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

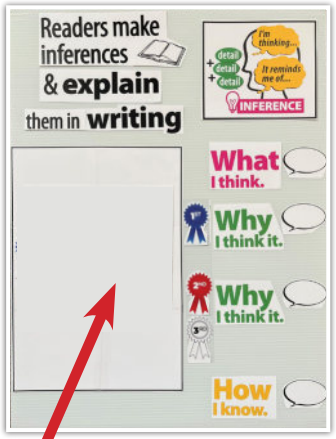
Additional pieces tied to specific developmental stages

- **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

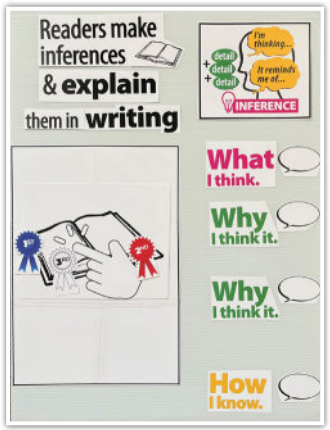
DO NOT PRINT these writing templates if you are using an 18" x 24" corrugated plastic board. Use this resource instead.

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

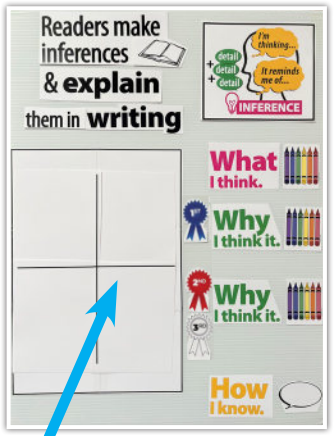
ORAL RESPONSE



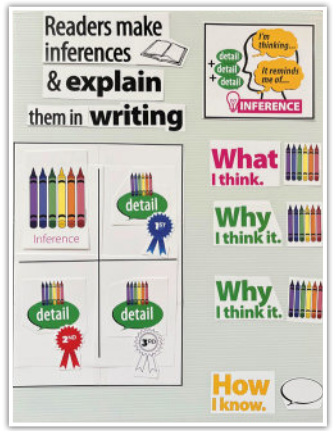
Permanently affix the **BACKGROUND PAPER** to the board. (It is used in every version of the anchor chart.) See pages 12-15 of this document.



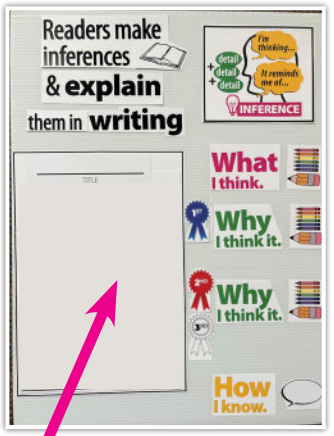
PICTORIAL RESPONSE



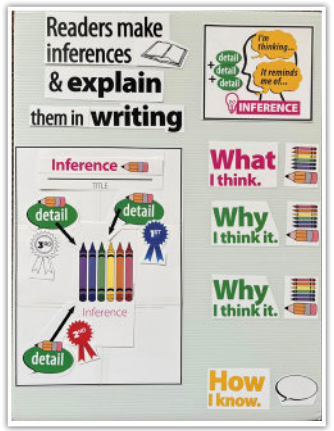
Velcro the **PICTORIAL PAPER** over top the background paper. See pages 20-23 of this document.



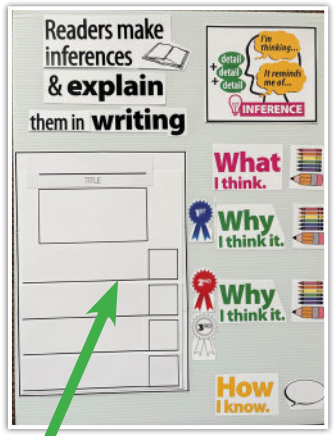
LABELED RESPONSE



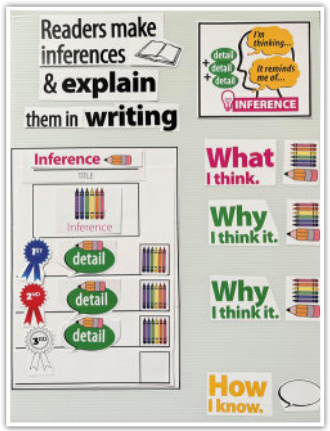
Velcro the **LABEL PAPER** over top the background paper. See pages 26-29 of this document.



