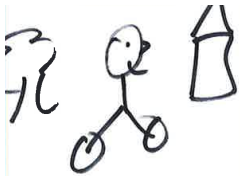


Write about texts in the primary grades

Recognize the developmental stages within the modes of writing.

PICTORIAL WRITING

Narrative



Informative

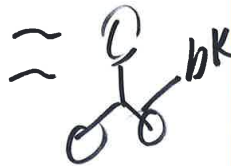


Persuasive (Opinion)



LABEL WRITING

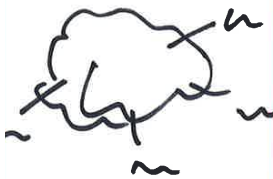
Narrative



Informative



Persuasive (Opinion)



LIST WRITING

Narrative



Informative



Persuasive (Opinion)



SENTENCE WRITING

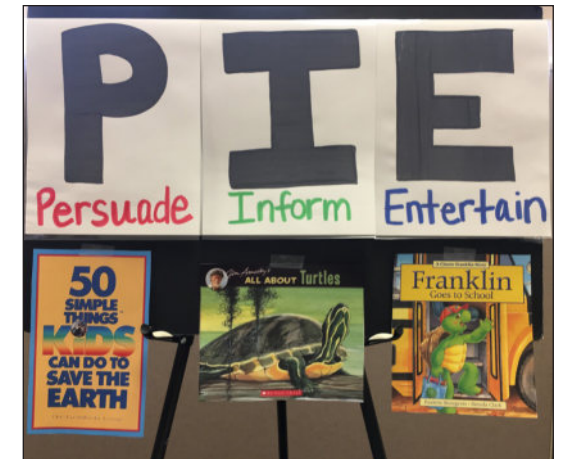
Narrative



Informative



Persuasive (Opinion)



SECRET SITE RESOURCE



Incorporate persuasive, informative, & narrative writing in PK-1.



CCSS | KINDERGARTEN W1 Use a combination of drawing, dictating, and writing to compose opinion pieces...
CCSS | GRADES 1-2 W1 Write opinion pieces...

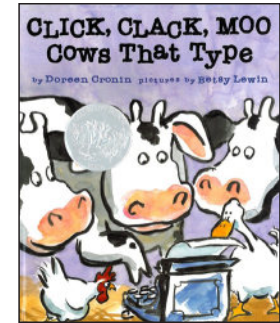
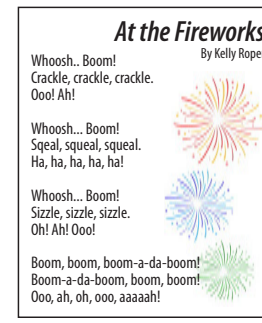
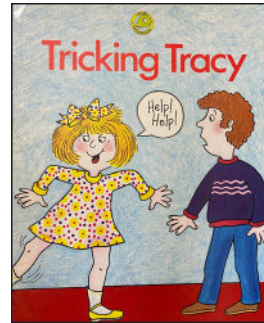
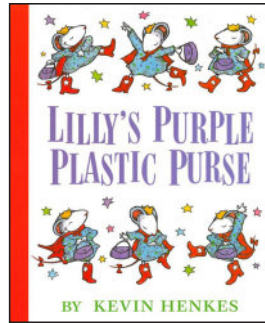
CCSS | KINDERGARTEN W2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts...
CCSS | GRADES 1-2 W2 Write informative/explanatory texts...

CCSS | KINDERGARTEN W3 Use a combination of drawing, dictating, and writing to narrate an event...
CCSS | GRADES 1-2 W3 Write narratives...



Ask students to think beyond a retell.

Prioritize opinion writing— versus informative writing.



INFORMATIVE PROMPT

CCSS R2 | Retell the story/poem using specific details from the text.

PERSUASIVE PROMPTS

CCSS R2 | MAIN IDEA & LESSON

What lesson did Lilly learn?

CCSS R3 | CHARACTER DEVELOPMENT

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

CCSS R4 | WORDS & VOCABULARY

How do the words in this poem add to its meaning?

