


British Columbia Primary Teachers' Association
of the British Columbia Teachers' Federation

Create Play Imagine Explore Wonder

Powerful Writing Structures

Adrienne Gear

1



AVAILABLE IN
FEBRUARY
2020

2

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3

Balanced Writing Program - What are the elements?

- ▶ Formative Assessment and Responsive teaching - "Find the gaps-*Fill the gaps!*"
- ▶ Writing Joy - *You don't HAVE to write, you GET to write!*
- ▶ Class Writing Goals - "Interesting" and "Clear"
- ▶ Writing Structures - instruction and practice in: *Personal narrative, Nonfiction, Story Writing, Poetry*
- ▶ Explicit instruction - Mini lessons in writing structures, language and techniques (traits), teacher modelling, think aloud.
- ▶ Weekly "Practice Writes" - (Writer's Workshop - Plan, Draft, Revise)
- ▶ Anchor books - authentic children's literature to model traits, structures and topics
- ▶ Brain Pockets - *Where do writers get their ideas?*
- ▶ Conferencing - individual conferences to track students' writing progress and set goals
- ▶ Word Work/Word Wall - "No excuse" Spelling, high frequency words
- ▶ Independent Writing: Journals, Brain Pocket Writing, Smokin' Pencils
- ▶ Project Writing - linked to Science or Social Studies (nonfiction writing)

4

"I don't know how you can teach kids until you know what they know"

- Gail Boushey and Joan Moser

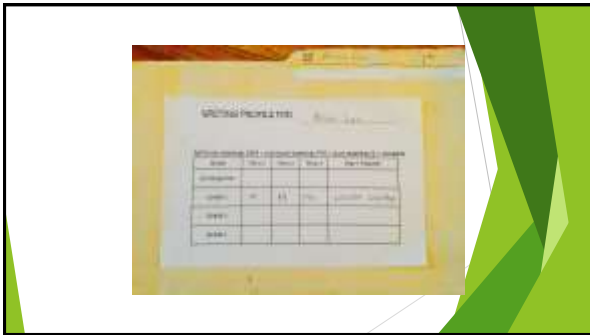
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My Goal:

For my students to be better writers in June than they were in September. The only way they are going to get better is if I TEACH them how.

- ▶ Fall assessment - *How well are my students doing?*
- ▶ Winter assessment - *How are WE doing?*
- ▶ Spring assessment - *How well did I do?*

6



7



8

Class Summary Sheet				
Student	Mark	Strengths	Areas of Concern	Goals/Focus for Instruction

9

My Writing Goals:

To make sure my writing is **INTERESTING** for my reader

- Adding details
- Triple scoop words
- Similes
- Personification
- Using the senses
- Voice
- Nonfiction Features

To make sure my writing is **CLEAR** for my reader!

- Spacing
- Spelling (no excuse, GUM)
- Punctuation
- Organization
- Stay on topic

10

No Excuse Spelling list

"No Excuse" Spelling Lists
Grade 1 - "No Excuse" Words

a	for	on
am	he	she
and	I	that
are	in	the
at	is	to
be	it	was
can	of	you

11

GUM it strategy

Give it a try
Underline it
Move on!

12

Effective Writing Routine:

Plan Monday (30 min)

- introduce topic
- read anchor book
- model plan (options: 4 corner picture, web, list)

Draft Tuesday/Wednesday (45 min)

- partner share with plan ("point and talk")
- teach mini lesson on a writing technique from goal chart
- MODEL writing!
- provide class time for writing – "build stamina"

Revise Thursday (25 min)


- students take turns reading practice write to their partner
- Editing Check list - use GREEN pencil crayons!
- Teacher has individual writing conference with 1-2 students

13

Effective Writing Routine:





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- model plan (4 corner picture, web, list)




14

4-Corner Picture Plan

picture of me 	picture of my family 
picture of things I like 	picture of surprise 

15

Anchor book and plan

16

Effective Writing Routine:

Draft Tuesday/Wednesday (45 min)

