

---

---

---

---

---

---



---

---

---

---

---

---



---

---

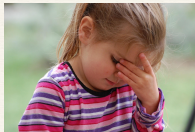
---

---

---

---

# Writing is Complex!!



---

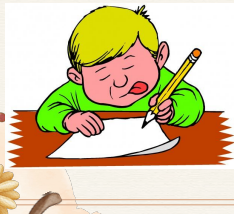
---

---

---

---

## The complexities.....



- Generating an idea
- Content & form of writing
- Language norms
- Spelling
- Letter formation
- Motor skills
- Word order
- Conventions
- The reader (audience)

...and doing it all at the same time!!

---

---

---

---

---

## Let's look closer at some of the skills in composing and transcribing.....



Without thinking, we are required to use two skills that enable us to be fluent writers in most forms of writing.  
**Transcribing** (letter formation, spelling, conventions) + **Composing** (idea generation) = **fluent writing**

**Transcribing skills + Composing skills = Fluency in writing**

E.g. *Poor fine motor skills* means: effort and energy is placed on printing rather than generating ideas or 'holding' the idea while writing.

*Not knowing how to spell a word, or not sure where to find the spelling of the word, or concerned about conventions might cause the child to 'forget' their idea before the sentence is complete.*

*Unable to come up with ideas; not knowing what to write....*

The child may **not have automaticity**.

Students need to have these skills in order to tackle higher expectations and curricular outcomes by end of grade 3.

---

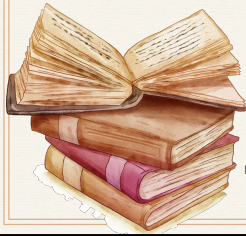
---

---

---

---

# 2



## Routines

Embedding what is important so that it happens regularly!!

---

---

---

---

---

---

## Why Routines?

Create a framework where you can:

- Address student need.
  - Provide time for students to build up fine motor
  - Time to build up cognitive muscles
- Have students writing daily - Practice.
- Provide time for explicit Instruction.




---

---

---

---

---

---

### Sample Routine

10 - 15 min	Story Time/read alouds ( ideas)	
5 min	Morning message - mentor text	<b>Writing Daily, addressing needs, explicit Instruction</b>
30 min	Monday - Journal time <ul style="list-style-type: none"> <li>○ Modelling ideas</li> <li>○ Free write on topics - spelling doesn't count</li> <li>● (small group instruction with those who cannot be independent)</li> </ul>	K - experimenting, drawing, labelling, generating ideas, asking questions. G1 - create messages, experiment with purpose, audience, word choice. G2,3 - sharing thoughts, capture ideas, memories
30 min	Tuesday - Shared Writing <ul style="list-style-type: none"> <li>○ News</li> <li>○ Sharing the pen - students and teacher print the news, spell words.</li> <li>○ Modelling</li> <li>○ *write your own news....</li> </ul>	Modelling: K - G1 - idea generation, purpose, audience, word choice... creating messages, writing process (planning, writing, editing, sharing)
30 min	Wednesday - mini lesson <ul style="list-style-type: none"> <li>○ Super sentences, story writing</li> <li>○ Editing conventions(dependent on grade)</li> </ul>	K - experimenting, drawing, labelling, generating ideas, asking questions G1 - create messages, purpose, audience, word choice, editing G2,3 - writing processes, organizing, editing
30 min	Thursday - mini lesson - dependent on student need.	Same as above
20 - 30 min	Friday - finish up	

---

---

---

---

---

---

# Kindergarten

Writing Block - 20 minutes  
Similar routine as previous slide - but shorter chunks

<b>Day 1 Journal time</b> <ul style="list-style-type: none"><li>○ Modelling ideas</li><li>○ Free write on topics - spelling doesn't count</li></ul> <ul style="list-style-type: none"><li>● (small group instruction with those who cannot be independent)</li><li>● Printing practice</li><li>● Independent writing</li></ul>	Students are drawing and labelling until they build up some vocabulary words and learn to look around the room for different, meaningful words.
<b>Day 2 - Shared Writing -</b> <ul style="list-style-type: none"><li>○ News</li><li>○ Sharing the pen -</li><li>○ Modelling</li></ul> <ul style="list-style-type: none"><li>● Printing Practice</li></ul>	Students are learning from the modeling the teacher is doing. Teacher is modeling: <ul style="list-style-type: none"><li>● Idea generation</li><li>● Early phonics</li><li>● Letter formation</li></ul>

