



POPEY

Provincial Outreach Program
for the Early Years

www.popey.ca

Writing About Reading in Your K-3 Classroom

Presenters:
Lisa Thomas & Jen Kelly

Wednesday, December 7th

3:15 – 4:15pm

*Workshop resources available at [POPEY's Writing Series Padlet](#)

Workshop resources available at [POPEY's Writing Series Padlet](#)

Handouts

Workshop Handouts

POPEY
Provincial Outreach Program
for the Early Years
Workshop Handouts

December 7th Workshop Handouts
Writing Across the Curriculum
Writing About Reading -
December 7th

Click on either link to access the
PDF handouts:

[Electronic Handout](#)

[Print Handout](#)

Workshop Handouts

POPEY
Provincial Outreach Program
for the Early Years
Workshop Handouts

November 30th Workshop Handouts
Writing Across the Curriculum
Persuasive Writing - Nov. 30th

Click on either link to access the

Zoom Link & Info

Zoom Meeting Information

Wednesday, December 7th //
3:15-4:15pm (PST)
Writing About Reading in Your
K-3 Classroom

CLICK HERE:
[Zoom Link for Workshop](#)

You can also go to the [Zoom website](#) and enter this info manually:
Zoom Meeting ID: 813 0879 2631
Mtg Passcode: 123456

Resources Shared

BC Performance Standards - Writing

[www2.gov.bc.ca](#)

BC Ministry of Education - Performance Standards

BC's Kindergarten ELA Curriculum

[curriculum.gov.bc.ca](#)

Building Student Success - B.C. Curriculum

Article: Writing to Read

Additional Resources

Looking at Art: Being an Observer

Be an Observer: Looking at Art

PDF

Observer LookingatArt16

Photographer Matches Artwork to Museum Visitors

[boredpanda.com](#)

Photographer Spends Eternity Waiting For Museum Visitors To Match Artworks And The Result Is Worth The Wait

POPEY's Writing Interest Survey

Writing Interest Survey

Videos Shared

LivBits: Be in the NOW

[vimeo](#)

Let's Appreciate the NOW

Video: Caring Makes the World More Beautiful...

[YouTube](#)

Dear Teacher

A global collaborative poem proj

[YouTube](#)

Teacher Appreciation Week 2021

* Additional K-3 literacy resources available at [popey.ca](#)

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

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



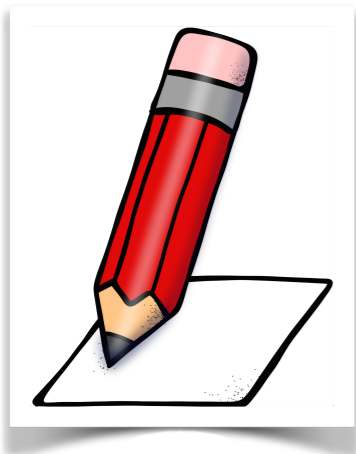
Early

- 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*

What Does Writing About Reading Look Like in Kindergarten?

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

To: Everyone ▾
|Type message here...