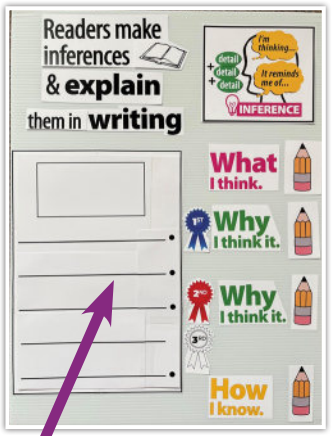
LISTED RESPONSE



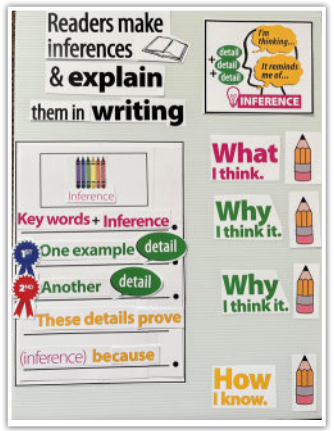
Velcro the **LIST PAPER** over top the background paper. See pages 32-37 of this document.



SENTENCE RESPONSE



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



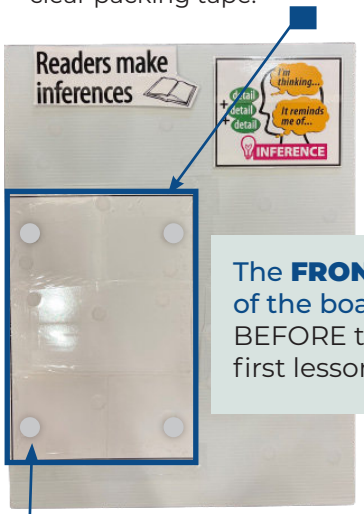
STORING THE PIECES FOR

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.



The **FRONT** of the board BEFORE the first lesson.

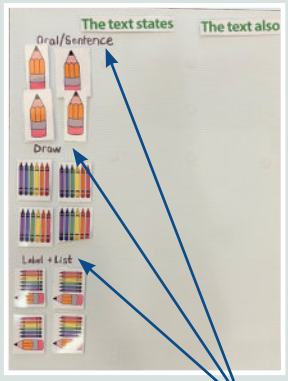
Each writing template is Velcroed to the background paper.

THE BACK OF THE ANCHOR CHART BOARD

Store each writing template with all of its pieces affixed.

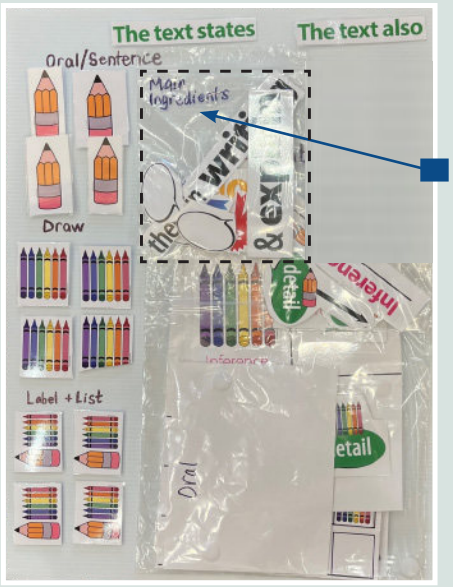
Label the back of each writing template with its developmental stage.

Add Velcro circles to the corners of each writing template to secure them to the background paper.



Store the "writing utensils" per developmental stage.

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

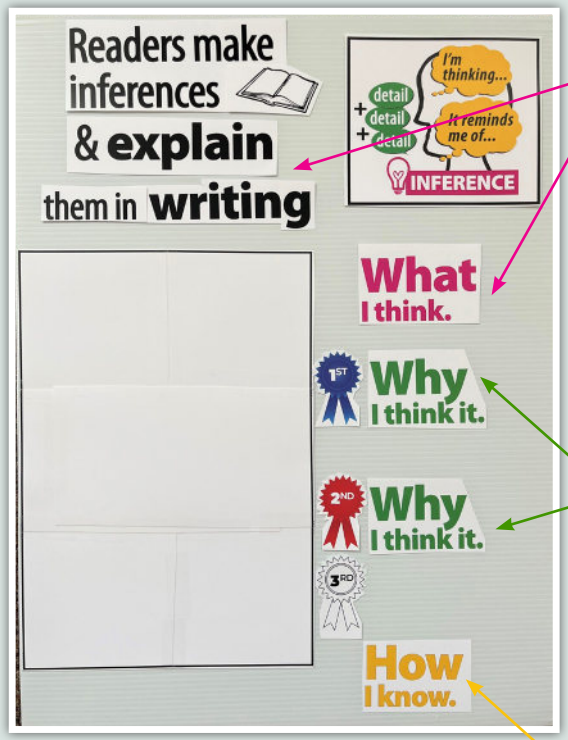


The "main ingredients" are stored in a separate baggie. This includes *What, Why, How,* ribbons, and the anchor chart title.

