



POPEY 

Provincial Outreach Program
for the Early Years

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Writing in Your K-3 Classroom

Presenter:
Jen Kelly

Tuesday, April 18th

9:00 – 2:30

Outcomes for Today

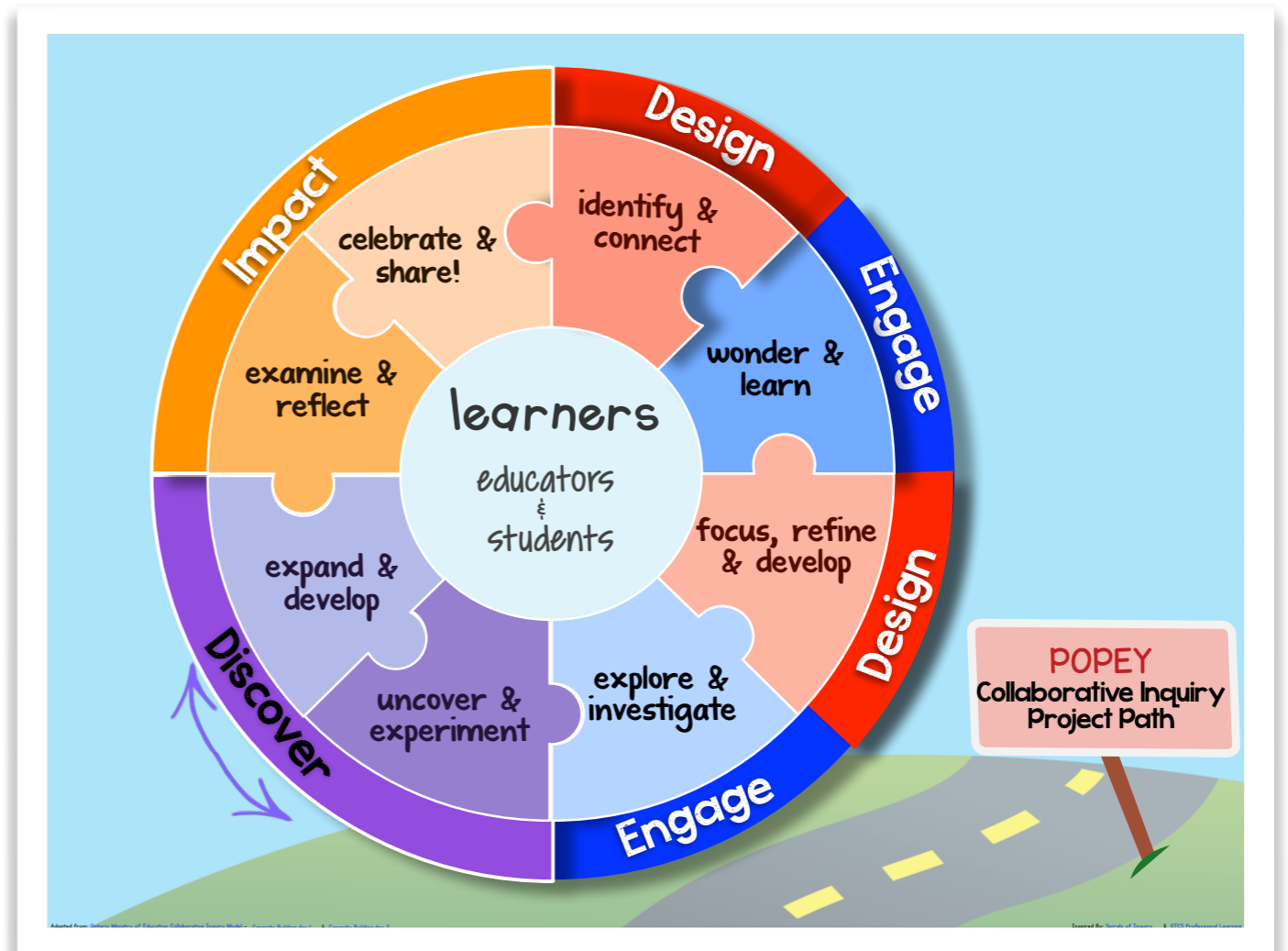


- ★ mini-lessons, activities, and routines to explore a variety of scaffolded supports for writing to, with, and by our students as they explore writing about reading
- ★ help develop students' identities as writers by immersing them in the steps of the writing process and teaching them specific writing behaviours and strategies to create a variety of texts
- ★ And... you will be doing a lot of writing!