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

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

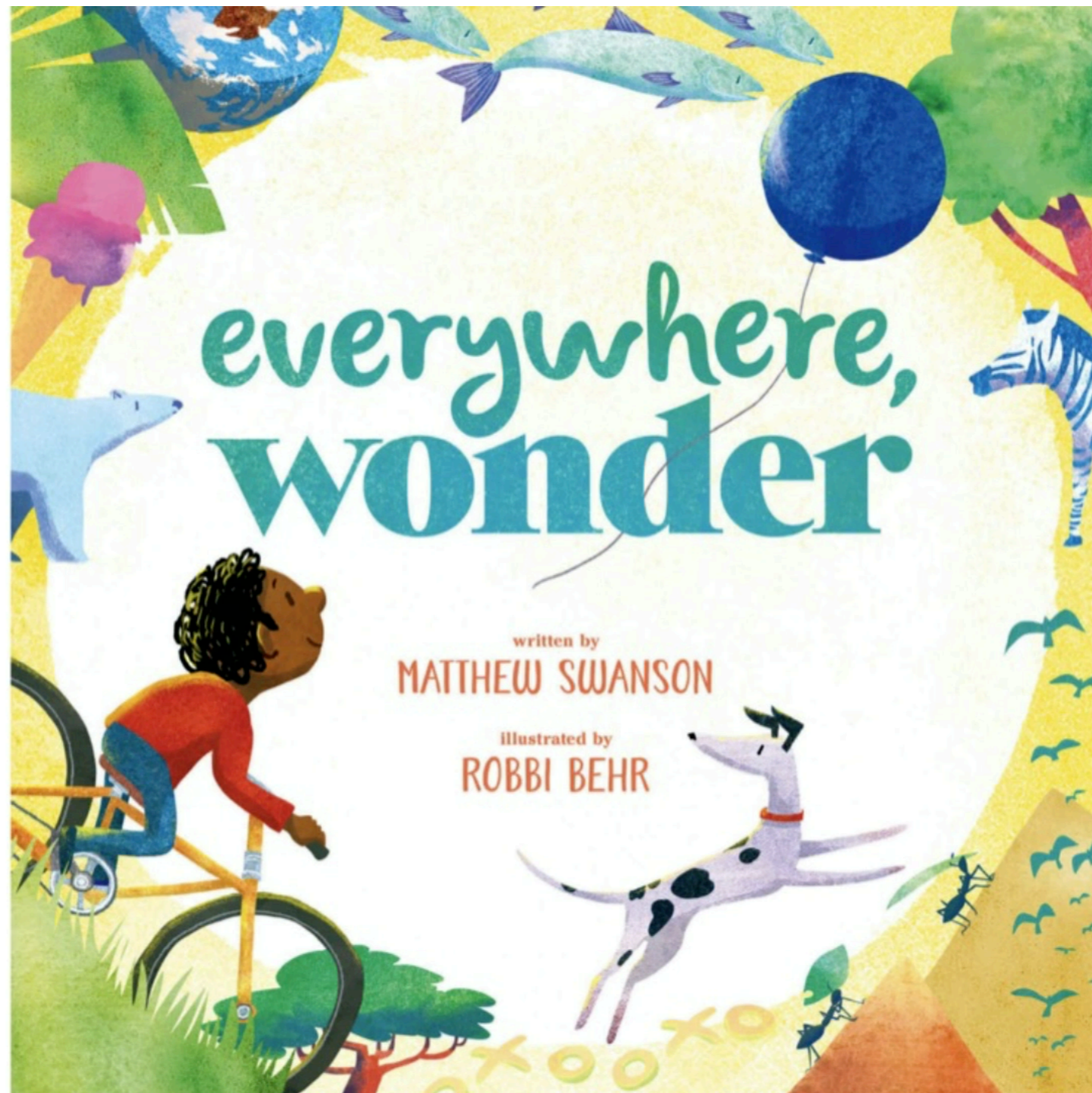
Writing TO Children: Modelled Writing About Reading

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



Everywhere, Wonder Read Aloud



Teacher Modelling - Writing a story plot

I heard a strange noise downstairs.
When I walked into my kitchen, I was surprised to see my cat named Porto on top of my table!

Perhaps he thinks he should join us for dinner that night.

