the Provincial Outreach Program for the Early Years			Goals and objectives for our day t
SCSBC — Professional Learnir Building Reading & Writing Found We Are All Writer	ations Part Two:	+ • • •	strategies and routines to support young writers as t their writing identity, confidence, and skillset developing writing for authentic purposes and audienc exploring a range of mentor texts to launch writing ac across a range of genres
Wednesday, January 10th	9:00 - 2:30pm		
Connect with us online!			
Х @РОРЕУВС	Presenter:		
О Фрореуьс	Lisa Thomas		



- * 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...

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



POPEY

together

- they build
- nces
- activities

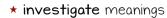


Review: The Building Blocks of Literacy Learning

The goal is for students to...

• be enthusiastic explorers of words:

- * puzzle out letter-sound relationships
- * see patterns
- * take words apart



- · connect to words in an active way
- · expand their reading and writing powers

Students learn HOW TO LEARN aspects of words, and develop efficient and powerful word-solving strategies

Adapted from The Fountas & Pinnell Phonics, Spelling, and Word Study System - Fountas & Pinnell

What does writing look like in Kindergarten?

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

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



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- Exchange ideas and perspectives to gain understanding
- $\bullet \underline{\text{Use language}}$ to identify, create, & share ideas, feelings, opinions & preferences
- Create stories and other texts to deepen awareness of self, family, & community
- <u>Plan and create stories</u> and other texts for <u>different purposes and audiences</u>
 - *This involves experimenting with print and storytelling; supporting communication, including through stories and the use of manipulatives such as puppets, storyboards, digital tools and toys







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 <u>develop</u> <u>understanding</u> of self, identity, community



- <u>Recognize the importance of story</u> in personal, family, and community identity
- <u>Use personal experience</u>/knowledge to connect to stories/other texts to make meaning
- $\bullet \underline{\text{Recognize}}$ the structure of story



What does writing look like in Grade I?

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

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brainstorming, retelling, and writing familiar stories

Writing from experience

BC Ministry of Education's Performance Standards for ELA Grade 1

- any writing in which students record information they've acquired, or their experiences, feelings, opinions (likes/dislikes), and observations
- writing about why friends are important

Writing in Grade 2

Personal writing

BC Ministry of Education's Kindergarten ELA Curriculum

• 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

Ministry of Education's Grade 2 ELA Curriculum



Writing in Grade 3

Personal writing

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

Writing to communicate ideas and information

• 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 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 Grade 3 ELA Curriculum

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.



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What We Know About Writing Development

Kids need:

- explicit and sequenced instruction that helps them progress along a learning continuum
- critical feedback that helps them know next steps
- extensive opportunities to write on topics they care about



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



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 actions

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

Book Making

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



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Book Making

- 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

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

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



Ellin Keene: True Engagement

The Four Pillars:

How we experience true engagement



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.

How to Be a Better Writing Teacher workshop — Anderson & Glover

POPEY

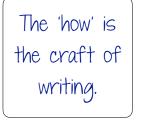
Teaching with Mentor Texts

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.

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

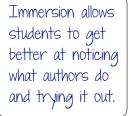


Teaching with Mentor Texts

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!)



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* Students become better at reading like a writer over time.

You may need to start with modelling noticing during immersion.

How to Be a Better Writing Teacher workshop - Anderson & Glover

Teaching with Mentor Texts

Structure for Immersion Phase:

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

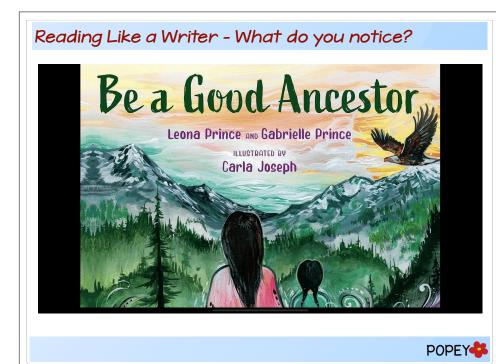
- * First read through all the texts for enjoyment and sense of story.
- * Do 'noticing' as a whole group, then put them into partners to notice.
- * Model how you, the teacher, will add to your writing based on what you are noticing.

