

Workshop resources available at padlet.com/POPEY POPEY's Workshop Padlet: November After-School Writing Series Zoom Link & Info Resources Shared Additional Resources Videos Shared Zoom Meeting Information BC Performance Standards Looking at Art: Being an Writing About Reading in Your K-3 Classroom CLTCK HERE Zoom Link for Workshop You can also go to the Zoom Zoom Meeting ID: 813 0879 2631 Click on either link to access the Photographer Matches BC's Kindergarten ELA Electronic Handout Curriculum Print Handout Article: Writing to Read *Additional K-3 literacy resources available at popey.ca

Outcomes for Today



- mini-lessons, activities, and routines to explore a variety of scaffolded supports for writing to, with, and by our students as they explore writing about reading
- *help 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

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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

POPEY

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



What Writing About Reading Looks Like in Grades I - 3

Grade 1 - Writing Stories

• creating imaginative writing and representations, often modelled on those they have read, heard, or viewed e.g., 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

Grade 2 - 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

Grade 3 - 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

BC Ministry of Education's Writing Performance Standards



What Does Writing About Reading Look Like in Kindergarten?

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



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

- · 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
- Recognize the structure of story

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

- · Exchange ideas ar gain understandin
- · Use language to id share ideas, feeling preferences
- · Create stories and deepen awarenes community
- · Plan and create s texts for differer audiences
 - * This involves exp and storytelling communication. and the use of m puppets, storybox

nd perspectives to ng dentify, create, & ngs, opinions &				
d other texts to ss of self, family, &				
tories and other nt purposes and				
erimenting with print is supporting including through stories nanipulatives such as ards, digital tools and toys		 		
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BC Ministry of Education's Kindergarten ELA Curriculum

The Importance of Writing about Reading

Not only are reading and writing inextricably connected...



but by teaching writing, while linking writing skills to reading work,



you are providing a powerful and explicit way to improve reading comprehension

Writers Read Better - Cruz



The Importance of Writing about Reading



Writing practices found to be effective in helping students improve reading skills...

Have students write about the texts they read:

responses, reactions, summaries, questions Teach students the processes to create text:

idea generation, sentence construction, spelling Increase how much students write!

cross-curricular reading & writing, lots of choice

Writing to Read: Evidence for How Writing Can Improve Reading - Graham & Hebert



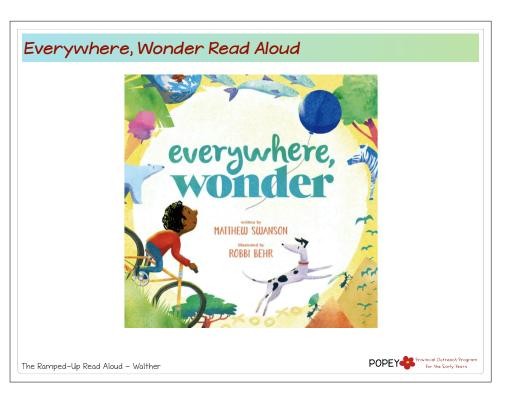
Writing TO Children: Modelled Writing About Reading

Modelled Writing is Explicit Teaching

- * show students again and again what to do
- ★ reveal actions, thinking, decisions and mindsets
- ★ not just telling WHAT you want to write
- ★ but showing HOW you're going to write it



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POPET	for the Early Years



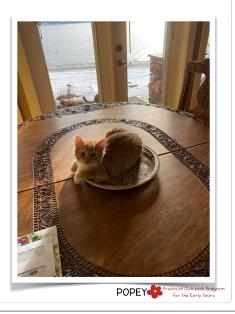
Teacher Modelling - Writing a story plot

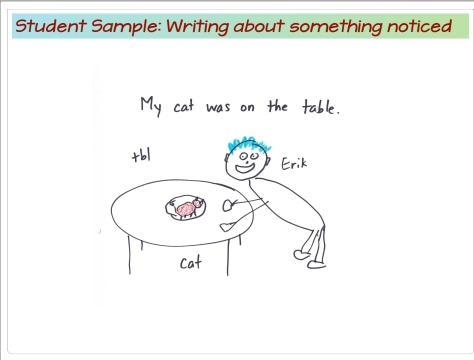
I heard a strange noise downstairs. When I walked into my kitchen, I was surprised to see my cat named Porto on top of my table!

Perhaps he thinks he should join us for dinner that night.

I wonder how his table manners are?

Do you think I should get him off the table or allow him to stay?





Your Turn - Finding wonder, everywhere...







- What do you notice?
- Develop a story idea about something that you notice here.
- Share 3—5 sentences about your story idea in the chat box.