- TTYN - with plan ("point and talk")
- REPEAT your story with another partner
- MINI LESSON - on a writing technique from goal chart
- MODEL writing!
- "GET IN THE ZONE" – quiet writing time

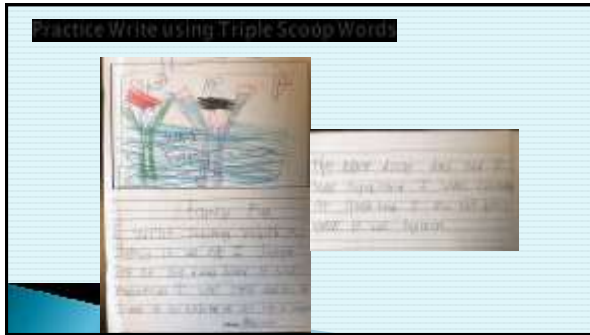
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Mini Lesson and Modeling




Triple Scoop Words!

18



19

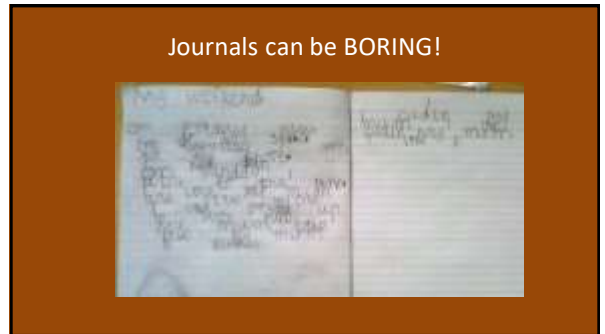


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21



22

BRAIN POCKET WRITING

Where do writers get their ideas from?

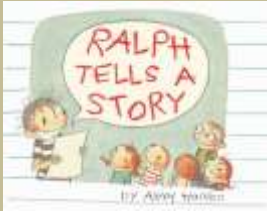
23

Model Your Own Brain Pockets

Memory Pocket	Fact Pocket	Imagination Pocket

24

Writing From your Memory Pocket



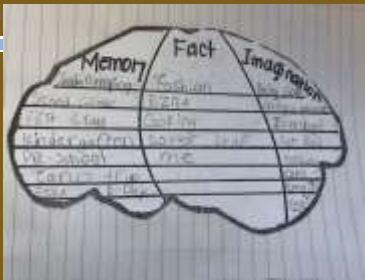
25

Teacher Model – Brain Pockets



26

Brain Pockets



27



28

Fact Pocket Writing



29

WRITING STRUCTURES: FRAME YOUR WRITING!



30

MAJOR WRITING STRUCTURES

Personal Narrative <small>(Walking Stories and Event Stories)</small>	MEMORY
Nonfiction Writing <small>(Description, Instruction, Persuasion, Comparison, Biography)</small>	FACT
Story Writing <small>(Climbing Stories)</small>	IMAGINATION
Poetry <small>(Free verse, Acrostic, Haiku, Cinquain, Concrete, List, Limerick)</small>	ALL THREE

31

Brain Pocket Year Plan

TERM 1 Memory	TERM 2 Fact	TERM 3 Imagination
Personal Narrative Walking and Event	Nonfiction Writing	Story Writing
Poetry	Poetry	Poetry

32

A Powerful Year of Writing

Term 1
MEMORY POCKET

Focus - Personal Narrative Writing
Walking and Event Stories


- Establish Writing Routine - Weekly Practice Write: Plan-Draft-Revise
- Brain Pockets - where do writers get their ideas?
- Writing Folders
- No excuse spelling, Editing check list
- Weekly topics - personal narratives: All About Me, Best Part of Me, My Friend, Special Place, Special Grown-up, Event Stories
- Mini Lessons: Interesting Details, Similes, Triple Scoop Words, Using the Senses, Transitions

33

WALKING STORIES

topic details details details


“Walking Stories” - linear, anchor lines - usually describing a person, place or thing




34

Adding Interesting Details - Five Finger Planner

I have a cat. The end.