Taking the time at the beginning of each unit will save you time in the long run!

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Inquiry approach to writing – what are we noticing about this text?

How to Be a Better Writing Teacher workshop - Anderson & Glover



Strengths of the writer

What do you notice about this student's writing? What can this student do?

What would be his next small nudge? What would you teach in a conference?



The only way we can find out what is the next small step is if we can find out what he can do on his own.

Nurturing Young Writers: Supporting Thinking in Children's Book Making and Oral Language Composition presentation - Glover

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...

On a post-it note, write your name and a list of 3-5 things from your life that you would be KEEN to write about. My kids
British crime series
My dog
Hiking
Knitting
Travelling

Pause & Reflect

What we've explored since we started:



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- ✓ What writing looks like, K-3
- ✓ Supports that help young writers thrive
- \checkmark The importance of topics kids care about
- ✓ Bookmaking guidelines, routines, strategies
- ✓ Conferencing and feedback for young writers nudges/next steps

Jot down any connections or wonderings you have Chat & share a thought with your tablemates

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



Writers' Workshop



"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 - Cleaveland

Workshop Flow 3 mini-lesson sharing • teacher students ★celebrate whole class Students are: Teacher is: -conferring with students 2 independent practice time POPEY

Adapted from: Units of Study - Calkins & Mindsets and Moves - Goldberg & The Daily Five - Boushey & Moser

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.

Launching the Writing Workshop - Leograndis

POPEY



Mini-Lesson Format

$\sim 10 \text{ minutes}$

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 | 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 I minute

Units of Study - Calkins, The Reading and Writing Project

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Writing About Our Lives - Small Moments

• think about some of the true stories that you could write about:

- ▶a story about my life
- ▶a story about school
- ▶a story about my family
- ▶a story about my vacation

• those are BIG STORIES — as big as a



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• when you pick a topic to write about - stop & think -

does it feel like I'm carrying a watermelon?

Adapted from - Units of Study in Writing - Calkins & The Reading and Writing Project

Writing About Our Lives - Small Moments



• the good news is that inside a big watermelon topic, there are a TON of tiny seed stories that we can write about



• Here's an example of a personal seed story...



A Small Moments Cat Story

Pix and the Mouse

One morning I let my cat named Pix outside. He was waiting at the door to be let in. I didn't notice that he had a live mouse in his mouth when he came in. I screamed and Pix dropped the mouse. The mouse ran around the house. I finally got him outside.

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A Small Moments Cat Story

Pix and the Mouse

One sunny morning before I started work, I let Pix outside to get some fresh air. When he came back inside, I didn't notice that he had a squiggly, scared mouse in his mouth. I was so surprised that I screamed and that caused Pix to drop the mouse and run upstairs. The mouse started to run around the house. I grabbed the broom and dustpan. The mouse ran behind the oven and I finally had him cornered. I carefully scooped him up and put him outside.