---

---

---

---

---

---

# Example of Routine

- Adrienne Gear

- Monday - Anchor book - Read aloud - model planning (40 minutes)
- Tuesday/Wednesday -
  - Partner share plan
  - Mini lesson on writing technique
  - Model writing
  - Writing time - building stamina
- Thursday - Revise
  - Practice reading draft with partner
  - Revise - editing checklist
  - Teacher - conferences with students

---

---

---

---

---

---

# Another Routine

- Two Writing Teachers

**Mini lesson and modeling - 10 minutes**

- Mentor texts, demonstration, teaching students a tool in writing

**Talking - drawing - Writing - 50 minutes**

- 10 minutes of talking with each other
- Drawing - 10 - 15 min - drawing a plan
- Writing - 25 - 40 min

**Sharing - 5 - 10 minutes**

- Whole group or small group or single students shares writing. Sometimes done in partners.

---

---

---

---

---

---

3



## What do we need to teach?

curriculum

---

---

---

---

---

## Learning Outcomes

### Kindergarten

LO: Children **experiment** with **Written expression of ideas and information**

Through:

- **Creative writing** - drawing, labelling, using imagination, generating ideas.
- **Beginning research** - asking questions about real people, places, things to learn more about them.
- **Ways of sharing their writing** - digital and non-digital - pictures, symbols, letters, words, scribbles.

### Grade One:

LO: Students **create** messages through application of **writing processes**.

Through:

- **The writing process** - thinking and talking about purpose & audience, form of writing, ideas, editing.
- **Creative Writing** - images, organization, word choice, sensory language.
- **The Research Process** - using factual information, observations, graphic organizers
- **Methods** - digital and nondigital tools, printing & keyboarding.

---

---

---

---

---

## Learning Outcomes

### Grade Two

LO: Students **create and enhance** ideas and information by applying a variety of **writing processes**.

Through:

- **Writing Process** - organizing sentences, editing.
- **Creative writing** - using imagination, new ideas, word choice, personal inspiration, sensory language.
- **The Research Process** - asking questions to focus on research topics, factual information, graphic organizers are use.
- **Methods** - digital or non digital. Printing or keyboarding.

### Grade three:

LO: Students **investigate writing and research processes** that support **informed written expression**.

Through:

- **Writing Process** - graphic organizers, sketching, drafting, avoiding run on sentences, 3 - 5 sentences in a paragraph, fluent writing, sharing with others.
- **Creative writing** - organization, word choice, presentation, author's voice and style, sensory details, synonyms, antonyms, specific words & phrases.
- **The Research Process** - Questioning, accessing different sources of information, organizational tools, reports, presentations, visual presentations, citations.
- **Methods** - printing, keyboarding, cursive (letter formation, size, proportion, slant) basic keyboarding (finger reaches, keystroking, key recognition).

---

---

---

---

---

4



# How do we Teach Writing?

routines

---

---

---

---

---

---

## Planning within the Routine

<b>Printing practice...</b>	
<b>The mini lesson:</b> (outcome, kuspis) Explicit Instruction	<ul style="list-style-type: none"> <li>Time for explicit and direct instruction for the whole class</li> </ul>
<b>Writing time</b> Independent and small group	<ul style="list-style-type: none"> <li>Sustained time for students to write independently and to put into practice writing skills they have been taught</li> <li>Depending on the mini lesson - this may also be a time to pull a small group for small group writing.</li> </ul>
<b>Feedback</b> Peer, teacher/student	<ul style="list-style-type: none"> <li>Students share with teacher</li> <li>Students read what they have written to peers</li> <li>Once editing checklists are introduced, this can be done with peers</li> <li>Teachers spends a few minutes one on one with students who require teacher feedback</li> </ul>
<b>Class sharing time</b>	<ul style="list-style-type: none"> <li>This may not happen every class - perhaps once a week.</li> </ul>

---

---

---

---

---

---

## Planning within the Routine

<b>The mini lesson:</b> (outcome, kuspis) Explicit Instruction	<ul style="list-style-type: none"> <li>Time for explicit and direct instruction for the whole class</li> </ul>
<b>Writing time</b> Independent and small group	<ul style="list-style-type: none"> <li>Sustained time for students to write independently and to put into practice writing skills they have been taught</li> <li>Depending on the mini lesson - this may also be a time to pull a small group for small group writing.</li> </ul>
<b>Feedback</b> Peer, teacher/student	<ul style="list-style-type: none"> <li>Students share with teacher</li> <li>Students read what they have written to peers</li> <li>Once editing checklists are introduced, this can be done with peers</li> <li>Teachers spends a few minutes one on one with students who require teacher feedback</li> </ul>
<b>Class sharing time</b>	<ul style="list-style-type: none"> <li>This may not happen every class - perhaps once a week.</li> </ul>
<b>Printing practice...</b>	

---

---

---

---

---

---

5



## Strategies

To meet students needs and to meet curriculum outcomes

---

---

---

---

---

## Build the Foundation

Students need the tools so that writing doesn't become a chore. If students can focus on higher level skills they tend to be more motivated and engaged.



