



Provincial Outreach Program
for the Early Years

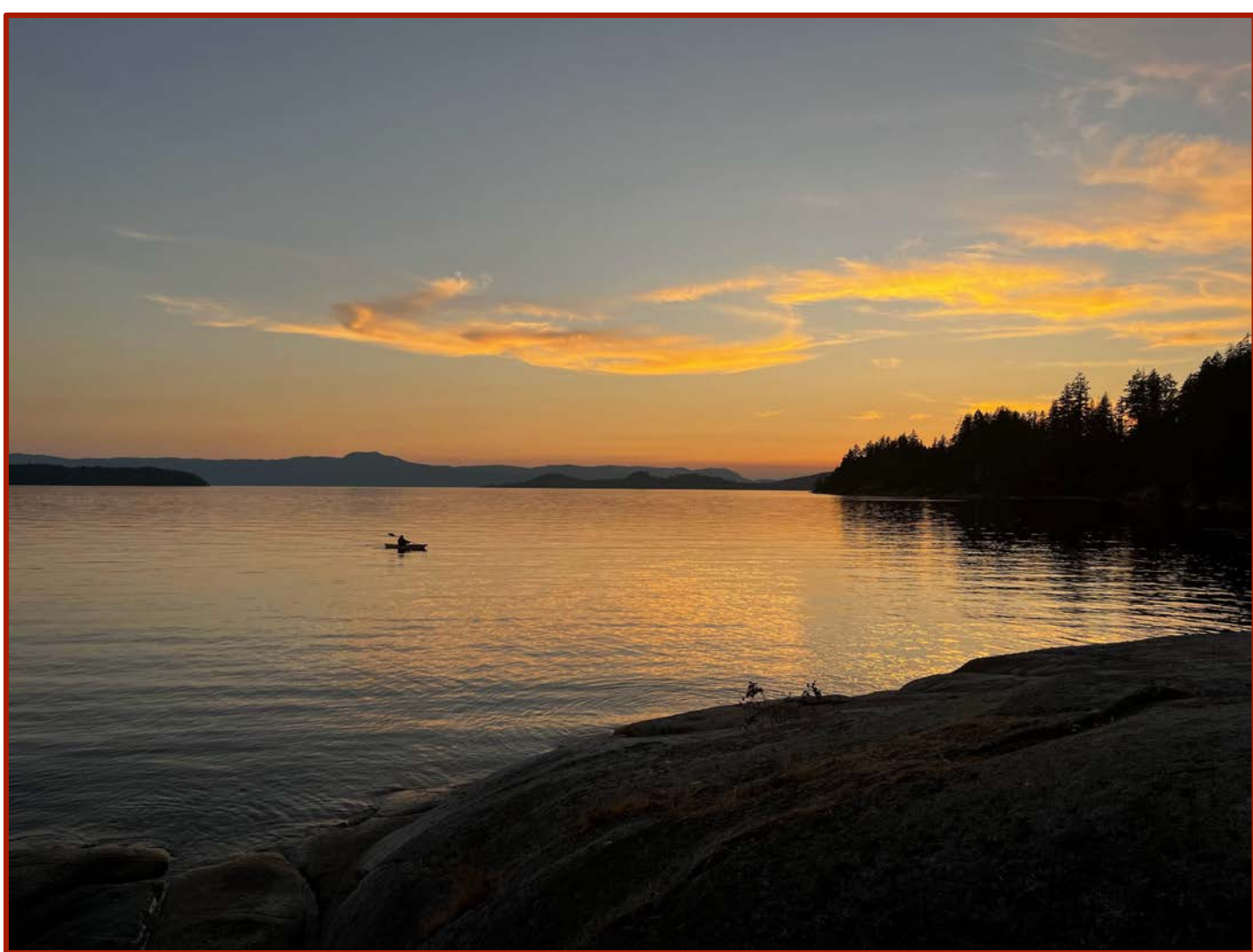
Engaging Young Writers

January 29, 2024

8:30-10:30

*Handouts available at - popey.ca/workshop-resources

POPEY 



POPEY 

A bit about me...



