



the Provincial Outreach Program for the Early Years

SCSBC – Professional Learning Series

Building Reading & Writing Foundations Part Two:
We Are All Writers!

Wednesday, January 10th

9:00 – 2:30pm

Connect with us online!

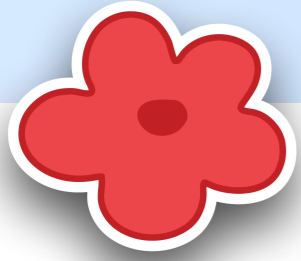


@POPEYBC



@popeybc

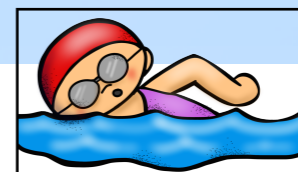
Presenter:
Lisa Thomas



Goals and objectives for our day together

- ✓ strategies and routines to support young writers as they build their writing identity, confidence, and skillset
- ✓ developing writing for authentic purposes and audiences
- ✓ exploring a range of mentor texts to launch writing activities across a range of genres

Revisiting how we learn



- * observation of someone skilled modelling/demonstrating
- * direct instruction
- * gradual release of responsibility
- * practice / repetition
- * time / opportunity
- * encouragement / feedback
- * safety to take risks and try new things
- * relationships, motivation, engagement...

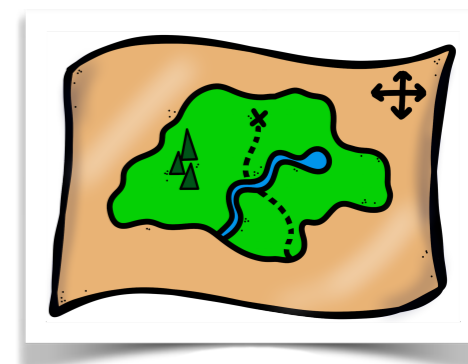
Learning is:

- * social
- * constructive
- * experiential
- * inquiry-based

Review: The Building Blocks of Literacy Learning

The goal is for students to...

- be enthusiastic explorers of words:
 - ★ puzzle out letter–sound relationships
 - ★ see patterns
 - ★ take words apart
 - ★ investigate meanings
- connect to words in an active way
- expand their reading and writing powers



Students learn **HOW TO LEARN** aspects of words, and develop efficient and powerful word–solving strategies

Teach the writer, not the writing.

–Lucy Calkins



What does writing look like in Kindergarten?

Kindergarten – Create & Communicate (writing, speaking, representing)

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



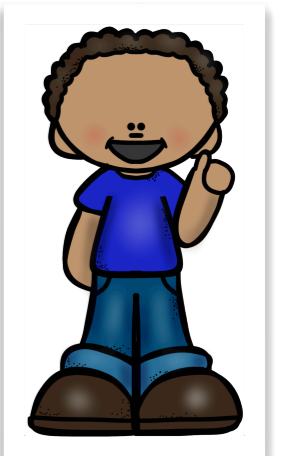
- Exchange ideas and perspectives to gain understanding
- Use language to identify, create, & share ideas, feelings, opinions & preferences
- Create stories and other texts to deepen awareness of self, family, & community
- Plan and create stories and other texts for different purposes and audiences
 - ★ 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

What does writing look like in Kindergarten?

Kindergarten – Comprehend & Connect (reading, listening, viewing)

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

- 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



What does writing look like in Grade 1?

Writing Stories

- Creating imaginative writing and representations, often modelled on those they have read, heard, or viewed...
 - ✓ *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*
 - ✓ *brainstorming, retelling, and writing familiar stories*

Writing from experience

- any writing in which students record information they've acquired, or their experiences, feelings, opinions (likes/dislikes), and observations
 - ✓ *writing about why friends are important*

Writing in Grade 2

Personal writing

- writing that expresses connections to personal experiences, ideas, likes, and dislikes *e.g., writing about family*

Writing to communicate ideas and information

- informational writing and representations about non-complex topics and procedures *e.g., writing about Canadian animals*

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

Writing in Grade 3

Personal writing

- a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions
e.g., journal writing about a field trip

Writing to communicate ideas and information

- a variety of clear, easy-to-follow informational writing and representations
e.g., books, reports, articles, letters that explain to/share with an audience

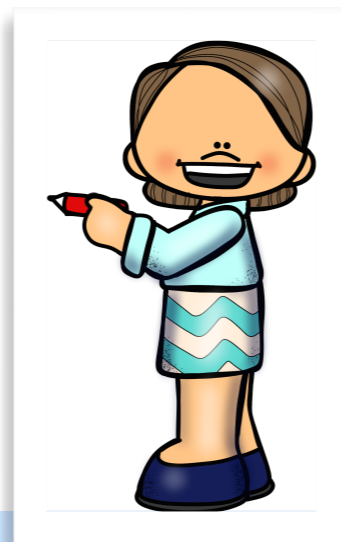
Literary writing

- 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 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



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

- ▶ 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

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

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

Ellin Keene: True Engagement

The Four Pillars:

How we experience true engagement

Intellectual
urgency -

"I have
to know
more."

Emotional
resonance -

"I'm into
this with all
my heart
and mind."

Perspective
bending -

"Other
learners
affect my
thinking... and
I can affect
theirs."