Topic
Detail
Detail
One time..
Feeling



35

Five Finger Planner



I have a cat. The end.

Topic - I have a cat named Ralph.
Detail - Ralph has grey and white stripes.
Detail - Ralph likes to drink coffee
One time - One time, Ralph fell in the toilet.
Feeling - I love my cat Ralph.

36

WALKING STORY - MY FAVORITE TOY






37

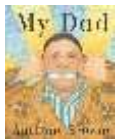




The first part of the story is written on lined paper. It includes a drawing of a girl and a dog. The text is handwritten and appears to be a child's story about a favorite toy.

38

WALKING STORY ANCHOR BOOKS






39

EVENT STORY

HAS	DOESN'T HAVE
<ul style="list-style-type: none"> • Beginning, middle end • Transitions • Writer's memories and experiences 	<ul style="list-style-type: none"> • Major problem



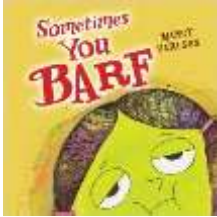

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“MOVE ALONG” WORDS (TRANSITIONS)

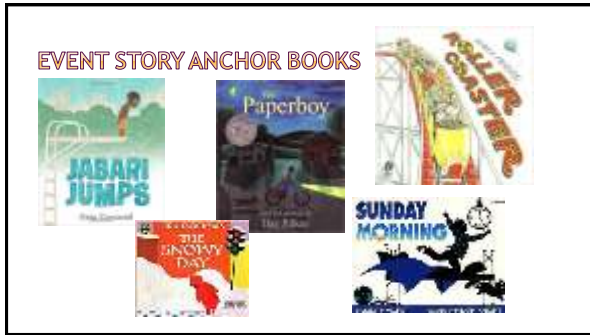
- Then,
- Later on
- After that
- Meanwhile,
- Soon after,
- A little while later,
- The next day,
- In the morning,
- Afterwards,

41

Event story – “Barfing Birthday”

42



43

A Year of Writing

Term 1 MEMORY POCKET	Term 2 FACT POCKET
<p>Focus - Personal Narrative Writing</p> <ul style="list-style-type: none"> Establish Writing Routine – Weekly Practice Write: Plan-Draft-Revise Brain Pockets – where do writers get their ideas? Writing Folders No excuse spelling, Editing check list Weekly topics – personal narratives: All About Me, Best Part of Me, My Friend, Special Place, Special Grown-up, Event Stories Mini Lessons: Interesting Details, Similes, Triple Scoop Words, Using the Senses, Transitions 	<p>Focus - Nonfiction Writing</p> <ul style="list-style-type: none"> Choose 2 different text structures to focus on - <i>nonfiction writing forms: description, instruction, persuasion, explanation, comparison, biography</i> Focus on structure and language of the form Practice with Non-research based topics Move into linking to content areas ie: Instructions: How to Pan for Gold Persuasion: Most Valuable Natural Resource in Canada

44

NONFICTION TEXT STRUCTURES

- Description
- Persuasion
- Instruction
- Explanation
- Comparison
- Biography

You can't teach them all!
CHOOSE TWO!