Revisiting Our Community Agreements

1. What do you value as a learner?

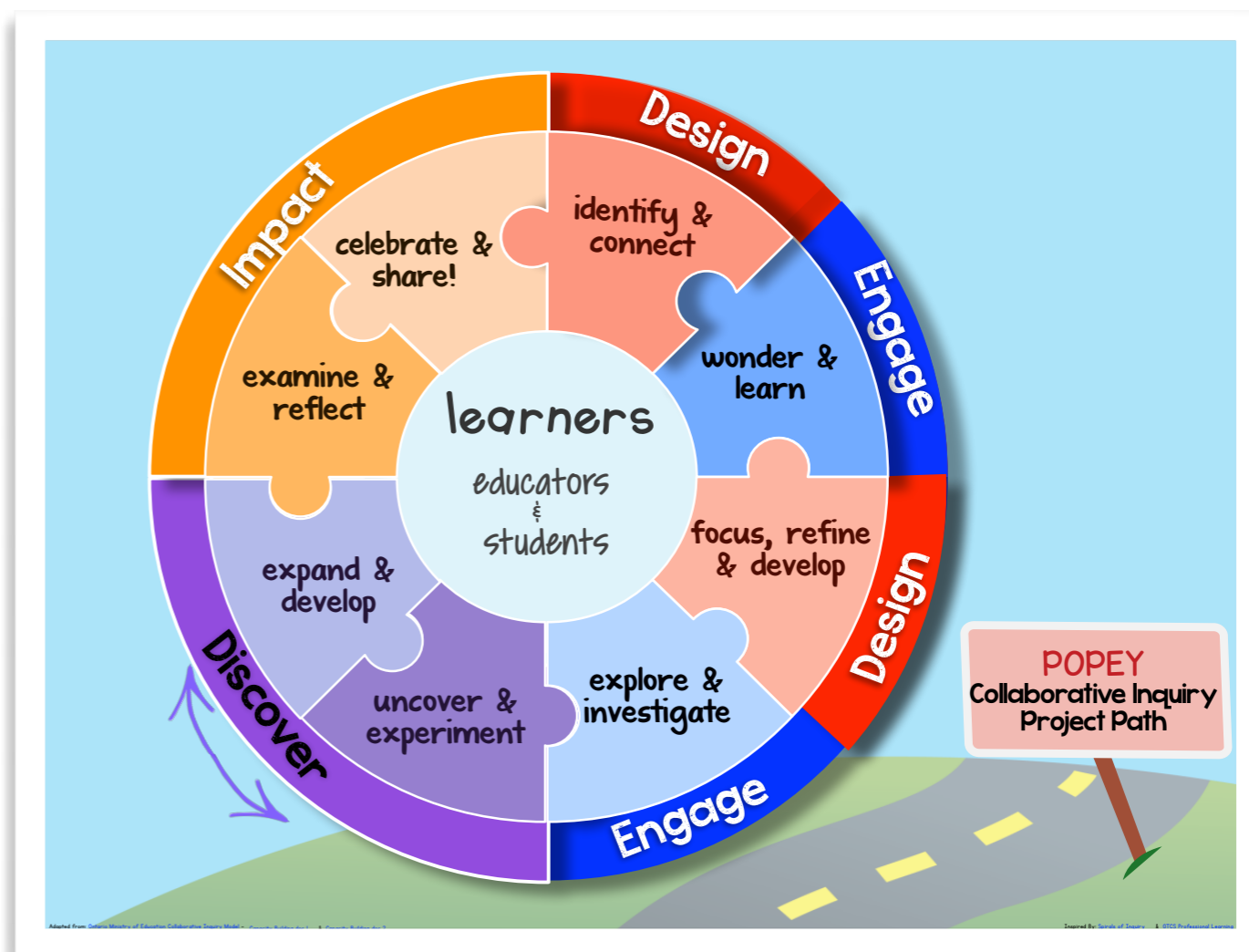
- * Practice and the celebration that comes with learning a new skills
- * Hands on learning opportunities
- * Open mindedness - willingness to try, make mistakes, take risks
- * Enjoyment and connecting with others
- * Patience
- * Encouragement and safety
- * Clear and concise direction
- * Time to work together



Revisiting Our Community Agreements

2. What might be supportive as we work together?

- * Practical examples that relate to the classroom
- * Visuals and connections
- * Constructive feedback and positive reinforcement
- * Clear instructions
- * Time to process information
- * Sharing ideas and experiences (what worked, what didn't)
- * Content available in multiple formats (including audio)
- * Grade level discussions to work on implementation and existing instruction



Discuss with someone NOT from your school...

...the goal areas you identified at our last session

- * What did you notice about your teaching?
- * What did you notice about your students' learning?
- * What are your thoughts moving forward?



The Developmental Stages of Writing

Emergent

- hold simple sentences in memory when composing
- use a combination of drawing, dictating, & writing letters
- say words slowly to identify sound-to-letter match
- write a few high frequency words with accuracy



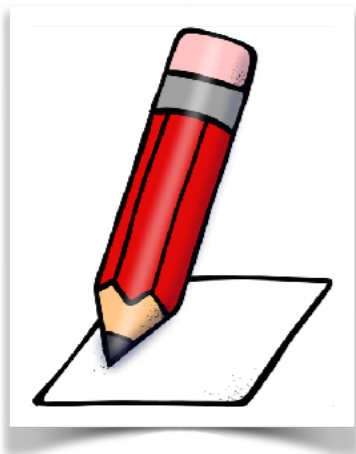
Early

- maintain a sequence of ideas when writing a message
- construct words using larger units of sound-to-letter
- spell high frequency words correctly
- return to reread when meaning breaks down
- include more details in writing
- segment and blend sounds in words



Transitional

- use knowledge of text to plan & organize writing
- include details in logical sequence
- expand vocabulary; include new and unusual words
- attend to syllables when writing unknown words
- write longer texts with greater accuracy and speed



The Importance of Writing about Reading

Not only are reading and writing
inextricably connected...



but by teaching writing,
while linking writing skills
to reading work,



you are providing a powerful
and explicit way to improve
reading comprehension

The Importance of Writing about Reading



Writing practices found to be effective in helping students improve reading skills...

