



POPEY 

Provincial Outreach Program
for the Early Years

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Scaffolded Supports for Writing to, with, and by Your K–3 Students

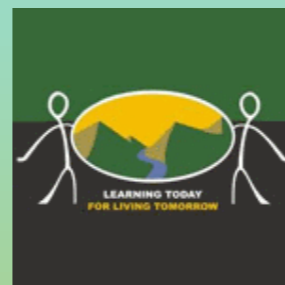
Presenter:

Lisa Thomas, POPEY Program Manager

Monday, March 6th

11:50am – 12:30pm

*Workshop handout & resources available at padlet.com/POPEY



Outcomes for This Lunch & Learn



- writing mini-lessons that provide a variety of scaffolded supports for writing to, with, and by our students
- unpacking the steps of the writing process and teaching specific writing behaviours and strategies to help students create a variety of texts

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



Nurturing and Supporting Young Writers

- * Writing must be a predictable, daily ROUTINE
- * Children need to see themselves as writers, each with a unique IDENTITY
- * Writing is a process of DECISION-MAKING and ACTION
- * Writers need a disposition for RISK-TAKING
- * Writers need a sense of MOMENTUM to know they are growing
- * Writers work with a sense of CRAFT guiding them, and they learn craft from MENTORS
- * Teachers must ACT AS IF children are capable, competent writers

Holding these beliefs about writing will help shape our plans, actions, and responses as we support and guide young writers.

What Topics Do You Care About?

Kids need **extensive opportunities** to write on topics they care about

Think of some of **your favourite topics** and the people, activities, places, things you do in your regular day-to-day life:

- * Hobbies & activities (*yoga, birdwatching, singing, hiking, photography...*)
- * Sports
- * Places you like to go
- * People you spend time with – family and friends
- * Music, movies, books...

Can you come up with a list of **3–5 things** from your life that you would be **KEEN** to write about?

Writing TO Children: Modelled Personal Writing

Modelled Writing is Explicit Teaching

- ★ show students again and again **what to do**
- ★ reveal **actions, thinking, decisions** and **mindsets**
- ★ not just telling **WHAT** you want to write
- ★ but showing **HOW** you're going to write it



Teacher Modelling - Personal Writing

Think of something interesting, unusual, funny, strange, or exciting that happened in your life recently – something you'd be comfortable sharing about.

Examples and possibilities:



- * You saw a rainbow on your dog walk last night
- * And old friend called you out of the blue for a chat
- * You just discovered a new favourite...something!
- * The best laugh you've had in ages
- * The funniest thing a student said to you lately

Writing With Children: Interactive Informational Writing

Here are some tips:

★ have your **materials** ready

★(easel, correction tape, pointer, linking charts, etc.)

★ consider your **space**

★Are anchor charts visible for students to utilize during lesson?

★ plan the **interactive** part

★What words do they all know how to write so I should quickly write them?

★What words will be good examples for the children to say slowly and listen for the individual sounds?

★ be **flexible** and **responsive**

★Follow their lead!



Interactive Instructional Writing: How to Throw a Party

Children are invited to compose the directions, as they think about each step needed to throw a party.

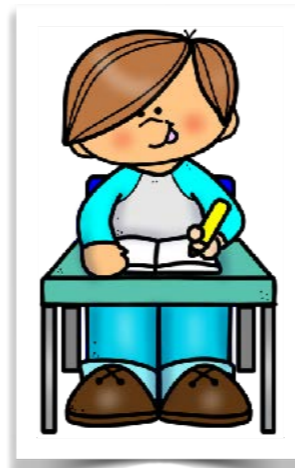
- ▶ Ask students to think about/share the steps
- ▶ Orally rehearse all the things you need to do – table chat
- ▶ Decide which step is first, second, third, etc.
- ▶ Think about and decide on your first 3–4 steps

- Say the first sentence twice to make sure everyone agrees
- At an easel, begin constructing the first sentence by getting students to give sounds/letters at various parts
(*easy to hear consonants and high frequency words*)
- Re-read often and add in punctuation
- Summarize the learning that took place

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



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...

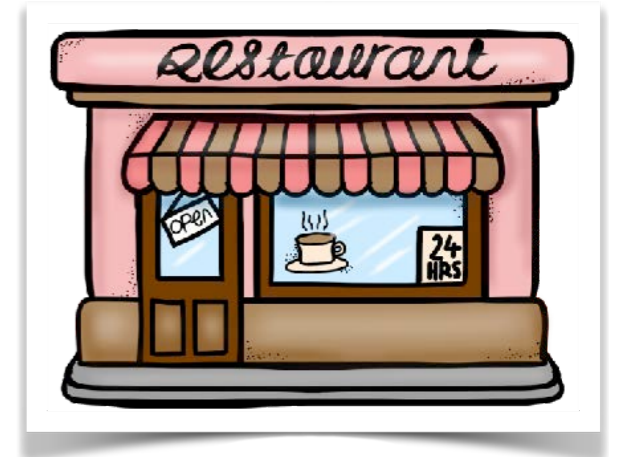


- * what **facts** did we learn about wolves?
- * what **categories** of information were included?
- * what **text features** were included?
- * what **vocabulary words** did we read?
- * what **descriptions** and **comparisons** were included?
- * what's our **purpose**, now that **we are writers**?

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

Think about your favourite restaurant, bakery, or coffee shop, and convince your readers (all of us!) why it's so great.

- * Start with an attention-grabbing opening
- * Write your opinion
- * Give lots of reasons
- * Add details
- * Talk back (Some people say ... but I still think that...)
- * Use sparkly words – incredible, delicious, amazing, wonderful, delightful

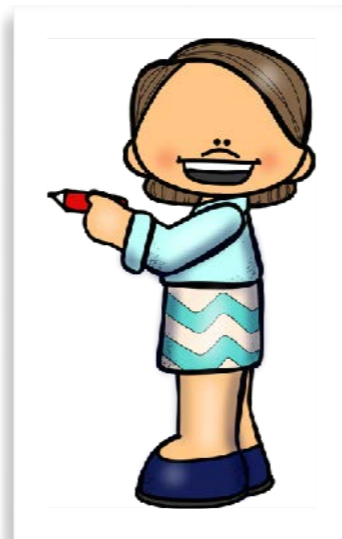


Take some time to jot down a few sentences. Share your writing with your table group.

What We Know About Writing Development

Kids need:

- explicit and sequenced instruction that helps them progress along a learning continuum
- critical feedback that helps them know next steps
- extensive opportunities to write on topics they care about



Reflections & Next Steps

Resources, research & activities shared today:

- ✓ the developmental stages of writing
- ✓ supportive routines & beliefs – and the power of book making
- ✓ scaffolded supports and mini-lessons for writing to/with/by students
- ✓ demonstrations and examples of personal, instructional/procedural, and informational writing
- ✓ using nonfiction mentor texts to launch nonfiction writing activities
- ✓ offering varied writing formats to support differentiated abilities

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

Sources

Resource Books

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

The Writing Thief – Culham

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

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

Interactive Writing – McCarrier, Pinnell & Fountas

Online Resources

[Epic Digital Reading Platform](#)

[POPEY's Word Work Resources](#)

[Interactive Writing](#) – Lesley University

Videos

[Miles Music Kid on TikTok](#)



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