

Writing With Purpose

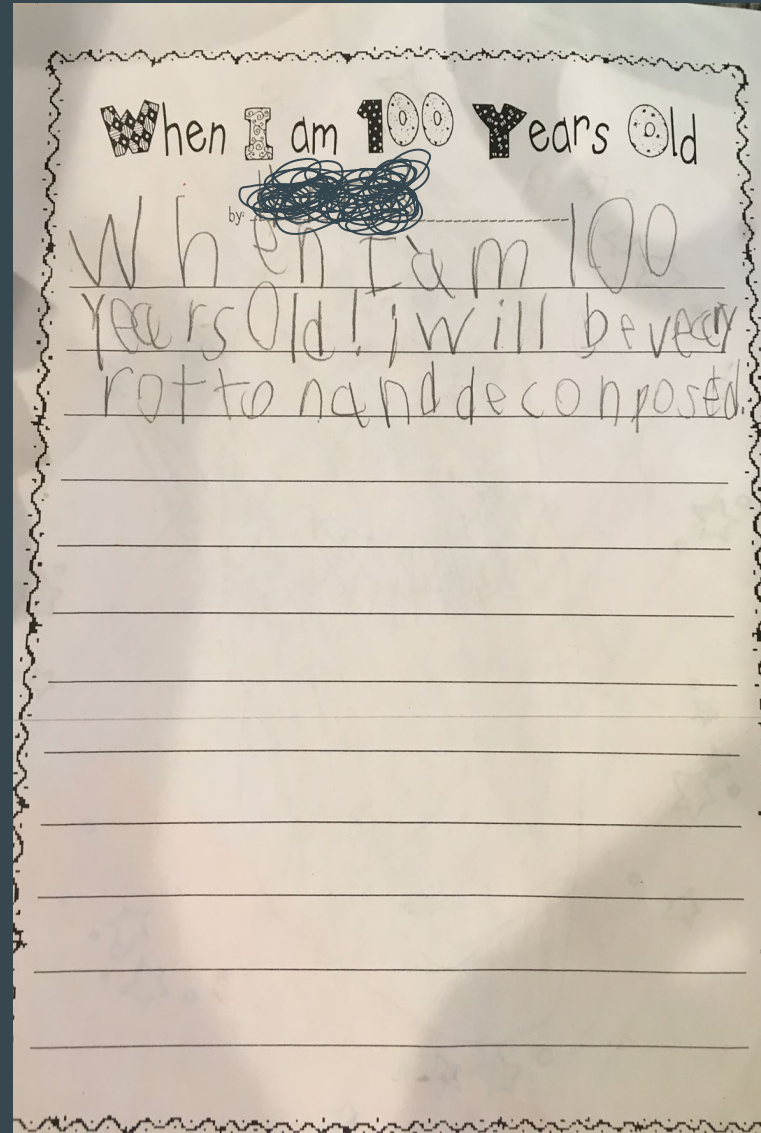
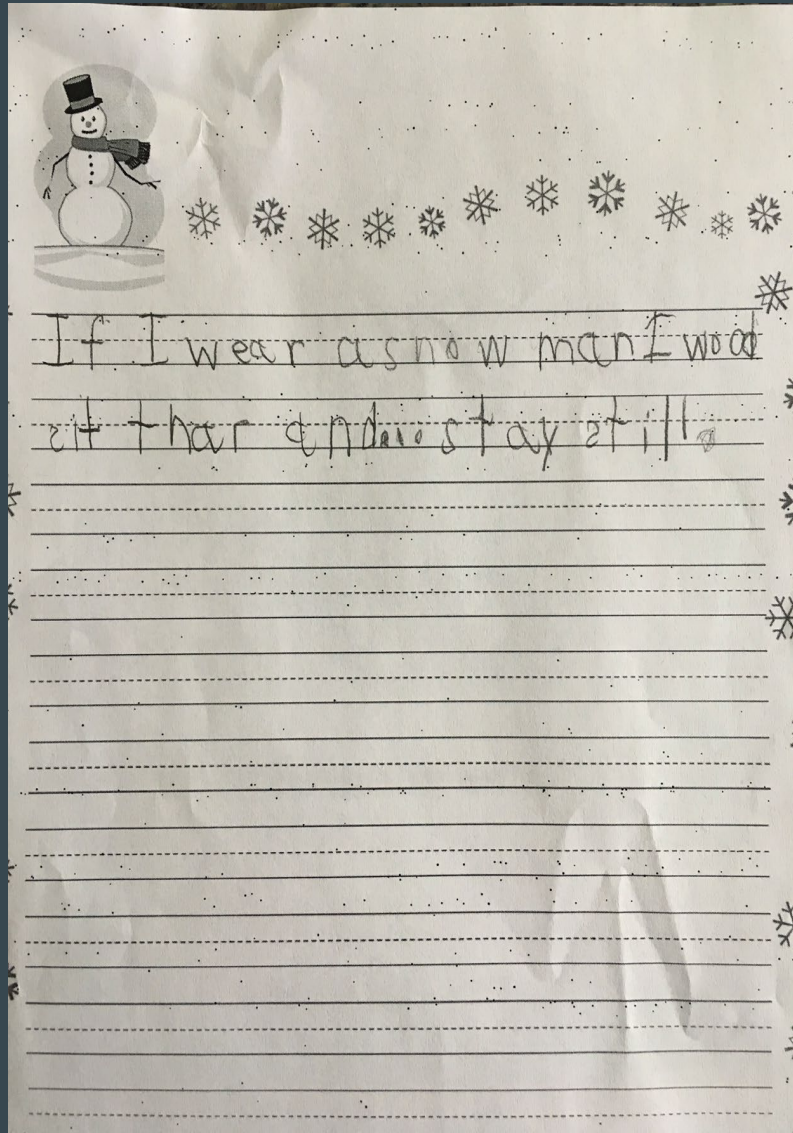