- Fine motor control:
- Printing practice (tripod grasp, letter formation)
  - Cross body movement - (creating shapes)



Growing Hands on Kids

---

---

---

---

---

## Activities to Build Fine Motor Skills

Finger plays - [100 to Finger Play Songs to Develop Fine Motor](#)

Playing with Play dough - [The OT Tool Box](#)

- Rolling playdough between fingers
- Rolling snakes
- Making an obstacle course out of playdough and walk fingers through

Pinch grip - light bright, using chopsticks, sorting small pompoms with tweezers

**Mat man** - attention to detail, placement of parts - assist with visual discrimination (reversals)

Explicit printing instruction - not the same as phonics instruction BUT you can tie it in.

Fun facts:

- If students are not automatic with printing - keyboarding may result in the same (hunt and peck)
- Kids with great printing tend to be better keyboarders
- Printing sets kids up for success in keyboarding and cursive.

---

---

---

---

---

## After Handwriting - Spelling

If students are not fluent with spelling words they need - this too, will hold back from being fluent.

**HIGH FREQUENCY** words are critical for releasing the memory space.

**Activities:** (without getting into phonics and morphology)

- Work on high frequency word lists - Fry first 300 words -
  - The first 25 words show up 33% in text
  - First 100 words - 50% of text
  - First 300 words - 66% of text.
  - Knowing the first 300 words on Fry's list releases a huge part of the working memory.
  - SEE SAY SPELL
  - Connecting visual discrimination with sound discrimination and connect letters
- Consolidate High Frequency words
  - Sight word tap
  - Sight word bingo
  - Sight word sorts
- **Make, break** (if you can), **write, read**

---

---

---

---

---

---

---

---

## Gear, Trehearne No Excuse Word Lists

### "No Excuse" Lists

#### Grade 1 - "No Excuse" Words

a	far	an
am	he	the
and	I	that
are	in	the
at	is	to
be	it	was
can	of	you

#### Grade 2 - "No Excuse" Words

a	from	no	this
all	had	not	to
am	back	of	said
and	he	on	we
are	her	one	were
at	his	or	what
at	I	she	where
be	it	they	when
can	is	the	with
far	in	they	you

#### Grade 3 - "No Excuse" Words

a	for	on	they
about	had	one	this
all	had	up	to
am	he	where	up
am	her	not	near
and	his	said	we
are	how	she	were
at	I	so	what
at	if	some	when
be	in	that	which
but	is	the	why
can	it	their	will
could	my	then	with
do	not	there	would
each	of	these	you
every	off	they	your

---

---

---

---

---

---

---

---

## Best Practices in Word Study

There are many 'programs' out there. Any effective program should follow the **Alphabet level - Pattern Level - Morpheme level** progression.

**See**  
**Say**  
**Sort**  
**Spell**

Word cards

**Say**  
**Make**  
**Break**  
**Write**

Magnetic letters

**Alphabet** - differentiate letters, sound and visual (**b, d**)

**Pattern Level** (different visual, same sound) **road, rode**

**Morpheme level**  
**Please, heal**  
**Pleasant, healthy**

---

---

---

---

---

---

---

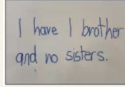
---

## Best Practices

### Think Aloud

- Teacher models how to spell while thinking aloud

### Transfer Word study and sorts to writing sentences:



### Word Sorts

5 CVC	6 CVCs	8 CVCs
cod	space	rain
Jack	black	pan
bran	paint	place
rash	blame	train
man	fant	want
chan	camp	tail
sad	frame	flash

### Morning Messages

Teacher writes a message on the board using words students already know.  
The teacher may write a message with words missing (cloze activity) as students become familiar.

