



the Provincial Outreach Program for the Early Years



SD73 Professional Learning Series

High Impact Instructional Routines
in Your Grade 2 and 3 Literacy Block

Wednesday, January 24th

8:30 – 2:30pm

Connect with us online!



@POPEYBC



@popeybc

Presenter:

Lisa Thomas



Goals and objectives for our day together

Together we will explore a **scope and sequence** for **writing development** across grade 2 & 3, as POPEY provides examples of:

- **scaffolded supports** for young writers as they build their writing identity, confidence, and skillset
- **mentor texts** to launch **varied writing experiences** for **authentic purposes** and **audiences**
- considerations for **scheduling** and **organizing differentiated writing activities** for students of **all language** and **writing abilities**

We will also have **dedicated time** for you to **share and discuss writing samples** from your classrooms, and reflect on **feedback, assessment,** and **planning** to support your students' growth as young writers.

Shape of the Day



- 8:30am – Refreshments, Getting Settled to Get Started
- 9:00–10:30am
 - ✓ Welcome, reconnecting, and checking in – how's it going?
 - ✓ Planning & scheduling considerations for comprehensive literacy learning
 - ✓ The developmental stages of writing & the BC ELA curriculum
 - ✓ Bookmaking – guidelines, routines, strategies to support young writers
- 10:45–12:00pm – Engaging Young Writers with Meaningful Experiences
 - ✓ Exploring a scope & sequence for writing across grades 2 & 3
 - ✓ Reflecting, sharing, discussing our own student writing samples
 - ✓ Writers' Workshop – suggestions for writing supports and routines
 - ✓ Mentor texts to inspire careful noticing, poetry, and imaginative writing
- 12:45–2:30pm – Putting it All Together
 - ✓ Increasing engagement through choice of genre and topics
 - ✓ Persuasive Writing – using teacher and student writing as mentor texts
 - ✓ Writing reviews of books, restaurants, toys...
 - ✓ Reflect & Synthesize – connect, discuss, and plan

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

Comprehensive & Connected Literacy Experiences

WHOLE CLASS

Thinking

GUIDED & SMALL GROUP



Talking

Reading



Writing

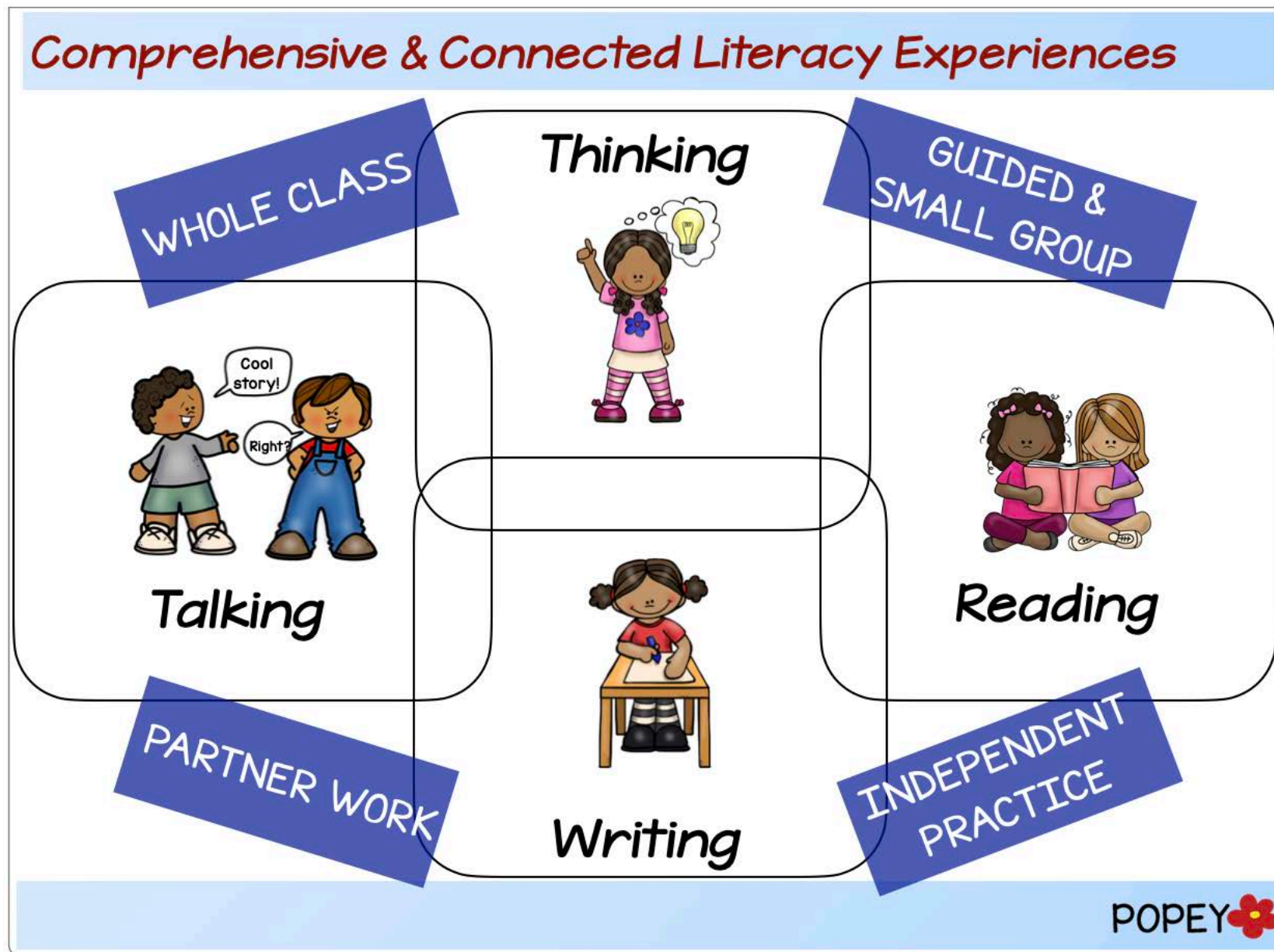
PARTNER WORK

INDEPENDENT PRACTICE

Reflect & Share



Think about your literacy block and how you **plan** and **schedule** for these **elements** of literacy learning.



What's a **strength** area and what's a **stretch** area for you?



the Provincial Outreach
Program for the Early Years

Planning & Scheduling for a Comprehensive Literacy Program



Includes sample timetables from *Catching Readers Before They Fall* and Miriam Trehearne's *Grade 1–2 Teachers' Resource Book*. Both sources highlight the importance of:

- ▶ **interconnected** reading and writing experiences and opportunities
- ▶ **scaffolded** reading and writing supports for students – **shared, interactive, and guided** options for reading and writing
- ▶ **flexibility and openness** for **variation and differentiation**
- ▶ time for **independent practice** and intentional **conversation and collaboration**
- ▶ **Expanding** literacy learning across the day and the **curriculum** (Science, Social Studies...)

Read, reflect & discuss with your school team



Teach the writer, not the writing.

–Lucy Calkins

Children don't make stories so they can learn how to write.

They learn how to write so they can tell stories.