Have students write about the texts they read:

responses,
reactions,
summaries,
questions

Teach students the processes to create text:

idea generation,
sentence
construction,
spelling

Increase how much students write!

cross-curricular
reading & writing,
lots of choice

Writing BY Children: Using Nonfiction Mentor Texts

You can use reading to teach writing...

- ★ students **read texts** like **writers**
- ★ students realize there is no **ONE** way to write
- ★ **books** can be **co-teachers** in your classroom
- ★ **notice details** of the written language



What is Nonfiction Writing?

Grade 1 – Writing from experience

- any writing in which students record information they've acquired, or their experiences, feelings, opinions, and observations *e.g., writing about friends*

Grade 2 – Personal writing

- writing that expresses connections to personal experiences, ideas, likes, and dislikes *e.g., writing about family*

Grade 2 – Writing to communicate ideas and information

- informational writing and representations about non-complex topics and procedures *e.g., writing about Canadian animals*

Grade 3 – Personal writing

- a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions
e.g., journal writing about a field trip

Grade 3 – Writing to communicate ideas and information

- a variety of clear, easy-to-follow informational writing and representations
e.g., books, reports, articles, letters that explain to/share with an audience

What Does Writing Look Like in Kindergarten?

Using oral, written, visual, and digital texts, students are expected **individually** and **collaboratively** to be able to...

Kindergarten – Comprehend & Connect (reading, listening, viewing)

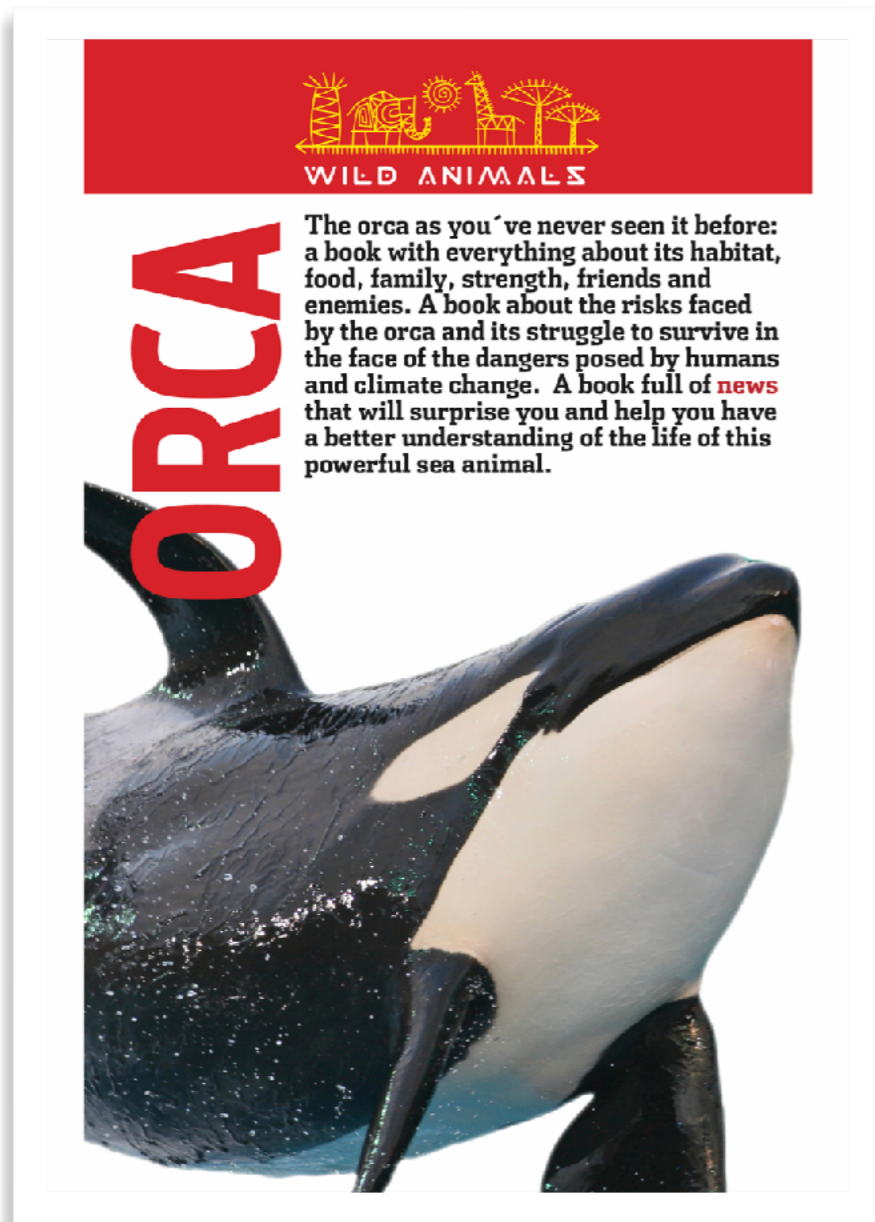
- Use sources of information and prior knowledge to make meaning
- Use developmentally appropriate reading, listening, viewing strategies to make meaning
- Explore foundational concepts of print, oral, and visual texts
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, community
- Recognize the importance of story in personal, family, and community identity
- Use personal experience/knowledge to connect to stories/other texts to make meaning
- Recognize the structure of story