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.**

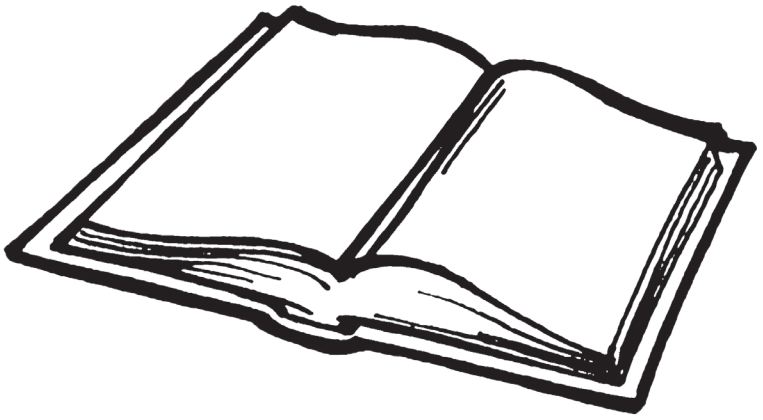
- **Teach** how to choose the SECOND BEST detail.
- **Teach** how to create an oral sentence by merging it with a sentence starter (e.g., *The text also states..., A second detail..., Another example...*).

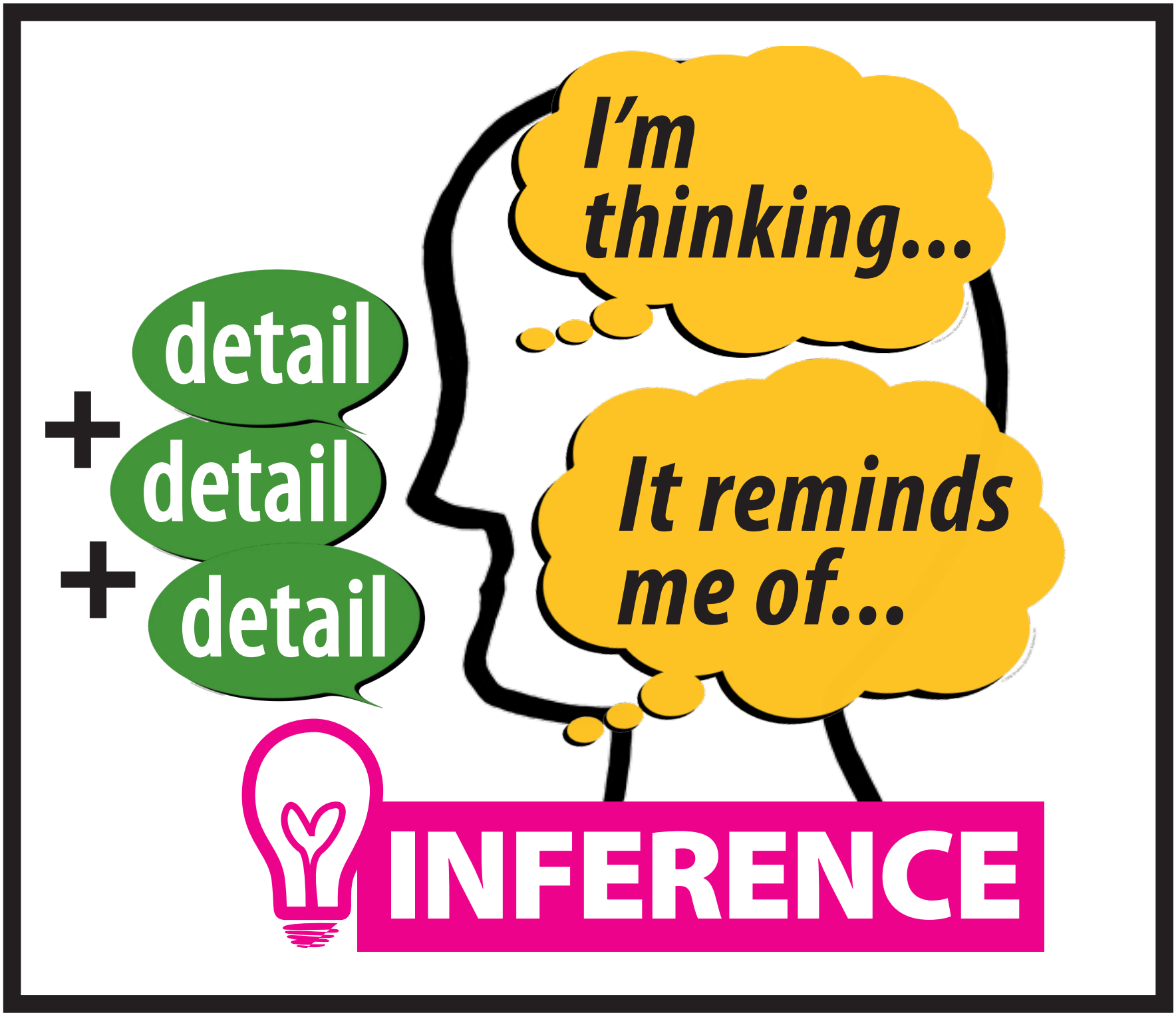
HOW I KNOW