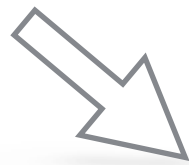
–Susan Harris MacKay

The developmental stages of writing



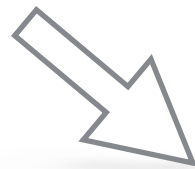
Emergent

- 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

Writing in Grade 2

Writing in Grade 3

Personal writing

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

Personal writing

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

Writing to communicate ideas and info

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

Writing to communicate ideas and info

- 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 imaginative writing and representations, **sometimes** based on **models** they have read, heard, viewed
e.g., reading stories & then discussing story structure & characters; writing shared, guided, and independent stories; listening to stories/fairy tales and practicing writing stories using the same story structure or characters

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

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

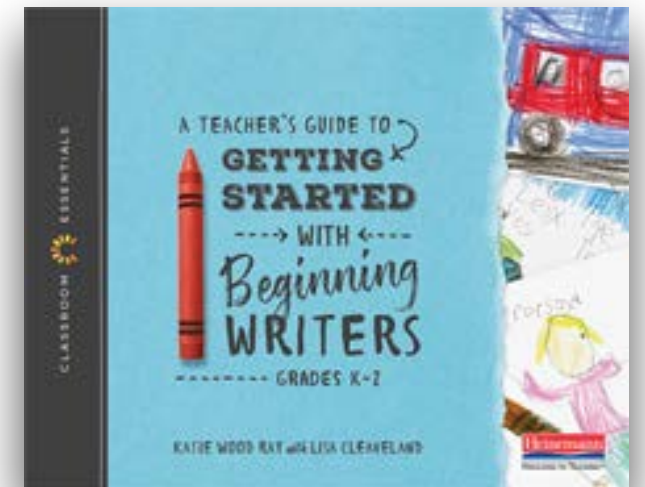
Learning Through Language, Learning About Language

- ▶ 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 our actions

Book Making: What writers 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**



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
bit each day

Space

- * Children spread out around the room and CHOOSE where they want to work.
- * Tables available for children who want to work in GROUPS
- * A few individual desks for children who want to work ALONE
- * Lapboards for those who want to sit on the FLOOR

Deciding **where**
they can do their
best work
as a writer
is a decision
the children can
OWN.

Book Making

Blank Books

- * In Kindergarten, Katie suggests starting with pre-stapled books of 5–6 blank pages each, plain white paper with no lines, in landscape orientation
- * Later in K, or at the beginning of grade one or two, she suggests offering children a choice of books made with paper with **some** lines and some space for pictures

Lines set an expectation for print that makes some children think "I don't know how to do that, so I **can't**."

Writing Tools

- * Separate tubs for crayons, coloured pencils, and markers
- * Children decide which medium they want to use & pick a tub
- * Laminated alphabet charts available for those who need them
- * Hanging file folders hold the children's in-process and completed books
- * Another bin holds the pre-stapled blank books

Each time they work on making a book, children **decide** on the **tools** they want to use.

An Image of Bookmaking

For children to make books, they first need to know:

- * What books look like
- * That PEOPLE make books, they don't just come from the library or the store
- * A finished book is the result of someone's work to make that book
- * You can show them photos of other children ENGAGED in bookmaking, taking the actions from ideas to finished books

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

Setting Expectations for Pictures and Words

What do children need to know about TEXTS?

To find out what students know, ask yourself...

In kid-friendly language, embed big ideas.

Writers focus on a topic when they compose a text.

Is the child's book about something?

"Damon's book is all about his favourite thing – baseball."

The ideas in a text should be organized in logical ways.

How has the child organized this book? What is the connection between ideas?

"This is the perfect ending. I knew she was going to be happy when she got an ice cream."

The language in written texts has been crafted in particular ways.

When the child reads the book, does it sound like a book?

"Did you hear how she's written 'Oh my!' on every single page?"

Different publishing formats have particular features writers use to make meaning.

Is the child making the book *in the manner of* other picture books they've seen?

"He has a table of contents in this book, just like the dinosaur book we love!"

Different kinds of writing serve different purposes for different audiences and have different features in common that readers expect.

What does this book show the child understands about genre?

"I think Jody is the first to make a book that teaches the reader how to do something."

Writers use both illustrations (graphics and layout) and written text to make meaning

How is the child representing meaning in this book?

"I can learn so many things about bats just from looking at Aiden's illustrations."

Reflect & Discuss - Bookmaking

Reflect on the info shared in the last few slides and in the video of the Kindergarten students making books.

- Could bookmaking become part of your literacy block and writing routines?
- How can you make an **explicit connection** between reading books and making books? Between author and audience? Between students and their stories?
- How is bookmaking **naturally differentiated** for students of varied abilities?
- What **questions** or **wonderings** do you have about trying bookmaking?

Share your thoughts & reflections with your table group.

A scope and sequence for writing in grades 2 & 3

From BC's new Learning Pathways

Grade Level Proficiency Descriptors, K-4

Aspect	Sub- aspect	K	1	2	3	4
Communicates ideas and information	Expresses ideas and information Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)	Shares ideas, using learning area materials <i>materials: e.g., vocabulary, images, manipulatives</i>	Shares ideas, using learning area materials <i>materials: e.g., vocabulary, images, manipulatives</i>	Shares ideas and/or information, using relevant learning area materials <i>materials: e.g., vocabulary, images, manipulatives, etc.</i>	Shares ideas and/or information, using relevant learning area materials <i>materials: e.g., vocabulary, images, manipulatives, etc.</i>	Describes ideas and/or information, using relevant learning area materials <i>materials: e.g., vocabulary, images, manipulatives, text features, graphs, etc.</i>
	Presents ideas and information Selects appropriate medium/media for a final product that clearly presents ideas and information	Explores a variety of media with which to present idea(s) and information	Explores a variety of media with which to present idea(s) and information	Selects the medium/media with which to present idea(s) and information that support the task and purpose	Selects the medium/media with which to present idea(s) and information that support the task and purpose	Presents idea(s) and information, using appropriate medium/media
	Justifies and defends ideas and/or ideas Clearly justifies and can debate ideas, thinking, and decisions made	Identifies a reason that supports decisions and/or ideas	Identifies a reason that supports decisions and/or ideas <i>relevant: related to task, decisions, prior learning, etc.</i>	Supports decisions and/or ideas using a relevant explanation <i>relevant: related to task, decisions, prior learning, etc.</i>	Supports decisions and/or ideas using a relevant explanation <i>relevant: related to task, decisions, prior learning, etc.</i>	Provides a rationale to support ideas, decisions, and/or approach taken <i>relevant: reasoning, thinking, logic, hypothesis, etc.</i>

