

K-3 Essential 6, Bullet 2 Daily Writing Opportunities Sample Video

MAISA Literacy Essentials

<https://youtu.be/rRA-E1ofF9U>

Narrator: When teachers provide research and standards aligned writing instruction, they support students' literacy learning. In this classroom, students are provided with daily time for writing. Students have opportunities to write a variety of texts for a variety of purposes and audiences.

Teacher Elissa: In my class, my students do a lot of writing during our writing time when I explicitly instruct them in different skills, techniques and strategies that they're going to need to apply to their own writing. So, after I do my instruction, my students then have a lot of time to practice these different skills in their own writing. Now, not only do they practice writing during writing time, but they write across the curriculum as well. So, during my reading time, my students may do stop and jots where they write down predictions that they have or wonderings. And then they're writing for a variety of audiences and purposes. So, they can take these stop and jots and they can share them with a reading partner, or they might share some writing that they do in a book club. We also do different science journals. And so all of my students have a science notebook.

And in this science notebook, they might write down some wonderings that they have, or they might do an investigation. And in this investigation, they might write down things that they know about the topic or predictions that they have. We also do some explanations where my students make a claim and then they write down some evidence that they have to support their claim. We write a lot of different genres in this classroom, and generally all of my students are doing the same genre, but I like to allow some student choice in what they do when we are doing each genre. So for example, we do a personal narrative unit and the students make a heart map. And in this heart map they write down different people who are special to them or events that have happened in their lives that are special, and then they can choose events from this heart map that they can write about during writing workshop.

We do the same thing for actually all of our units, but in different formats. So, for our opinion unit and our all about unit, they write lists that they're experts on, or they write down different topics that are important to them where they would like to see a change made. So, each day the students can pick from that list and they feel very motivated because they get a say so. And in some of their writing, even though they are required to write a certain genre. And the reason that I require most of the students to do the same genre is because I really want to teach them the structure and the craft of that genre, so they have a good understanding of it. Because of the fact that writing takes place throughout the day. In my classroom, there's lots of different formats for writing. It kind of depends on the purpose of the writing.

So we may be doing a whole group write where we're doing some shared writing. The students may be writing independently or with a partner, or even in small groups. My students don't only write for the core subject areas. For example, we're having a really big event coming up at the school where every student gets to invite somebody special, and they decided who they wanted to invite. So, each student had to do a handwritten invitation to somebody that they were hoping would come to the event. So, they wrote why they were writing this letter. So, it says, I'm writing you because I need you to know that you have helped me dream big because of all you have done for me, I would love to invite you to my school's leadership day, which takes place on March 29th. And then they explain to their guests what they would be able to see when they came to our leadership day. Every student's going to be handing

this out to their special person. And then after our event, the students are going to be writing thank you notes thanking their visitors for coming. So, I feel it's really important that they don't only write during our writing time. I want them to be able to write across the curriculum so that they can understand how writing can be related to many different components of their day.

Narrator: Learn more at literacyessentials.org.