SKILL: **Readers explain their thinking.**

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

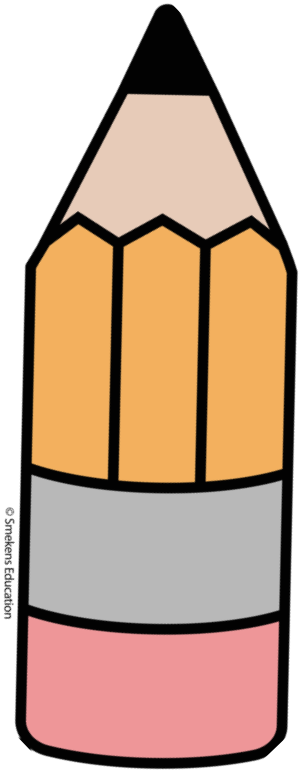
Readers make inferences




detail
+ detail
+ detail
I'm thinking...
It reminds me of...
INFERENCE

& explain them in writing

What I think.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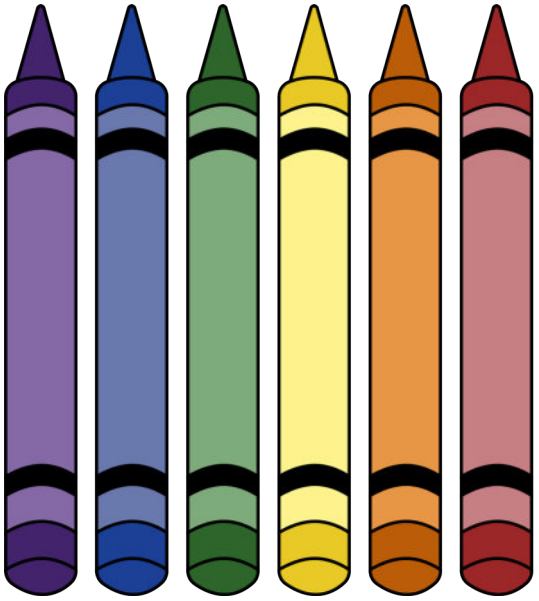