BC Learning Pathways – Grade Level Proficiency Descriptors

From BC's Performance Standards – Writing

Quick Scale: Grade 2 Personal Writing

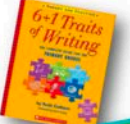





The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Personal writing is usually expected to be checked for errors but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	The writing may be an attempt to recount experiences or ideas, but problems with logic, organization, and conventions obscure meaning. Often very short.	The writing offers some logical ideas and reactions, but connections are not always clear. May be difficult to follow in places.	The writing is clear and easy to follow. It offers a series of loosely connected ideas and experiences with some detail.	The writing has a clear topic and focus, with related supporting details, reasons, or examples.
MEANING • ideas and information • use of detail	• topic may be hard to determine • often very short • little logical detail or description	• some connections to experiences, dislikes, likes • offers some ideas and opinions • some details; often irrelevant or repetitious	• makes connections to personal experiences, likes and dislikes • a series of loosely related ideas and opinions • some relevant details or examples	• offers opinions and observations with some development • sense of purpose; ideas are related and often focus on a central theme • relevant details, reasons, or examples
STYLE • clarity, variety, and impact of language	• language is often unclear; may make errors in word choice • relies on short, simple sentence frames that have been provided	• simple, basic language; often repetitive • tends to rely on short, simple sentences or one or more long, rambling sentences	• conversational language; may include some description • some variety in sentence length; often short and abrupt; some long and run-on	• simple descriptive language; some variety • beginning to show some control of sentence structure; some variety in length and pattern
FORM • beginning • sequence • connecting words	• topic is not clear • sequence is illogical • omits connecting words	• often has no beginning (starts in the middle) • may ramble without clear sequence or connections • seldom uses connecting words	• opening sentence may signal the topic • ideas are loosely connected, often by time (e.g., same day) • repeats a few simple connecting words	• a title or opening sentence signals the topic (or time period—e.g., "yesterday") • logically sequenced and connected • beginning to use a variety of connecting words
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar	• errors make the writing difficult to read • not written in sentences • may omit letters and sounds • often omits or uses punctuation and capital letters inconsistently • frequent errors in pronouns and verbs	• frequent errors may interfere with meaning in places • some complete sentences • frequent spelling errors (but all sounds are represented) • inconsistent use of capital letters and punctuation • some errors in pronouns and verbs	• several errors, but these do not obscure meaning • most sentences are complete • most common words are spelled correctly • occasional errors in end punctuation; uses capital letters for names, places, first word in sentence • most pronouns and verb forms are correct	• may include errors (particularly in more complex language); these do not affect meaning • written in complete sentences • most spelling is correct • uses capital letters and end punctuation correctly • uses correct pronouns and verb forms; may make occasional errors

GRADE 2 PERSONAL WRITING 43

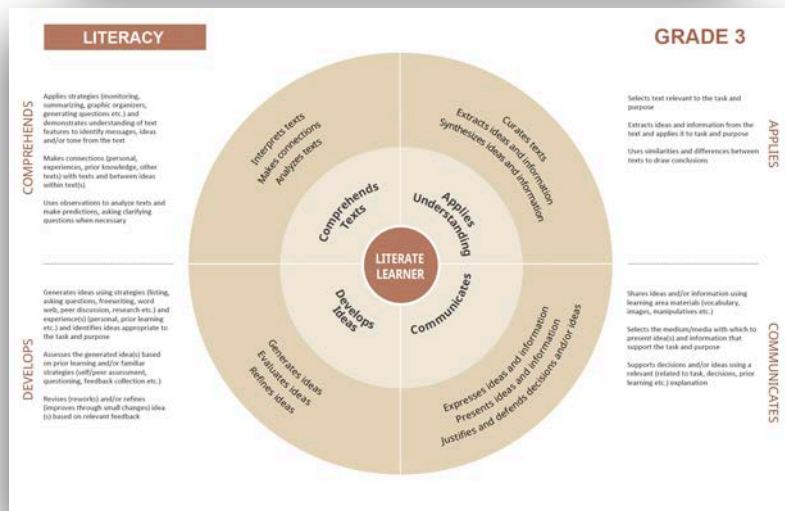
SD71's Student-Friendly Writing Rubrics

Grade 2 Story Writing (Fictional Narrative/Stories) Create and communicate (writing, speaking, representing)

Writing Traits	Emerging	Developing	Proficient	Extending
Ideas		• joined ideas are copied • few details • hint of a problem, but no solution	• joined ideas are similar to other stories • several details • has a problem; no solution	• some creative ideas • has details that fit story • has a problem and a bit of a solution
Word Choice		• few interesting words; mostly everyday words	• descriptive words sprinkled throughout	• descriptive words allow the reader to visualize
Sentence Fluency		• mostly short, simple sentences; some incomplete • sentences begin in different ways	• some short, medium or long sentences • sentence beginnings are different and interesting	• complete sentences except tricky ones • a variety of clever sentence beginnings fit perfectly
Voice		• a hint of personality and care for topic • characters are named • dialogue is basic, confusing and doesn't tell the story	• clear personality and care for topic • characters are named and described a little • dialogue doesn't sound natural, but fits the plot a bit	• personality and passion for topic • characters are carefully described inside and out • dialogue moves the plot along or reveals character traits
Organization • beginning • middle • end		• has a basic lead • some awkward connections • series of loosely related event • ending doesn't make sense • some paragraphs	• has an engaging lead • smooth connecting words • connected events make sense • a quick ending that solves the problem • new paragraphs when events change	• an engaging lead establishes story purpose • careful connecting words • events really fit together • an ending solves the problem • paragraphs with each new speaker and event
Conventions		• some errors in spelling, grammar and punctuation, but they do not interfere with meaning	• errors in spelling, grammar and punctuation, but only in the complex parts	• the occasional error in spelling and punctuation, but only in tricky parts

Explicit instruction is needed and will help all writers grow
<http://www.sd71.bc.ca/literacy/writing-mini-lessons/grade-2/grade-2-story-writing/>

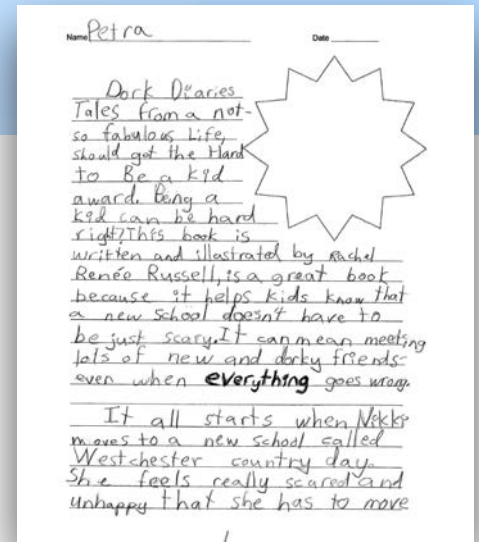
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Extra Handout

Collaboration & Exploration

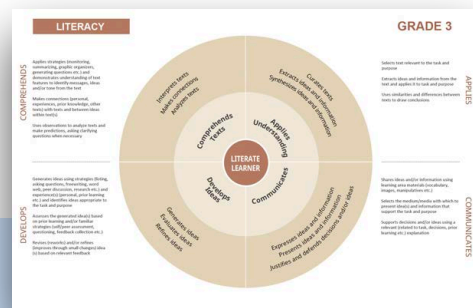
Sharing, discussing, and exploring your own student writing samples alongside the proficiency guides, quick scales, and rubrics:



- ✓ Read, review, & discuss the various proficiency guides, rubrics, scales (handout)
- ✓ Share & discuss the student writing samples you brought today, in the context of these assessment tools
- ✓ Reflect on students' current writing abilities and what your nudge or next step feedback would be – “I think you’re ready for...”

