

# Introduction to Teaching Writing

Developed by Joan Exley, Columbia Basin Alliance for Literacy



Photo by [insung yoon](#).

## Today's time together

- Keep it learner centred
- Use a balanced approach
- Explore the writing process
- Identify writing activities
- Explore resources
- Share ideas



Photo by [Kelly Sikkema](#).

## Keep it learner centred

- Identify clear learner made goals.
- Use materials from the learner's life.
- Revisit goals often.

# Use a balanced approach

## Print-centred activities

Draw attention to letters and sounds:

- use phonics, decoding skills
- work with letters and sounds

## Meaning-centred activities

Focus on the meaning:

- use background knowledge
- encourages risk taking



Photo by [Kelly Sikkema](#).

## Explore the writing process

What type of writing do you do in your daily life?

Think about your learner.

How do you think they use writing in their life?



Photo by [Kelly Sikkema](#).

## Writing is complex

A writer must:

- have something to say
- know how to print or write
- know how to spell some words
- understand basic sentence structure
- know about punctuation
- organize ideas in print



# Writing is a process



Image by Joan Exley.

# Identify writing activities



# Language Experience



- learner centred
- meaningful text
- enjoyable
- many extension activities

# Listing and Mapping



Image by Joan Exley.

Mapping helps a learner:

- think of details
- organize ideas before and during writing
- know where to start



Photo by [Yoann Siloine](#).

## Free Writing

- keep hands moving
- don't judge or edit the work
- don't cross anything out
- don't worry about spelling, punctuation or grammar

The image shows a screenshot of a word processing application interface. At the top, there is a menu bar with options: File, Edit, View, Insert, Format, Tools, Add-ons, Help, and a button labeled 'See new changes'. Below the menu bar is a toolbar with various icons for undo, redo, print, font color, background color, zoom (set to 100%), font face (Arial), font size (26), bold, italic, underline, text color, bulleted list, numbered list, decrease indent, increase indent, and a close button. The main editing area is divided into a left sidebar and a main content area. The sidebar contains a back arrow and a list of document sections: 'Being Adopted From Bulgaria' (highlighted), 'Introduction', 'Adopted' (with sub-items 'Being adopted into a new famil...', 'Process of Adoption', 'Feelings', 'The Unknown Things', and 'know your birth family'), 'Newness', 'My Parents', and 'Leaving'. The main content area displays the title 'Being Adopted From Bulgaria' in a large font, followed by the section 'Introduction'. The text under 'Introduction' reads: 'The biggest thing that I have been thinking about writing this book is to let people know what I'm feeling and my story of adoption from Bulgaria is the biggest thing I want to tell and a big thank you to my parents Brent and Barb Mason they were the biggest part of my life For my parents to teach me that, they love me and they teaching the ways they are wanted me to mature and grow and knowing that I have faith and trust in the Lord through my life through the bad and good.' Below this is a paragraph: 'Being adopted from Bulgaria is one of the greatest things that has happened in my life.'

Photo by Joan Exley.

