



## 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?

### 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 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*

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## 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 author's 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?

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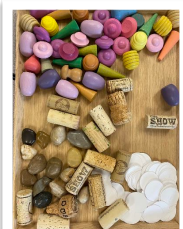




## Creating Purpose

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



## In Your Classroom

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

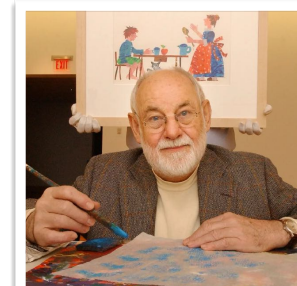
- \* Show and talk about the tools you have available for making books
- \* Show children photographs of other children making books
- \* Use share time to talk about how children put words and pictures in their books



## In Your Classroom

Big Idea... 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!



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