Option: Join another school team(s) and form common grade groups

Sub-Aspect	K	1	2	3	4	
Communicates ideas and information	Expresses ideas and information clearly and effectively using appropriate language and conventions.	States ideas, using simple words and phrases.	States ideas, using simple words and phrases.	States ideas, using simple words and phrases.	States ideas, using simple words and phrases.	States ideas, using simple words and phrases.
	Expresses ideas and information clearly and effectively using appropriate language and conventions.	States ideas, using simple words and phrases.	States ideas, using simple words and phrases.	States ideas, using simple words and phrases.	States ideas, using simple words and phrases.	States ideas, using simple words and phrases.



Aspect	Not Yet Written Operation	Emerging Operation	Fully Written Operation	Skilled Operation
Content	The writing has no clear purpose or audience.	The writing offers some information and details.	The writing is clear and offers details and information.	The writing is clear and offers details and information.
Organization	The writing has no clear organization.	The writing has some organization.	The writing is clear and offers details and information.	The writing is clear and offers details and information.

Writing Traits	Emerging	Developing	Proficient	Exemplary
Idea	Some ideas are copied.	Some ideas are copied.	Some ideas are copied.	Some creative ideas.
Word Choice	Some interesting words.	Some interesting words.	Some interesting words.	Some interesting words.
Fluency	Some fluency.	Some fluency.	Some fluency.	Some fluency.



Goals for Launching Your Writers' Workshop

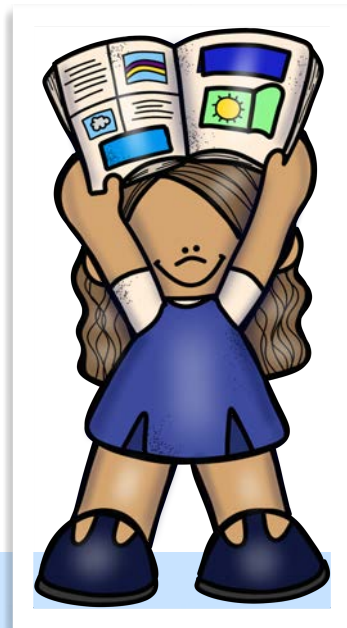
- ★ Build a **safe** writing community
- ★ Establish **rituals** and **routines**
- ★ Generate lots of **thinking**, **talk** and **writing**
- ★ Develop the **understanding** that all good writing has **meaning**, **detail**, **structure** and **pacing**

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.

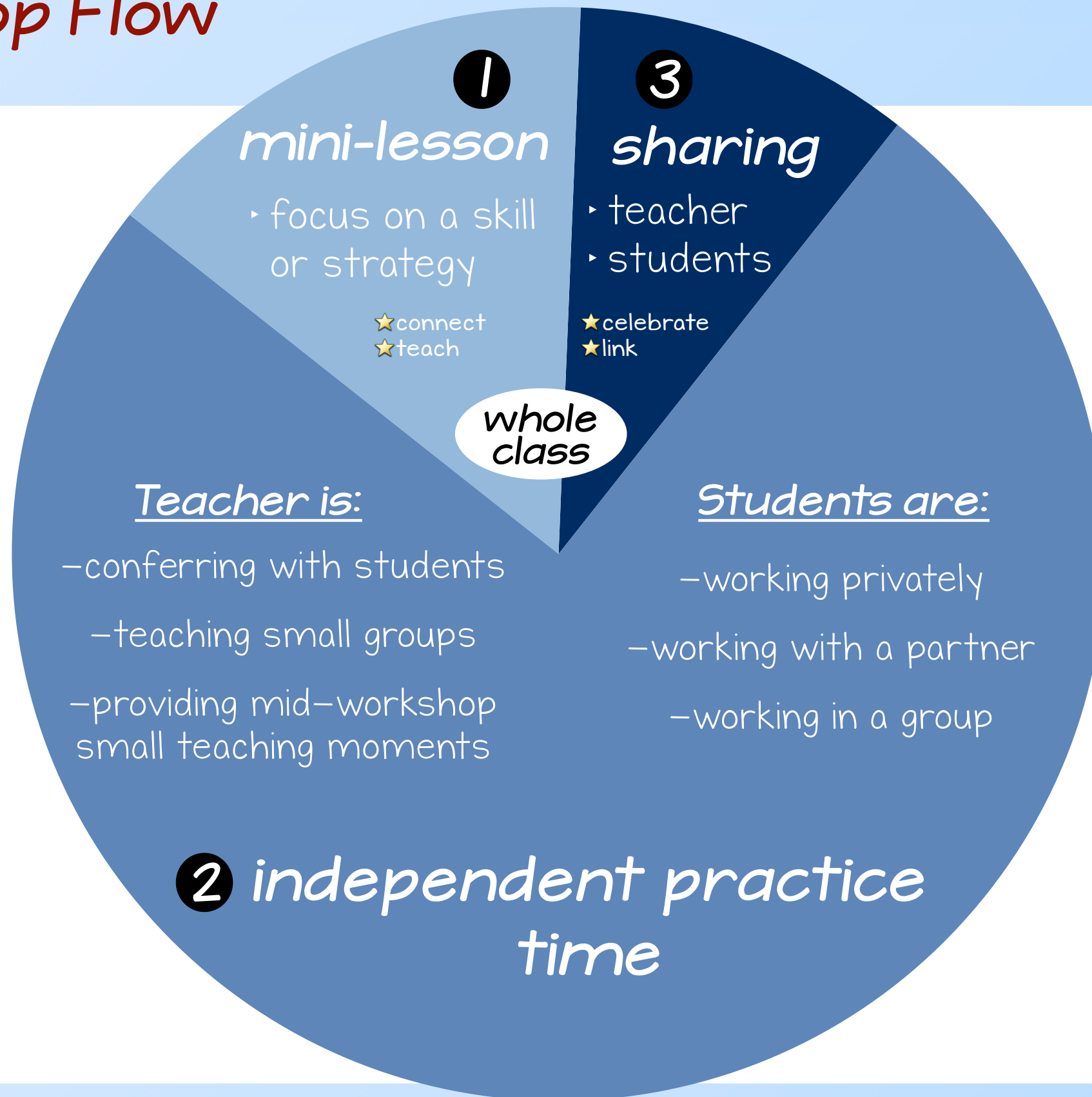
Mentor Texts to Inspire Writing

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



Workshop Flow

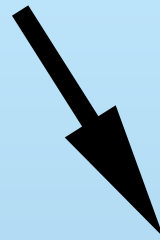


Mini-lesson & read aloud - Persuasive Writing

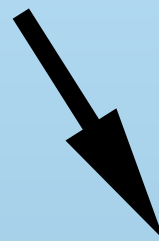


Mini-Lesson Structure

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

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

Mentor Text for Poetry



Danielle Daniel & Josée Bisailon

Strategies Poets Use to Write Poems



Poets find a topic that gives them a big feeling.

Poets find a small moment, detail, or object that holds the big feeling.

Poets look with poets' eyes and see this ordinary thing in a new way.

Poets write about it, experimenting with line breaks.