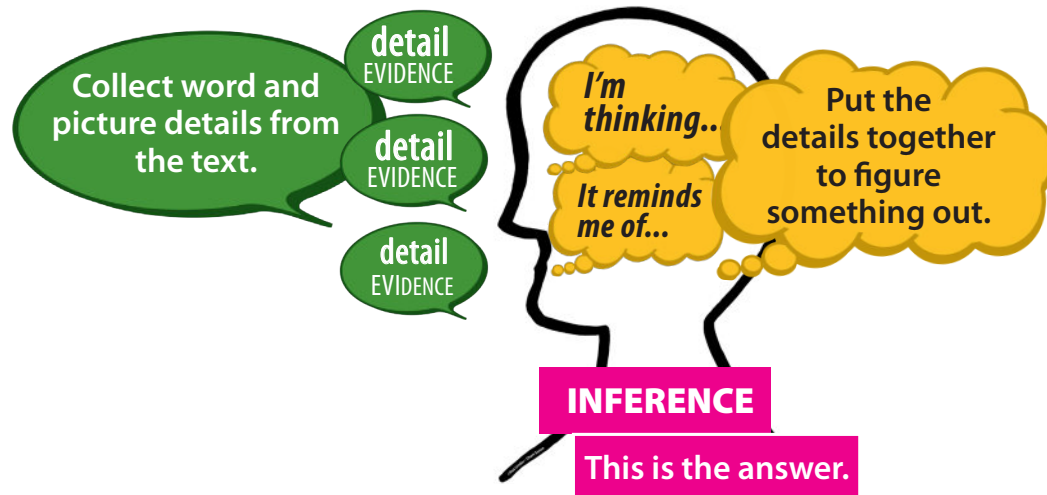
CCSS R6 | PURPOSE & PERSPECTIVE

Who do you think was right—the farmer or the animals?

SECRET SITE RESOURCE



Ask two types of after-reading questions.



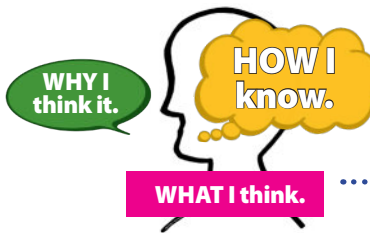


Expect the *what* and *why* in text-based responses.

Recognize the essential ingredients— regardless of the developmental stage.



Readers make inferences & explain them in writing.



CCSS | W1
KINDERGARTEN
 ...Compose opinion pieces in which they ... state an opinion or preference about the... book...

GRADES 1-2
 Write opinion pieces in which they introduce the... book they are writing about, state an opinion, supply reasons that support the opinion...

PICTORIAL WRITING

WHAT I think.

Draw the answer.

WHY I think it. **WHY I think it.**

Add evidence in picture details.

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

LABEL WRITING

WHAT I think.

Draw the answer.

WHY I think it. **WHY I think it.**

Label the picture with text details.

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

LIST WRITING

WHAT I think.

WHY I think it.

WHY I think it.

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

SENTENCE WRITING

WHAT I think.

WHY I think it.

WHY I think it.

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

CONSTRUCTED RESPONSE

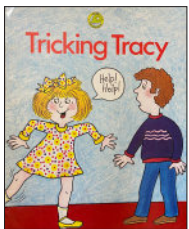
WHAT I think.

WHY I think it.

WHY I think it.

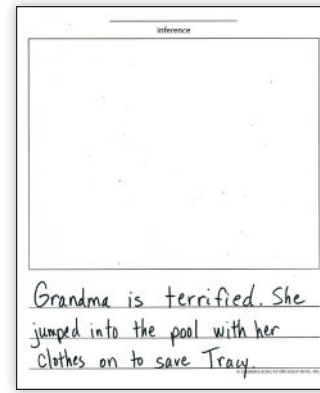
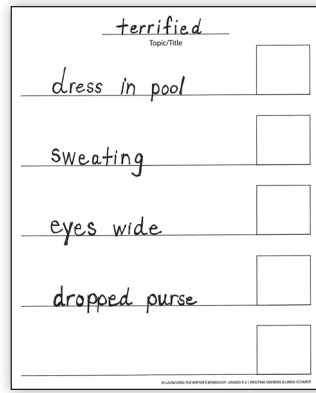
HOW I KNOW.

Answer is stated within a topic sentence, followed by evidence and explanation.



PERSUASIVE PROMPT

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



SPIN-OFF SESSION

TEXT-BASED RESPONSES
 Session 3 | Constructed Responses



WHY I think it.



WHAT I think.

Provide explicit skill instruction.

Teach skills that fit the developmental stages of the writers.