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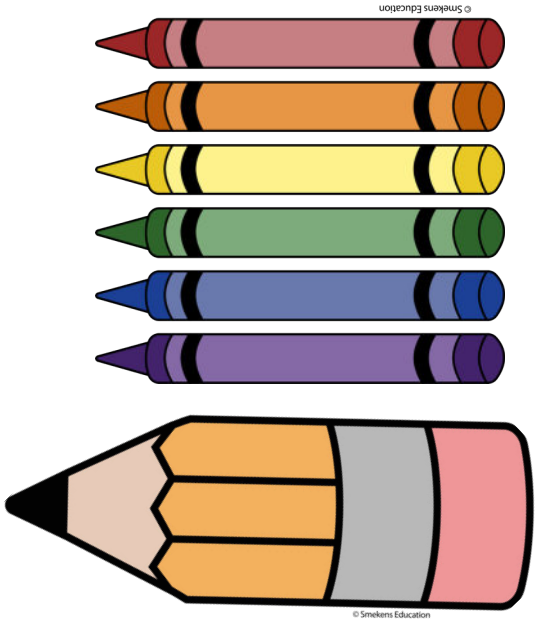
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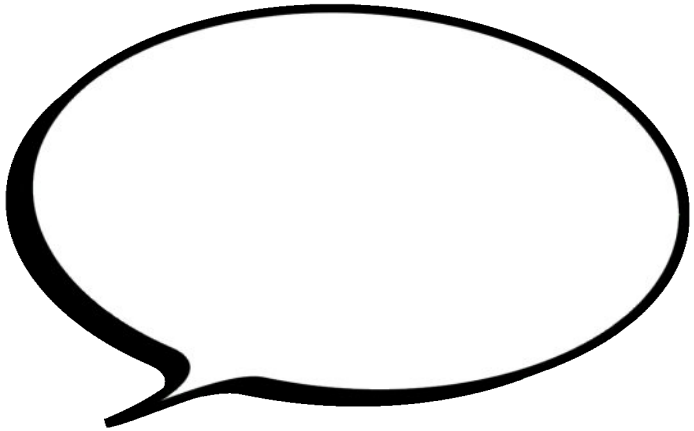
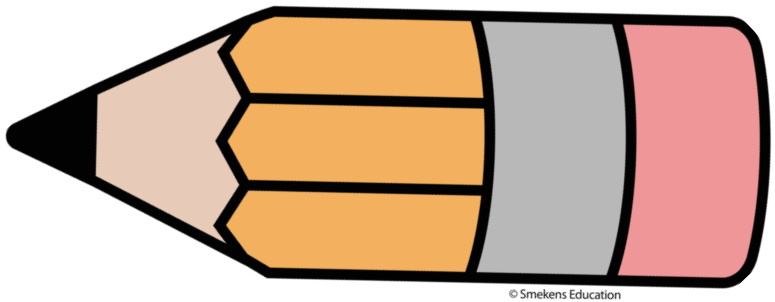
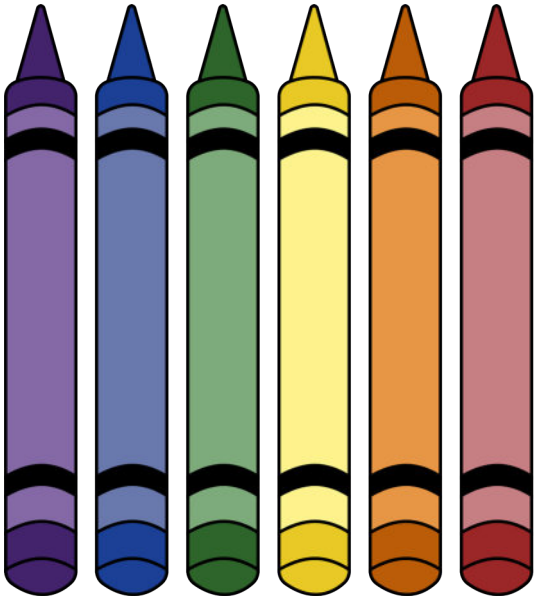
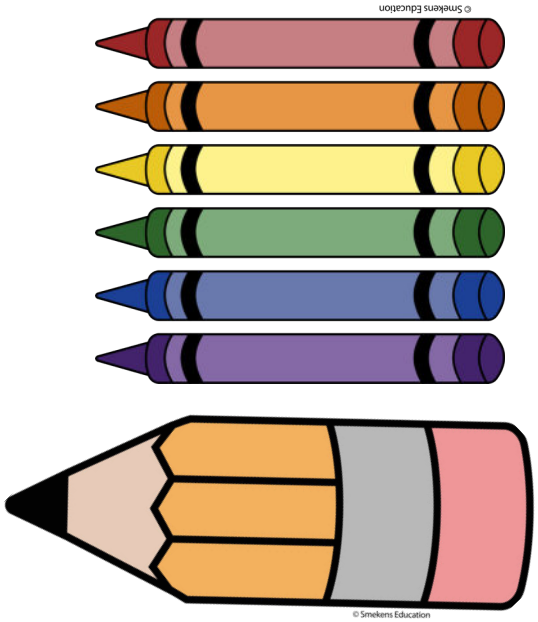
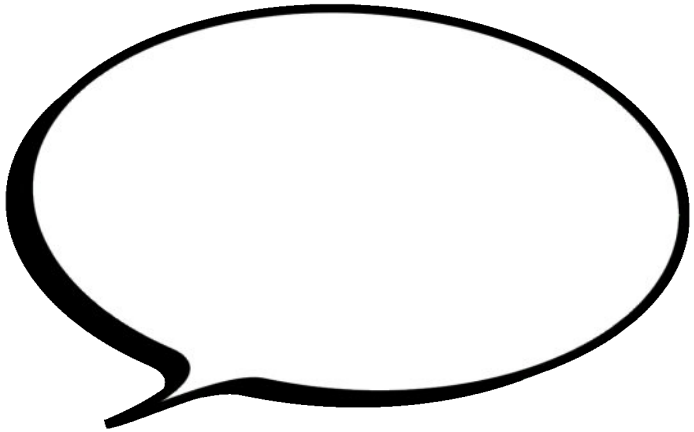


Why I think it.