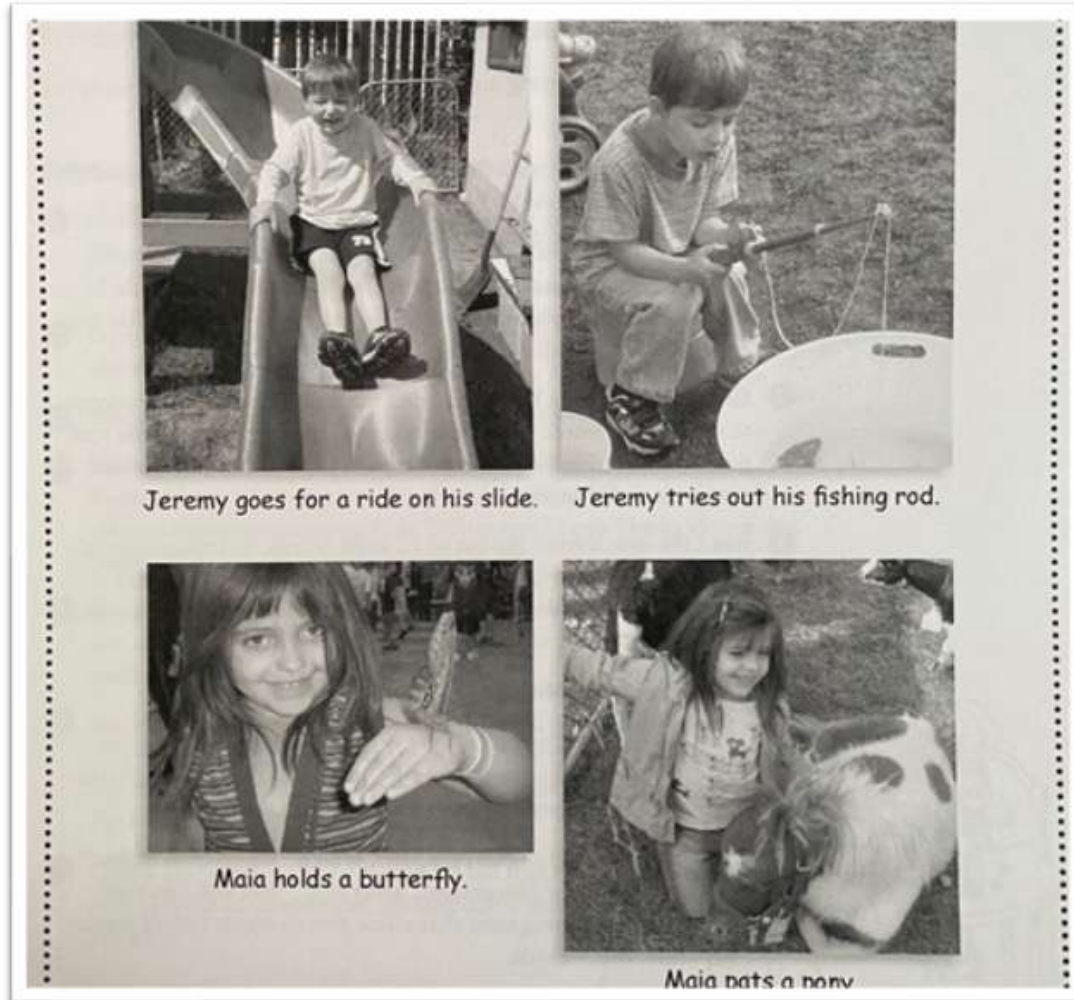


Photo by [2Photo Pots](#).

# Audience

- language
- tone
- style

# Photo Stories



Campbell, P. (2010). *Teaching beginning readers*. Grass Roots Press. Edmonton, Canada (p. 53).

- Use meaningful and familiar language.
- Connect spoken and written words.
- Connect to a learner's life.