Your Turn! Poetry Inspired by a Mentor Text



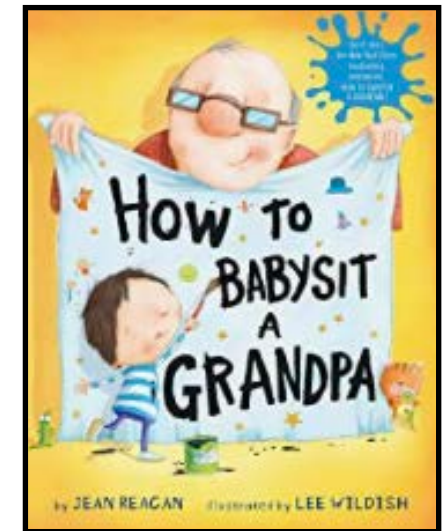
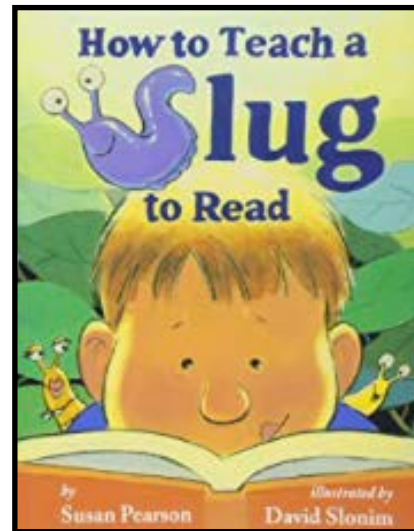
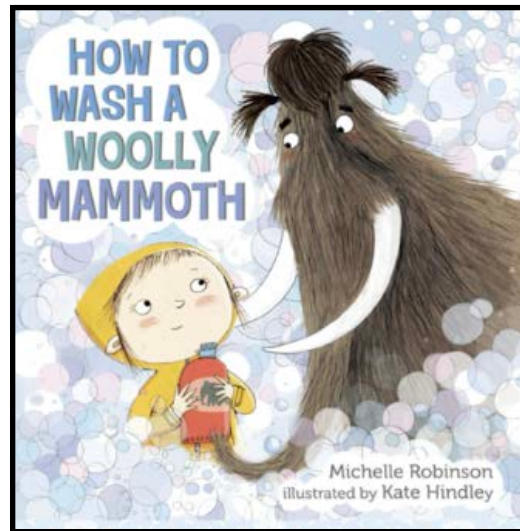
Choose an element of nature that you can feel like sometimes – following the pattern of the book.

- ✓ Take a few minutes to reflect on a feeling & connect it to nature
- ✓ Write four lines about it, in the style of the mentor text
- ✓ Draw a picture to illustrate your poem

Sometimes I feel like the sky,
open and everlasting.
I breathe in and out into the blue,
feeling peace inside of me

Mentor Texts to Inspire Writing About Reading

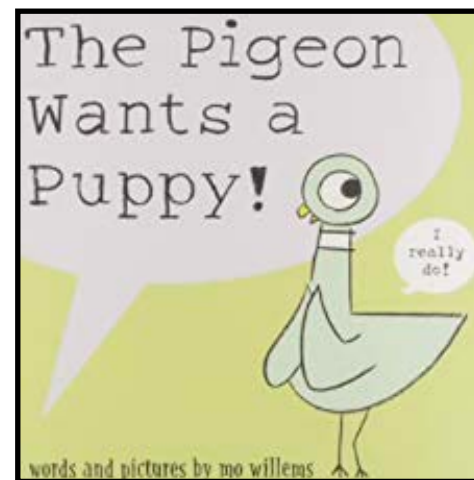
How-to books



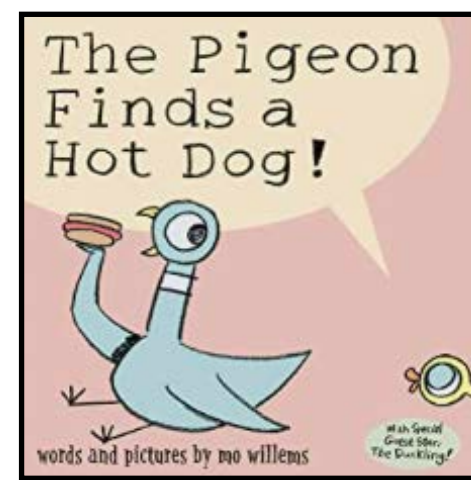
Pigeon books



Don't Let the Pigeon...



The Pigeon wants a...



The Pigeon finds a...



The Pigeon needs a...

Read Aloud - Everywhere, Wonder



Your Turn! Finding wonder and stories, everywhere

- What do you notice in these pictures? What might be happening here?
- Choose one to develop a story idea about – what's something that you notice or imagine happening?
- Fill in a few details in each of these four categories, as an outline for your story.

Characters



Setting

Problem



Solution

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

What is a mentor text?

A well-crafted text that you show students to help them see how they can better craft their writing and use conventions.

- * Creative people in all fields have mentors.
- * Students learn reading and writing are interconnected.
- * Mentor texts help you teach writing descriptively, instead of prescriptively.
- * Mentor texts help students teach themselves about writing.

The 'how' is
the craft of
writing.

What are you doing as a writer to make your writing better?

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:

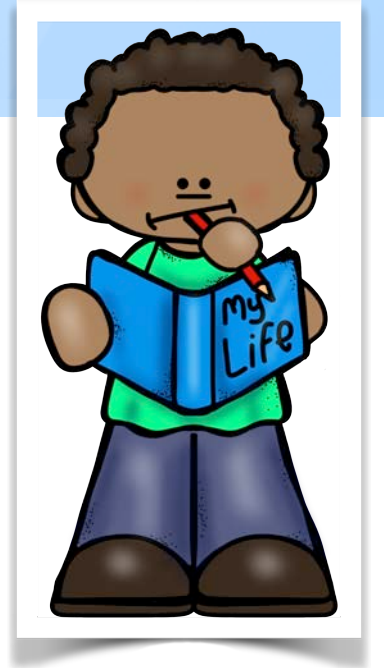
Having immersion days will make teaching much clearer and much easier.

- * 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?