45

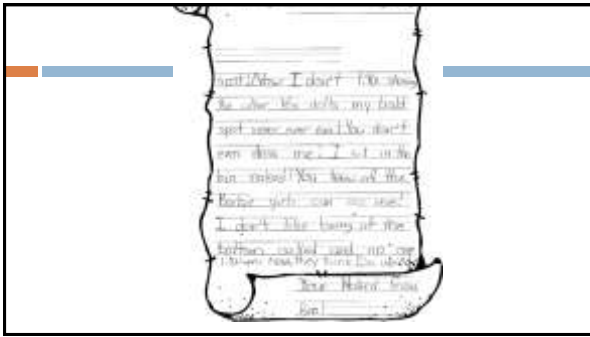
Chirp Magazine

46

Persuasive Anchor Books

47

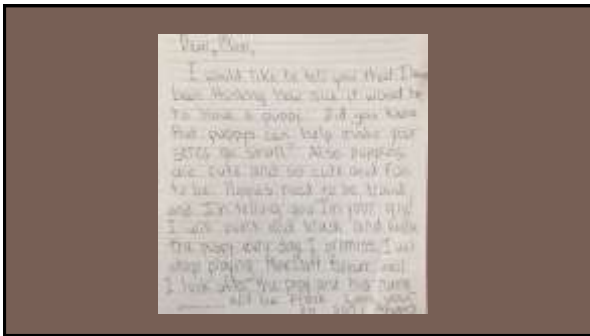
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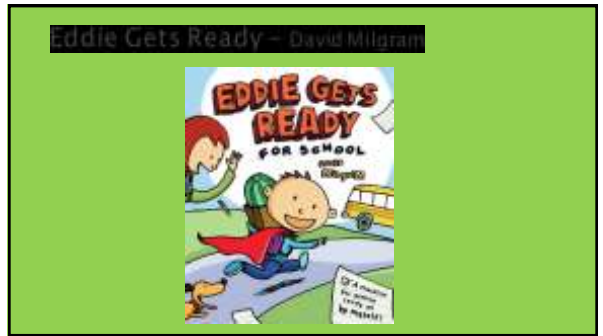
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50



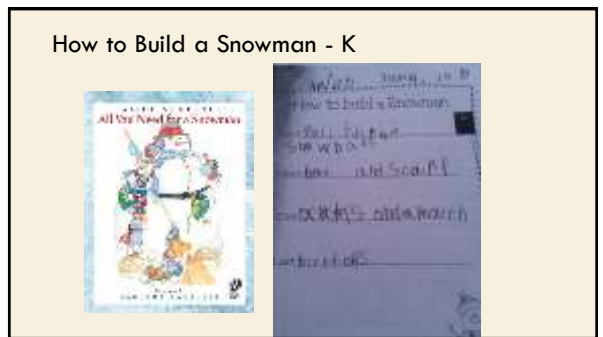
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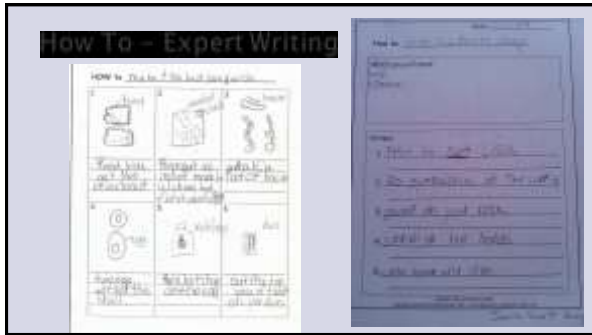
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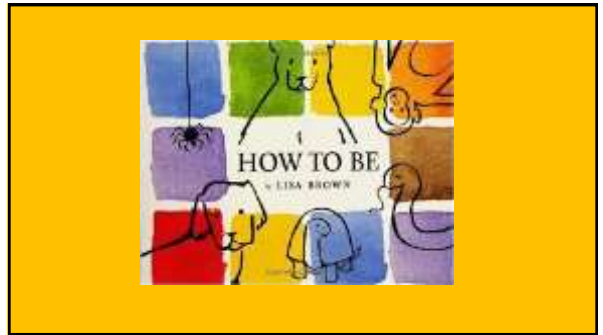
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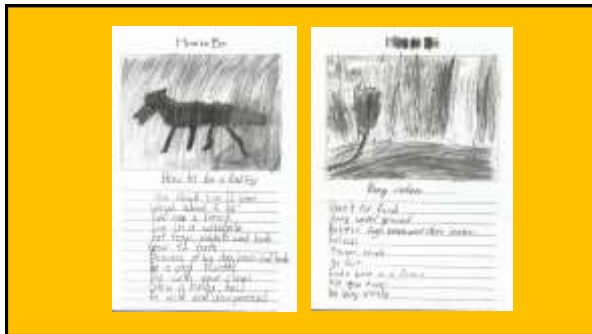
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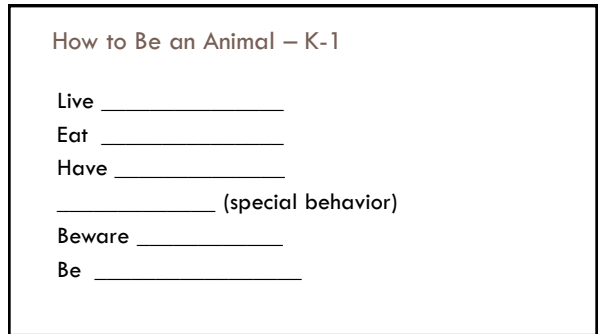
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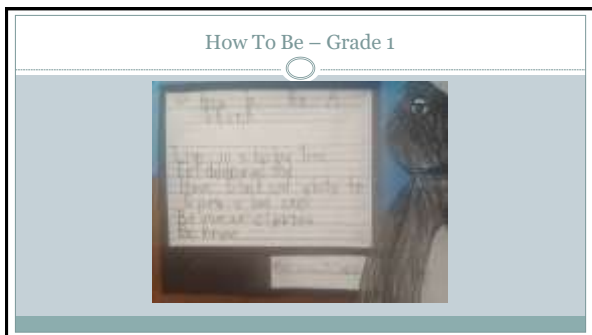
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57