Passionate about reading and writing with kids

Classroom teacher

Literacy Learner

Mom of two amazing boys + the best dog of all time

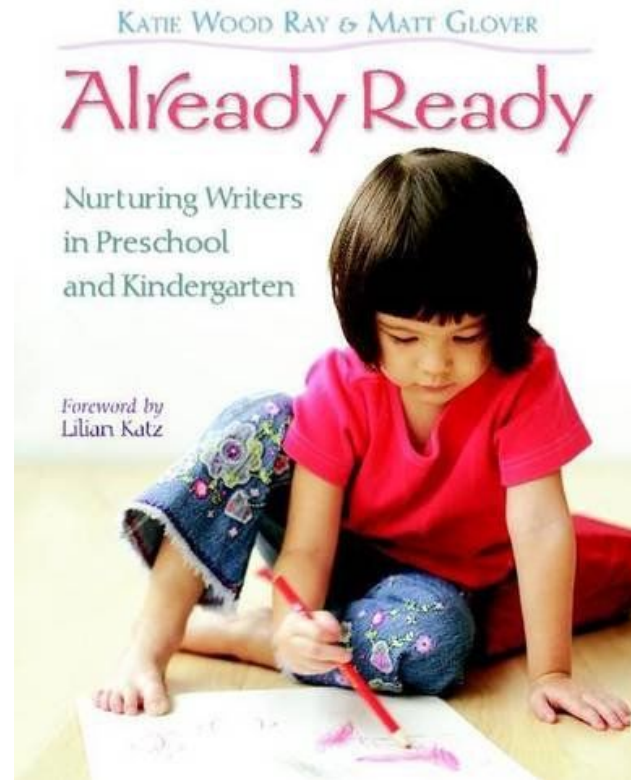
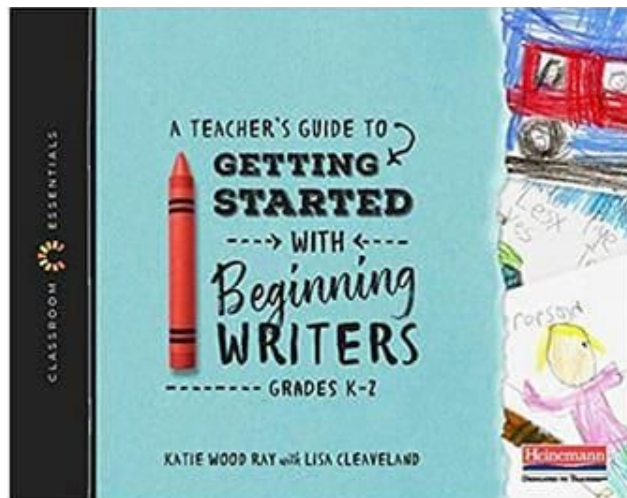
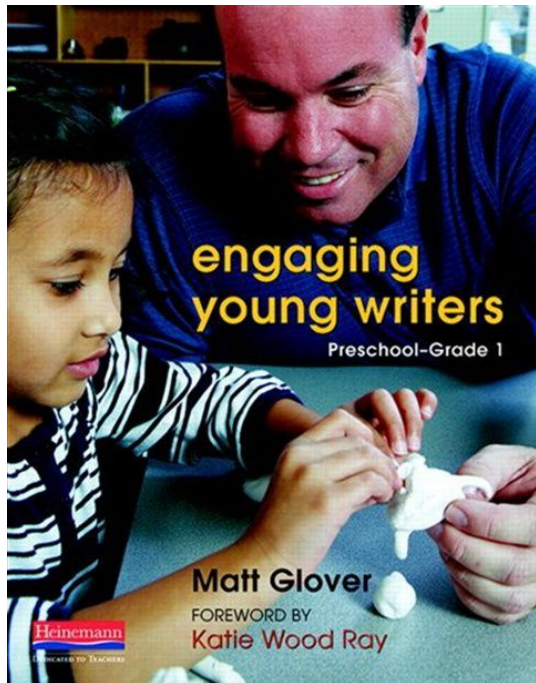


Session Goals...

