


Provincial Outreach  
Program for the Early Years



Chilliwack  
School District


### "Do you see me?"


Nurturing Young Storytellers & Their Craft Through Authentic Writing Experiences


Date: May 20, 2025


Time 8:30-10:30  
12:30-2:30

Presenter:  
Jacquie Anderson

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### Why Story Workshop? Voice




"Every day in a hundred small ways our children ask, 'Do you see me? Do you hear me? Do I matter?' Their behaviour often reflects our response."


L.R. Knapp


- ✓ Honours the lives of children: student voice at the centre
- ✓ Inclusive and accessible
- ✓ Practices agency


"Story making creates an inclusive community, as each student has unique experiences, families, histories, and stories. No one is without a story."


Compton and Thompson, p. 16



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### Why Story Workshop? Thinking



"Through thinking routines students are enculturated into thinking, developing both their ability and their inclination to think."


Ron Richart


- ✓ Responsive
- ✓ Nurtures metaphor
- ✓ Contributes to a learning community
- ✓ Assessment tool: nudges thinking


The inquiry teacher is regularly inquiring into his or her students as learners and asking, "what are they revealing to me?", "how might I respond?", and "what next?"


Kath Murdoch *Power of Inquiry* p. 135



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### Why Story Workshop? Language

**Language Comprehension**  
Background knowledge  
Vocabulary knowledge  
Language structures  
Social reasoning  
Literacy knowledge

**Word Recognition**  
Phonological awareness  
Decoding (and Spelling)  
Sight Recognition

**Skilled Reading**  
Fluent, accurate and automatic word recognition  
Comprehension

**What have you noticed in your experience?**

**ACTIVE**  
Background knowledge  
Vocabulary knowledge  
Language structures  
Social reasoning  
Literacy knowledge

**READING**  
Fluent, accurate and automatic word recognition  
Comprehension

**RECOGNITION**  
Phonological awareness  
Decoding (and Spelling)  
Sight Recognition

**LANGUAGE COMPREHENSION**  
Background knowledge  
Vocabulary knowledge  
Language structures  
Social reasoning  
Literacy knowledge

**READING**

✓ Oral language  
Builds syntactical skills, Language structures  
Language comprehension  
Elements of story  
Accesses cultural funds of knowledge

This is a model model  
Reading is the integration of both  
Word and Language Comprehension

What is a model model?  
Reading is the integration of both  
Word and Language Comprehension

What is a model model?  
Reading is the integration of both  
Word and Language Comprehension

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### What might it look like?

**So many options!**

- A particular activity, with its own boundaries
- An extension of play, with the intention of building stories around their activity
- A retelling of a meaningful read-aloud
- A summative representation of what they've been learning
- A process with discrete stages culminating in a written product
- Other ideas?

**StoryMaking**  
The Maker Movement Approach to Literacy for Story Learners  
Michelle Ky Condon, MA  
Katie Tisdale, PhD

**STORY WORKSHOP**  
New Possibilities for Young Writers

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### Why Story Workshop?

**Consider the unspoken messages to these children:**

- I know you have stories to tell.
- Your stories will be listened to here.
- The things we do in school rely on your stories.
- I trust you to make choices.
- I am curious about you.
- I am ready to meet you where you are.
- I expect you to listen to other people's stories.
- I know you will find connections because I know you want to make sense of things.
- You belong here.

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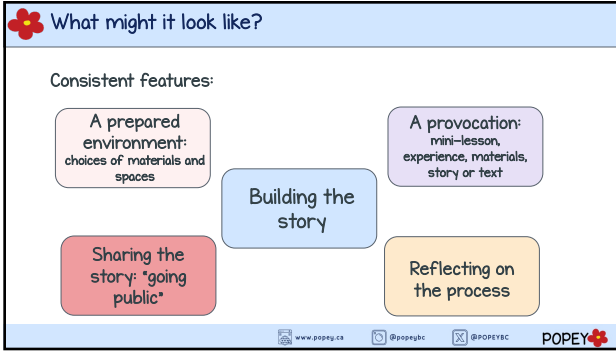
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 A progression


Needs to be taught explicitly:  
guided discovery and interactive modeling

- Whole group, partners, individual
- Timeline will depend on how often you use it
- Is an instructional routine

*Teaching with intention: what am I hoping for here?*

*Teaching with openness: what am I learning here?*

*Teaching with reflection: where can I go from here?*

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 A progression

The unfolding

<b>exploration</b> Giving children the chance to try out the materials, observe others and gain confidence in the value of their expression.	<b>construction</b> Becoming familiar with the process. Story scribing and class editing places value on both the teller and the listener. Story Grammar Marker™ builds common language and scaffolding.	<b>extension</b> Into writing, subject content, story reading and art.
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*Build a story  
Tell a story  
Listen to a story*

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Extensions



### Story Grammar Marker (SGM)

Each of the symbols in the visual represent a story grammar element.

