POPEY
Provincial Outreach Program for the Early Years
www.popey.ca

School District 8 Kootenay Lake

Writing About Reading in Your K–3 Classroom

Presenters:
Lisa Thomas & Jen Kelly

Tuesday, February 28th

8:30 – 11:00am

*Workshop handout & resources available at padlet.com/POPEY

Live captions available in the Zoom toolbar.

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

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

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What Writing About Reading Looks Like in Grades 1 - 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

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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 meaning
- Recognize the structure of story

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

- Exchange ideas and perspectives to gain understanding
- Use language to identify, create, & share ideas, feelings, opinions & preferences
- Create stories and other texts to deepen awareness of self, family, & community
- Plan and create stories and other texts for different purposes and audiences
  - ⋆ 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

BC Ministry of Education's Kindergarten ELA Curriculum

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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

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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:	Teach students the processes to create text:	Increase how much students write!
responses, reactions, summaries, questions	idea generation, sentence construction, spelling	cross-curricular reading & writing, lots of choice

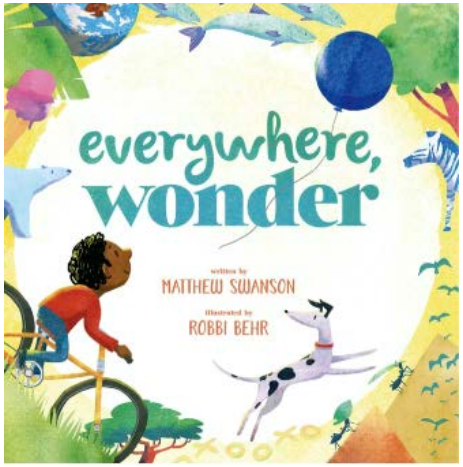
Writing to Read: Evidence for How Writing Can Improve Reading – Graham & Hebert

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

Everywhere, Wonder Read Aloud



The Ramped-Up Read Aloud – Walther

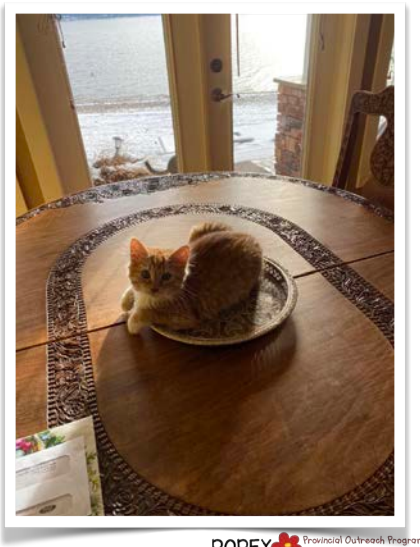
Teacher Modelling - Writing a story plot

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

Interactive Writing – McCarrier, Pinnell & Fountas

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 brains, is **comprehended superficially**, and never considered again.

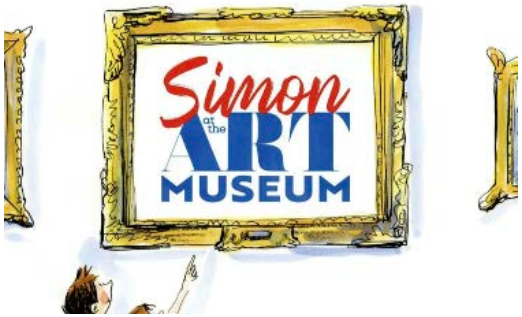
However, as teachers we need to make sure children have the **cognitive agility** to consider what is worth **savouring**, what portion of a text has the potential to **change a life**, what merits **discussion**, and what should be lingered over, argued about, and **anchored in memory**, because to comprehend only literally would be too great a loss."

Curricular Connections

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 Stefan Draschan photos ✓ Recording sheet
In a Jar (Marcero, 2020) If You Find a Leaf (Sicuro, 2020)	Be a leaf observer	✓ Leaves ✓ Magnifying glasses ✓ Blank paper to record observations

Simon at the Art Museum



Art Observation Recording Sheet

Be an **O**bserver: Looking at Art

Name _____

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What colors do you see?	What shapes do you see?
What objects do you see?	If you were the artist, what would you name this painting?

On the back, draw your own version or write the story of the painting.

Maria Walther

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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

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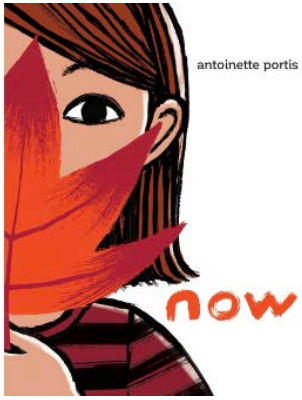
Now by Antoinette Portis



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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

Technology for Digital Storytelling

lino – sticky note & photo sharing

Padlet – photo & note collaboration

iPhoto, iMovie,…

Skitch – annotate & draw on images

Book Creator – to create digital books

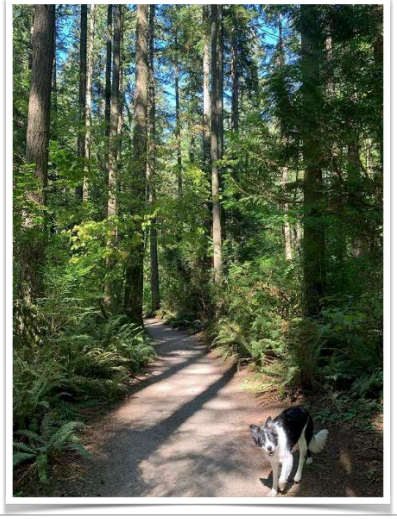
Chatterpix – to create funny talking videos from photos

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!

