing

Inference

Key words + Inference

One example detail

Another detail

These details prove (inference) because

How I know.

What I think.

Why I think it.

Why I think it.



Inference

Key words +

Another

One example

The text states

The text also

SENTENCE RESPONSE

Readers make inferences & explain them in writing

What I think.

Why I think it.

How I know.

Key words + Inference

One example detail

Another detail

These details prove (inference) because

detail

These details pro

prove

(inference) becau

cause

SENTENCE RESPONSE

Readers make inferences & explain them in writing

Inference

Key words + Inference

One example detail

Another detail

These details prove (inference) because

What I think.

Why I think it.

Why I think it.

How I know.

CUT OFF

SENTENCE PAPER RIGHT SIDE #1

CUT OFF

CUT OFF

CUT OFF

DO NOT CUT. Overlay the black "sentence" on the next page.



CUT OFF

SENTENCE PAPER RIGHT SIDE #2

CUT OFF

CUT OFF

CUT OFF

CUT OFF

CUT OFF



CUT OFF

CUT OFF

DO NOT CUT.
Overlay the THIRD "sentence,"
aligning the bottom edge of its piece to the solid line below.



CUT OFF



CUT OFF

Left side of **SENTENCE PAPER**

CUT OFF

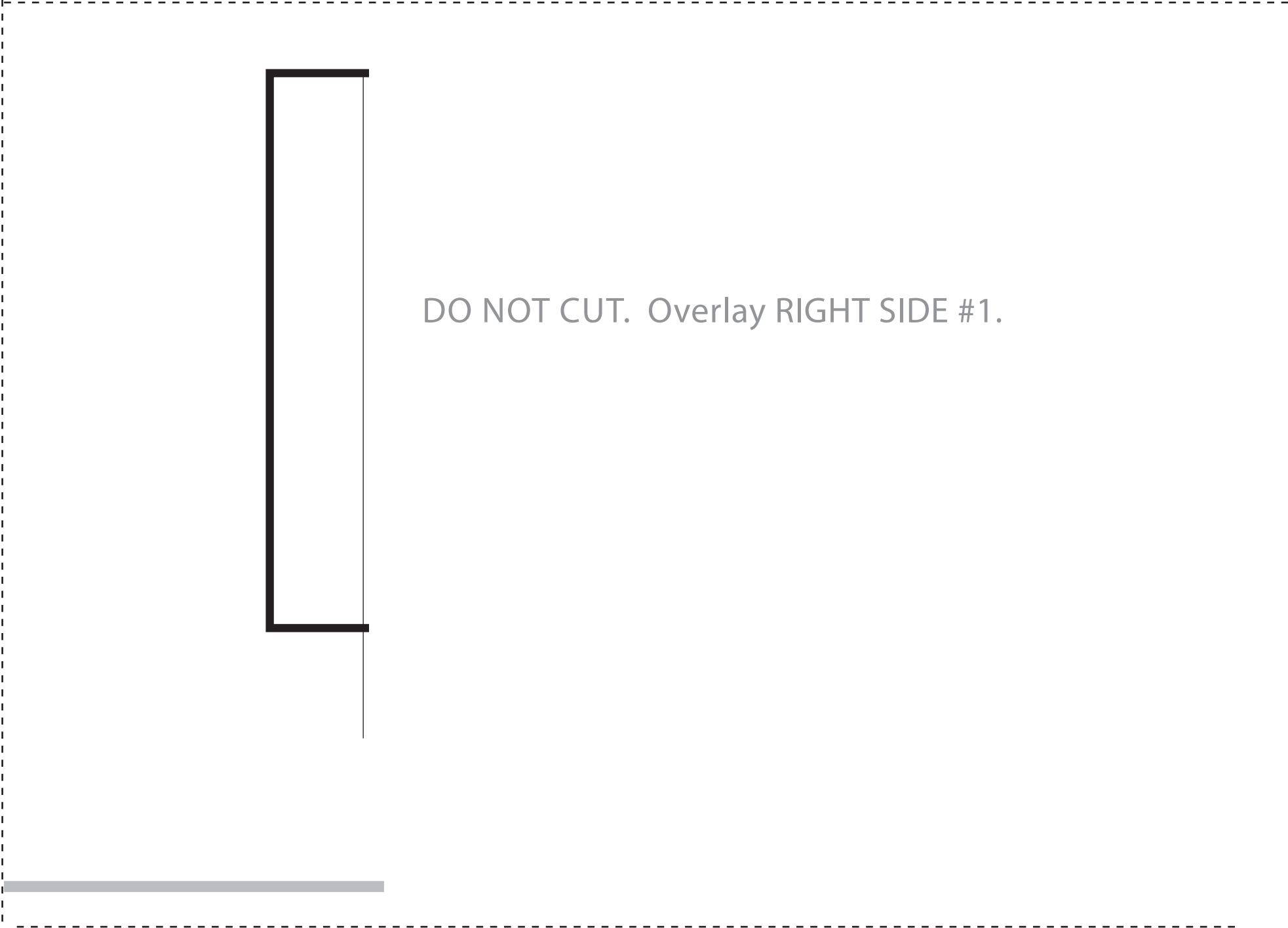
CUT OFF

CUT OFF

CUT OFF

DO NOT CUT. Overlay RIGHT SIDE #1.

