POPEY
Provincial Outreach Program
for the Early Years
www.popey.ca

Supporting Narrative Writing in Your K–3 Classroom

Presenters:
Lisa Thomas & Jen Kelly

Wednesday, November 23rd 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 narrative 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

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

What is Narrative Writing?

Grade 1 – Writing stories

- create imaginative writing and representations, often modelled on those they've read, heard, or viewed *e.g., brainstorming, retelling, and writing familiar stories*

Grade 2 – Personal writing

- writing that expresses connections to personal experiences, ideas, likes, and dislikes *e.g., writing about family & children's lives around the world*

Grade 2 – Literary writing

- imaginative writing and representations, sometimes based on models they have read, heard, or viewed *e.g., studying story structure & characters; and then practicing writing stories using the same structure or characters*

Grade 3 – Personal writing

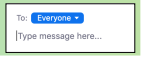
- a variety of clear personal writing/representations that express connections to personal experiences/ideas/opinions *e.g., journal entries about specific experiences (field trip)*

Grade 3 – Literary writing

- a variety of imaginative writing and representations following patterns modelled from literature/mentor texts *e.g., a science unit in which students learn about the life cycles, environments, and survival necessities of animals, and then write animal stories*

BC Ministry of Education's Writing Performance Standards

What Stories Do You Want to Tell?



Think of what you'd write about for each of these categories:

Personal writing

- writing that expresses your connections to personal experiences, ideas, and opinions *e.g., the best holiday you ever had; your favourite kind of …movie, dessert, weather, art, activity…*

Literary writing

- imaginative writing that following patterns modelled from literature/ mentor texts *e.g., writing your own version of a favourite story – Don't Let the Pigeon … (join TikTok)*

Choose the **category** that you would be the **MOST KEEN to write about**, and share 2–3 sentences about your **topic** in the Chat Box.

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.

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

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."

Writing TO Children: Modelled Personal (Narrative) Writing

Modelled Writing is Explicit Teaching

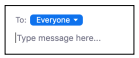
- ★ show students **again and again** what to do
- ★ reveal actions, thinking, decisions and mindsets
- ★ not just telling WHAT you want to write
- ★ but showing HOW you're going to write it

Teacher Sample - Personal Writing

Think about a small moment when something happened to you...

A few weeks ago, I went to Vancouver Island for a holiday with some friends. First we checked into the hotel and then we found our room. After we unpacked our bags, we opened the sliding door to let in some fresh ocean breeze. Then we put out some snacks and drinks, and settled in for a visit. Suddenly, an adorable cat walked into our room and startled us. We were very surprised when it tried to eat some of our cheese platter! My friend picked it up and put it back outside. We were finally able to enjoy our delicious snacks in peace.

Reflect on your own small moment situation and share 3–5 sentences about it in the Chat box...



Writing With Children: Interactive Narrative Writing

Interactive writing is dynamic and collaborative

- ★ students and educators compose writing together
- ★ transitional tool to move students forward
- ★ find reasons to write across the curriculum
- ★ notice details of the written language

Interactive Narrative Writing: Trick or Treating

Children are invited to help you recall and compose the details and experiences involved in a recent event.

1. Ask students to recall a recent event
2. Orally rehearse all the things that were involved (group chat)
3. Guide students through a chronological sequence (first, next, then…)

Write some possible trick-or-treating activities in the Chat Box

- 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

Sample Narrative Writing: Trick or Treating

This year Halloween was on a Monday, so we had a class party before we went trick or treating. Everyone wore their costumes to school. Our teacher dressed up like the Paper Bag Princess. On Halloween night, we all went trick or treating with our families. Some houses had cool decorations. A few houses were scary! We all got lots and lots of candy. Mrs. Evans gave everyone full-sized chocolate bars! After we got home, we all counted our treats. If our parents don't let us eat it all at once, maybe we'll still have some Halloween candy left after Winter Break!

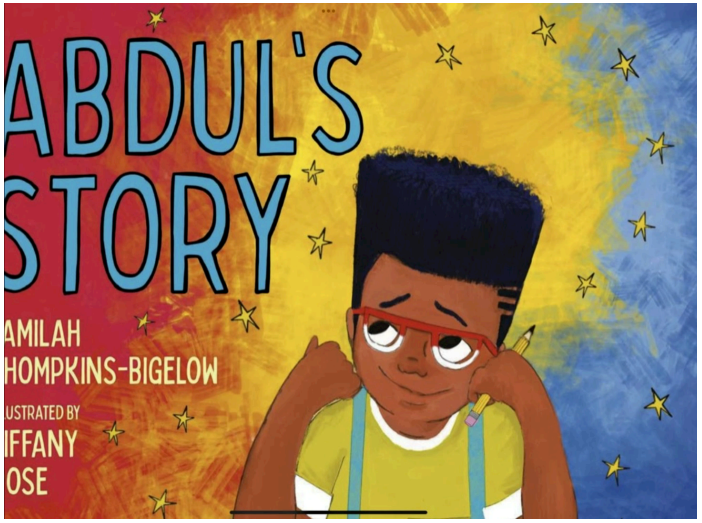
Literary Writing BY Children

You can use mentor texts to inspire literary 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

The Writing Thief – Culham

Mentor Texts to Inspire Literary Writing



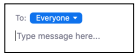
Using Mentor Texts to Shape our Literary Writing

What's YOUR story?

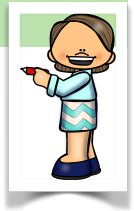
Think back to your early writing experiences in school…

- Did writing come **easily** to you, or did you experience some **struggles**?
- How did your **early writing experiences** shape your **identity** as a writer?
- What **supports** helped, or would have helped, **you grow** as a young writer?
- What **supports** can you provide for **your early writers**?
- If you had to choose **one mentor text** to **inspire** some literary writing today, what book would you choose?

Choose 1 or 2 of the above questions to reflect on, and share your thoughts by writing a few sentences in the Chat box…



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

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

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

POPEY Provincial Outreach Program for the Early Years

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

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

Videos

Teacher Appreciation Week 2022 – Microsoft

POPEY Provincial Outreach Program for the Early Years

Lisa Thomas lisa@popey.ca
Jen Kelly jen@popey.ca

POPEY www.popey.ca
Provincial Outreach Program for the Early Years