Pause & Reflect

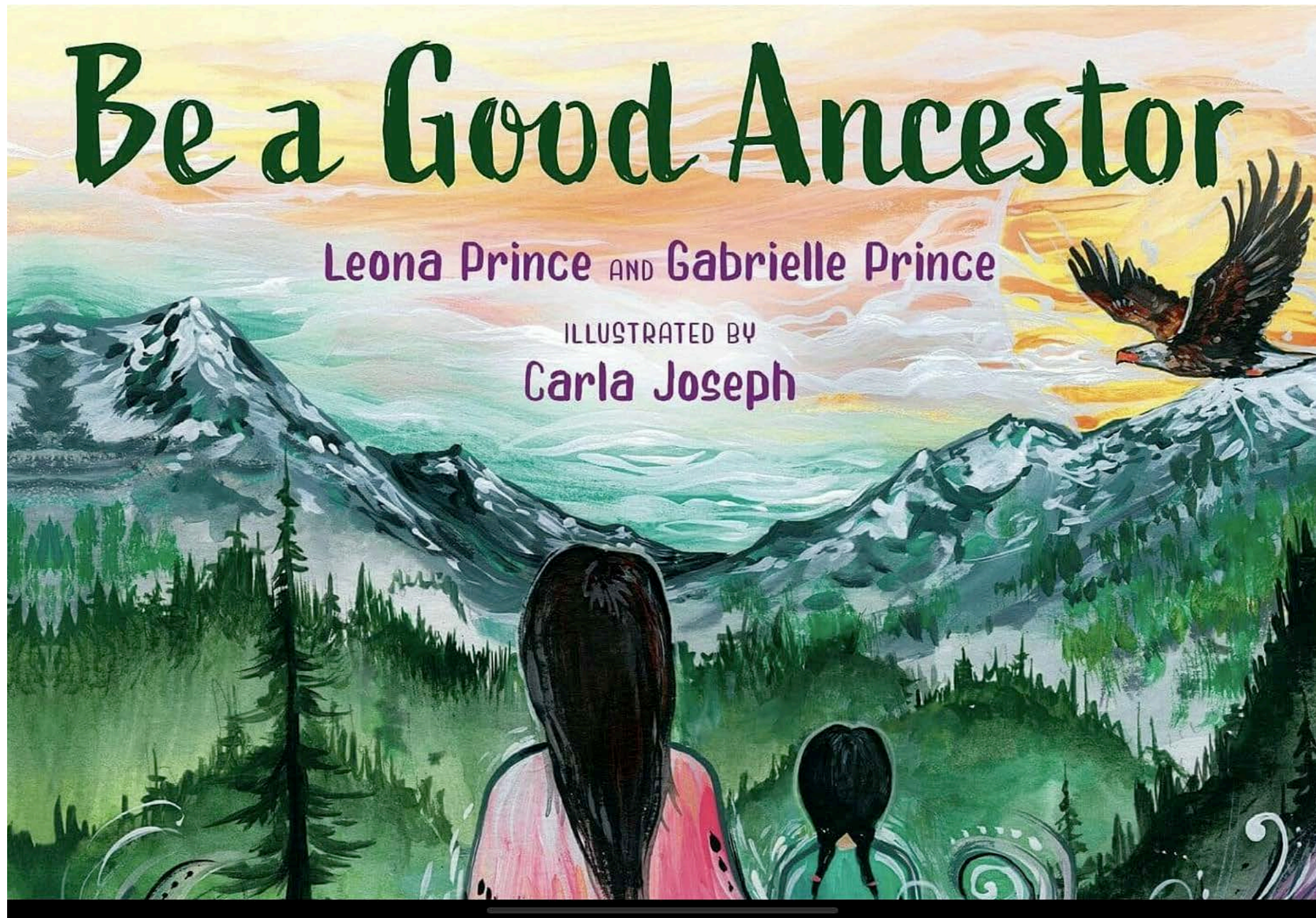


What we've explored since the break:

- ✓ A scope and sequence for writing
- ✓ Sharing and discussing your own student writing samples
- ✓ Writers Workshop – format, mini-lessons, teacher modelling
- ✓ Mentor texts to inspire our writing
 - Sometimes I Feel Like a River – poetry
 - Everywhere, Wonder – the power of noticing

Jot down any connections or wonderings you have.
Chat & share your thoughts with your tablemates.

Reading Like a Writer or Poet - What do you notice?

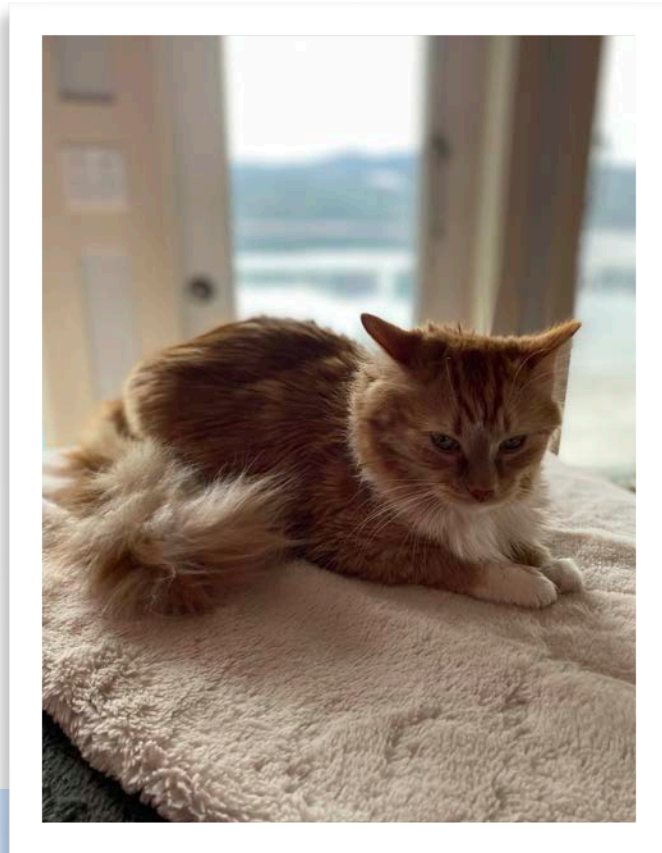


What kinds of writing or art activities could this prompt?

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
- A persuasive paragraph on why cats are better pets than dogs

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...

Write down a list of 3–5 things from your life that you would be **KEEN** to write about.

- My family
- British crime series
- My dog
- Hiking
- Curling
- Travelling

Convince Your Reader with Persuasive/Opinion Writing

A unit of study on Persuasive Writing might focus on...

Convince
Your Reader!

Write your opinion

I think...

Give lots of reasons.

...because...

...also...

Another reason is...

Add details

For example...

Talk back!

Some people say...

but I still think...

I disagree because...