Kindergarten – Create & Communicate (writing, speaking, representing)

- Exchange ideas and perspectives to gain understanding
- Use language to identify, create, & share ideas, feelings, opinions & preferences
- Create stories and other texts to deepen awareness of self, family, & community
- Plan and create stories and other texts for different purposes and audiences
 - ★ This involves **experimenting with print and storytelling**; supporting **communication**, including through stories and the use of **manipulatives** such as puppets, storyboards, digital tools and toys

Informational writing - to communicate information

Teaching Others About What We've Read



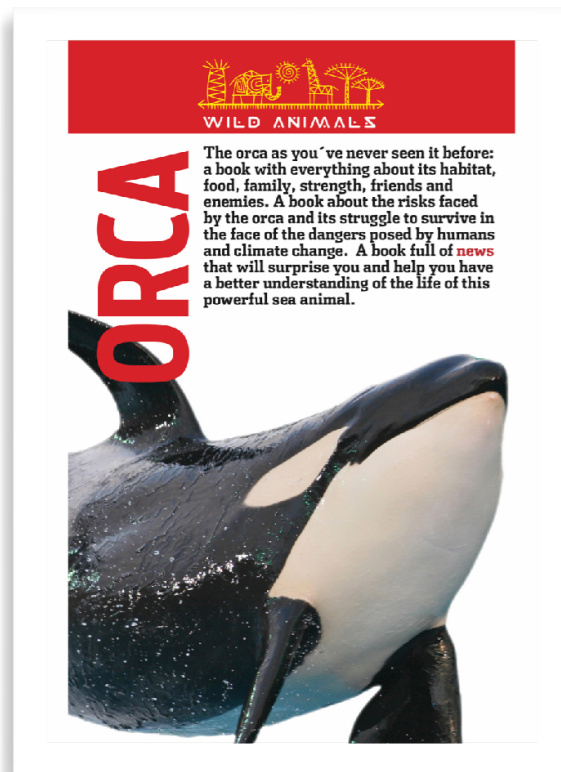
Nonfiction Text Features & Nonfiction Thinking

- * what's the topic?
- * what information might we expect to read?
- * what categories might that info be sorted into?
- * what text features will be included in this book?

- * what vocabulary words do we already know?
- * what's a personal connection you have here?
- * what's our goal as readers?
- * what's the author's purpose as a writer?

Using a Mentor Text to Shape our Informational Writing

Lets walk through a pre-writing activity together...

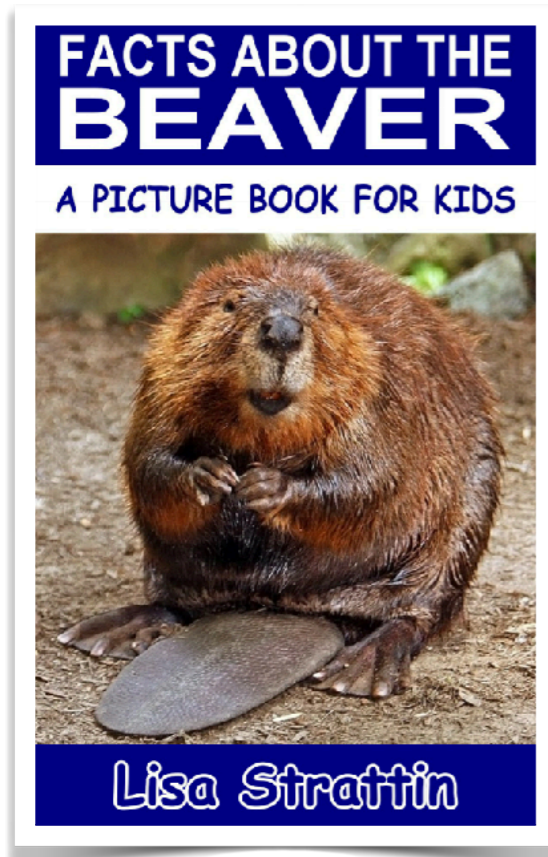


- * what facts did we learn about wolves?
- * what categories of information were included?
- * what text features were included?
- * what vocabulary words did we read?
- * what descriptions and comparisons were included?
- * what's our purpose, now that we are writers?

Choose 2 – 3 of the above questions to reflect and chat about with your table group.