- Clear understanding of workshop framework for writing in primary grades
- Why bookmaking is an important approach for our youngest writers
- Get comfortable with (maybe) being a bit uncomfortable



This work is inspired by...



Shelley Moore Presumed Competence

[Presumed Competence](#)



The BIG Idea: Spelling/Word Making Development is not the same as Writing Development

Writing development

As soon as they can talk and hold a pen they are ready to create and make

Composition Dimensions: Understanding About Books, Understanding About Process, Understanding About What it Means to Be a Writer



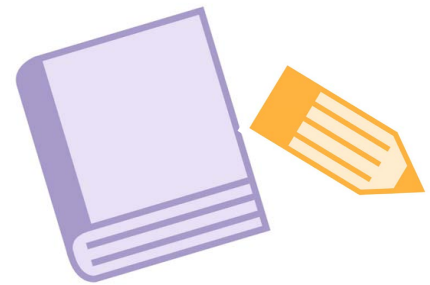
Spelling/Word Making Development

Develops along a continuum - squiggle, letter - sound recognition, beginning & end sounds, etc

By Grade level there are a set of words that we do hold them to, so this is not completely open ended

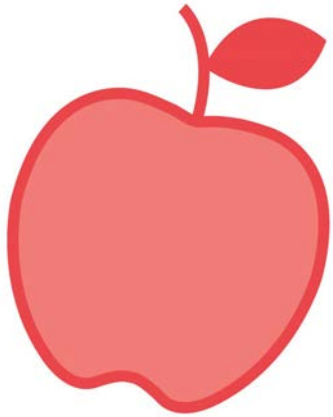
Core Beliefs

- Writing must be a predictable, **daily routine**
- The importance of **book making**
- Children need to see themselves as writers, each with a unique **identity**
- Teachers must act as if children are capable, competent writers. **Honour approximations**
- Writers need the **disposition of risk taking**
- **Recognize strengths** and teach from there



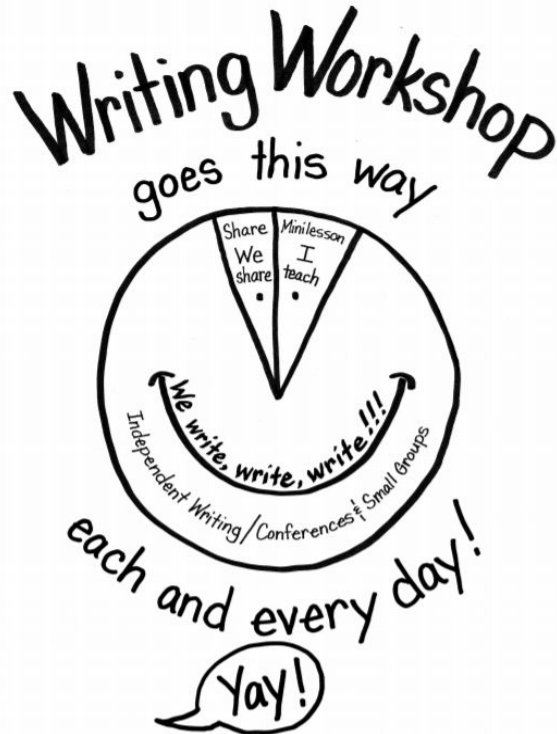
Core Belief: writing must be a predictable, daily routine

" Writing workshop is a place where children's first writing will be celebrated in all its glorious approximation"

