

Supporting Nonfiction Writing in Your K-3 Classroom

Presenters:
Lisa Thomas & Jen Kelly

Wednesday, November 9th

3:15 – 4:15pm

*Workshop resources available at padlet.com/POPEY

Outcomes for Today



- ★ mini-lessons, activities, and routines to explore a variety of scaffolded supports for writing to, with, and by our students in the nonfiction genre
- ★ 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

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.

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 – 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.

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

Writing TO Children: Modelled Personal Writing

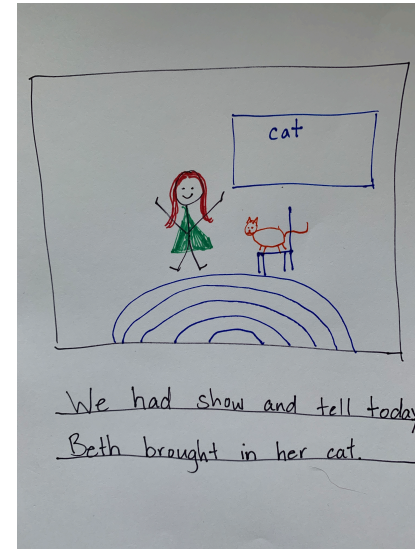
Modelled Writing is Explicit Teaching

- ★ 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



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Teacher Modelling - Personal Writing



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

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Your Turn! 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
- * An 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

Take a minute to reflect on something you can share, and enter 2–3 sentences into the Chatbox before the music ends.

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Using varied writing formats to teach others



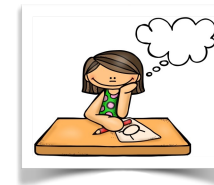
www.bighugelabs.com with images from www.getfepic.com

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Nurturing and Supporting Young Writers

“Primary classrooms should be places where there are writing **demonstrations** and **discussions** **every day** about what comes next and why.

They should be places where there's a **strong connection between reading and writing**, as students look to **mentor texts** as models.”



6+1 Traits of Writing – Culham

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Sources

Resource Books

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

The Writing Thief – Culham

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

Write from the Start: Writing Workshop in K-3 – POPEY Presentation by Lori Jamison

Interactive Writing – McCarrier, Pinnell & Fountas

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

Online Resources

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

[Big Huge Labs Online](#)

[Epic Digital Reading Platform](#)

[POPEY's Word Work Resources](#)

Videos

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

[Miles Music Kid on TikTok](#)

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