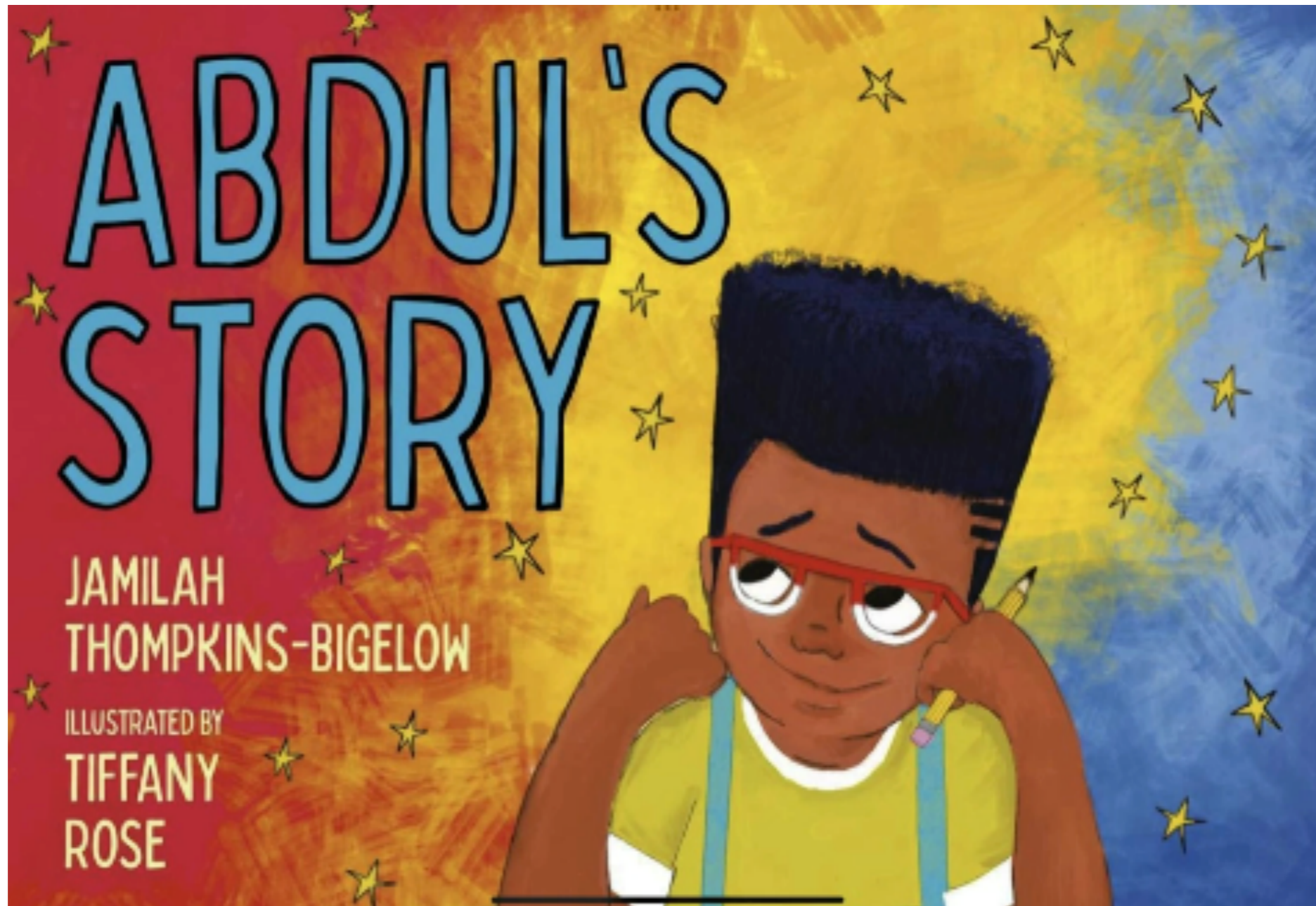
Informational Writing: Teaching Others About What We've Read

Lets try out some informational writing with a partner...



- * Choose an animal book.
- * What vocabulary words do you expect to see in your book? Make a list.
- * When reading the book, put a check mark beside every vocabulary word that is on your list.
- * How do you want to share your knowledge with others? Choose a mode of representing your knowledge.

Abdul's Story



Let's break down the parts of writing



Book Making - Learning Through Language, Learning About Language

Making Books...

- ▶ Is developmentally appropriate. Brings a sense of *play* to making.
- ▶ Encourages children to do bigger work and develop stamina for writing.
- ▶ Causes children to live like writers
- ▶ Makes the 'reading like writers' connection so clear.
- ▶ Helps children begin to understand the process of composition and decision-making.
- ▶ Helps children begin to understand genre, purpose & audience.

beliefs guide actions

Book Making - What children need to get started...

1. TIME

- * 10–20 minutes – WRITERS' MEETING (whole class)

The teacher leads conversations, demonstrations, and inquiries connected to a unit of study.

- * 30–40 minutes – INDEPENDENT WORK

The children make books.

- * 5–10 minutes – SHARE & REFLECTION (whole class)

Writers tell stories of process.

Extend the time for independent work a little each day

Book Making - What children need to get started...

2. SPACE

- * Children spread out around the room and CHOOSE where they want to work.
- * Tables available for children who want to work in GROUPS
- * A few individual desks for children who want to work ALONE
- * Lapboards for those who want to sit on the FLOOR

Deciding **where** they can do their best work
as a writer is a decision the children can **OWN**.

Book Making - What children need to get started...

3. BLANK BOOKS

- * In Kindergarten, Katie suggests starting with pre-stapled books of 5–6 blank pages each, plain white paper with no lines, in landscape orientation
- * Later in K, or at the beginning of grade one or two, she suggests offering children a choice of books made with paper with **some** lines and some space for pictures

Lines set an expectation for print that makes some children think "I don't know how to do that, so I can't."

Book Making - What children need to get started...