---

---

---

---

---

---

---

---

## New LearnAlberta: Resources Tab

Student Learning Hub

Printable Curriculum

Support

Direct

Subject(s)

Resource Type(s)

Audience(s)

Format(s)

**First 300 High-Frequency Words 2nd Grade**  
This resource includes a downloadable PDF for teacher use in Alberta classrooms: ...  
Grade(s) 2 (Audience) Teacher  
Subject(s) English Language Arts and Literature

**First 300 High-Frequency Words 3rd Grade**  
This resource includes a downloadable PDF for teacher use in Alberta classrooms: ...  
Grade(s) 3 (Audience) Teacher  
Subject(s) English Language Arts and Literature

**First 10 High-Frequency Words Kindergarten**  
This resource includes a downloadable PDF for teacher use in Alberta classrooms: ...  
Grade(s) Kindergarten (Audience) Teacher  
Subject(s) English Language Arts and Literature

**First 125 High-Frequency Words**  
This resource includes a downloadable PDF for teacher use in Alberta classrooms: ...  
Grade(s) 1 (Audience) Teacher  
Subject(s) English Language Arts and Literature

---

---

---

---

---

---

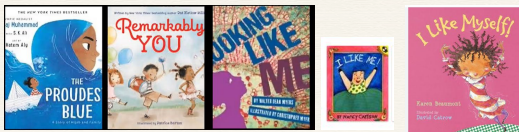
---

---

## Ideas: Reasons to Write, Topic Generation

- Purpose and audience are two very important reasons to write
- If students have a purpose and know who they are writing to, they are more engaged and motivated.

Books: Topic "Me"




---

---

---

---

---

---

---

---

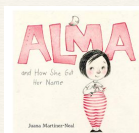
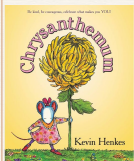
## Friends



A Friend for Henry



## Writing about Names (or your name)

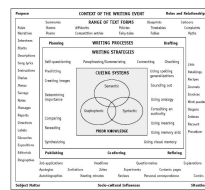


Transcribing and composing is under way.....

## Writing Structures

- Personal Narrative
  - Events, friends, what students know,
- Nonfiction writing
  - Description, instruction, persuasion, comparison, biograph, letters
- Story writing
- Poetry
  - curriculum

Multidimensional Model of Teaching Writing





## The Writing Process is Key

### Curriculum

#### Kindergarten

Experimenting

#### Gr. 1 and 2

Planning

Writing

Editing

Sharing

#### Grade 3

Planning

Drafting

Revising

Editing

Sharing

---

---

---

---

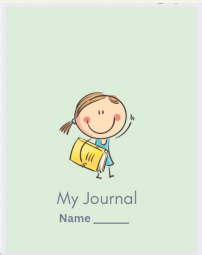
---

---

---

---

## Journal writing - k - 3



- Modelling
  - How you thought of what to write
  - How you are going to begin your sentence or thought
  - Where to look for words you are not sure to spell.
- Students write what they want
- Less emphasis on the perfection of writing and more emphasis on the flow of ideas.

---

---

---

---

---

---

---

---

## Shared Writing



- Cover the scrap book with blank paper - decorate and it becomes the "News" book for the class
- 3-5 students tell you some news.
- Teacher repeats or says the news in a sentence - modelling what the sentence will be that will written
  - "John got a new red bike on Saturday."
- Teacher repeats it and asks John if that sounds ok to write in the News book.
- Say it slowly.... "John..." John, you know how to spell John, do you want to write it in the News book?
- Model spacing, spelling, punctuation.

---

---

---

---

---

---

---

---

## Guided Writing



- Opportunity for you to hone in on student abilities.
- Provide reinforcement of skills.
- One on one or small group scaffolding.
- Take a skill - super sentences for example and reteach to the group that might need it.
- Talk about writing with the students.
- Teach students how to use their dictionary or word lists.
- Assist students with 'ideas'.

## Conferencing



Mrs. Wills Kindergarten.com

While students are journal writing, practicing skill from mini lesson, editing, reading with a partner - this is your time to go and 'listen' in on their talk about writing.

### What do you ask students?

- What are you working on?
  - I noticed that you are leaving nice spaces between your words. What comes at the end of a sentence?
  - Can I show you.....
  - Tell me about your writing?

Take informal notes on student progress.

---

---

---

---

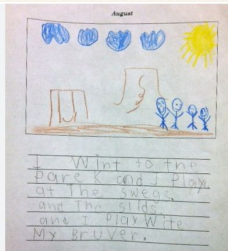
---

---

---

---

## Labelling and Pattern Sentences



- Start kindergarten students with drawing pictures.
- Have them Talk to someone about their drawing
- Can they label their drawing.

### Sentence patterns

I do not like.....

The tree is.....

We cannot go to .....

The dog is.....

The cat.....