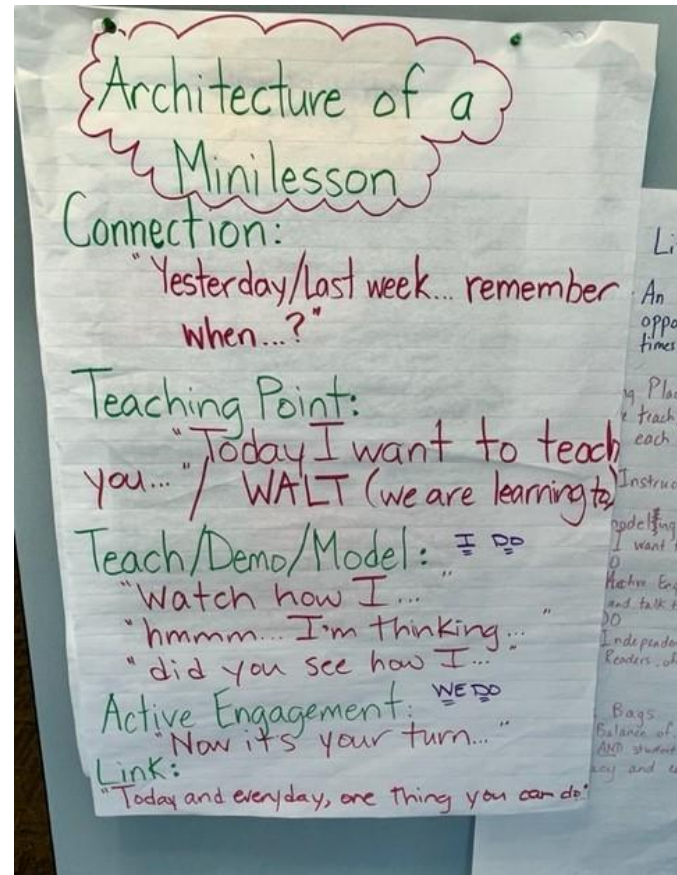


Lisa Cleaveland - Getting Started With Beginning Writers

Core Belief: writing must be a predictable, daily routine



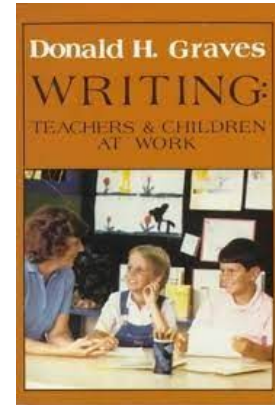
Columbia University Teachers College Reading & Writing Project



Core Belief: writing must be a predictable, daily routine

" Writing taught once or twice a week
is just frequent enough to remind
students that they can't write"

Donald Graves, 1983



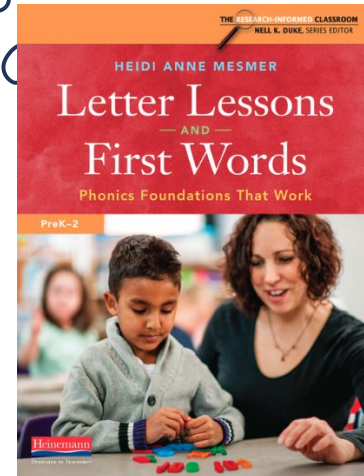
Core Belief: writing must be a predictable, daily routine



Core Belief: writing must be a predictable, daily routine

" It is neither book reading and writing instruction nor phonics instruction, but both. You cannot have one without the other. If you teach phonics without reading and writing, children cannot and will not use their knowledge

Heidi Anne Mesmer - Letter Lesson and First Words



Core Belief: writing must be a predictable, daily routine

Within our mini lessons...

Word Making

- Phonological awareness
- Phonics skills
- Spelling
- Letter Formation
- Conventions

Composition & Thinking

- Thinking about writing
- Planning ideas
- Planning how the book will go
- Writing across multiple pages



Core Belief: writing must be a predictable, daily routine

Weave in talk about written language

- LETTER FORMATION - Watch me make this K
- SPACES BETWEEN WORDS - I've written 'Today is' and before I write 'Monday' I need to move over and leave some space
- SWEEPING BACK AT THE END OF LINES - Here I am at the end of my paper, but I'm not finished with my sentence! Let me sweep down and back
- PUNCTUATION - I will put a question mark here because we are asking a question
- CAPITALIZATION - I'm starting a new sentence here, so let me use a capital letter
- SPELLING STRATEGIES - I'm going to say the word 'snack' before I write it, then I'm going to write all the sounds I hear.