The aesthetic
world -

"This is so
cool. I feel
like it was
made for me."

Engagement

There is a difference between engagement and compliance. Our goal is engagement.

- * Talk about yourself as an engaged writer.
- * Help students identify how to engage an audience.
- * Teach students how to choose an engaging genre.

If we value something, we talk about it with our students.

Our enthusiasm for writing is contagious. Spread it to your students and see them flourish.

Teaching with Mentor Texts

Immersion Phase:

2–4 days at the beginning of the unit we will study our stack of mentor texts.

- * Students get to know the stack of texts (just enough)
- * Teachers can use the mentor texts in mini lessons without having to read them again (time saving!)
- * Students become better at reading like a writer over time.

Immersion allows students to get better at noticing what authors do and trying it out.

You may need to start with modelling noticing during immersion.

Teaching with Mentor Texts

Structure for Immersion Phase:

Having immersion days will make teaching much clearer and much easier.

- * First read through all the texts for enjoyment and sense of story.
- * Do 'noticing' as a whole group, then put them into partners to notice.
- * Model how you, the teacher, will add to your writing based on what you are noticing.

Taking the time at the beginning of each unit will save you time in the long run!

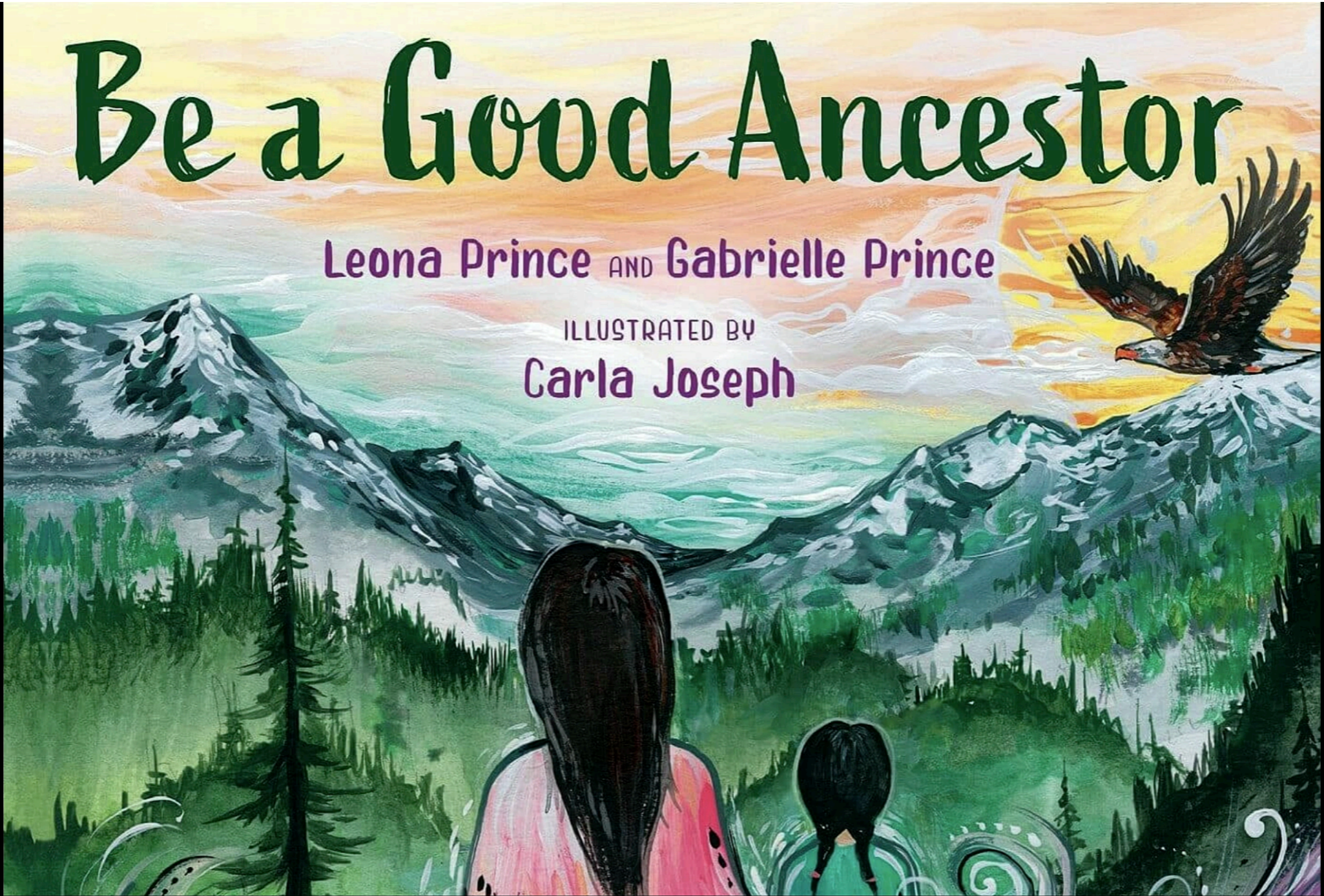
Inquiry approach to writing –
what are we noticing about this text?

Reading Like a Writer - What do you notice?