58



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61



A SPECIAL TOKEN IS PASSED AROUND AND HELD BY THE SPEAKER

62



SHARING CIRCLE TOKENS

Tokens are usually objects from nature such as rocks, feathers, sticks or leaves

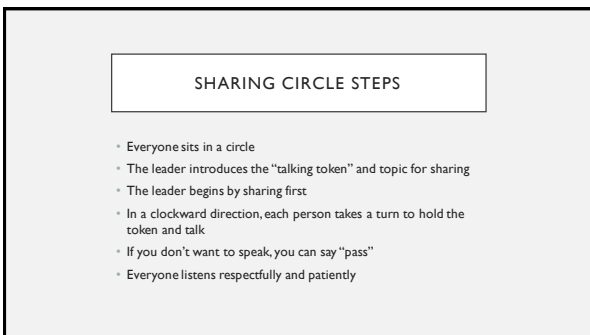
63



SEE, SPEAK, LISTEN, RESPECT

- Everyone is **treated equally**
- Everyone is given a **turn to share**
- Everyone is **respectful**

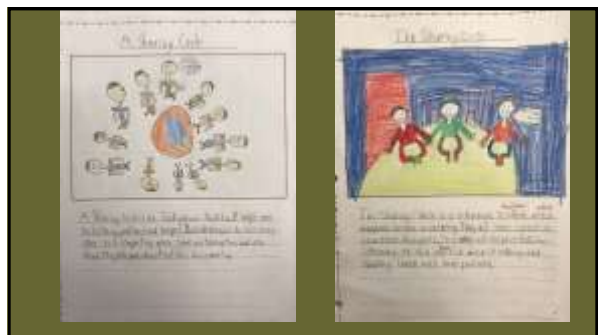
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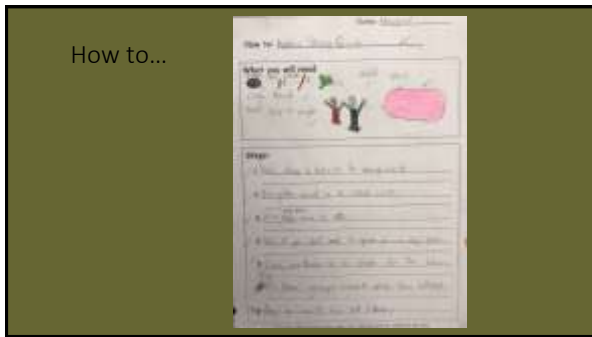
SHARING CIRCLE STEPS