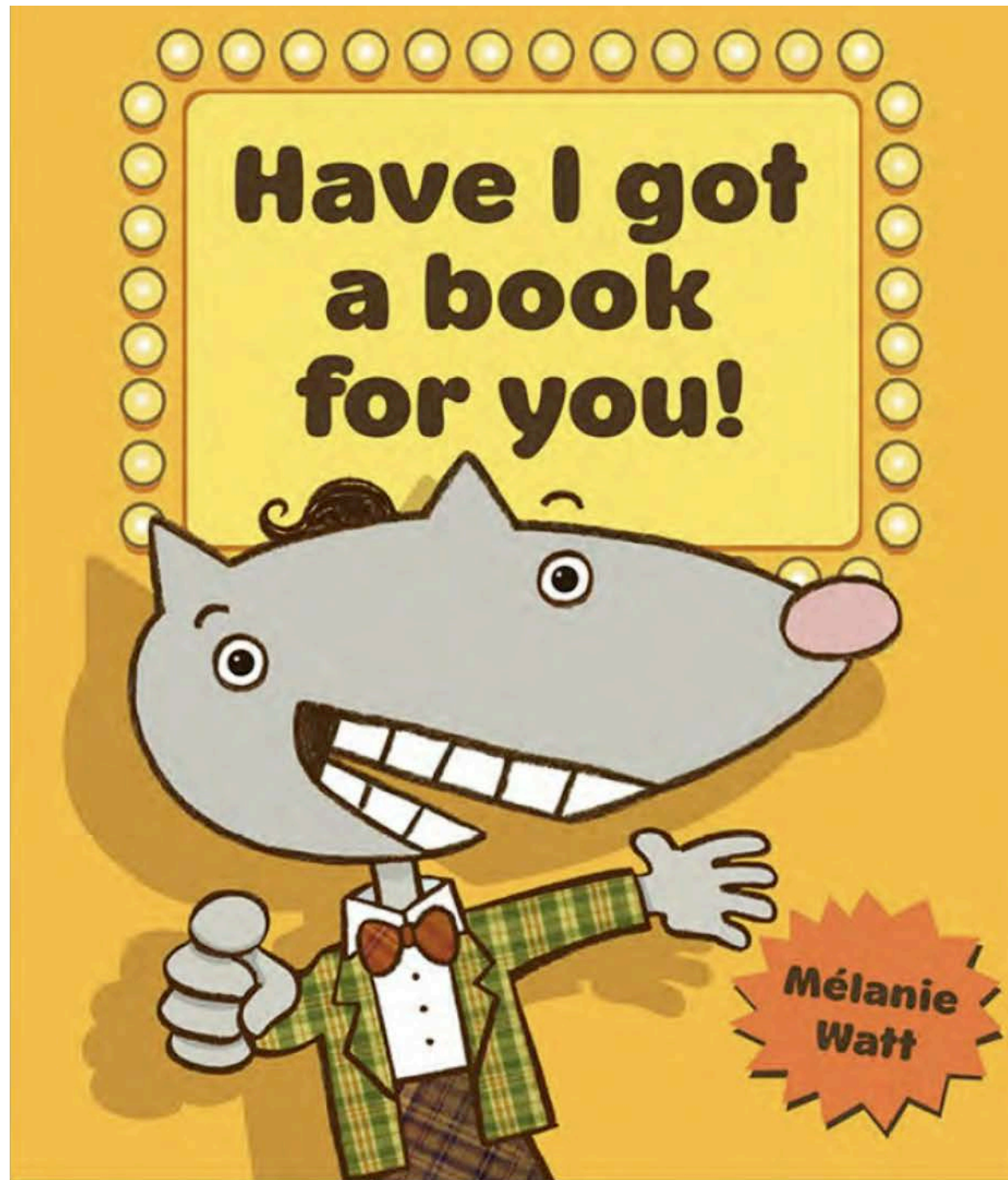
Use sparkly words

amazing

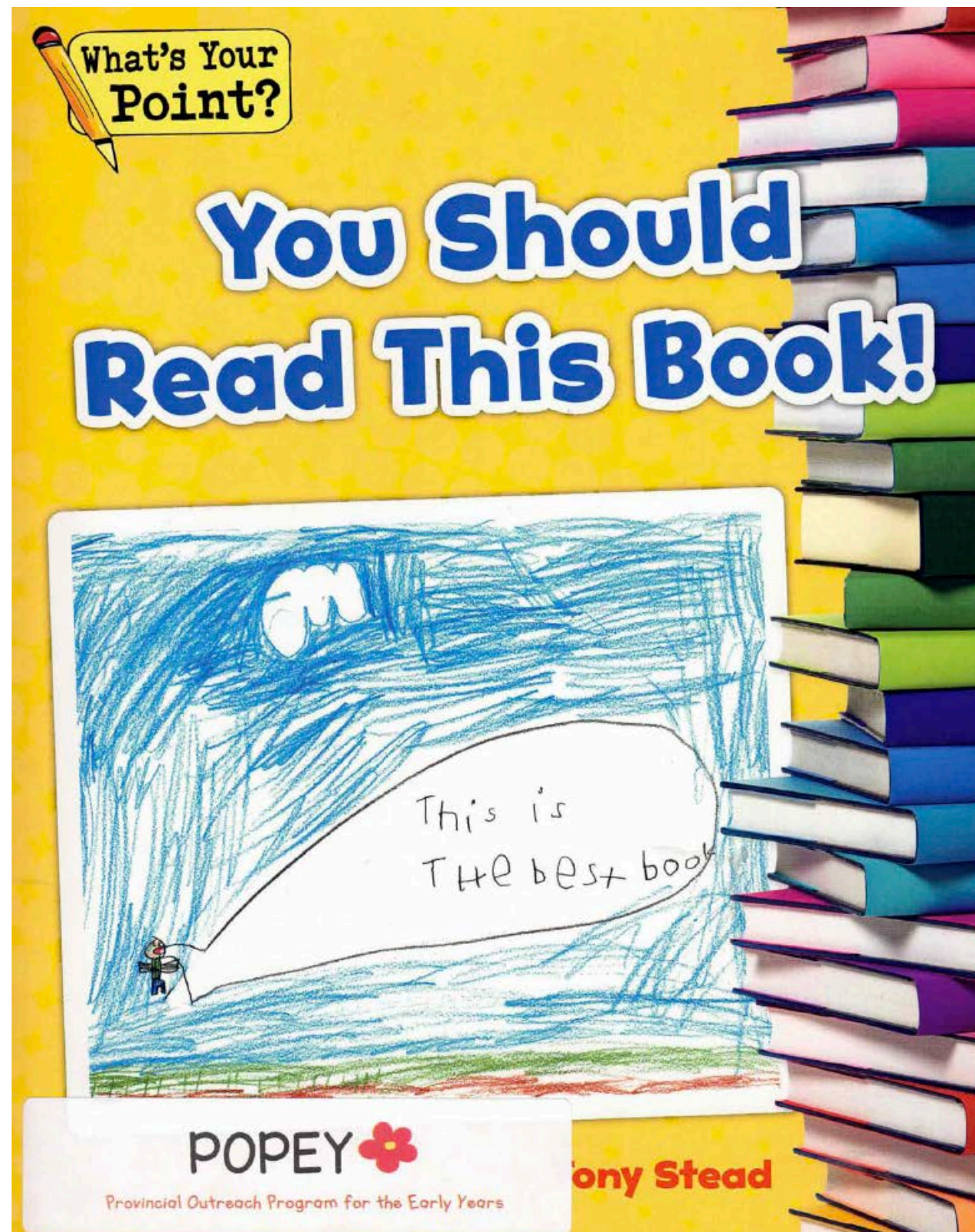
incredible

wonderful

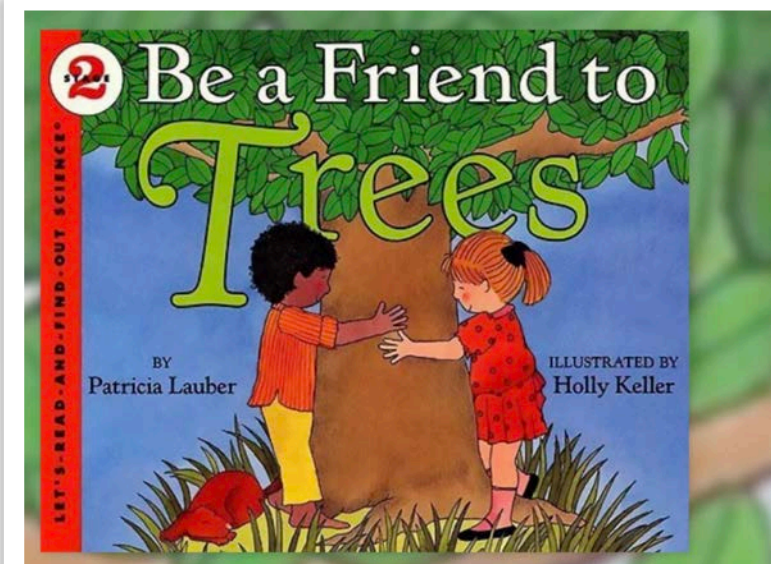
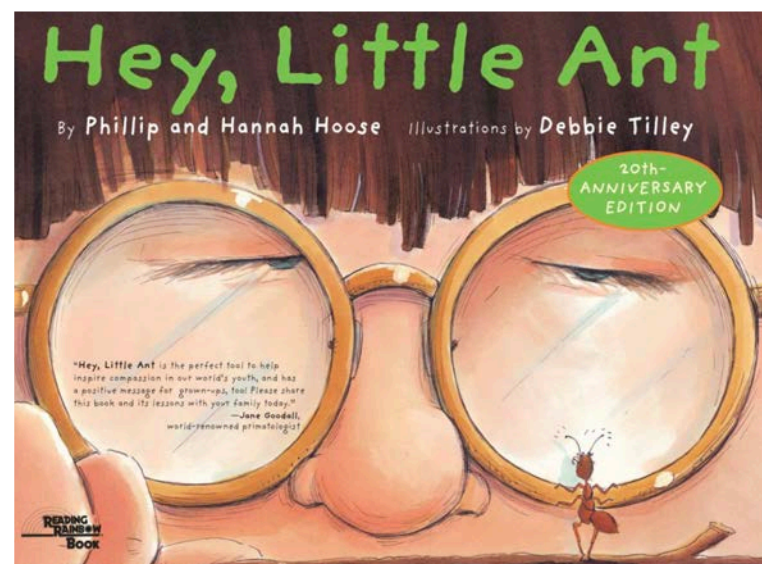
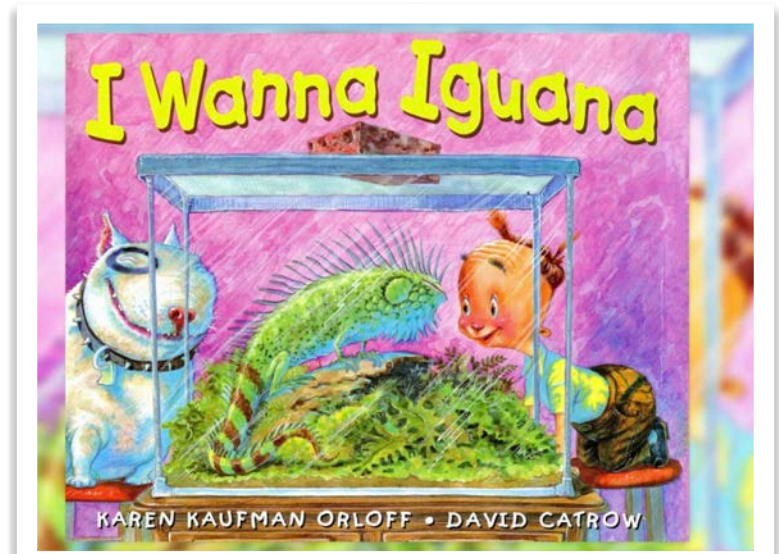
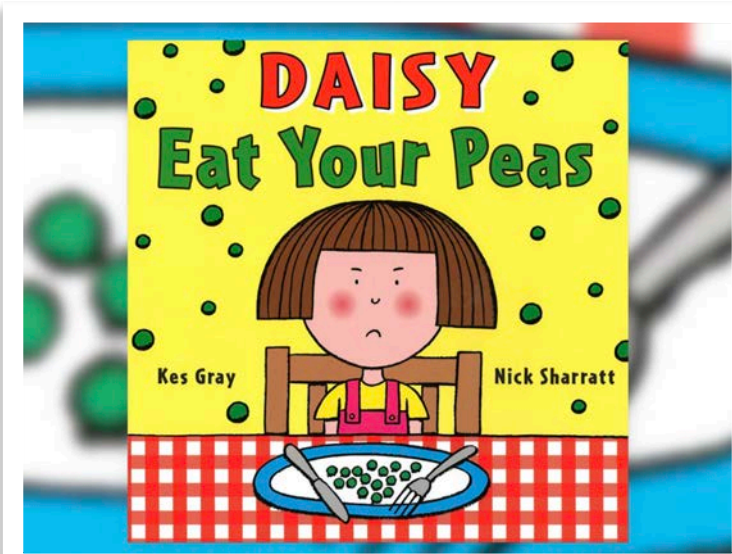
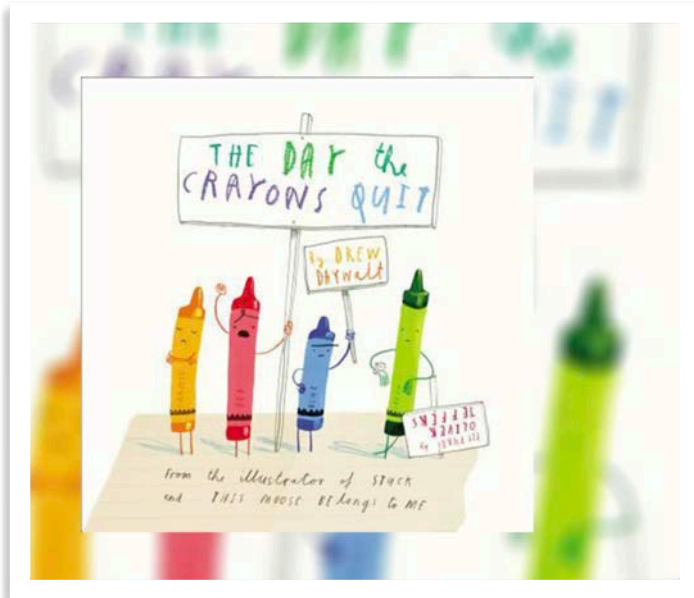
Mentor Text - Have I Got a Book for You!



You Should Read This Book - Student Book Reviews



Mentor Texts to Launch Persuasive Writing Activities



Uncovering Our Opinions About Books

Writers can study...

Characters

Favourite
parts

Pictures

Titles

Covers

Lessons

”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*



The Daily Five – Boushey & Moser

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

Craft and Process Studies – Glover

Engaging Young Writers – Glover

How to Be a Better Writing Teacher – Anderson & Glover

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

Mindsets and Moves – Goldberg

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

Engaging Children – Keene

Launching the Writing Workshop – Leograndis

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K–3

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

Videos & Online Resources

[BC’s ELA Curriculum](#)

[BC Ministry of Education’s Learning Pathways](#)

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

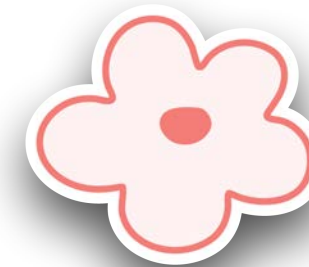
[SD71’s Student-Friendly Writing Rubrics](#)

[YouTube– World Teacher Day](#)

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



Provincial Outreach Program for the Early Years



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OUR NEXT WORKSHOP:

Weds, Feb. 28th
8:30am – 2:30pm