Be a Good Ancestor

Leona Prince AND Gabrielle Prince

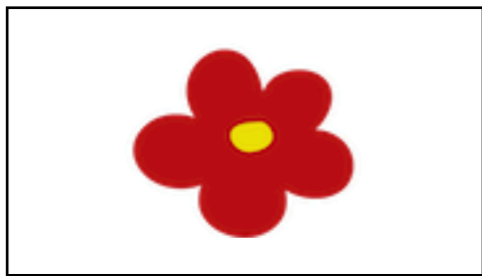
ILLUSTRATED BY
Carla Joseph



Strengths of the writer

What do you notice about this student's writing?

What can this student do?



What would be his
next small nudge?

What would you
teach in a
conference?



The only way we can find out what the next small step is,
is if we can find out what they can do on their own.

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:

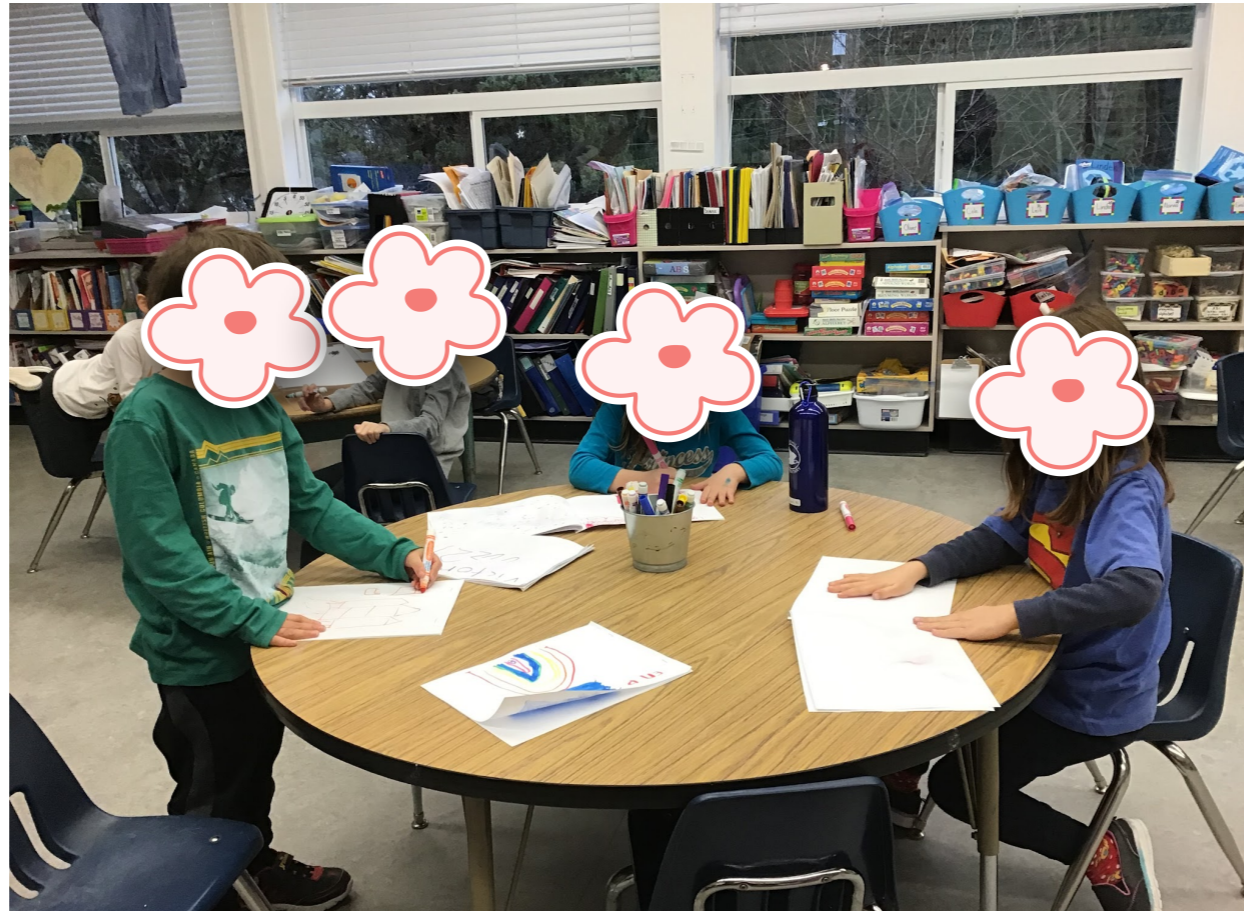
- * Hobbies & activities
- * Sports
- * Places you like to go
- * People you spend time with – family and friends
- * Music, movies, books...

On a post-it note, write your name and a list of **3–5 things** from your life that you would be **KEEN** to write about.