- Everyone sits in a circle
- The leader introduces the "talking token" and topic for sharing
- The leader begins by sharing first
- In a clockward direction, each person takes a turn to hold the token and talk
- If you don't want to speak, you can say "pass"
- Everyone listens respectfully and patiently

65



66

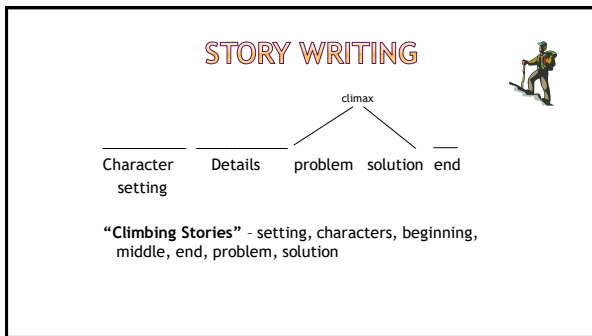


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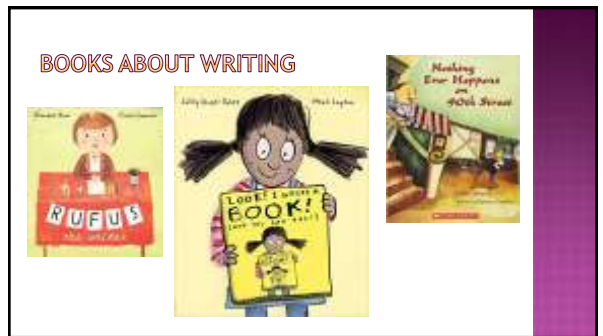
A Powerful Year of Writing

Term 1 MEMORY POCKET	Term 2 FACT POCKET	Term 3 IMAGINATION POCKET
<p>Focus - Personal Narrative Writing</p> <ul style="list-style-type: none"> Establish Writing Routine – Weekly Practice Write: Plan-Draft-Revise Brain Pockets – where do writers get their ideas? Writing Folders No excuse spelling, Editing check list Weekly topics – personal narratives: All About Me, Best Part of Me, My Friend, Special Place, Special Grown-up, Event Stories Mini Lessons: Interesting Details, Similes, Triple Scoop Words, Using the Senses, Transitions 	<p>Focus - Nonfiction Writing</p> <ul style="list-style-type: none"> Choose 2 different text structures to focus on – nonfiction writing forms: description, instruction, persuasion, explanation, comparison, biography Focus on structure and language of the form Practice with Non-research based topics Move into linking to content areas ie: Instructions: How to Pan for Gold Persuasion: Most Valuable Natural Resource in Canada 	<p>Focus - Story Writing</p> <ul style="list-style-type: none"> Elements of story – can be realistic or imaginative, character, setting, problem, solution, B-M-E Deconstruct stories to identify elements Mini lessons – character development, transitions, dialogue, problem-solution, endings Compare Fairy Tales with Indigenous Tales Major difference – personal problem vs. community problems

68



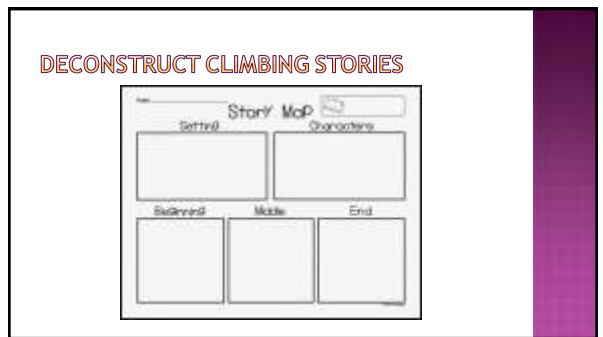
69



70



71



72

DE-CONSTRUCT - RE-TELL

73

74

75

DECONSTRUCTING STORY STRUCTURES

76

*"If you are teaching and not learning,
You are not teaching."*

- Frank McCourt
"Teacher Man"

77

Thank you!

I hope that you

- Have experienced a "shift in thinking" teaching writing
- Have something to take back to your district, school or classroom that you can implement this year

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78