My Mom.....

My Dad.....

---

---

---

---

---

---

---

---

## Super Sentences

**SUPER Sentence**

The	Describing word (adjective)	Subject (Who or what?)
Action (verb)	where?	

milk
get honey
from the hive

Mini Lesson  
Start with a simple sentence.

The rabbit hopped.

The brown rabbit hopped.

brown  
black  
white  
pink

jumped  
bounded  
skipped  
leaped

down the lane.  
into the garden.  
behind the shed.  
away from the kids.

The brown rabbit jumped into the garden.

---

---

---

---

---

---

---

---

## Story Writing

Begin with teaching.  
Beginning, middle and ending

Use mentor texts

Talk about the beginning,  
middle and ending.

Use graphic organizers.

Write together - share the  
pen.



---

---

---

---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Mailboxes and Writing to 'WAGS'



AMAZON.COM



WAGS.COM



- Purpose
- Writing letters to friends
- Writing letters to Stuffles

Miriam Trehearne - Students write to **WAGS** the dog.

---

---

---

---

---

---

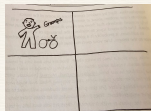
---

---

## Tuck a Topic in your Pocket (Rog)

- Paste an envelope into writing notebook
- The pocket is for tucking "ideas" into
  - sentence starters
  - Words
  - Pictures
  - Quick pics

- **OR** dedicate pages in journal, or notebook for jotting ideas down.



Pocket of Ideas

---

---

---

---

---

---

---

---

## Writing Ideas Choice Card

Writing Ideas Choice Card  
(and the free flip)

I had so much fun when.....	I was so excited when.....	I was really scared when.....
My favourite toy is..... because.....		I got a cat when.....
When I grow up, I want to be..... because.....	I was so mad when.....	When I was little.....

---

---

---

---

---

---

---

---

## Storm and Sort -(Rog) (organizing Ideas)

- Brainstorm events from an activity with the students.
- Write each event on a strip
- Students **Sort** with the teacher into categories or order of events: e.g.
  - What we did
  - What we ate
  - games

*I went on a hayride*

*It cost a quarter for three tickets.*

*I had pizza and chocolate milk.*

*I bought some candy.*

*I got to pet the horse and donkey.*

*The County Fair*

---

---

---

---

---

---

---

---

## Engagement and Motivation



- The writing center
  - The light bulb center
- Cool tools to write with
  - Markers, smelly markers
  - Crayons
  - Pencil crayons
  - Different types of pencils
  - erasers
- Different papers, colours of paper, notebooks, lined and unlined paper
- Note passing time
- A wall/bulletin board with paper for writing kind messages.

---

---

---

---

---

---

---

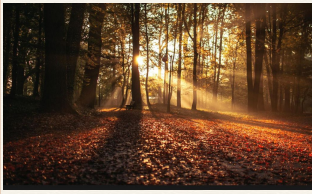
---

# Creative Writing

Pobble 365

Let's write!

Write an acrostic poem or story about the leaves falling from the trees in Autumn.



F \_\_\_\_  
A \_\_\_\_  
L \_\_\_\_  
L \_\_\_\_  
I \_\_\_\_

Word bank

dark	leaf	crunch
rattle	tumble	tree
trump	yellow	leaf
hissing	whispered	season
whispered	crunch	crunch

---

---

---

---

---

---

---

6



## Recap

The important points

---

---

---

---

---

---

---

- Students need to write everyday
- We need to ensure we are helping students build their foundational skills to become fluent writers.
- Provide structure and frameworks to ensure we are teaching curriculum and using explicit instruction.
- Embed everything YOU need to do into a routine
- Give students the tools they need to be successful.
- Engage the students in high impact activities.
- Help students to WANT to write everyday!!

---

---

---

---

---

---

---

7



## Resources

---

---

---

---

---

---

## Resources

to refer to

Bence & Ramzy, [Layers of Literacy.com](http://Layers of Literacy.com)

First Steps in Writing, Pearson

Gear, A. (2011). *Writing Power*. Pembroke

Gear, A. (2023). CARC Event. *Powerful Writing Structures*.

Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012-4058). National Center for Education

Jamison Rog, L. (2007). *Marvelous Minilessons for Teaching Beginning Writing, K-3*. International Literacy Association.

Pobble.com

Trehearne, M. (2016). *Multiple Paths to Literacy, (k-2)*. Trehearne

---

---

---

---

---

---

## ARPDC Resource Site

New Learn Alberta



---

---

---

---

---

---



---

---

---

---

---