- My kids
- British crime series
- My dog
- Hiking
- Knitting
- Travelling



Writers' Workshop



“ Writing workshop is a place where children’s first writing will be celebrated in all its glorious approximation”

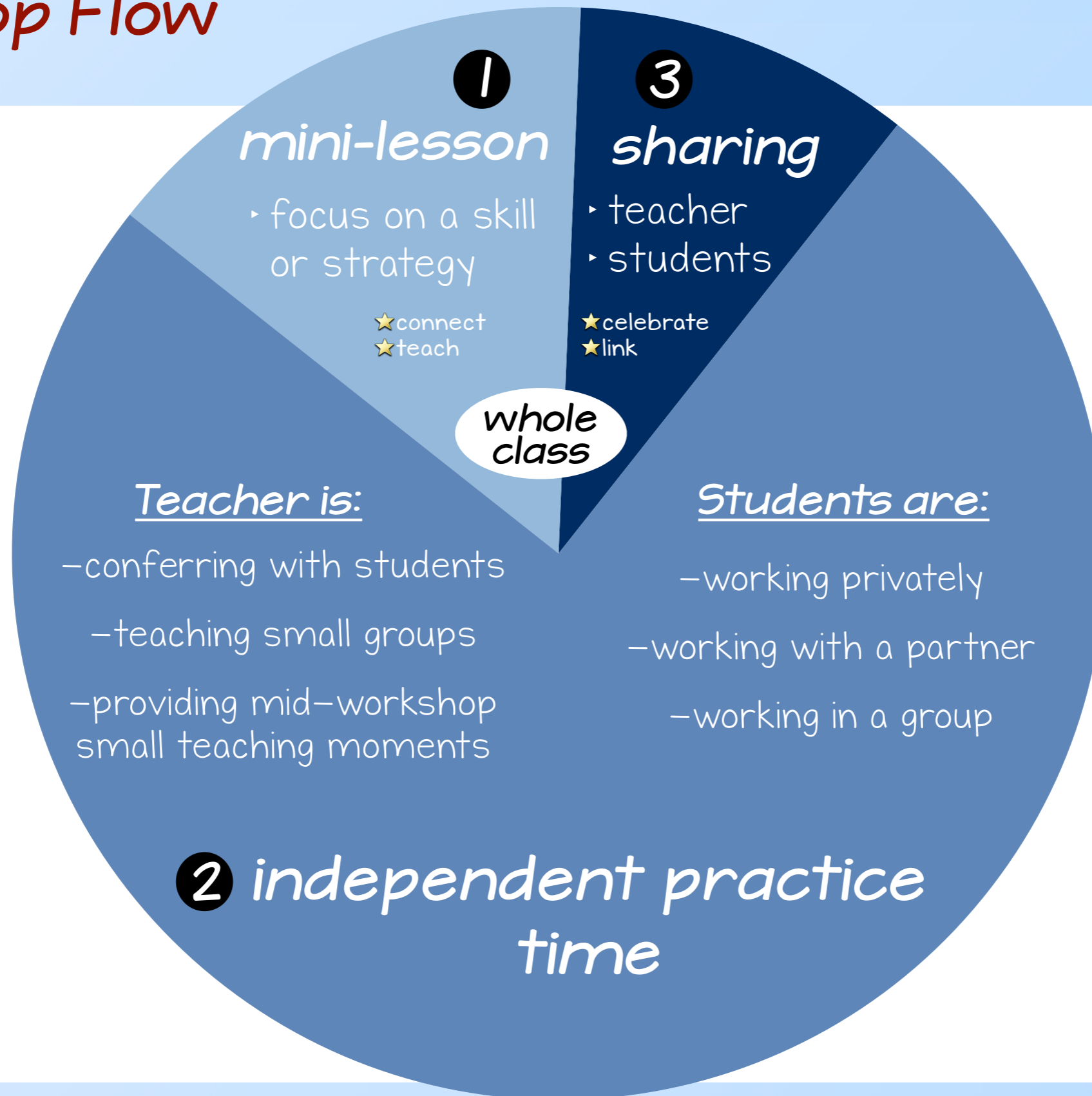
Lisa Cleaveland

Goals for Launching Your Writers' Workshop

- ★ Build a **safe** writing community
- ★ Establish **rituals** and **routines**
- ★ Generate lots of **thinking, talk and writing**
- ★ Develop the **understanding** that all good writing has **meaning, detail, structure and pacing**

You and your students **first** enjoy and respond to literature **as readers** and then later come back to the familiar text **as writers** in Writing Workshop mini-lessons.

Workshop Flow



Connection

- connect the context of the day's teaching with the work the class has been doing
- name the teaching point for the lesson
- about 1 minute

Teach

- crystallize what you plan to teach in this mini-lesson - today's goal & steps to reach it
- provide concrete instruction to demonstrate today's skill or strategy
- 2-3 minutes

Active Engagement

- "Now you try it" - and provide students with a little bit of guided practice (scaffolded learning)
- everyone has a go, working with a partner or small group, while the teacher listens and coaches
- 2-3 minutes

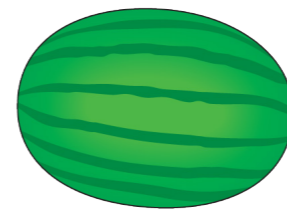
Link

- re-state the teaching point - connect it to not just today, but every day
- they go and do their own work - working independently & collaboratively with their partners
- about 1 minute

Writing About Our Lives - Small Moments

- think about some of the true stories that you could write about:
 - ▶ a story about my life
 - ▶ a story about school
 - ▶ a story about my family
 - ▶ a story about my vacation

