

the Provincial Outreach Program for the Early Years



SD73 Professional Learning Series

High Impact Instructional Routines in Your Grade 2 and 3 Literacy Block

Wednesday, January 24th

8:30 - 2:30pm

Connect with us online!

@РОРЕЧВС

 @роречьс

Shape of the Day



Presenter:

Lisa Thomas

• 9:00-10:30am

Velcome, reconnecting, and checking in - how's it going?

• 8:30am - Refreshments, Getting Settled to Get Started

- Planning & scheduling considerations for comprehensive literacy learning
- The developmental stages of writing & the BC ELA curriculum
- \checkmark Bookmaking guidelines, routines, strategies to support young writers
- 10:45–12:00pm Engaging Young Writers with Meaningful Experiences
 - \checkmark Exploring a scope & sequence for writing across grades 2 & 3
 - \checkmark Reflecting, sharing, discussing our own student writing samples
 - \checkmark Writers' Workshop suggestions for writing supports and routines
 - $\boldsymbol{\checkmark}$ Mentor texts to inspire careful noticing, poetry, and imaginative writing
- 12:45-2:30pm Putting it All Together
 - Increasing engagement through choice of genre and topics
 - Persuasive Writing using teacher and student writing as mentor texts
 Writing reviews of books, restaurants, toys...
 - Reflect & Synthesize connect, discuss, and plan



Goals and objectives for our day together

Together we will explore a scope and sequence for writing development across grade 2 & 3, as POPEY provides examples of:

- -scaffolded supports for young writers as they build their writing identity, confidence, and skillset
- -mentor texts to launch varied writing experiences for authentic purposes and audiences

-considerations for scheduling and organizing differentiated writing activities for students of all language and writing abilities

We will also have **dedicated time** for you to **share and discuss writing samples from your classrooms**, and reflect on **feedback**, **assessment**, and **planning** to support your students' growth as young writers.



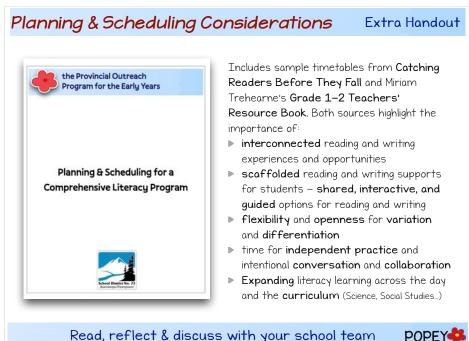


Revisiting how we learn



- * 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



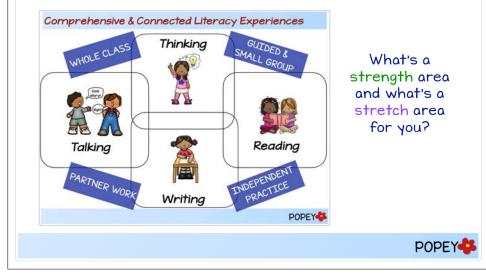
Learning is: * social * constructive

- * experiential
- * inquiry-based

POPEY

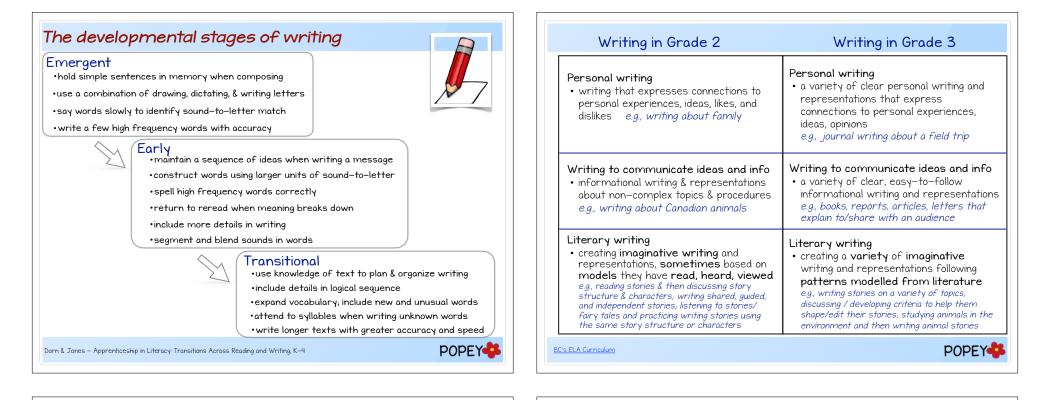
Reflect & Share

Think about your literacy block and how you plan and schedule for these elements of literacy learning.