CUT OFF

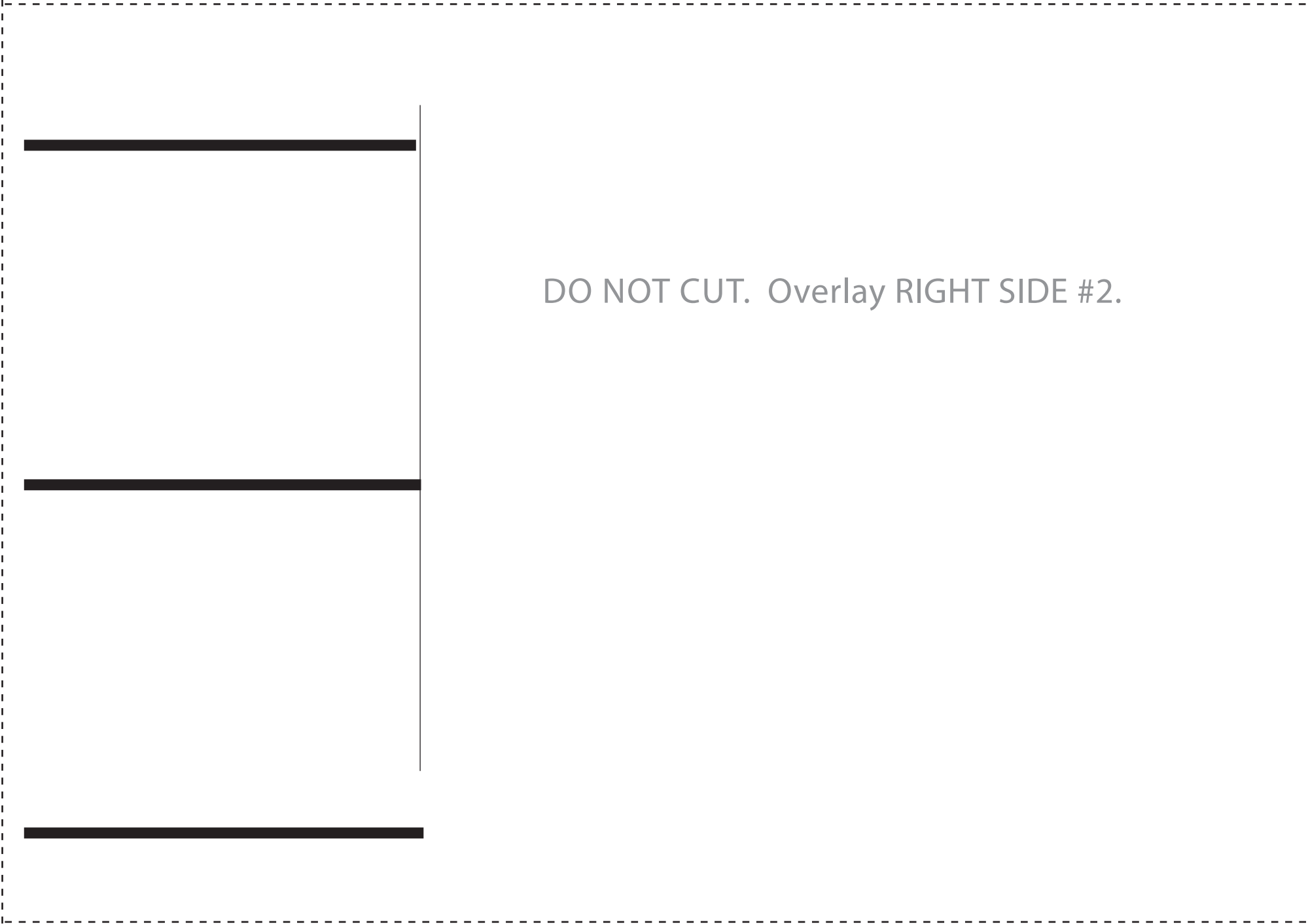


CUT OFF

CUT OFF

DO NOT CUT. Overlay RIGHT SIDE #2.

CUT OFF



CUT OFF

CUT OFF

DO NOT CUT. Overlay RIGHT SIDE #3

CUT OFF