Writing With Children: Interactive Writing about Reading

Interactive writing is dynamic and collaborative

- * students and educators compose writing together
- * transitional tool to move students forward
- * find reasons to write across the curriculum
- * notice details of the written language



Surface vs. deep comprehension

"Certainly much that children read in classrooms is never sculpted and shaped, discussed and written about. Much of what we read passes through the lenses of our eyes to our comprehended superficially, and never consider

However, as teachers we need to make sure child cognitive agility to consider what is worth savo portion of a text has the potential to change a life discussion, and what should be lingered over, argu anchored in memory, because to comprehend would be too great a loss."

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Interactive Writing - McCarrier, Pinnell & Fountas

Mosaic of Thought - Keene & Zimmerman

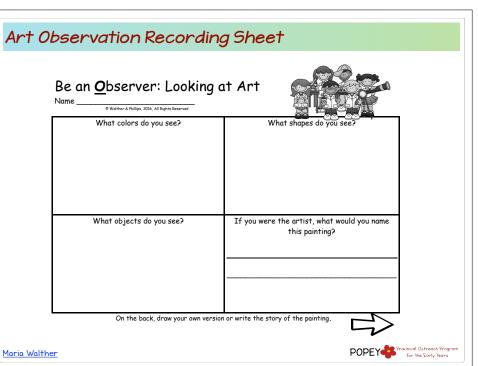
Curricular Connections

The Ramped-Up Read Aloud - Walther

Using read alouds to deepen comprehension:

Read Aloud	Observation Station idea	Materials
Simon at the Art Museum (Soontornvat, 2020)	Looking at art	✓ Art prints ✓ Kid-friendly <u>Stefan</u> <u>Draschan</u> photos ✓ <u>Recording sheet</u>
In a Jar (Marcero, 2020) If You Find a Leaf (Sicuro, 2020)	Be a leaf observer	✓ Leaves✓ Magnifying glasses✓ Blank paper to record observations





Writing about Reading BY Children

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





The Writing Thief - Culham

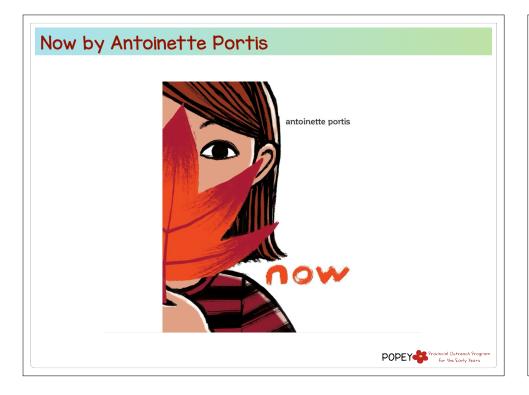


Liv Bits: Let's Appreciate the NOW



Liv Bits





Be in the 'NOW' Activity

Something you can try after this workshop...

- ★ Think about the story we just read. Go for a short walk and discover your favourite things.
- ★ Using a iPad or phone construct a story describing one (or more) of your favourite things and explain why.
- ★You can use your phone or iPad to take photos and add text or you can try out another app to build your story





Be in the 'NOW' Activity



These are my favourite cuddlers...

because they keep me warm when I'm working.



Technology for Digital Storytelling





Padlet - photo & note collaboration

iPhoto, iMovie,...

Skitch - annotate & draw on images

Book Creator – to create digital books

<u>Chatterpix</u> — to create funny talking videos from photos

Pic Collage - photo editing app



Be in the 'Now' Waterfall Sharing



Reflect on a few of your favourites that help you stay in the NOW: ...a place, an object, a person, a pet, an activity...



*Write one of your favourites in the chat box, and see if your colleagues have similar ideas!



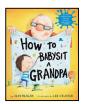
Other Mentor Texts to Inspire Writing About Reading...

How-to books









Pigeon books



Don't Let the Pigeon...



The Pigeon wants a...



The Pigeon finds a...



The Pigeon needs a...



Sources

POPEY's Writing Padlet

Caring Makes the World More Beautiful

Videos

Resource Books

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

The Writing Thief - Culham

Writers Read Better - Cruz

Mosaic of Thought - Keene & Zimmerman

Interactive Writing - McCarrier, Pinnell & Fountas

The Ramped-Up Read Aloud - Walther

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

Online Resources

BC Ministry of Education's Writing Performance Standards

BC Ministry of Education's Kindergarten ELA Curriculum

Writing to Read: Evidence for How Writing Can Improve Reading

Stefan Draschan - People Matching Artwork

Maria Walther - Observer Looking at Art Printable



We have another series coming up in February on Supporting SEL and Playful Literacy Learning: February 1, 8, 15, 22





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