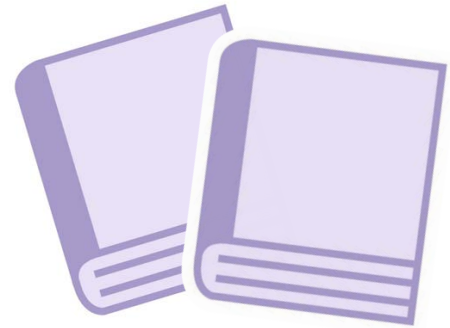
Making Books...

Is...

- Simple
- What children have the greatest vision for
- The type of writing they have seen the most

Is not...

- A "one off activity"

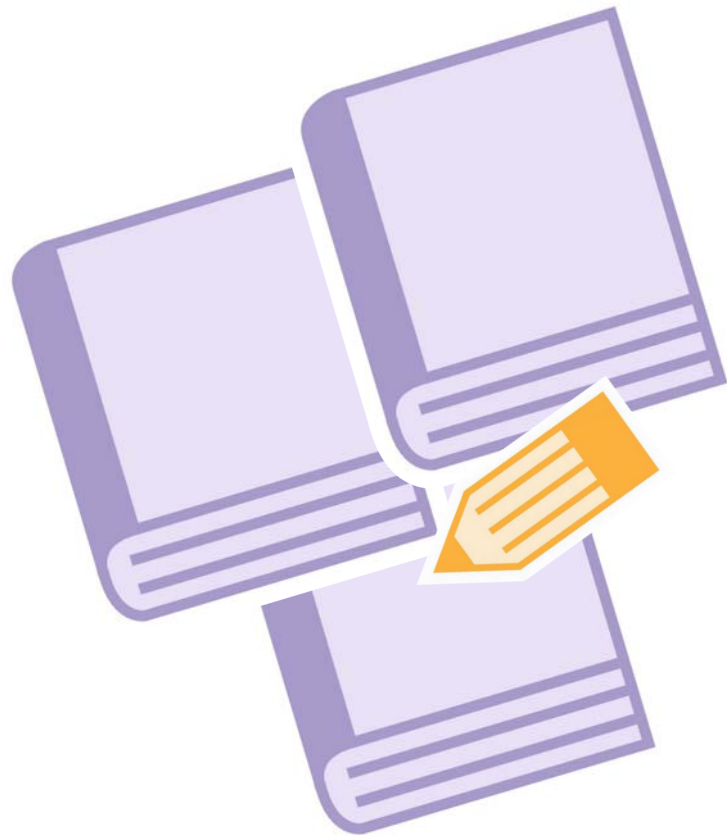


[Book Making - Matt Glover](#)

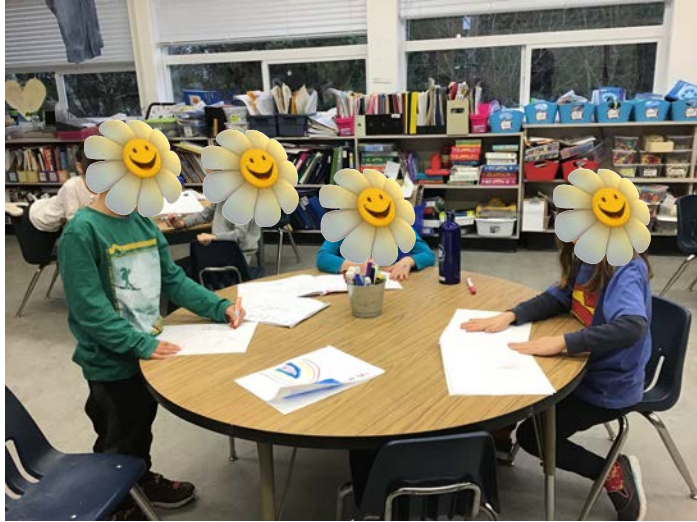
Core Belief: The importance of book making

Book making in action...

Lisa Cleaveland: Day 1



Core Belief: Children need to see themselves as writers



Core Belief: Children need to see themselves as writers

What do we see
this student
doing as a
writer?