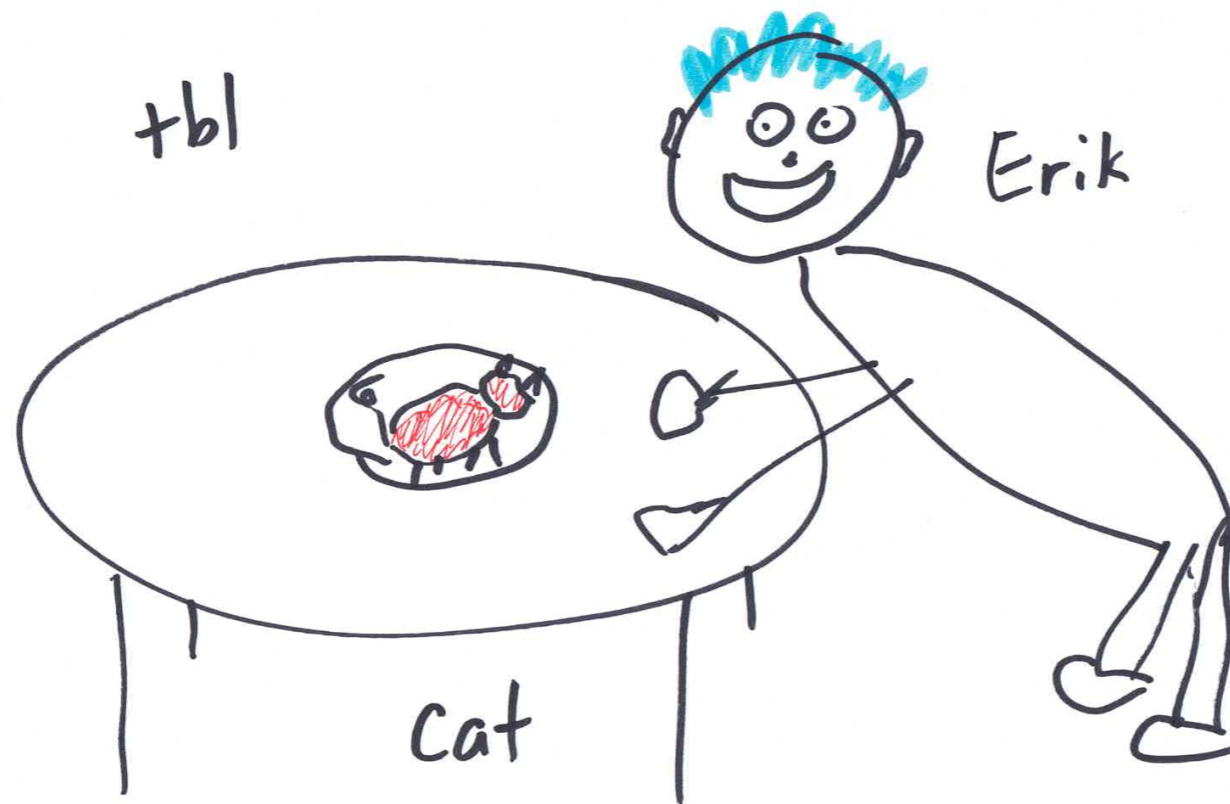
I wonder how his table manners are?

Do you think I should get him off the table or allow him to stay?



Student Sample: Writing about something noticed

My cat was on the table.



Your Turn - Finding wonder, everywhere...



90 seconds



- What do you notice?
- Develop a story idea about something that you notice here.
- Share 3–5 sentences about your story idea in the chat box.

Writing With Children: Interactive Writing about Reading

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



Surface vs. deep comprehension

“Certainly much that children read in classrooms is never sculpted and shaped, discussed and written about. Much of what we read passes through the lenses of our eyes to our brains, is **comprehended superficially**, and never considered again.

However, as teachers we need to make sure children have the **cognitive agility** to consider what is worth **savouring**, what portion of a text has the potential to **change a life**, what merits **discussion**, and what should be lingered over, argued about, and **anchored in memory**, because to comprehend only literally would be too great a loss.”

