GRADES K-2

THE GOAL

READERS WRITE
ABOUT TEXTS

SKILL PURPOSE

Most state standards outline expectations to **write about texts** and topics. Students must demonstrate mastery of grade-level **comprehension skills** by articulating their thinking in developmentally-appropriate ways.

Consequently, teach young readers how to **write about reading (W.A.R.)** whether they are responding **orally**, in **pictures**, in **words**, or in **sentences**.

Write

READERS WRITE ABOUT TEXTS & TOPICS

PERSUASIVE WRITING	INFORMATIVE WRITING	NARRATIVE WRITING
CCSS W 1	INDIANA W 3.1	CCSS W 2	INDIANA W 3.2	CCSS W 3	INDIANA W 3.3

KINDERGARTEN | Use a combination of drawing, dictating, and writing to compose opinion pieces...

RETELL LITERATURE ROUNDS 1, 2
ASK & ANSWER QUESTIONS ROUNDS 1, 2, 3, 4
TEXT ORGANIZATION ROUNDS 2, 3, 4

KINDERGARTEN | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts...

RETELL INFORMATION ROUNDS 1, 2, 3, 4
RETELL LITERATURE ROUND 3
COMPARE TEXTS ROUNDS 1, 2, 3

KINDERGARTEN | Use a combination of drawing, dictating, and writing to narrate...

RETELL LITERATURE ROUND 4

GRADE 1 | Write opinion pieces...

RETELL LITERATURE ROUNDS 1, 2, 4
ASK & ANSWER QUESTIONS ROUNDS 1, 2, 3, 4
TEXT ORGANIZATION ROUNDS 2, 3, 4
RETELL INFORMATION ROUND 4

GRADE 1 | Write informative/explanatory texts...

RETELL INFORMATION ROUNDS 1, 2, 3
COMPARE TEXTS ROUNDS 1, 2, 3

GRADE 1 | Write narratives in which they recount...

RETELL LITERATURE ROUND 3

GRADE 2 | Write opinion pieces...

RETELL LITERATURE ROUNDS 1, 2, 4
ASK & ANSWER QUESTIONS ROUNDS 1, 2, 3, 4
TEXT ORGANIZATION ROUNDS 2, 3, 4
AUTHOR CHOICES ROUNDS 1, 2, 3
RETELL INFORMATION ROUND 4

GRADE 2 | Write informative/explanatory texts...

RETELL INFORMATION ROUNDS 1, 2, 3
COMPARE TEXTS ROUNDS 1, 2, 3

GRADE 2 | Write narratives in which they recount ...

RETELL LITERATURE ROUND 3

HONOR DEVELOPMENTAL WRITING STAGES

Regardless of the writing level, grade level, or EL level— teach ALL readers how to write out their thinking!
A strong reading response utilizes the same ingredients— regardless of the product. Therefore, don't wait until students are writing sentences! Rather, begin teaching the ingredients immediately, adjusting how they "look" when "written" as an oral response, pictorial response, labeled response, listed response, or sentence response.
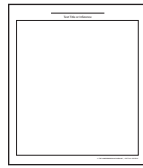
ORAL RESPONSES

Readers share their thinking with text evidence in the form of spoken details while pointing at words and visuals within the original text.
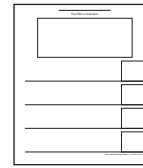
Speak in sentences.
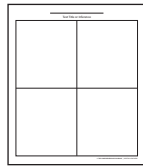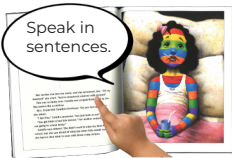
PICTORIAL RESPONSES

Readers draw their thinking with text evidence in the form of close-up picture details.
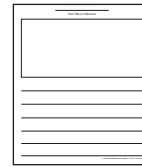
Speak in sentences.

LABELED RESPONSES

Readers draw their thinking with text evidence in the form of specific letters and words, labeling picture details.
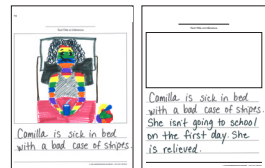
Speak in sentences.

LISTED RESPONSES

Readers write their thinking in words/phrases, listing key words from the text to serve as evidence. (May include a drawing.)

Speak in sentences.

SENTENCE RESPONSES

Readers write simple sentences to convey their thinking with text evidence. (Often uses sentence starters. May include a drawing.)