# Great Writing

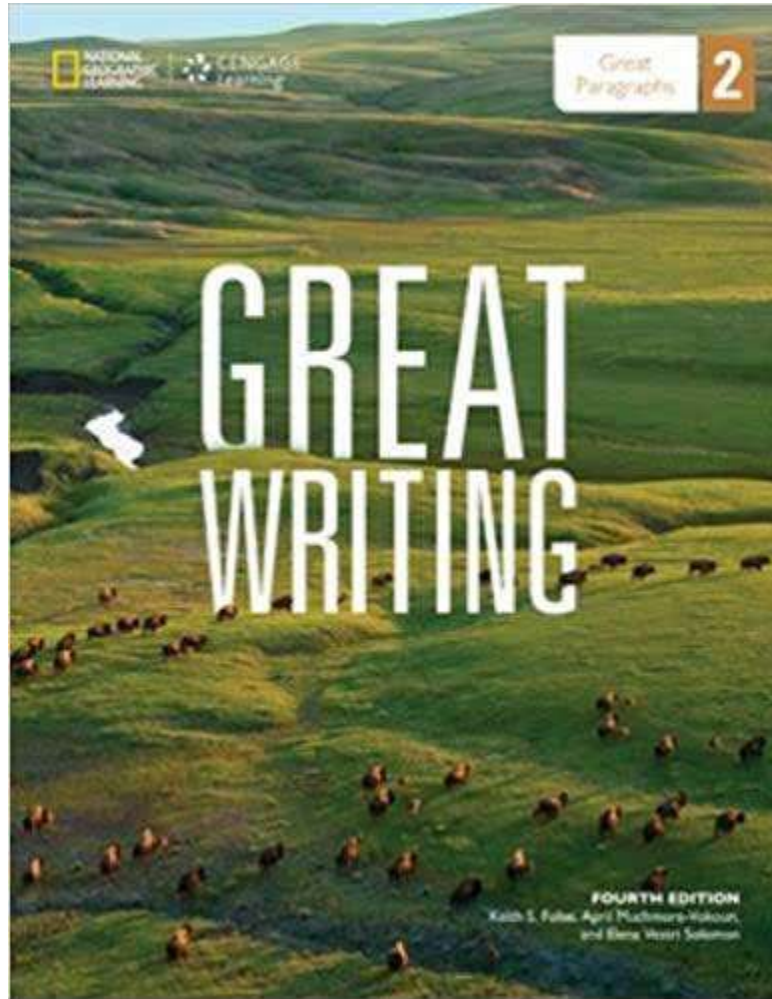
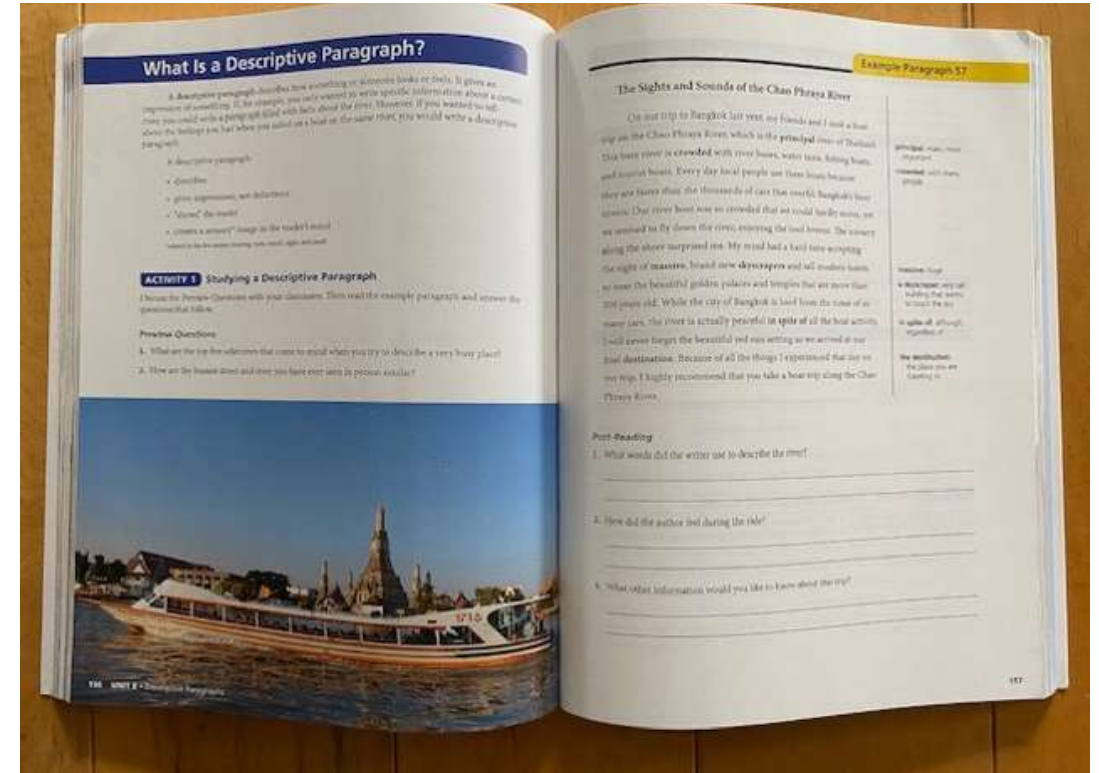


Photo by Joan Exley.



Grammar    Vocabulary    Spelling



# Share ideas



Photo by [AbsolutVision](#).

# Explore resources

- Great Writing Series
- Writing Out Loud
- Spelling Toolbox Series
- Vocabulary Booster Series
- *The Westcoast Reader*



Photo by Decoda Literacy Solutions.