



PLAN POWERFUL UNITS

Write about & beyond texts read in PK-2

PRESENTER

KRISTINA SMEKENS
kristina@smekenseducation.com

SPARK YOUR NEXT STEPS

Capture comprehension in writing.

Acknowledge the expectations outlined within the reading standards.

INFORMATIVE RESPONSE

All reading responses fall within one of the 3 writing modes.

The comprehension question/prompt determines the type of response.

PURPOSE | Restate details or information revealed in the text.



- Recall details/facts stated in the text.
- Retell the most important details of a text.
- Identify similarities and differences between 2 texts on the same topic/plot.

NARRATIVE RESPONSE

PURPOSE | Retell a story identifying the character's problem and how it was solved.



- Retell a *whole* story, including only the most important details.

PERSUASIVE RESPONSE

PURPOSE | Respond to an inferential question with an opinion supported by text evidence.



- Predict what will happen.
- Infer the message/main idea.
- Infer how the character is feeling.
- Infer a character trait.
- Infer a lesson learned.

STANDARDS EXPECTATIONS



Students read to determine what the text says explicitly and to **make logical inferences** from it; **cite** specific textual **evidence when writing** or speaking to support conclusions drawn from the text.

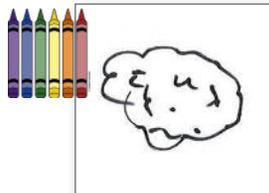
Students comprehend grade-level text, including fiction and nonfiction, and can **demonstrate their comprehension** orally and **through writing**.

Students generate written responses that represent their independent developmental stage.



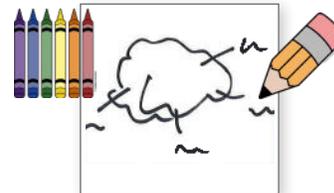
ORAL RESPONSES

Readers express their thinking orally while pointing at words and visuals within the original text.



PICTORIAL RESPONSES

Readers express their thinking including close-up details within pictorial writing.



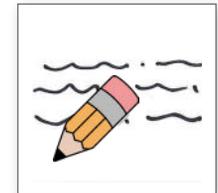
LABELED RESPONSES

Readers express their thinking using pictorial writing with letter and word labels.



LISTED RESPONSES

Readers write their thinking in words and phrases. (May include a drawing.)



SENTENCE RESPONSES

Readers write their thinking in simple sentences. (May include a drawing.)

INFORMATIVE READING RESPONSES

Restate information learned within the text.



RELEVANT RESOURCE

ABC Chart poster

INFORMATIONAL TEXT

LITERATURE

Comprehension skills taught

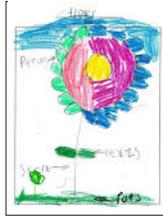
Corresponding independent reading responses

Recall key facts and details.

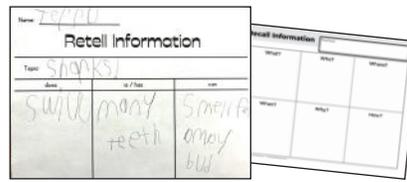
Orally recall information while pointing to pictures and words in the original text.



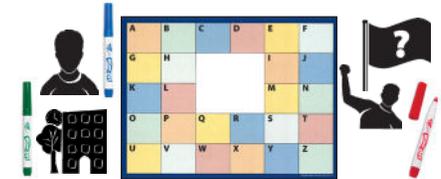
Draw and label the topic with details.



List information about the topic learned from the text.



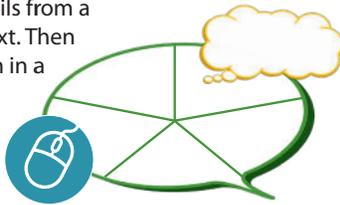
List as many details as possible about each story element.



Retell a section of informational text or a story element in literature.

List specific details from a section of the text. Then summarize them in a 1-3 word label.

SECRET SITE RESOURCE



Retell a portion of the text using relevant vocabulary.

Polar bears are **carnivores** and they **camouflage** themselves so they can eat other animals.

Reveal the changing setting throughout the story.



Recall character details from beginning to end.



Collect & compare facts and details from two texts on the same topic.

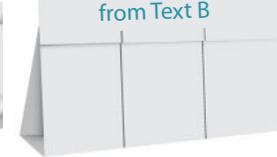
Convey parallel information on each flap based on details learned in the texts.

- Draw information.
- Draw & label information.
- List information.
- Write sentences on information.

Details from Text A



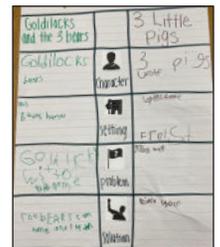
Parallel details from Text B



Compare character feelings from 2 stories.



Compare story elements from 2 stories.

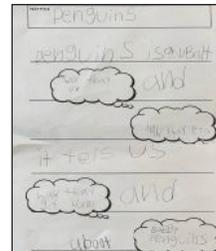


Retell the most important details from the whole text in order.

Draw and label every step in order.



Stretch section labels into sentences to retell the most important information in a nonfiction text.



See page 3.



NARRATIVE READING RESPONSES

Retell a whole story in order, including only the most important details.

Comprehension skills taught

Corresponding independent reading responses

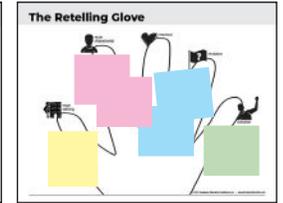
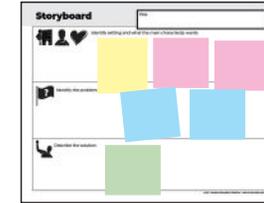
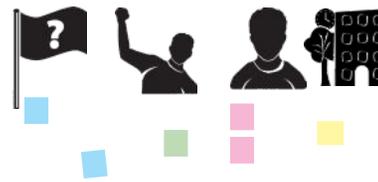
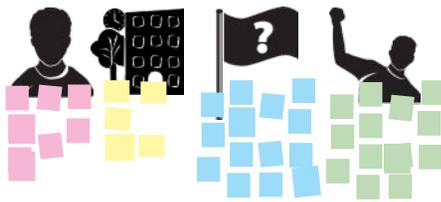
LITERATURE

Retell the most important details from the whole text in order.

Consider all known story element details.

Choose only the most important details per story element (1-3 details/words per category).

Sequence the most important details.



Retell the story orally using the *Story Strip* to guide the sequence of details to tell first, second, third. (Finger moves to the right.)



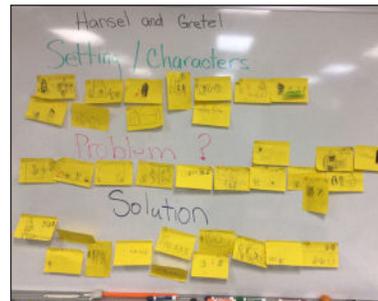
Teacher provides 3-5 illustrations from the story for students to use as a visual while they orally retell the story in order.



Draw/Label the beginning of the story stating the character and setting.



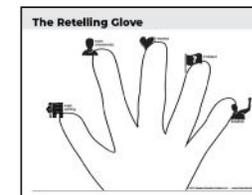
Draw/Label the middle of the story stating the problem.



Draw/Label the end of the story revealing the solution.



Retell the story by listing the most important details about each story element.



Write three sentences (about the story elements) to retell the story in order.