- Each new write-about-reading skill is modeled at the developmental stage of 80% of your writers.

- Assess the writing stage of your students. You may NOT have to start with the oral or pictorial stage.
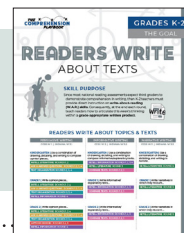
- As the students' phonics and convention skills advance, progress to the next developmental stage. Always reteach previously-taught read-write skills, emphasizing what they look like within each new page template.

- If the developmental stages of writers vary greatly, then model the SAME read-write skill using different writing templates.

PICTORIAL WRITING   **LABEL WRITING**   **LIST WRITING**   **SENTENCE WRITING**   What & Why

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CONDUCT A *DAILY* WRITER'S WORKSHOP

Time		Activity
8:40		Morning Work/Calendar
9:20		Writer's Workshop
10:00		Art
10:50		Lunch
11:50		Math
1:00		Reading Block
2:40		Science/Social Studies

Teach & model NEW **writing skills** within a **daily** writer's workshop.

Students write **about topics** during independent writing time.

- How to draw accurately (colors, size, shape).
- How to draw with close-up details (settings, adjectives, verbs/movement, sounds).
- How to write letters/words to match picture details (letter formation, sound-stretch spelling).
- How to write sentences (spacing, capitalization, punctuation).

Teach & model a NEW **write-about-reading skill** at the end of each round (i.e., approximately **once a week**).

APPLY all known writing skills when modeling how to write **about texts**.
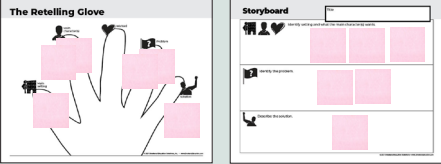
NARRATIVE RESPONSES

When teaching how to retell stories in writing, emphasize the importance of including the problem and how it was solved.
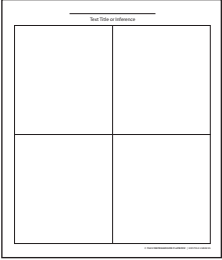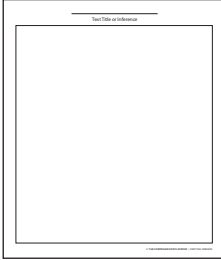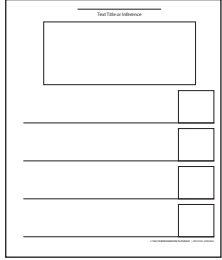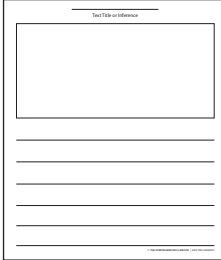
Return to text details collected during mini-lessons earlier in the round.

The Retelling Glove

Storyboard

Write

K
Round 4

1-2
Round 3

SKILL: **Readers retell a whole story in writing, including only the most important details.**

- **Teach** how to stretch each detail from a word or phrase into an oral sentence.
- **Teach** how to include story-element vocabulary to denote the type of information.
- **Teach** how to progress through the *Storyboard* or *Retelling Glove,* generating oral sentences in order.
- **Teach** how to utilize transition words to show progression.

ORAL	PICTORIAL	LABELED	LISTED	SENTENCE
Model how to point at the story element on the *Story Strip* and say the most important detail about each one in a complete sentence. · (The main character) *is at/ going to* (setting). · *His problem is...* · *He solves it...*	**Model** how to recall the most important detail about each story element and how to represent it within 4 separate pictures. Say a complete sentence about each one, in order. · (The main character) *is at/ going to* (setting). · *His problem is...* · *He solves it...*	**Model** how to write the title of the text on the "title line." Model how to draw and label the most important detail about each story element. Say a complete sentence about each one, in order. · (The main character) *is at/ going to* (setting). · *His problem is...* · *He solves it...*	**Model** how to write the title of the story on the "Title" line. Model how to write key words to represent the most important detail per story element— one per line. Say a complete sentence about each one, in order— starting with the story's title. · The story (title)... · ...*is about* (main character) *who is at/ going to* (setting). · *His problem is...* · *He solves it...*	**Model** how to write the title of the story on the "Title" line. Model how to write 1 sentence per story element, putting the details in order.