4. WRITING TOOLS

- * Separate tubs for crayons, coloured pencils, and markers
- * Children decide which medium they want to use & pick a tub
- * Laminated alphabet charts available for those who need them
- * Hanging file folders hold the children's in-process and completed books
- * Another bin holds the pre-stapled blank books

Book Making - What children need to get started...

5. AN IMAGE OF BOOKMAKING

For children to make books, they first need to know:

- * What books look like
- * That PEOPLE make books, they don't just come from the library or the store
- * A finished book is the result of someone's work to make that book
- * You can show them photos of other children ENGAGED in bookmaking, taking the actions from ideas to finished books

A Map to Book Making

DAY ONE: Invite children to get started:

- ▶ Help children understand time that's governed by purpose
- ▶ The difference between writing as process and writing as procedure
- ▶ Questions to help children think about people who make books
- ▶ Picturing writers at work
- ▶ Planting seeds of teaching as you share children's finished books
- ▶ Deciding who will share at the end of writing workshop

The writing process is the story you tell AFTER you write

A Map to Book Making

DAY TWO: Name children's actions as *PROCESS*

- ▶ Questions that believe children into being
- ▶ Understanding what it means to be finished
- ▶ Three key reading strategies for beginning writers:
 - * Reading the illustrations
 - * Using picture cues to figure out words
 - * Making letter–sound connections
- ▶ Valuing children's long, slow work on a book
- ▶ Recognizing children's actions as writing process

Using illustrations, nudge students to **ADD** meaning to their own books and **TAKE** meaning from the books they read.

A Map to Book Making

DAY THREE: Set expectations for pictures AND words

- ▶ Positioning children so they're willing to try writing words
- ▶ Narrating your actions to show children how written language works
- ▶ Composing with words involves a lot more than spelling
- ▶ Embedding teaching points in your authentic talk with children
 - * Embedding big ideas about texts
 - * Embedding big ideas about process
 - * Embedding big ideas about what it means to be a writer
- ▶ Resisting the urge to overreach
- ▶ Maintaining children's confidence once they start writing words

Bottom Line: If children aren't TRYING to write,
they aren't LEARNING to write.

A Map to Book Making

DAY FOUR: Offer children strategies for word making

- ▶ The typical range of word making development:
 - * Linear marks that sort of look like letters (mock letters)
 - * Mock letters and random (actual) letters combined
 - * Random strings of (actual) letters
 - * Random strings of letters and visual memory (words they just know)
 - * Invented phonetic spellings (rnbocat = rainbow cat)

Showing students HOW to strategically invent the spelling of a word builds confidence and helps them get started.

Now by Antoinette Portis



Be in the 'NOW' Activity

Something you can try after this workshop...

- ★ Think about the story we just read. Go for a short walk and discover your favourite things.
- ★ **Using a iPad or phone** construct a story describing one (or more) of your favourite things and explain why.
- ★ You can use your phone or iPad to take photos and **add text** or you can try out another app to build your story



Technology for Digital Storytelling



lino – sticky note & photo sharing

Padlet – photo & note collaboration

iPhoto, iMovie,...

Skitch – annotate & draw on images

Book Creator – to create digital books

Chatterpix – to create funny talking videos from photos

Pic Collage – photo editing app

Be in the 'Now' Sharing

- Reflect on a few of your favourites that help you stay in the NOW:
...a place, an object, a person, a pet, an activity...



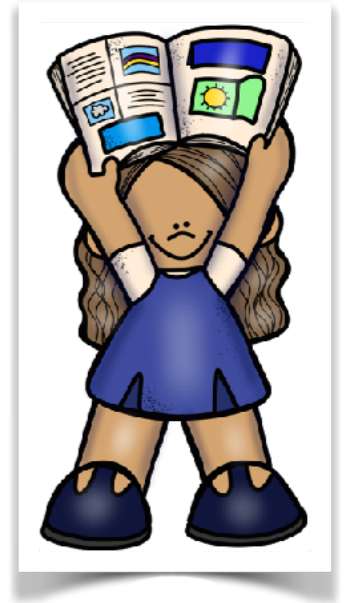
*Share how you stay in the NOW with your table group

Write your own book review

What's YOUR favourite **book**, for children or adults?

Take a couple of minutes to write your own book review, using the points below. Share your review with your table group.

- * Give a sneak peek of what the book is about.
- * Include details about WHAT, WHERE, WHEN?
- * Tell a little story
- * Use comparisons (how the book is like a show or movie)
- * Include helpful tips for your readers
- * Make a recommendation (If you like books about...you'll love this one!)
- * Add a rating



Write our Truest Selves

Many fiction writers begin their stories by developing characters.

Writers can use themselves as inspiration for characters.

- * If I was to write a story with a character similar to me...
- * What about you? What character trait(s) could you highlight as a character in your story?