Curricular Connections

Using read alouds to deepen comprehension:

Read Aloud	Observation Station idea	Materials
Simon at the Art Museum (Soontornvat, 2020)	Looking at art	<ul style="list-style-type: none">✓ Art prints✓ Kid-friendly Stefan Draschan photos✓ Recording sheet
In a Jar (Marcero, 2020) If You Find a Leaf (Sicuro, 2020)	Be a leaf observer	<ul style="list-style-type: none">✓ Leaves✓ Magnifying glasses✓ Blank paper to record observations

Simon at the Art Museum



People Matching Artwork Photos



People Matching Artwork Photos



Art Observation Recording Sheet

Be an Observer: Looking at Art

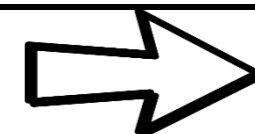
Name _____

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What colors do you see?	What shapes do you see?
What objects do you see?	If you were the artist, what would you name this painting? _____ _____

On the back, draw your own version or write the story of the painting.



Let's Look at Art Together

To: Everyone ▾

Type message here...



What colours do you see?

What shapes do you see?

What objects do you see?

What would you name this painting?

Writing about Reading 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



Liv Bits: Let's Appreciate the NOW



Now by Antoinette Portis



antoinette portis

now

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



Be in the 'NOW' Activity



This is my favourite tree



because it
is all lit up

Be in the 'NOW' Activity



These are my
favourite cuddlers...

because they
keep me warm
when I'm working.

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' Waterfall Sharing



45 seconds

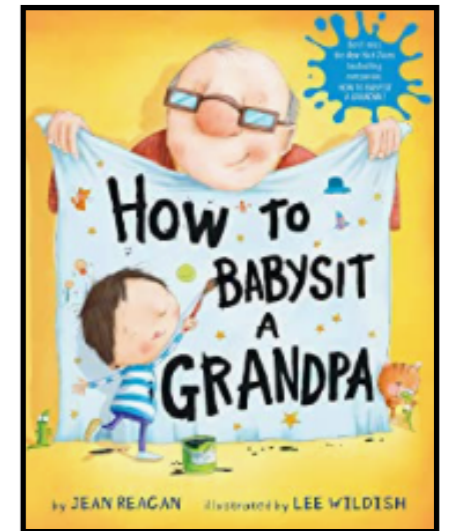
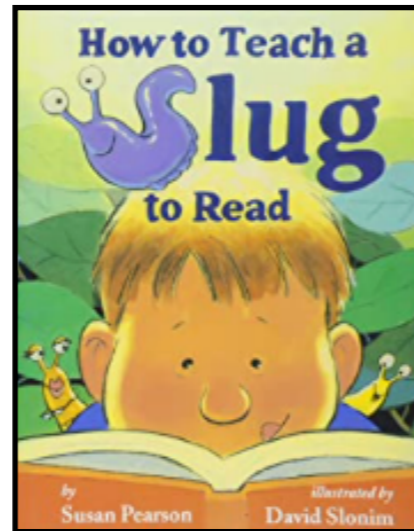
- Reflect on a few of your favourites that help you stay in the NOW:
...a place, an object, a person, a pet, an activity...



* Write **one** of your favourites in the chat box, and see if your colleagues have similar ideas!

Other Mentor Texts to Inspire Writing About Reading...

How-to books



Pigeon books



Don't Let the Pigeon...



The Pigeon wants a...



The Pigeon finds a...



The Pigeon needs a...

Resource Books

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

The Writing Thief – Culham

Writers Read Better – Cruz

Mosaic of Thought – Keene & Zimmerman

Interactive Writing – McCarrier, Pinnell & Fountas

The Ramped-Up Read Aloud – Walther

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

Videos

[Liv Bits](#)

[Caring Makes the World More Beautiful](#)

Online Resources

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

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

[Writing to Read: Evidence for How Writing Can Improve Reading](#)

[Stefan Draschan – People Matching Artwork](#)

[Maria Walther – Observer Looking at Art Printable](#)

We have another series coming up in February on
Supporting SEL and Playful Literacy Learning:
February 1, 8, 15, 22



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