

K-3 Essential 1, Bullet 4 Writing for a Purpose Sample Video

MAISA Literacy Essentials

<https://youtu.be/nlpFrmSfvmc>

Narrator: When teachers help to establish purposes for children to read and write beyond being assigned or expected to do so, they foster literacy, motivation and engagement within and across lessons. In this classroom, children have been writing blog posts, which they share with members of their community, providing an authentic audience for their writing.

Teacher Sue: When kids write for authentic audiences and real purposes, it just brings their work to the next level. One of my favorite projects that we just worked on was reviews. So, I always start my projects with a setup. So, this setup was my daughter and her husband were going on a vacation, and I was watching the Grand Babies for a week, so I needed some fun things to do with them. So naturally the kids were excited and telling me places that we should take the grand babies or not take the grand babies. And as they were talking, they were giving details to what they were saying. And I said, kids, gosh, you sound like reviewers. Wow, I wish I would've read your pieces. And they said to me, we'll write 'em. We'll write 'em. And then one of 'em was like, but how do we get 'em on the internet for you to see? I said, I can help out with that. So, the kids started talking to each other about their places and they chose which one they were going to write about.

Student: We just did mainly a review. It was for different people to go on our website and then look at our posts and our reviews to consider going to a certain place or not going to a certain place. I did it on Crystal Mountain, Maddie, you did it on Great Wolf Lodge. We thought about the pros and cons of the place we went, and then we thought if we would want other people to go there or not. I looked at brochures and maps and I went around the place to look at things and I thought of what the place would look like in a piece.

Teacher Sue: Once we had all the information gathered, we used graphic organizers to organize it, and the kids wrote drafts.

Student: We mostly worked by ourselves, but we did partner up to edit and ask if it made sense to other people. In our classroom, we looked at others' pieces and we gave each other tips and compliments.

Teacher Sue: They meet with a peer partner so that they can get some feedback in it to really make their pieces as persuasive as possible. And then they just really feel that their point of view is backed up when we do things like this and that their piece gets better.

Student: We worked pretty hard and some parts we had lessons on. We had lessons on good hooks to lure people in. On the introduction, we had the title if we wanted a creative one, and then we had the different parts of the main idea and tell me Mores. And then we had the conclusion.

Teacher Sue: It made the kids feel so empowered as a writer that they started writing it themselves, so they were doing it at home. And even over the summer,

Student: We all made a ton of posts and a lot of them. This is my review from this year, so this is what I wrote. And there are a ton of other posts that everybody wrote for fun on one of mine. Currently, I have 116 comments.

Teacher Sue: The kids' writing is so much better when they have an authentic audience in mind. It really helps the kids to think they're important and they can make a difference in the world, and so they really want to do their best.

Student: You feel happy that people are going to think that, hey, I should read that. It sounds interesting. You pay attention to your piece and what you like and where you think they should go. Other people should have the right to read other people's pieces. If the person thinks that's good enough to put into public, they should be able to read it, my write for no one.

Narrator: Learn more@literacyessentials.org.