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

Informational writing - to communicate information

Teaching Others About What We've Read

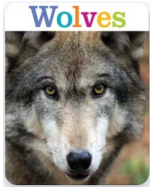
Nonfiction Text Features & Nonfiction Thinking

- 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?

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

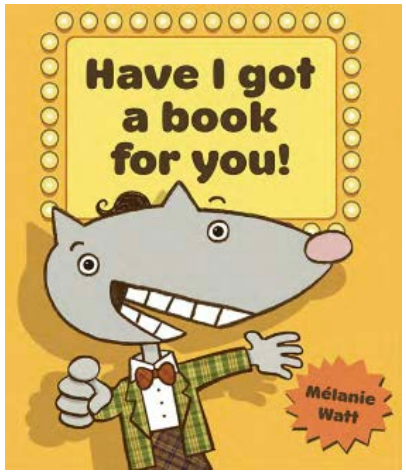
Choose 2 – 3 of the above questions to reflect and write your thoughts in the chat box.

Persuasive/Opinion Writing 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

Have I Got a Book for You! - Mentor Text



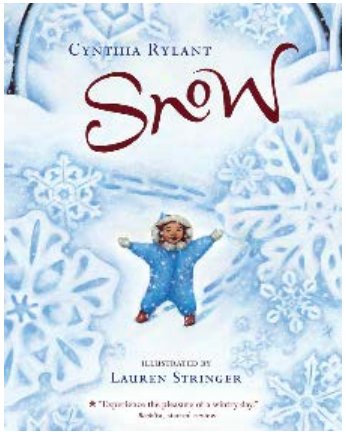
Write your own book review

What's YOUR favourite book, for children or adults?

Take a couple of minutes to write your own book review, using the points below. Write your review in the chat box.

- * Give a sneak peek of what the book is about.
- * Include details about WHAT, WHERE, WHEN?
- * Tell a little story
- * Use comparisons (how the book is like a show or movie)
- * Include helpful tips for your readers
- * Make a recommendation (If you like books about...you'll love this one!)
- * Add a rating

Creating a 'Backstory'



Creating a 'Backstory'

Illustrations may have characters and/or actions that are never mentioned in the words.

What kind of backstory did the illustrator create?

* What does the grandmother like to do?
* Tell me about the little girl.
* What did you learn about the character's relationship?

Answer one of these questions in the chat box →

Write our Truest Selves

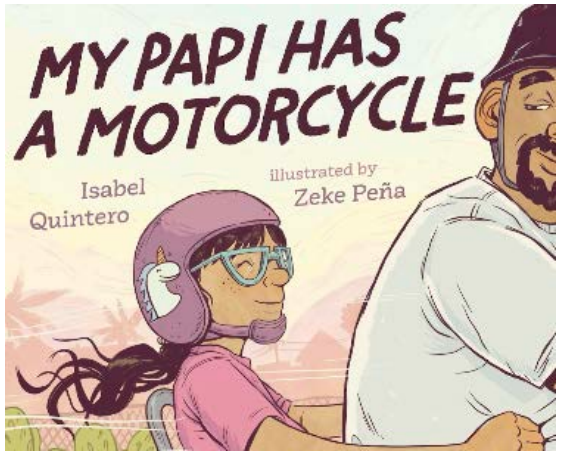
Many fiction writers begin their stories by developing characters.

Writers can use themselves as inspiration for characters.

* If I was to write a story with a character similar to me...
* What about you? What character trait(s) could you highlight as a character in your story?

Share your answer in the chat box →

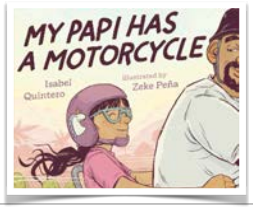
Creating Characters



Write our Truest Selves

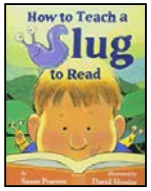
An excerpt from the back of the book, My Papi Has a Motorcycle, by Isabel Quintero.

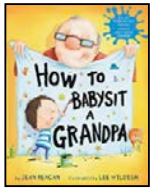
> One of my fondest memories from when I was a little girl is of my Papi coming home from work and putting me on the back of his bright blue motorcycle to take a spin around our city, Corona, California.
>
> Zeke Pena was able to take all the elements that live in my memory from childhood, even the places that have disappeared like the tortilleria and the raspado shop, and put them in the illustrations.



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...

Reflections & Next Steps

Resources & activities shared today:

- ✓ the developmental stages of writing
- ✓ the BC Writing Performance Standards for writing stories & literary writing
- ✓ BC Ministry of Education's Kindergarten ELA Curricular Competencies
- ✓ scaffolded supports for writing to, with, and by students
- ✓ demonstrations and examples of writing in response to mentor texts:
  - ★ Everywhere, Wonder – Milo at the Museum – Now – Have I got a Book for You – Snow – My Papi has a Motorcycle

What is ONE thing you can commit to TRY in your classroom or role? Share it in the ChatBox…

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Sources

POPEY's Writing Padlet

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

In Pictures and in Words – Wood Ray

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

Videos

Liv Bits

Caring Makes the World More Beautiful

Mirrors, Windows & Sliding Doors– Bishop

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

Epic Digital Reading Platform

POPEY Provincial Outreach Program for the Early Years

Thank you!

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