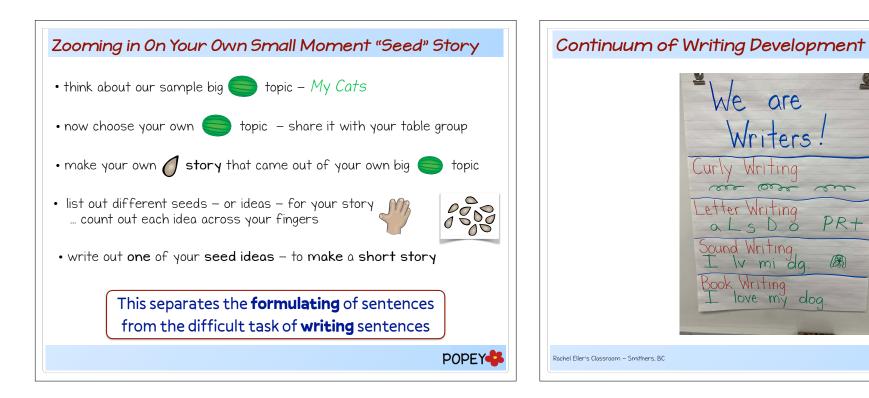
POPEY

A Small Moments Cat Story

Pix and the Mouse

"Eeek," I screamed when Pix, the cat, came inside the house with a squiggly mouse in his mouth. I had let him out that morning and I guess he thought he would bring in a new 'toy' to play with in the house. I shouted, "Pix, what are you doing?" I guess I scared him with my shouting, so he dropped the mouse and scampered upstairs. I started running after the mouse, clop, clop, clop. Finally, I had him cornered behind the oven. He looked so small and scared, I felt a little sorry for him. I carefully scooped him up into a dustpan and ran outside. Whew, what an exciting way to start the day!







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



POPEY

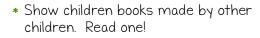
Some children don't believe they know how to write, and so the verb **MAKE** is more inclusive and inviting -— book making

Craft and Process Studies-Glover

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)





POPEY

Craft and Process Studies- Glover

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



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In Your Classroom

Big Idea... Making books is a process that happens over time

- * Ask children questions about what they plan to do **next** in their books
- * As a whole class or in pairs, invite children to think with each other about what else they might do in their books
- As you observe children at work, look for those who are "going back in" to their books and invite them to share



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

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POPEY Craft and Process Studies- Glover

Craft and Process Studies-Glover

Craft and Process Writing Units

Craft Writing Teaching:

- ✓ Illustration Study
- ✓ Paragraph Decisions
- \checkmark Punctuation
- ✓ Text Structures
- ✓ Author Study

Process Writing Teaching:

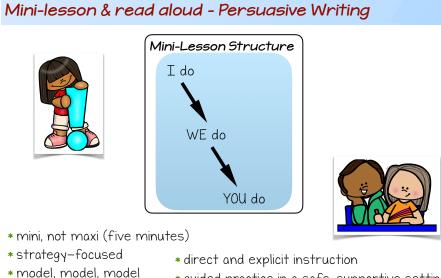
- ✓ Launching Writers Workshop
- ✓ Reading Like a Writer
- ✓ Using Strategies to Find Topics
- ✓ Planning
- ✓ Peer Conferences
- ✓ Revision

Craft and Process Studies- Glover









- * guided practice in a safe, supportive setting
- * transfer to independence

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



Mentor Texts to Launch Persuasive Writing Activities

Don't Let the Pigeon

Drive the Bus!

Opinion/Review Writing

What's YOUR rave review?

Think about your favourite restaurant, bakery, or coffee shop, and convince your readers (all of us!) why it's so great.

- * Start with an attention-grabbing opening
- * Write your opinion
- * Give lots of reasons



- * Add details
- * Talk back (Some people say but I still think that...)
- * Use sparkly words incredible, delicious, amazing, wonderful, delightful

SMALL GROUP - Talking/Reading/Writing/Thinking Connection...

-What are you writing a review of? Why did you choose that? -Can you orally share two reasons with your small group/partner?

-Trade and read each other's reviews when you're done.

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"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









Sources

Resource Books

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

Engaging Children – Keene

How to Be a Better Writing Teacher workshop - Anderson & Glover

Craft and Process Studies - Glover

Nurturing Young Writers: Supporting Thinking in Children's Book Making and Oral Language Composition --Matt Glover workshop

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

Launching the Writing Workshop - Leograndis

Mindsets and Moves - Goldberg

The Daily Five - Boushey & Moser

Engaging Young Writers - Glover

Videos & Online Resources

BC Ministry of Education's Writing Performance Standards

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

YouTube- World Teacher Day