Read, reflect & discuss with your school team



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
- \ast Writers work with a sense of ${\bf craft}$ guiding them, and they ${\bf learn}$

${\it craft}$ from ${\it mentors}$

* 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.



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.



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A Teacher's Guide to Getting Started with Beginning Writers – Wood Ray & Cleaveland
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Book Making: What writers 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



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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

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



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.

Space

- * Children spread out around the room and CHOOSE where they want to work.
- * Tables available for children who want to work in GROUPS
- * A few individual desks for children who want to work ALONE
- * Lapboards for those who want to sit on the FLOOR

Deciding where they can do their best work as a writer is a decision the children can OWN.

POPFY

Extend the

time for

independent

work a little

bit each day

Book Making

Blank Books

- * In Kindergarten, Katie suggests starting with pre-stapled books of 5-6 blank pages each, plain white paper with no lines, in landscape orientation
- * Later in K, or at the beginning of grade one or two, she suggests offering children a choice of books made with paper with **some** lines and some space for pictures

Writing Tools

- * Separate tubs for crayons, coloured pencils, and markers
- * Children decide which medium they want to use & pick a tub
- * Laminated alphabet charts available for those who need them
- Hanging file folders hold the children's in-process and completed books
- * Another bin holds the pre-stapled blank books

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

Each time they work on making a book, children decide on the tools they want to use.

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Lines set an

expectation for

print that makes

some children

think "I don't

know how to do

that so I can't."

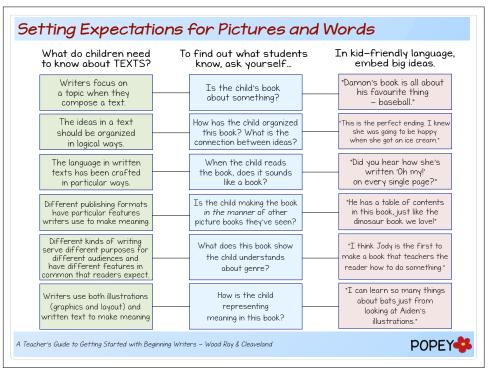
Book Making

An Image of Bookmaking

- For children to make books, they first need to know:
 - * What books look like
 - * That PEOPLE make books, they don't just come from the library or the store
 - * A finished book is the result of someone's work to make that book
 - * You can show them photos of other children ENGAGED in bookmaking, taking the actions from ideas to finished books

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





Reflect & Discuss - Bookmaking

Reflect on the info shared in the last few slides and in the video of the Kindergarten students making books.

- Could bookmaking become part of your literacy block and writing routines?
- How can you make an **explicit connection** between reading books and making books? Between author and audience? Between students and their stories?
- How is bookmaking naturally differentiated for students of varied abilities?
- What questions or wonderings do you have about trying bookmaking?

Share your thoughts & reflections with your table group.

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A scope and sequence for writing in grades 2 & 3 From BC's new Learning Pathways From BC's Performance SD71's Student-Friendly Grade Level Proficiency Descriptors, K-4 Standards - Writing Writing Rubrics Andre server for process against Banand Alban Samer Alban - destate - destat Mondae Apple they be hard to assume a Apple any deat Bits topological depairs descentes ------ Anthe or spectra pro-terms appear into tap in the spectra into tap in the spectra into tap into into ta - management and the · disclose en insente unare, to insente · dage antide administration Case Induced States Last Induced States Last Induced States Last Induced States States Internet States In 1111 GRADE :

Extra

Handout

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Collaboration & Exploration

Sharing, discussing, and exploring your own student writing samples alongside the proficiency guides, guick scales, and rubrics:



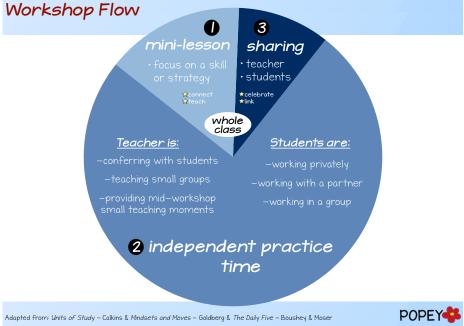
- Read, review, & discuss the various proficiency guides, rubrics, scales (handout)
- Share & discuss the student writing samples you brought today, in the context of these assessment tools
- Reflect on students' current writing abilities and what your nudge or next step feedback would be - "I think you're ready for ..."