	ORAL RESPONSES	PICTORIAL RESPONSES	LABELED RESPONSES	LISTED RESPONSES	SENTENCE RESPONSES
WHAT I think.	<p>Answer stated while pointing at words and visuals within the original text (evidence).</p> <p>SKILL #1 Readers convert the last thought as a reader into the first thought as a writer.</p>	<p>Answer drawn with text evidence in the form of picture details.</p> <p>Find the illustration that best depicts the answer.</p> <p>Orally restate the answer in a simple and complete sentence.</p> <p>Think about how to draw the answer with accurate:</p> <ul style="list-style-type: none"> • Shape & color details. • Size & proportion details. • Facial expressions. • Setting details. 	<p>Answer drawn with text evidence in the form of picture and letter/word labels.</p> <p>Restate the answer and find the illustration that best depicts it. Label the picture with the answer.</p> <p>Restate the answer and think about how to draw it using shapes. Label the picture with the answer. (Apply phonics knowledge.)</p>	<p>Answer written in a word or phrase with text details listed. (May include a drawing.)</p> <p>Restate the answer. Use sound-stretch spelling to write the answer on the top line. (Apply phonics knowledge.)</p>	<p>Answer written in one or more sentences with text evidence. (May include a drawing.)</p> <p>Restate the answer and stretch it into a complete thought.</p> <p>Use sound-stretch spelling to write the answer in a complete sentence.</p> <p>Write the answer on the first line using sentence conventions (e.g., spacing, capitalization, punctuation).</p>
WHY I think.	<p>Orally restate the answer in a word, phrase, or fragment.</p> <p>Orally restate the answer in a simple and complete sentence.</p>	<p>Speak in a complete sentence (e.g., <i>I know... I think... I figured out...</i>)</p> <p>Identify 1-2 “key” or important words from the original question.</p> <p>Create an oral sentence merging key words and the answer.</p> <p>Punctuate the end the sentence with a breath, avoiding <i>because</i>.</p>	<p>Identify 1-2 “key” words from the original question.</p> <p>Write key words and the answer as the list title, avoiding <i>because</i>. (This may be a phrase.)</p>	<p>Identify 1-2 “key” words from the original question.</p> <p>Write a single sentence merging key words and the answer, avoiding <i>because</i>.</p>	
	<p>Touch text evidence (i.e., an actual word/picture detail observable <i>in</i> the text).</p> <p>Orally introduce the text detail with a sentence starter, avoiding <i>because</i>.</p>	<p>Touch text evidence (i.e., an actual word/picture detail observable <i>in</i> the text).</p> <p>Draw close-up details to represent the evidence:</p> <ul style="list-style-type: none"> • Adjectives, sensory details • Action, movement • Number, name details • Speech bubbles, dialogue <p>Orally introduce the text detail with a sentence starter, avoiding <i>because</i>.</p>	<p>Touch text evidence (i.e., an actual word/picture detail observable <i>in</i> the text).</p> <p>Label a detail in the pictorial writing. (Apply phonics knowledge— initial/end sounds, whole words, 2-word labels, simple phrases, etc.).</p> <p>Orally introduce the text detail with a sentence starter, avoiding <i>because</i>.</p>	<p>Touch text evidence (i.e., an actual word/picture detail observable <i>in</i> the text).</p> <p>Use sound-stretch spelling to list the text detail on an additional line. (Apply phonics knowledge.)</p> <p>Orally introduce the text detail with a sentence starter, avoiding <i>because</i>.</p>	<p>Touch text evidence (i.e., an actual word/picture detail observable <i>in</i> the text).</p> <p>Identify which words in a sentence to use as evidence.</p> <p>Use a sentence starter to introduce the detail, avoiding <i>because</i>.</p> <p>Merge the sentence starter with the evidence creating a single sentence.</p>
	<p>Find/Point at the “best” evidence for the answer. Find/Point at the second best detail.</p> <p>Orally differentiate the first detail from the second with varying sentence starters.</p>	<p>Point at the 2 “best” text evidences that are depicted within the pictorial writing.</p> <p>Orally differentiate the first detail from the second with varying sentence starters.</p>	<p>Label/Number the 2 “best” evidences depicted within the pictorial writing.</p> <p>Orally differentiate the first detail from the second with varying sentence starters.</p> <p>Strengthen the answer with more evidences labeled.</p>	<p>List the 2 “best” text details/evidences for the answer, written on lines using words, phrases, or simple sentences.</p> <p>Orally differentiate the first detail from the second with varying sentence starters.</p> <p>Strengthen the answer with more evidences listed.</p>	<p>Write the 2 “best” text details/evidences for the answer.</p> <p>Differentiate the first detail from the second with varying sentence starters.</p> <p>Strengthen the answer with more sentences of evidence.</p>

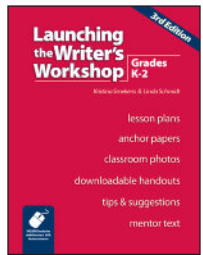


Conduct *both* reader's and writer's workshops.

Teach W.A.R. as part of whole-class instruction within the reading block.



RELEVANT RESOURCE



Today's Schedule

8:40 Morning Work & Calendar

9:20 Reading & Stations

11:00 Art

11:45 Lunch

12:50 Computer Lab

1:35 Math

2:15 Writer's Workshop

2:45 Science / Social Studies

Includes a daily, whole-class comprehension lesson.

MONDAY-THURSDAY | Deliver *I do, You watch & listen* instruction on a single comprehension thinking skill.

FRIDAY | Deliver *I do, You watch & listen* instruction on the next W.A.R. skill. (Model the new skill using the thinking saved from Monday-Thursday.)

Includes a whole-class writing lesson, followed by independent writing time.

DAILY | Deliver *I do, You watch & listen* instruction on a specific skill to improve their pictorial writing, labeling, list writing, or sentence-writing skills applied in narrative, informative, or persuasive writing.

PICTORIAL WRITING



LABEL WRITING



LIST WRITING



SENTENCE WRITING