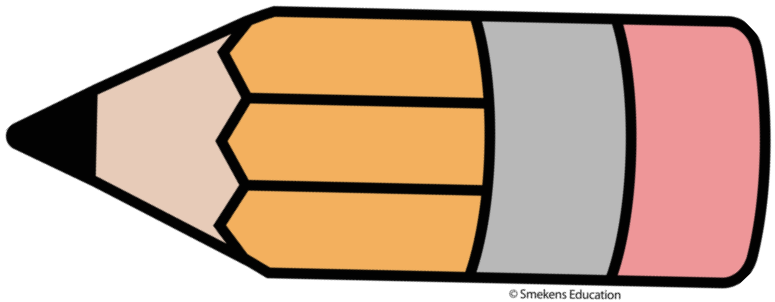


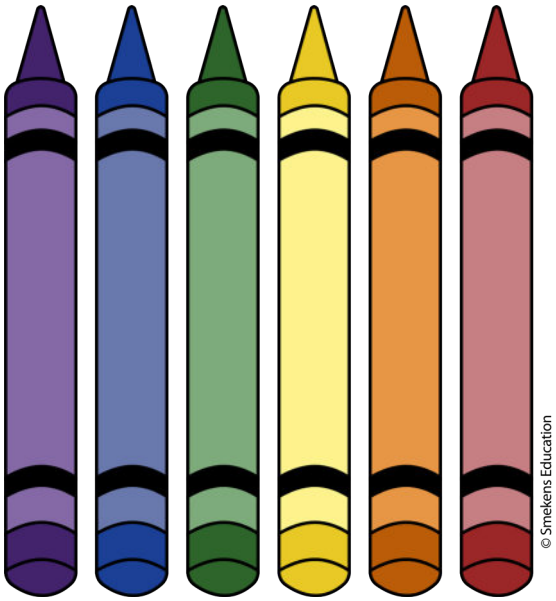


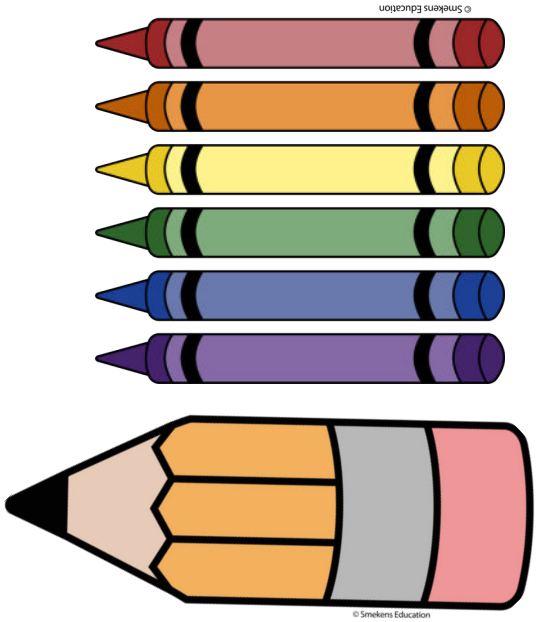


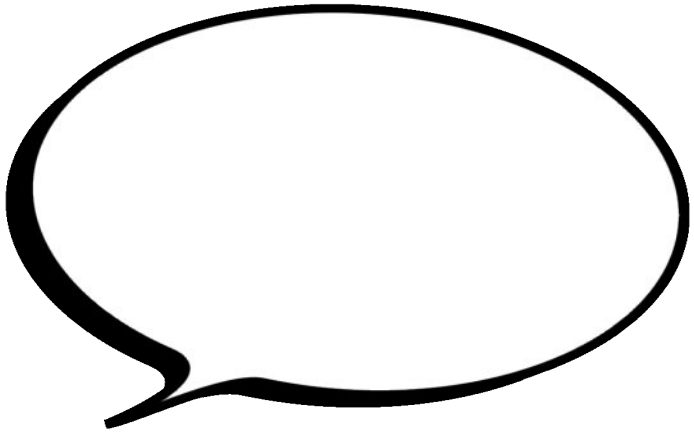


Why I think it.