The **Character** icon represents a person, animal, or other being.

The **Star** was chosen as the icon for the **Setting**. The star is a good center for a semantic map or web.

The **Shoe** represents the **Initiating Event** because it is the "kick-off" of the story.

The **Heart** represents the **"Feelings"** a Character has in response to the initiating event.

The **Plan** is represented by a **Hand**.


Each of the beads represents a sequence or lists of actions.


The **direct consequence** of the story is represented by a **bow** because it ties the story together.


The **Resolution** of the story is how the character feels about the Direct Consequence. It may include a moral or a lesson learned. It is represented by three small hearts.

[View a Classroom Example](#)

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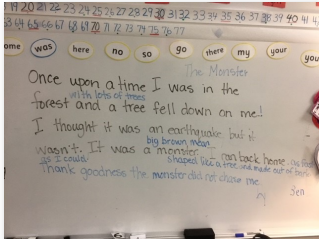
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Extensions





### Class editing


- Details
- Elements
- Community
- Thinking
- Comprehension
- Modeling Oral Language structures

[Photo credit: Jacque Anderson](#)

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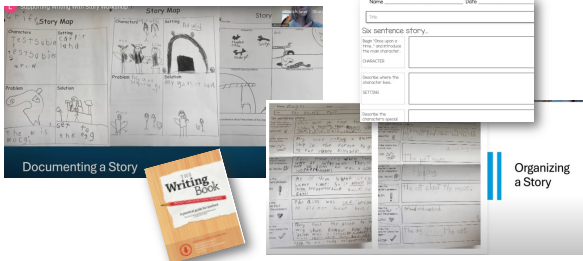
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Other options: publishing





### Documenting a Story


### Organizing a Story

[Learn More](#)

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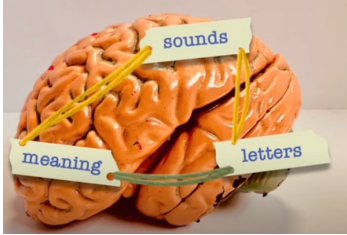
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## Why Writers' Workshop and Bookmaking?

### The Reading Brain

Children need multiple opportunities to establish the neuropathways that connect the parts of the brain, and form new pathways, or shortcuts, with consolidation.



The Reading Brain: How We Learn to Read

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## One more reason...

### Writer's workshop and bookmaking:

- ❖ Allows for the Model-Practice-Mastery cycle of instruction (WWC)
  - ❖ Explicit instruction
  - ❖ Time and practice (10-40-10 lesson timeline)
  - ❖ Sharing and publishing
  - ❖ Mentor texts

**If children aren't trying to write, they're not learning to write.**



**Rec. 1:** Provide daily (1hr) time to write (K-30 mins)  
**Rec. 2:** Teach students how to use the writing process

Teaching Elementary School Students to Be Effective Writers

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## Why Writers' Workshop and Bookmaking?

### Writers Workshop and bookmaking

- ❖ builds resilience
  - ❖ overcoming the fear of the blank page
  - ❖ building stamina
  - ❖ process over product
- ❖ builds identity
  - ❖ My voice
  - ❖ My passions
  - ❖ My thinking

*Beware of giving too many directions: this is a process not a procedure. What happens when we let them have the space to figure it out? Kate Wood Ray*



Getting Started with Beginning Writers—Kate Wood Ray and Lisa Cleveland

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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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## Authentic Practice

This is where phonemic awareness, your phonics program and your writing instruction marry up and hit the road!

**About Conventions:**

*"Nobody said 'Wow, I loved that book – it had great conventions! But they are more likely to love the book because it has proper conventions.'"*

Matt Glover

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## Guiding Principles of Writing Instruction

**The first three are foundations:**

*"The basic necessities we provide our students every day in the classroom, the over-and-over elements that allow for composition, thinking, creativity, and problem solving." (Borner and Arens, 2020)*

**Time**


- Students need time, and lots of it, to practice writing

**Ownership**


- Students are more motivated when they have opportunities to make important choices about their writing

**Response**

- Students need frequent, timely, descriptive feedback and responsive teaching



A Teacher's Guide to Writing Workshop Essentials—Borner and Arens

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Getting started: *early primary*





**A possible progression:**

**Session 1:** samples of genre: memoir, number books, information books, wordless books, teacher writing, etc. (*Immersion*)

- Choice of genre, choice of paper
- What will you be doing? Co-create criteria
- Reflection and share: what is your book about? What might you add/change next time?