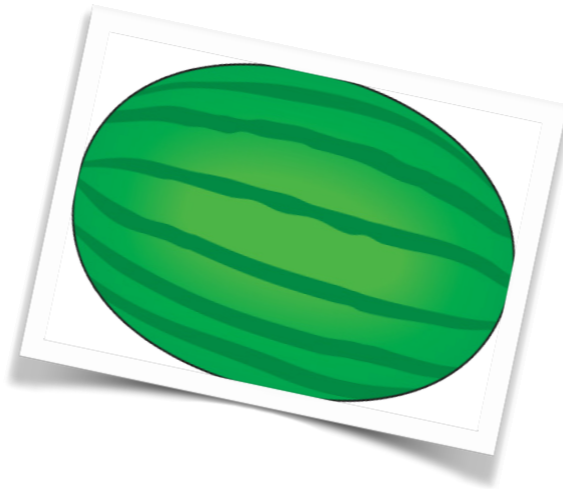
• those are BIG STORIES – as big as a



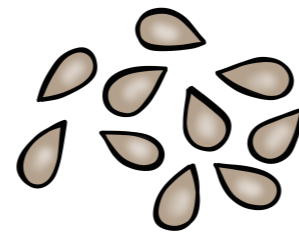
• when you pick a topic to write about – stop & think –

does it feel like I'm carrying a watermelon?

Writing About Our Lives - Small Moments



- the good news is that inside a big watermelon topic, there are a TON of tiny seed stories that we can write about



- Here's an example of a personal seed story...

A Small Moments Cat Story

Pix and the Mouse

One morning I let my cat named Pix outside. He was waiting at the door to be let in. I didn't notice that he had a live mouse in his mouth when he came in. I screamed and Pix dropped the mouse. The mouse ran around the house. I finally got him outside.

A Small Moments Cat Story

Pix and the Mouse

One sunny morning before I started work, I let Pix outside to get some fresh air. When he came back inside, I didn't notice that he had a squiggly, scared mouse in his mouth. I was so surprised that I screamed and that caused Pix to drop the mouse and run upstairs. The mouse started to run around the house. I grabbed the broom and dustpan. The mouse ran behind the oven and I finally had him cornered. I carefully scooped him up and put him outside.

A Small Moments Cat Story

Pix and the Mouse

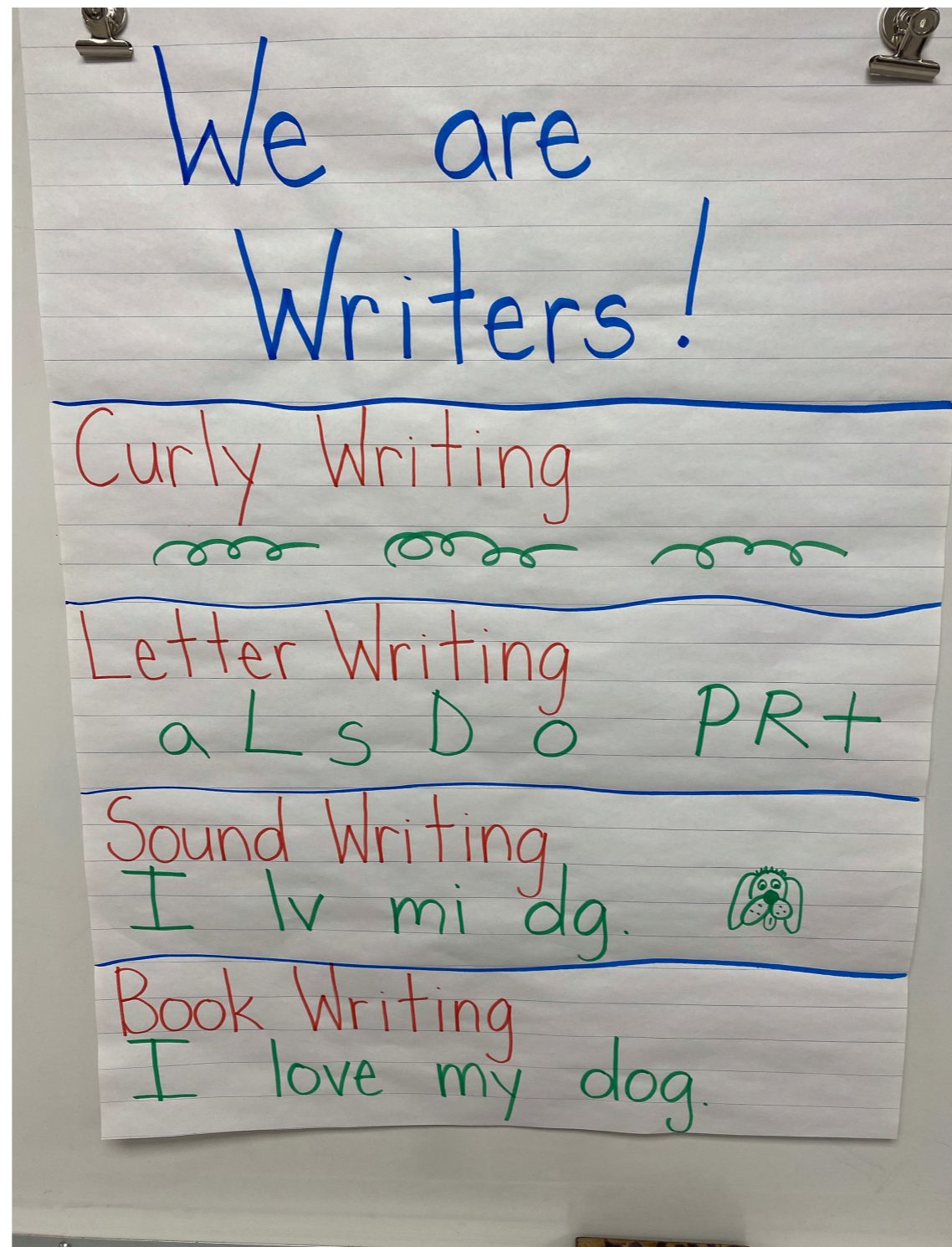
“Eeek,” I screamed when Pix, the cat, came inside the house with a squiggly mouse in his mouth. I had let him out that morning and I guess he thought he would bring in a new ‘toy’ to play with in the house. I shouted, “Pix, what are you doing?” I guess I scared him with my shouting, so he dropped the mouse and scampered upstairs. I started running after the mouse, clop, clop, clop. Finally, I had him cornered behind the oven. He looked so small and scared, I felt a little sorry for him. I carefully scooped him up into a dustpan and ran outside. Whew, what an exciting way to start the day!