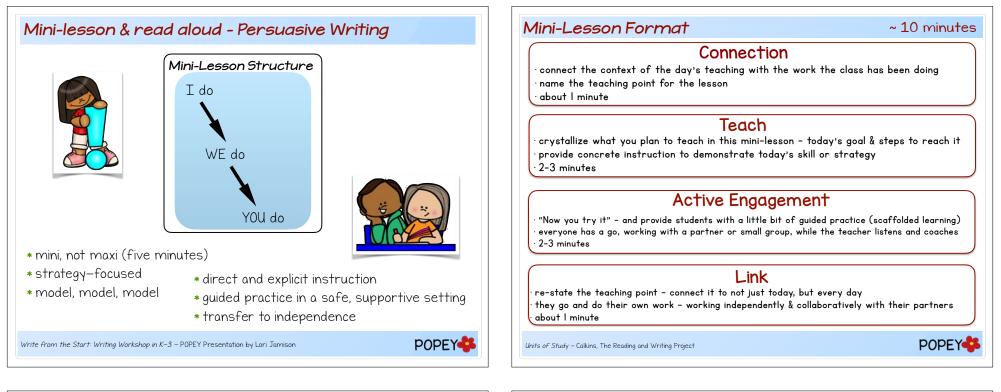
Option: Join another school team(s) and form common grade groups

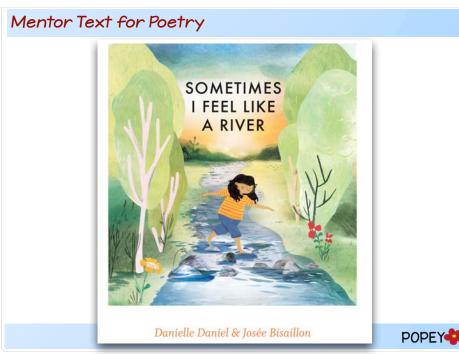


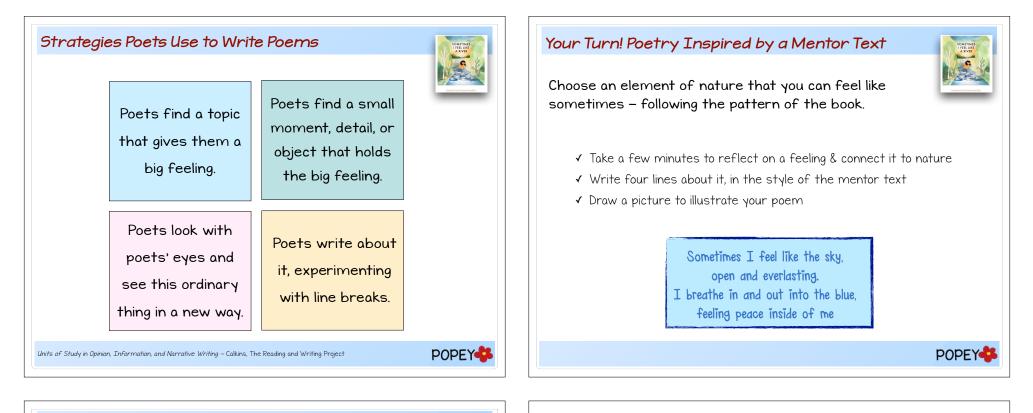












Mentor Texts to Inspire Writing About Reading

How-to books







Pigeon books



Don't Let the Pigeon...



The Pigeon

The Pigeon wants a...



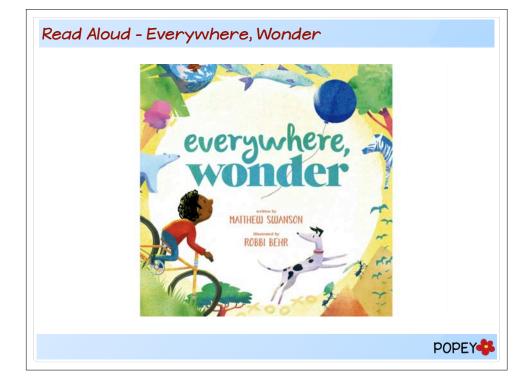
The Pigeon Finds a Hot Dog!