**Session 2:** author moves: details and elaborations (*reading like a writer*)

- what do mentor authors do? Teacher samples and picture books
- Think about your book: how could you use some of these moves?
- Co-create criteria for books.
- Reflection: what did you change, add? How is it going?

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Getting started: *early primary*

**Session 3:** mentor texts and conventions

- Homing in on particular conventions your students need:
  - High frequency words and letters/sounds (*this is what phonics is for!*)
  - Punctuation
  - Reflection: what did you do to make your writing/book better today?

**Session 4:** revisit criteria for books: features of books (*writing like a reader*)

- How do you know your book is finished?
- Conventions: check your words...what do you know about sounds/letters? What could help you in the classroom?
- Reflection: who helped you or what did you do to make your writing better today?

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Getting started: *early primary*

**Session 5:** what will you do next? Brainstorming new ideas

- Could introduce a new genre?

**Session 6:** Ralph Tells a Story. Now that you know about making books, what advice would you give kids just starting? How many different titles do we have in the class? Celebration!!



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**Getting started: late primary**

*a sample progression*

**Week 1:** samples of genre: memoir, information books, teacher writing, etc. (*Immersion*)

- Choice of genre, choice of paper: **purpose, audience, passions**
- What will you be doing? Co-create criteria
- Reflection and share: what is your book about? **What genre did you choose and why?**

**Week 2:** author moves: details and elaborations (*reading like a writer*)

- what do mentor authors do? Teacher samples and picture books. How could you use some of these moves?
- Co-create criteria for books. Introduce graphic organizers.**
- Reflection: what did you change, add? How is it going?

generating ideas → organization → initial draft

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**Getting started: late primary**

**Session 3: mentor texts and conventions**

- Honing in on particular conventions your students need:
  - High frequency words and content vocabulary
  - Punctuation
  - Reflection: what did you do to make your writing/book better today?

**Session 4: revisit criteria** for books: features of books (*writing like a reader*)

- How do you know your book is finished?
- Reflection: who helped you or what did you do to make your writing better today?

Organization → Revising → Publishing\*\* (not everything needs to be published)

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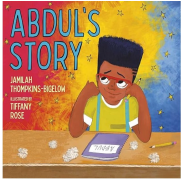
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**Getting started: late primary**

- Session 5: what will you do next? Brainstorming new ideas
- Could introduce a new genre?

Session 6: **Abdul's Story**. Now that you know about making books, what advice would you give kids just starting? How many different titles do we have in the class? Celebration!



Abdul's Story  
Abdul's Story—Jamilah Thompson-Bigelow

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 **Extra notes:**


- Not everything needs to be published
- Mini-lessons: teacher leads
- Writing continuum
- Immersion, immersion, immersion
  - learning from mentors
  - Noticing and naming
- Conferencing—responsive to student (principles of writing instruction)
  - How? When? What?
- Peer feedback—community of writers


“Getting to know your students as writers and as people is one of the most important things you can do as a writing teacher.”  
Matt Glover

How can you see this pedagogy crossing curriculum lines?

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 **Resources**


**Online resources**


- [Teacher Development: Getting Started with Story](#)
- [Models of Reading](#)
- [Story Development Model](#)
- [Project Team: Thinking Work Materials](#)
- [Learning in the Project's Years](#)
- [A Closer Look at the Five Essential Components of Effective Reading Instruction](#)
- [Thinking With Materials Resources: SDP3 \(Central Question\)](#)
- [Teaching Elementary Students to Be Effective Writers](#)


**Books**

- **Becoming a Better Writing Teacher:** Carl Anderson & Matt Glover
- **A Teacher's Guide to Writing Workshop Essentials:** Barner and Anns
- **The Culture of Education:** Joranne Bruner
- **Loose Parts: Creating Play in Young Children:** Izaly & Beloglovsky
- **Story-Making:** Michelle Kay Corrington & Robin Chappelle Thompson
- **Ralph Tells a Story:** Abby Haddad
- **Engaging Literate Minds: Developing Children's Social, Emotional and Intellectual Lives, K-5:** Peter Johnston, Kathy Chappetta, Andrea Hartwig, Sarah Walcott, Henry Lerner, Tara Krueger, Laurie McElrath
- **Story Workshop: New Possibilities for Young Writers:** Susan Harris Mackay
- **Power of Imagery:** Kath Murdoch
- **What's Next for This Beginning Writer?:** Janine Reid, Betty Schultze, Ulla Peterson
- **Creating Cultures of Thinking:** Ron Ruffert
- **Adult's Story:** Sarah Thompson-Beggs
- **Embers: One Quiver's Meditations:** Richard Wagamese
- **In Pictures and In Words:** Katie Wood Ray
- **The Writing Book:** The Literacy Place

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Please complete our POPEY feedback survey








Thank you from the POPEY team!



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