Zooming in On Your Own Small Moment “Seed” Story

- think about our sample big  topic – *My Cats*
- now choose your own  topic – share it with your table group
- make your own  story that comes out of your own big  topic
- list out different seeds – or ideas – for your story  ... count out each idea across your fingers 
- write out one of your seed ideas – to make a short story

This separates the **formulating** of sentences from the difficult task of **writing** sentences

Continuum of Writing Development



Honouring Approximations

Looks like:

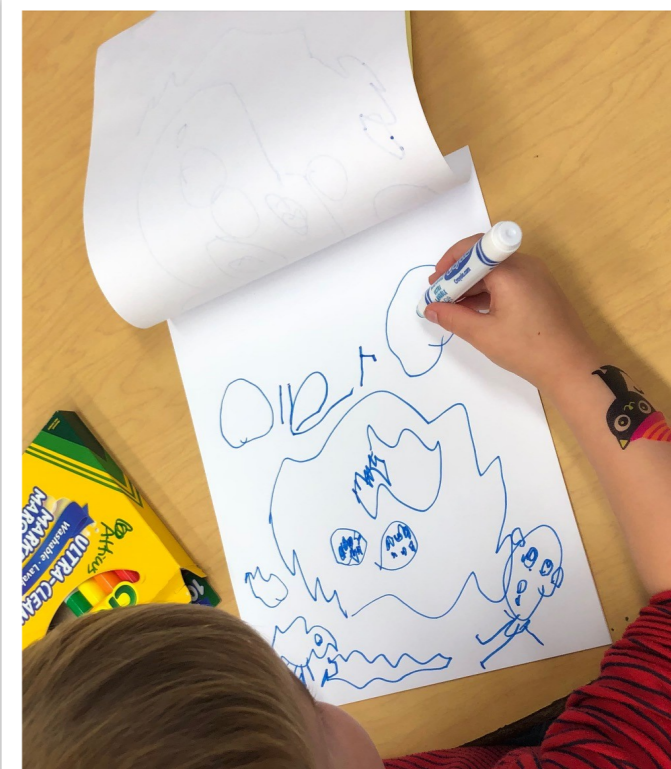
Taking a child's writing and seeing all they CAN do, not what they CAN'T

Looks like:

Believing that young kids are writers and NOT doing their writing for them

Looks like:

Adults feeling comfortable with children's approximations so that children also feel comfortable with "not knowing" and take a risk anyway



Creating Purpose

Connect Writing Workshop to other familiar times in the day and their purpose.

- * Center time = explore & play
- * Recess = outside to play, run
- * Writing Workshop = make books



Some children don't believe they know how to write, and so the verb **MAKE** is more inclusive and inviting — **book making**

In Your Classroom

Big Idea... Writing workshop is a time every day when you make books

- * Compare to other time of the day children already know (centers, lunch, recess)
- * Show children a picture of someone who is an author and illustrator alongside a book that person has made (Eric Carle)
- * Show children books made by other children. Read one!



In Your Classroom

Big Idea... People make books by drawing the pictures and writing the words

- * Show and talk about the tools you have available for making books
- * Show children photographs of other children making books
- * Use share time to talk about how children put words and pictures in their books



In Your Classroom

Big Idea... Making books is a process that happens over time

- * Ask children questions about what they plan to do **next** in their books
- * As a whole class or in pairs, invite children to think with each other about what else they might do in their books
- * As you observe children at work, look for those who are “going back in” to their books and invite them to share



Choice of Genre

Increasing engagement through choice of genre.

- * Ask students, “what is your favourite topic to write about?”
- * Modelling ‘think aloud,’ explain your favourite topic to write about and all the different genres you can choose to write.