ALTERNATIVE DRAW/LABEL TEMPLATES

The Retelling Glove

Storyboard

ALTERNATIVE WORD/SENTENCE TEMPLATES

Retelling Glove

Storyboard

INFORMATIVE RESPONSES

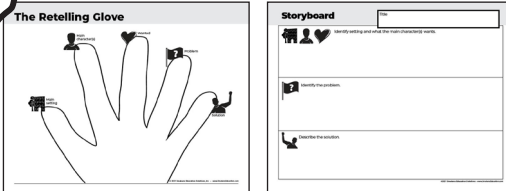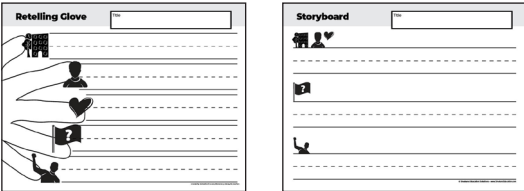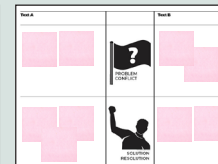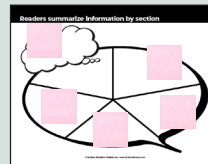Teach readers how to demonstrate comprehension of a text by collecting and restating its literal details.

Return to text details collected during mini-lessons earlier in the round.

Write | **K-2** Rounds 1-2

SKILL: Readers write details learned from informational text.

• **Teach** how to recall specific details or facts learned in a text and how to record them.

ORAL	PICTORIAL	LABELED	LISTED	SENTENCE
Model how to recall individual facts and state them in oral sentences.	**Model** how to record individual facts with pictures. Stretch each detail into an oral sentence.	**Model** how to record individual facts with labeled pictures. State each in an oral sentence.	**Model** how to record individual facts with key words. Stretch each detail into an oral sentence.	**Model** how to record individual facts into complete sentences.

Write | **K** Round 3

SKILL: Readers retell a section of informational text in writing.

• **Teach** how to retell a section by starting with what it's all about (i.e., the section label).
• **Teach** how to write out specific details (from that section).

ORAL	PICTORIAL	LABELED	LISTED	SENTENCE
Model how to stretch a section label into an oral sentence, followed by individual details from that section.	**Model** how to retell a section with a picture. Draw individual details. Say each in an oral sentence.	**Model** how to retell a section with a labeled picture. Draw and label individual details. State each in an oral sentence.	**Model** how to write a section label on the title line. List individual details below it. Say each in an oral sentence.	**Model** how to stretch a section label into a complete sentence with supporting detail sentences.

Write | **K** Round 4 / **1-2** Round 3

SKILL: Readers retell only the most important details of a whole informational text.

• **Teach** how each label represents a section of the whole text.
• **Teach** how section labels should match the order the content appeared in the original text.

ORAL	PICTORIAL	LABELED	LISTED	SENTENCE
Model how to stretch each section label (in order) into an oral sentence.	**Model** how to represent each section with a picture. State each in an oral sentence and in order.	**Model** how to represent each section with a labeled picture, stating each in an oral sentence.	**Model** how to list the section labels in order, stating each in a complete sentence.	**Model** how to stretch each label into a sentence, keeping them in order.

Write | **K** Round 3

SKILL: Readers recall details about a specific story element or excerpt in writing.

• **Teach** how to record specific details learned about PART of a story.

ORAL	PICTORIAL	LABELED	LISTED	SENTENCE
Model how to recall individual details and state them in oral sentences.	**Model** how to recall individual details and record each with a picture. State each as an oral sentence.	**Model** how to recall individual details and record each with a labeled picture. State each as an oral sentence.	**Model** how to recall individual details and record each with key words. State each detail in an oral sentence.	**Model** how to recall individual details and write each in a complete sentence.

Write | **K-2** Rounds 1-3

SKILL: Readers convert text comparisons from a *T-Chart* into writing.

• **Teach** how the category of comparison is always the first sentence.
• **Teach** how to use transitions to show when details are the *same, similar,* or *different*.

ORAL	PICTORIAL	LABELED	LISTED	SENTENCE
Model how to stretch a category into an oral sentence, followed by individual details from that row.	**Model** how to retell a category with a picture. Draw individual details. Say each in an oral sentence.	**Model** how to retell a category with a labeled picture. Draw and label individual details. State each in an oral sentence.	**Model** how to write a category on the title line. List individual details below it. Say each in an oral sentence.	**Model** how to stretch a category into a complete sentence with supporting detail sentences.