

Supporting Nonfiction Writing in Your K-3 Classroom

Presenters: Lisa Thomas & Jen Kelly

Wednesday, November 9th

3:15 - 4:15pm

Outcomes for Today



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☆ mini-lessons, activities, and routines to explore a variety of scaffolded supports for writing to, with, and by our students in the nonfiction genre

The p 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

*Workshop resources available at padlet.com/POPEY

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

Dorn & Jones - Apprenticeship in Literacy: Transitions Across Reading and Writing, K-4

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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 (yoga, birdwatching, baking, hiking, photography...)
- * Sports
- * Places you like to go
- * People you spend time with family and friends
- * Music, movies, books...

Can you come up with a list of **3-5 things** from your life that you would be KEEN to write about?

Please share in the Chat box.

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

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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.

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

Book Making: What Children 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."
- 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.

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

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Book Making

Learning <u>Through</u> Language, Learning <u>About</u> Language

Making Books...

- ▶ 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.



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

Book Making: What children need to get started

1. 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

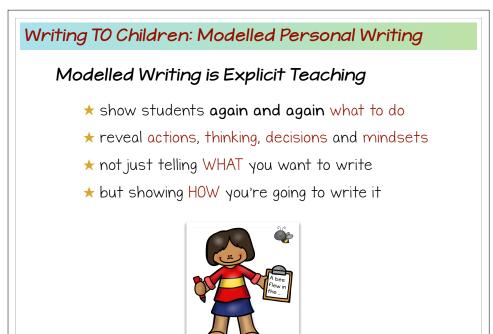
A Teacher's Guide to Getting Started with Beginning Writers – Wood Ray & Cleaveland

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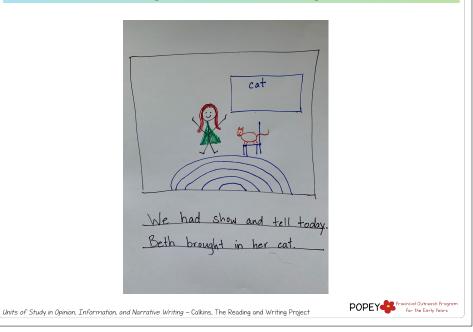
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Teacher Modelling - Personal Writing



Your Turn! Personal Writing

Think of something interesting, unusual, funny, strange, or exciting that happened in your life recently — something you'd be comfortable sharing about.

Examples and possibilities:

- * You saw a rainbow on your dog walk last night
 - * And old friend called you out of the blue for a chat
 - * You just discovered a new favourite...something!
 - * The best laugh you've had in ages
 - * The funniest thing a student said to you lately

Take a minute to reflect on something you can share, and enter 2–3 sentences into the Chatbox before the music ends.

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Interactive Writing - McCarrier, Pinnell & Fountas

Writing BY Children: Using Nonfiction Mentor Texts

You can use reading to teach 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



Interactive Instructional Writing: How to Throw a Party

Children are invited to compose the directions, as they think about each step needed to throw a party.

- Ask students to think about/share the steps
- \triangleright Orally rehearse all the things you need to do group chat
- Decide which step is first, second, third, etc.
- ▶ Enter your first 3-4 steps into the Chat Box
 - Say the first sentence twice to make sure everyone agrees
 - At an easel, begin constructing the first sentence by getting students to give sounds/letters at various parts (easy to hear consonants and high frequency words)
 - Re-read often and add in punctuation
 - Summarize the learning that took place

Interactive Writing – McCarrier, Pinnell & Fountas

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The Writing Thief – Culham

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Informational writing - to communicate information

Teaching Others About What We've Read



Nonfiction Text Features & Nonfiction Thinking

- * what's the **topic**?
- * what information might we expect to read?
- * what **categories** might that info be sorted into?
- * what text features will be included in this book?
- * what vocabulary words do we already know?
- * what's a personal connection you have here?
- * what's our goal as readers?
- * what's the author's purpose as a writer?

Epic Digital Reading Platform



Varied Writing Formats = Differentiated Options			
Possible options for students to demonstrate their learning:			
€Lis†	¥Sign	Poster	Brochure
∛Newspaper	≇Magazin	e	Graphic Organizer
¥Report	*Letter		₽Picture book
Song or poem	₹Story	board	≇Journal
¥A Review	€Comic Strip	₽Pla	y Story
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Using a Mentor Text to Shape our Informational Writing

Lets walk through a pre-writing activity together...



- * what facts did we learn about wolves?
- * what categories of information were included?
- * what text features were included?
- * what vocabulary words did we read?
- * what descriptions and comparisons were included?

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* what's our purpose, now that we are writers?

Choose 2 - 3 of the above questions to reflect on & answer.

Please share your writing in the Chat box...)

Using varied writing formats to teach others Eagles rything You Need to Know! auto eat fish HOP ATTACK Appearance: They're not really be Habitat: Forests of beautiful BC SWim They love fish! :: Eaglets hatch from eggs fast Wing span: Can be more than 2 metres! Watch out for th<mark>ose talons!</mark> Hunters from the sky! rovincial Outreach Progra POPEY www.bighugelabs.com with images from www.getepic.com for the Early Years

Nurturing and Supporting Young Writers

"Primary classrooms should be places where there are writing demonstrations and discussions every day about what comes next and why.

They should be places where there's a strong connection between reading and writing, as students look to mentor texts as models."





Sources

Resource Books

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

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

Interactive Writing - McCarrier, Pinnell & Fountas

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

Online Resources

BC Ministry of Education's Writing Performance Standards

Big Huge Labs Online

Epic Digital Reading Platform

POPEY's Word Work Resources

Videos

Heinemann Online Resources for A Teacher's Guide to Getting Started with Beginning Writers

Miles Music Kid on TikTok







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6+1 Traits of Writing – Culham