- a small moment story about my cat
- A poem about cats
- A labeled diagram of a cat
- A 'how to' book about taking care of cats
- An information book about cats

Craft and Process Writing Units

Craft Writing Teaching:

- ✓ Illustration Study
- ✓ Paragraph Decisions
- ✓ Punctuation
- ✓ Text Structures
- ✓ Author Study

Process Writing Teaching:

- ✓ Launching Writers Workshop
- ✓ Reading Like a Writer
- ✓ Using Strategies to Find Topics
- ✓ Planning
- ✓ Peer Conferences
- ✓ Revision

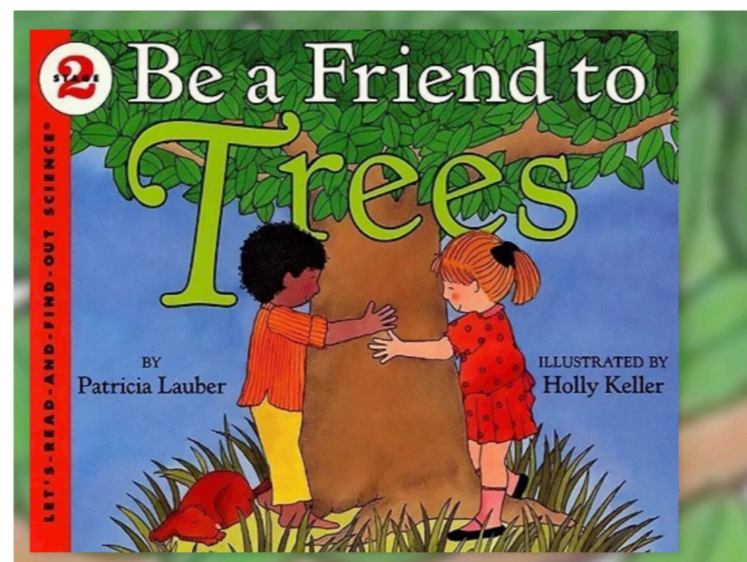
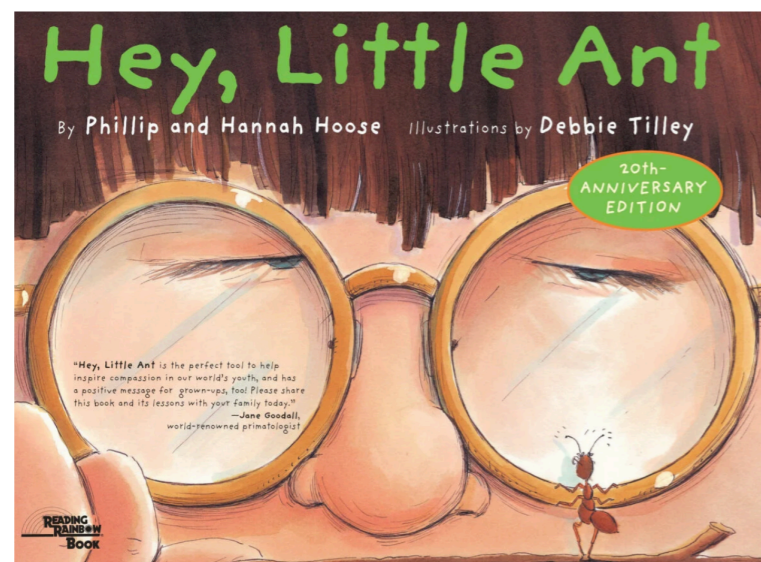
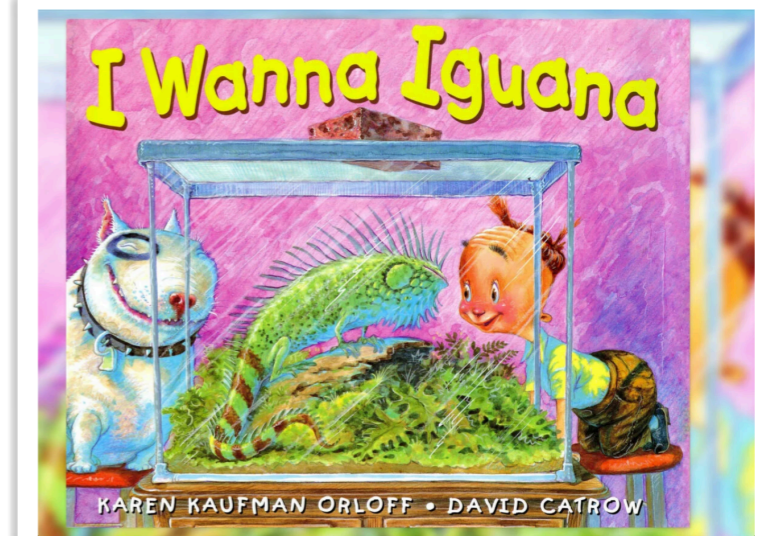
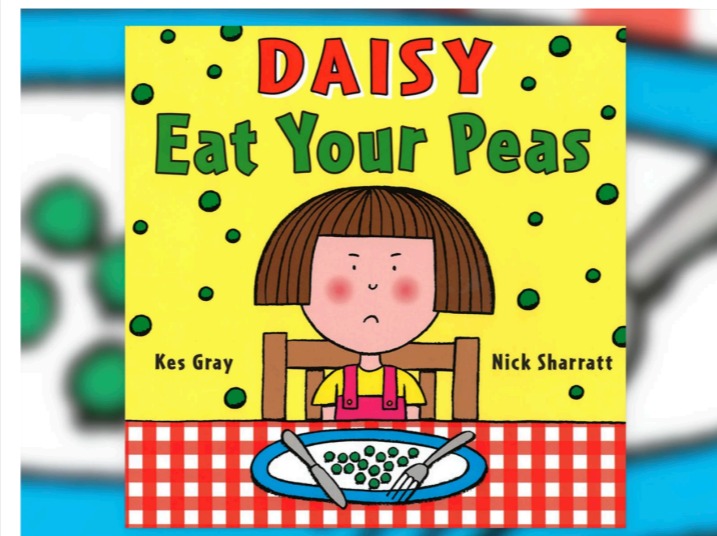
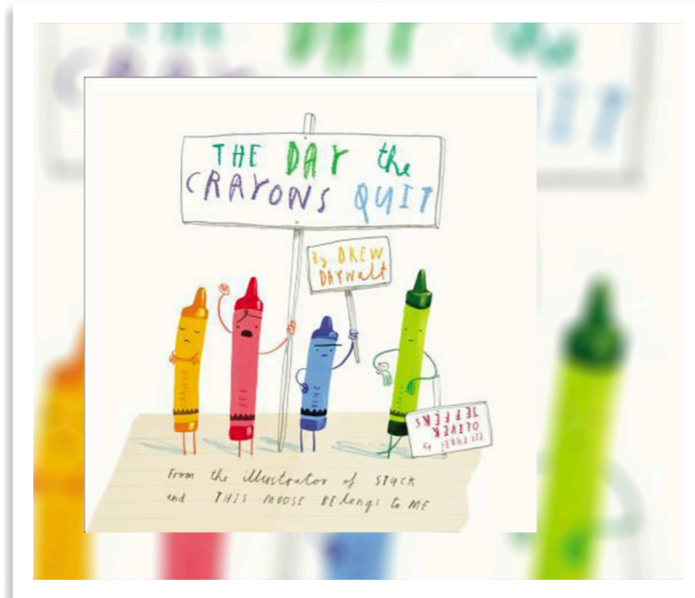