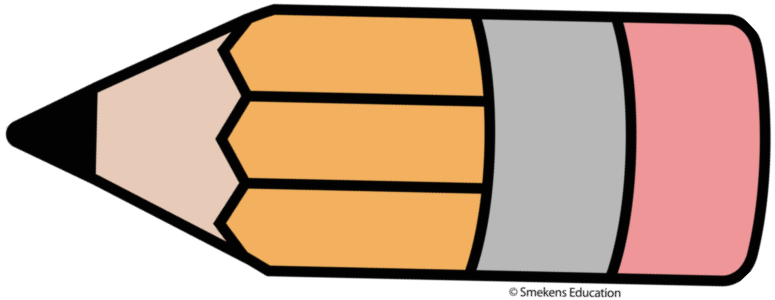








How I know.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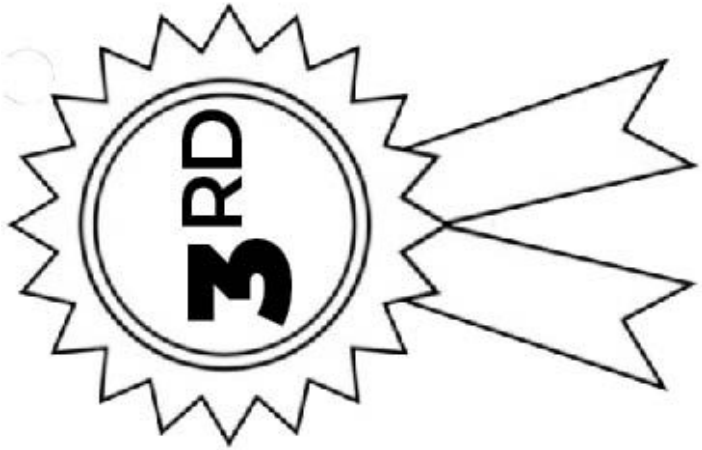
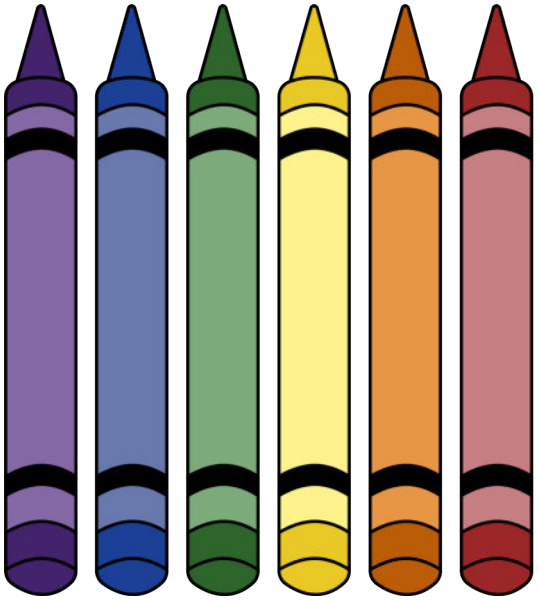

3RD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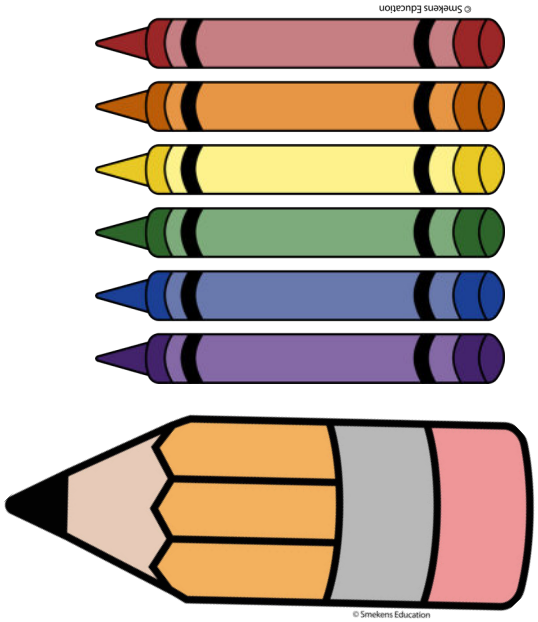
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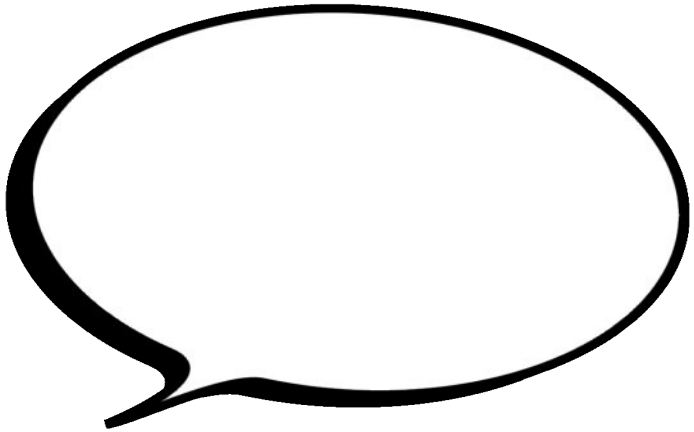