What do we see
this student
doing as a
reader?



What about oral
language
development?

Core Belief: Children need to see themselves as writers

Wil - a writer

Core Belief: Teachers must act as if children are capable, competent writers

Honoring Approximations...

Looks like:

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

Looks like:

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

Looks like:

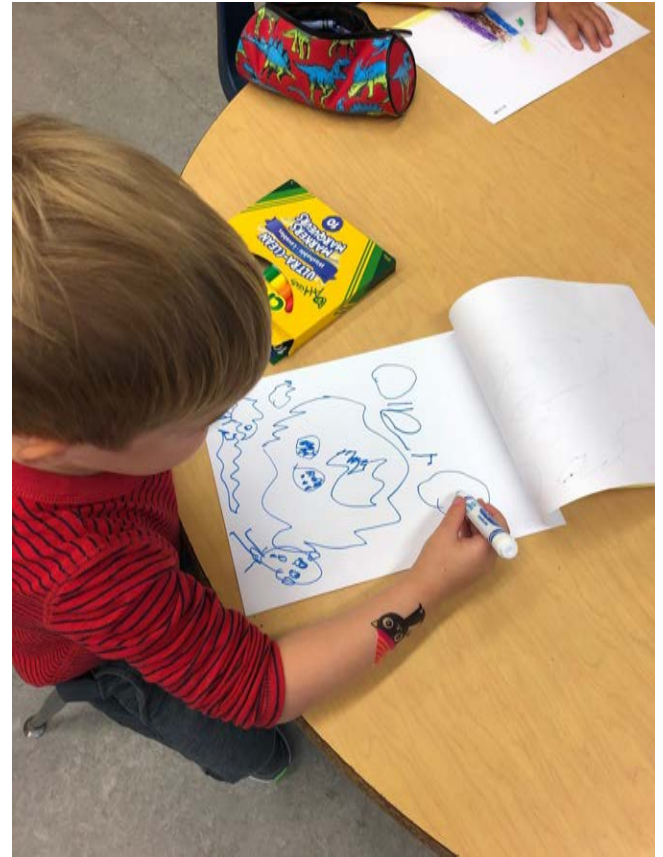
- Adults feeling comfortable with children's approximations so that children also feel comfortable with "not knowing" and take a risk anyway

Core Belief: Children need to see themselves as writers

Is this student a Writer?

The key is that "regardless of whether there are words on the page or not, or how approximated the writing appears, the child is conveying a thought through symbols and pictures on a page and is therefore writing"

(Glover, 2009)



Core Belief: Writers need to be Risk Takers

Why we don't need to write for students:


- Children can't read it
- We have no idea what kind of writing the child can do all on their own
- We run the risk of jumping the child ahead and outside of their zone of proximal development
- We are sending the message that children aren't really writers, that only adults can do the real work of writing.


Core Belief: Writers need to be Risk Takers



What to do instead...

How to spell a word:

1 Say the word 

2 Listen for all the sounds 

3 Write all the sounds you hear



Core Belief: Writers need to be risk takers

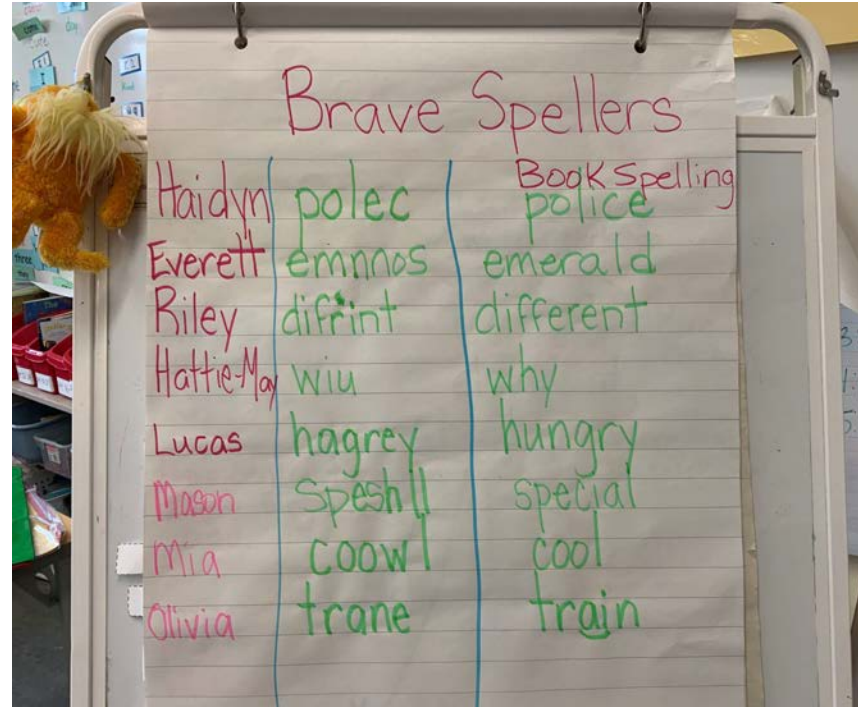
Phonemic Awareness - authentic application

Erhi et al suggest that "phonemic awareness is not taught for its own sake but rather for its value in helping children understand and use the alphabetic system to read and write". Further, that it ought not to be taught "blindly in isolation ad nauseam without any connection to reading and writing" (2001).



Core Belief: Writers need to be risk takers

Lisa Cleaveland: Fearless spelling



Glass Half Full or Half Empty 2458



Notice & Name Strengths...

As we analyze these writing samples:

- What do we see these writers doing?
- What might be some next steps for these writers?

[Matt Glover: Naming Strengths](#)

Min: 32:16

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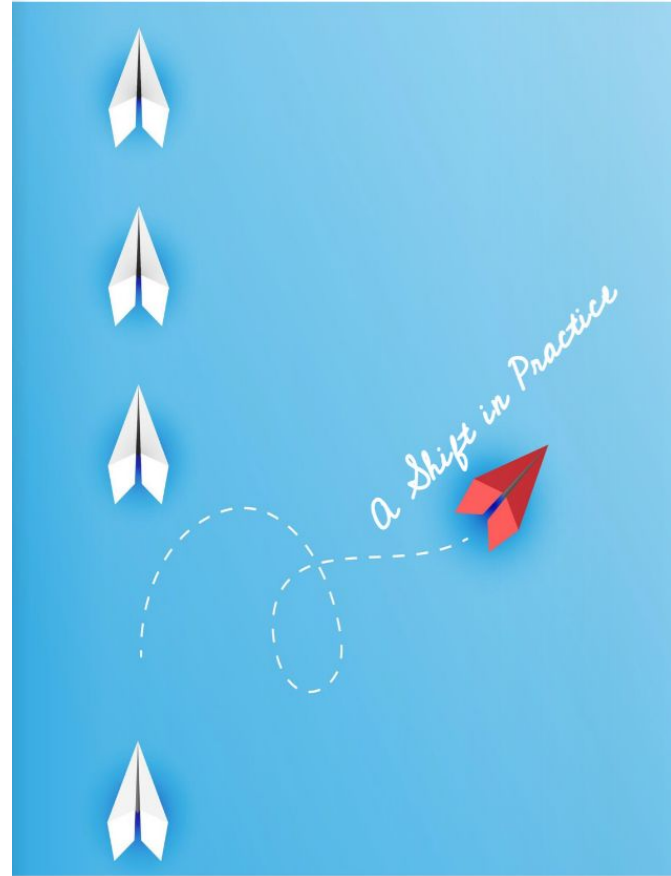
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[Matt Glover: Naming Strengths](#)

Min: 32:16

What is one thing you might:

- Start
- Stop
- Keep



TheSixShifts.com

Resources

Engaging Young Writers: Glover,

Already Ready: Glover,

Getting Started with Beginning Writers: Cleveland & Ray

Letter Lessons and First Words: Messmer

Resources

Matt Glover: Author to Author

Shelly Moore: Presumed Competence



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