Share your answers with your table group :)

Creating Characters

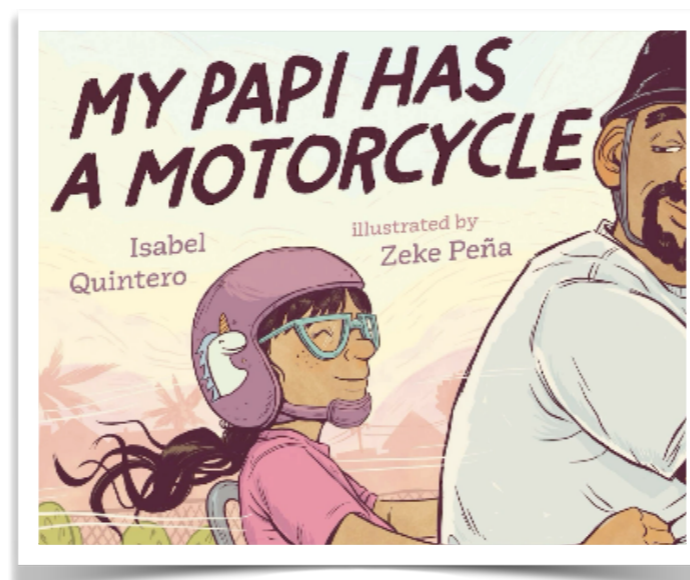


Write our Truest Selves

An excerpt from the back of the book, *My Papi Has a Motorcycle*, by Isabel Quintero.

One of my fondest memories from when I was a little girl is of my Papi coming home from work and putting me on the back of his bright blue motorcycle to take a spin around our city, Corona, California.

Zeke Peña was able to take all the elements that live in my memory from childhood, even the places that have disappeared like the tortilleria and the raspado shop, and put them in the illustrations.



Purpose of Conferring: Asking Children to Articulate

Tell me what you are working on...

- Children can give us **insightful information** that helps us understand their work and their thinking
- It is our best assessment of whether children are **using the language** of our teaching to help them explain their writing

i'm working on
a sequel to
my other book.

i'm adding
strong verbs
to my writing.

i'm trying to
show what is
happening,
not tell the
reader.

Using a Writing Continuum

Referring to a 'third point' can help our students 'see' writing progression.

- Each level describes
 - what success looks like (not failure)
 - what the student is able to do
 - what the student needs to do to move from where they are to the next level
 - student work samples that act as a 'third point' of reference



"I am playing with my friend. We are outside at my house".

I can...

- Talk about writing using at least 2 connected ideas.
- Draw a picture with some detail.
- Draw a picture that connects to my writing.
- Use curly writing to represent my thoughts.
- Apply the knowledge I learned in the mini lesson (sight word I).

Setting the Scene for Writing Conferences

Status of the Class:

Each student is responsible for letting you know what they are working on during writing time:

- An author who is **starting** a new composition – Draft 1, new topic
- An author who is **continuing** a composition – Draft 1, island vacation
- An author who wants **help** – Conference please
- An author who is working on a **second** draft – Draft 2 – island vacation

Name	October 1	October 8	October 15
Alex	D1 - new	D1 - comic	D1 - continued
Kara	D1 - fav food	D1 - fav food conf	D2 - fav food
Steve	Conf - help with topic	D1 - skiing	D1 - continued

Setting the Scene for Writing Conferences

Circulate throughout the class and have short conferences:

Focus on *meaning first*. Topics might include:

- story lead
- detail organization
- the ending
- topics related to recent mini-lessons

When conferencing, consider these questions:

What is working?
What is not?
What's next?

Take notes as a reminder of each student's focus:

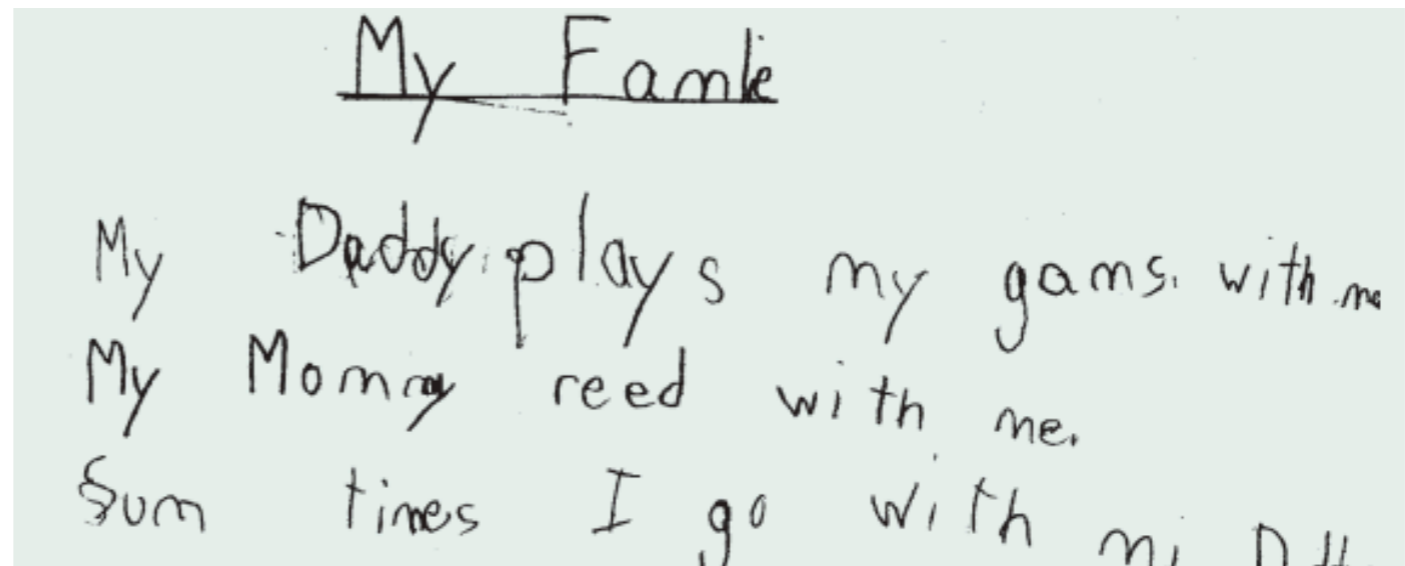
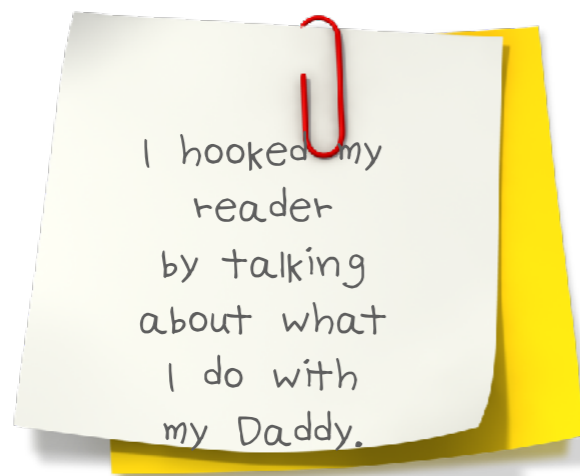
Name	October 8
Alex	D1 - new. Wanted help coming up with topic. Discussed books she is interested in reading. Brainstormed possible topics and plot lines. Will choose one today.
Kara	D1 - Beach in Hawaii. Memory of a vacation. We discussed adding in detail so the reader can picture the beach in their mind.
Steve	D2 - Skiing. Used a question for a lead. Talked about showing, not telling to describe the feeling of skiing. Came up with some triple-scoop words.