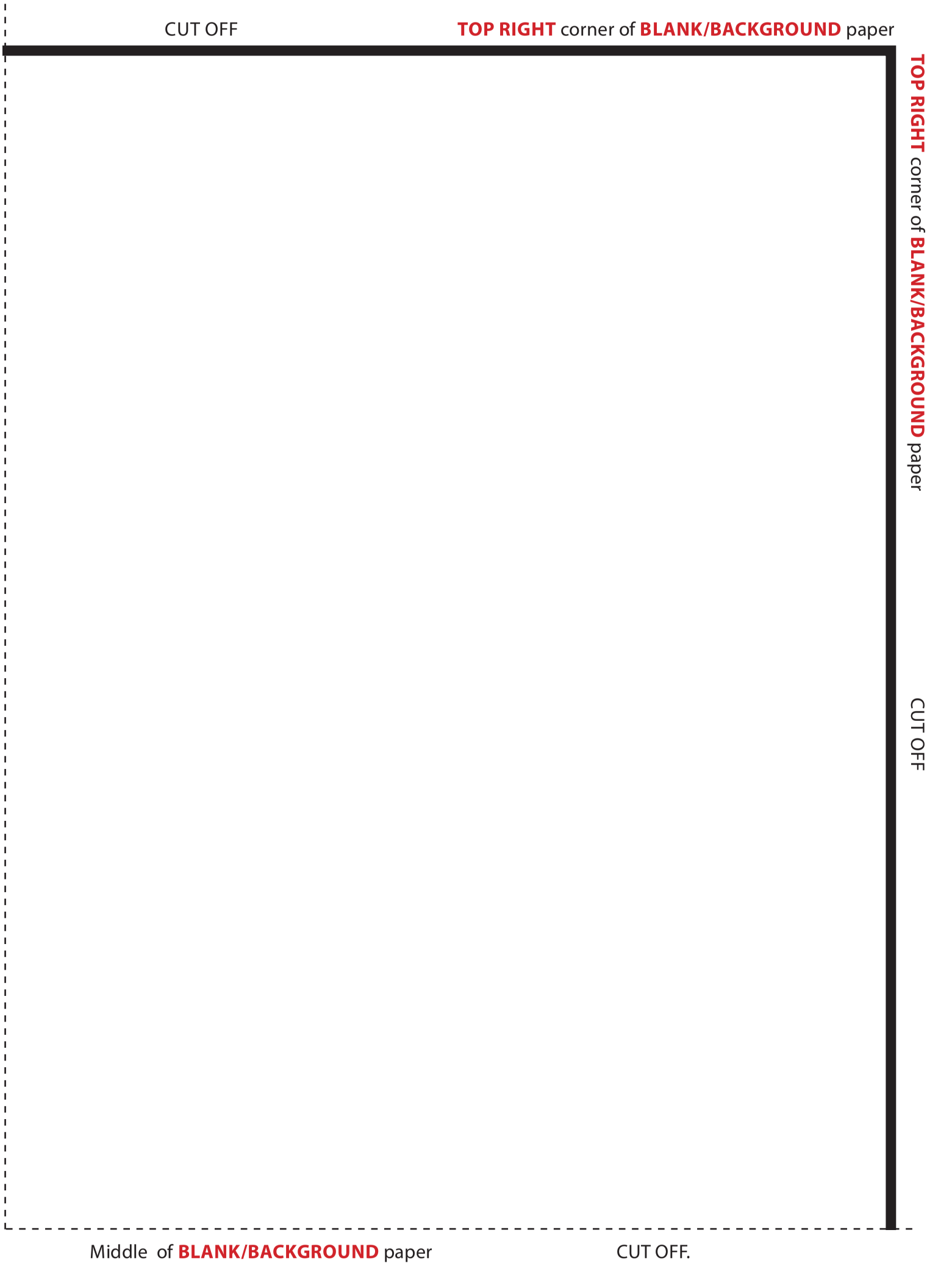
CUT OFF
TOP RIGHT corner of BLANK/BACKGROUND paper
TOP RIGHT corner of BLANK/BACKGROUND paper
CUT OFF
CUT OFF
Middle of BLANK/BACKGROUND paper
CUT OFF.

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.

2 DO NOT CUT. Overlay the BOTTOM RIGHT CORNER piece, lining up its LEFT edge with the lines above and below.

CUT OFF

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

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

CUT OFF

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

CUT OFF

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