The Pigeon

Needs a

The Pigeon **needs** a...



Your Turn! Finding wonder and stories, everywhere

- What do you notice in these pictures? What might be happening here?
- Choose one to develop a story idea about what's something that you notice or imagine happening?
- Fill in a few details in each of these four categories, as an outline for your story.

Characters		Setting
Problem	Manager William	Solution
		POPEY

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.



Our enthusiasm for writing is contagious. Spread it to your students and see them flourish.



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?

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!

The 'how' is

the craft of

writing.

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



Teaching with Mentor Texts

Immersion Phase:

2-4 days at the beginning of the unit; we will study our stack of mentor texts.

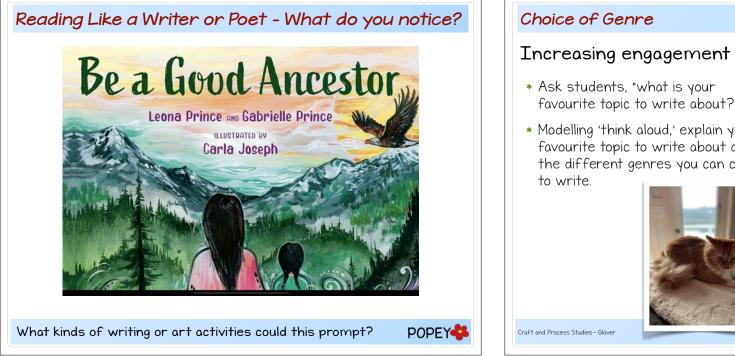
- * Students get to know the stack of texts (just enough)
- * Teachers can use the mentor texts in mini lessons without having to read them again (time saving!)
- * Students become better at reading like a writer over time.



Immersion allows students to get better at noticing what authors do and trying it out.

You may need to start with modelling noticing during immersion.

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

Write down a list of 3-5 things from your life that you would be KEEN to write about.

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

 My family British crime series My dog Hiking Curling Travelling

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Increasing engagement through choice of genre.

- favourite topic to write about?"
- * Modelling 'think aloud,' explain your favourite topic to write about and all the different genres you can choose



- A small moment story about my cat

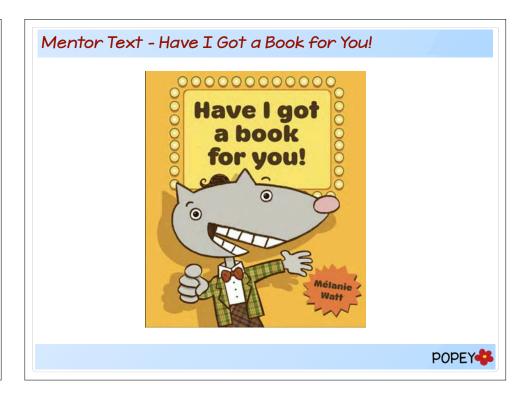
- A poem about cats
- A labeled diagram of a cat
- A 'how to' book about taking care of cats
- An information book about cats
- A persuasive paragraph on why cats are better pets than dogs

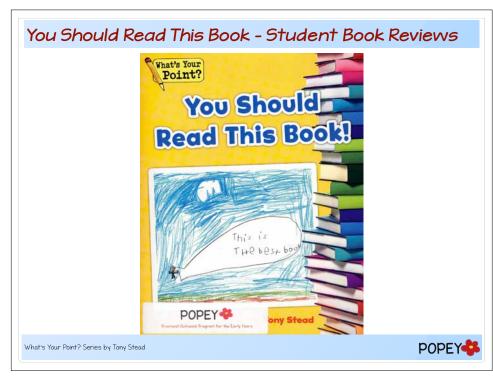


Convince Your Reader with Persuasive/Opinion Writing

A <u>unit of study</u> on Persuasive Writing might focus on...

Convince Your Reader!	Write your opinion I think	Give lots of reasons. because also Another reason is	
Add details	Talk back!	Use sparkly words	
For example	Some people say but I still think I disagree because	amazing incredible wonderful	
From - Units of Study in Opinion, Information & Narrative Writing, Grade 1 - Calkins & The Reading and Writing Project POPEY			







Uncovering Our Opinions About Books

Writers can study...

Characters	Favourite parts	Pictures
Titles	Covers	Lessons
its of Study in Opinion, Information, and Narrative Writing – Calkins, The Reading and Writing Project POPEY		



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

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