Whole Class Revision Process

The students do all the heavy lifting to get ready for the writing conference:

Include aspects you have taught in recent mini-lessons, such as:

- Put a box around 3 words that are triple-scoop words
- Put a star beside any transition word
- On the sticky note – write how you ‘hooked’ your reader with your beginning
- Underline your favourite sentence and on a sticky note, explain why it’s your favourite
- At the bottom on your paper, write down one thing you could do to improve this piece of writing



Documenting Conversations & Observations

Tips for Establishing and Maintaining Anecdotal Notes:

Keep a binder with a separate page for each student:

Jacob

Keep a binder with dividers for each student and blank pages to jot down notes:

Date	Observation	Action Plan

What Writing Looks Like in Grades 1 - 3

Grade 1 – Writing Stories

- creating imaginative writing and representations, often modelled on those they have read, heard, or viewed *e.g., listening to or reading stories and then discussing them: events, characters, setting, problems, solutions, word banks to describe characters, recording beginning–middle–end, retelling/dramatizing stories*

Grade 2 – Literary Writing

- creating imaginative writing and representations, sometimes based on models they have read, heard, or viewed *e.g., reading stories and then discussing story structure and characters; writing shared, guided, and independent stories; listening to stories/fairy tales and practicing writing stories using the same story structure or characters*

Grade 3 – Literary Writing

- creating a variety of imaginative writing and representations following patterns modelled from literature *e.g., writing stories on a variety of topics, discussing/developing criteria to help them shape/edit their stories; studying animals in the environment and then writing animal stories*



Resources & activities shared today:

- ✓ the developmental stages of writing
- ✓ the BC Writing Performance Standards for writing stories & literary writing
- ✓ BC Ministry of Education's Kindergarten ELA Curricular Competencies
- ✓ scaffolded supports for writing to, with, and by students
- ✓ demonstrations and examples of writing in response to mentor texts:
 - ★ Orcas – Abdul's Story – Now – My Papi has a Motorcycle

What is **ONE** thing you can commit to **TRY** in your classroom or role? Share it with your table group

Sources

POPEY's Writing Padlet

Resource Books

It's All About Thinking – Brownlie & Schnellert

The Writing Thief – Culham

Writers Read Better – Cruz

About the Authors – Wood Ray

Student Diversity – Brownlie, Feniak & Schnellert

Grading, Reporting, and Professional Judgement in Elementary Classrooms – Herbst & Davies

A Teacher's Guide to Getting Started with Beginning Writers – Wood Ray & Cleaveland

Units of Study in Opinion, Information, and Narrative Writing – Calkins, The Reading and Writing Project

Apprenticeship in Literacy: Transitions Across Reading and Writing, K-4 – Dorn & Jones

Online Resources

[BC Ministry of Education's Writing Performance Standards](#)

[BC Ministry of Education's Kindergarten ELA Curriculum](#)

Excerpt from: [A Tuesday Poem – Messner](#)

Assessment – [Learn Alberta](#)

Videos

[Liv Bits](#)

[Caring Makes the World More Beautiful](#)

[Mirrors, Windows & Sliding Doors](#)– Bishop

[Heinemann Online Resources for A Teacher's Guide to Getting Started with Beginning Writers](#)

[Dillon Helbig](#)

Using a Writer's Wall – [Balanced Lit Diet](#)

Using a Writing Continuum – [Core Collaborative](#)

Thank you!



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