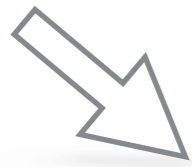


The Developmental Stages of Writing

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



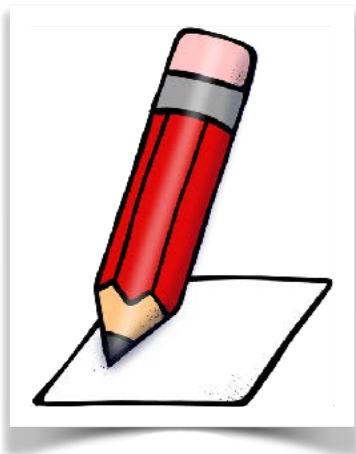
Early

- 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



What Writing About Reading 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*

Book Making: Workshop for Emergent Writers

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...

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

1. **TIME** – conversations, demonstrations, students writing, sharing their process
2. **SPACE** – deciding **where** they can do their best work as a writer is a decision the children can **own**
3. **BLANK BOOKS** – **lines** set an **expectation** for print that makes some children think “I don’t know how to do that, so I **can’t**.”
4. **WRITING TOOLS** – Students **choose** from separate tubs for crayons, coloured pencils, and markers; bins for blank, pre-stapled books; ABC charts
5. **AN IMAGE OF BOOKMAKING** – students know what books look like; that **PEOPLE** make books; a finished book is the result of someone’s work to make that book – taking **action** from **ideas**

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

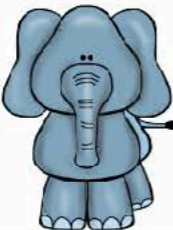
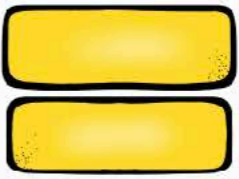
Charts to Support Emergent & Early Writers



Vowel Chart



short

long

apple		a		acorn
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elephant		e		equal
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igloo		i		ice
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octopus		o		ocean
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umbrella		u		unicorn
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