Goals for Launching Your Writers' Workshop

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Mentor Texts to Launch Persuasive Writing Activities



Mini-lesson & read aloud - Persuasive Writing



Mini-Lesson Structure

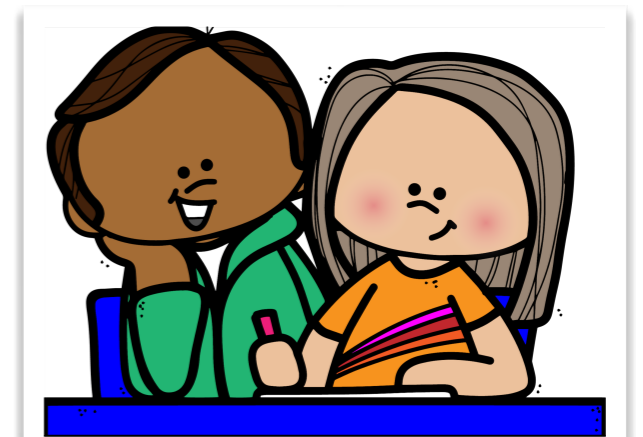
I do



WE do



YOU do



- * mini, not maxi (five minutes)

- * strategy-focused

- * model, model, model

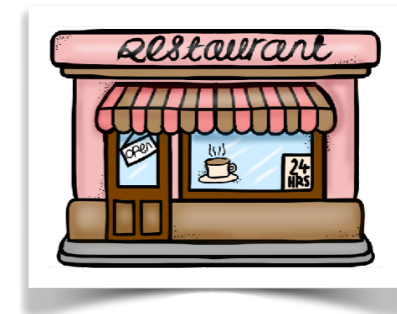
- * direct and explicit instruction

- * guided practice in a safe, supportive setting

- * transfer to independence

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



SMALL GROUP – Talking/Reading/Writing/Thinking Connection...

- What are you writing a review of? Why did you choose that?
- Can you orally share two reasons with your small group/partner?
- Trade and read each other's reviews when you're done..

”If children are not spending a **significant** portion of their day **engaged in** (reading and writing) **texts** that allow them to **practice the strategies we are modelling**, then we cannot possibly expect them to take on these strategies and use them **independently**.”

–from *Catching Readers Before They Fall*



Sources

Resource Books

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

Engaging Children – Keene

How to Be a Better Writing Teacher workshop – Anderson & Glover

Craft and Process Studies – Glover

Nurturing Young Writers: Supporting Thinking in Children's Book Making and Oral Language Composition –
Matt Glover workshop

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

Launching the Writing Workshop – Leograndis

Mindsets and Moves – Goldberg

The Daily Five – Boushey & Moser

Engaging Young Writers – Glover

Videos & Online Resources

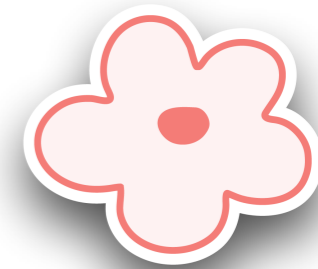
[BC Ministry of Education's Writing Performance Standards](#)

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

[YouTube– World Teacher Day](#)



Provincial Outreach Program for the Early Years



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OUR NEXT WORKSHOP:

Tuesday, March 5th:

9:00 – 2:30pm