Meghan K. Block, Ph.D.
Michigan Charter Schools Annual Conference
August 2021

Let's Think

- What are you noticing about writing instruction?
- What do you wish were different?
- What are your goals around writing instruction this coming school year?

When Writers Aren't Motivated...



Meaningful Writing

1. all about family members
2. All about how they relate
3.

To My family
from Amelia
2-24-2019

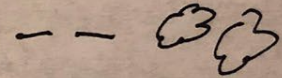
all about
families



Amelia's how to

mak a

Person



2/21/14

Dear Mom,

I believe I should be able to get a swiss army knife. First, I am mature enough I have cut bread cleanly. Next, I have had practice with a pocket knife at the christmas party at grandma's. Last, I need to carve soap with a pocket knife for Boy Scouts. For these reasons I would love for you to get me a swiss army knife.

Sincerely,

Henry Block

Why Writing?

- The CCSS gave renewed emphasis to writing and the importance of writing to an external audience.
- Audience is an important consideration in writing; yet it is overlooked in typical school writing (Cohen & Riel, 1989).
- Audience specification is related to higher quality writing among older students (e.g., Cohen & Riel, 1989; Crowhurst & Piche, 1979).

Why Else?

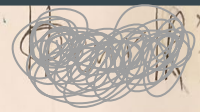
- Writing is an important part of everyday life; however, it is often given short shrift in elementary school.
- Commonly in school, children are asked to write and the assumed audience is the classroom teacher and the purpose is typically unspecific, or not articulated to students.

What Do We Know?

- More motivated and engaged readers and writers comprehend and compose better, read more, and grow faster.
- Children can and do attend to the audience in their writing.
- Writing and reading for real-world purposes are motivating and engaging. (Essential #1)
- Writing and reading for authentic purposes and audience supports greater literacy growth.

9-5-19

We will work on describing your conflict.



"Holy moly!" I was going so fast down a hill. But not for long because we had to turn. Still I have all the hills and bumps of the trail.

"Be careful!" said mom

Excellent spacing + punctuation.

"Ok," I smirked.

So I started. I loved the twists and turns of this rocky trail. Then I saw the sharpest turn ever, and at that turn there was a tree.
BOOM! CRASH!
"Darn," said I.

"MOM! MOM! MOM!" I screamed.

Then she came, checked me out and checked my bike out. Everything was ok.

"I'm glad you're ok," mom said.

"Me too."

So I got on my bike and sped up again.

9-11-19

"Wow!!" mom said.

I felt like a race car driving along the trail, twisting and turning. I felt alive. There were rocks and dirt, but the biggest danger was trees. I was scared for me and my shiny new 500 dollar bike.

"I hope he is ok." mom said.

"He's fine," dad said.

I sped up. There was a turn and a tree.

BOOM! CRASH!

My bike fell. My leg got stuck. I looked like road kill. I worried about the ticks and the triple E Mosquitos.

5 minutes later...

"Are you ok?" mom said.

"Yeah just soar."

"Is your bike ok?"

Thoughts?

“Students work over an extended time period to achieve a purpose that is beyond satisfying a school requirement—to build something, to create something, to address a question students have, to solve a real problem, or address a real need.”

--Duke (2014)

What Can This Look Like?





in this book

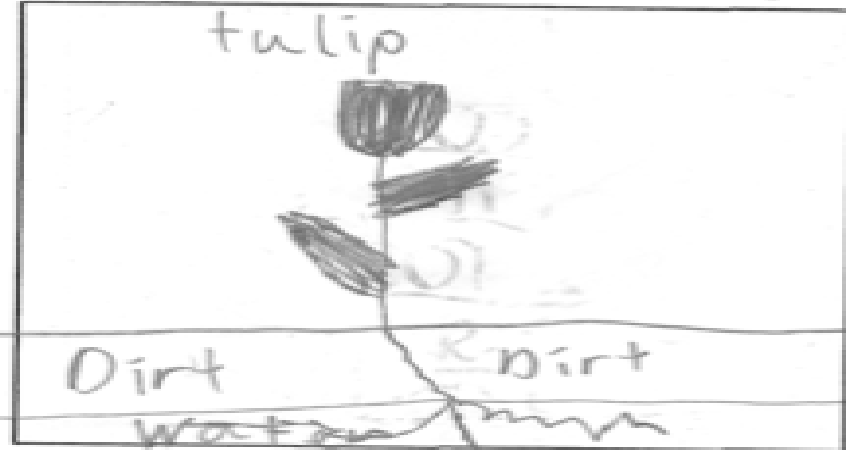
People Learn
about the parts
of a flower.

the parts
of a flower is...

roots	contents	
stem	1 Tulips	1
Petals and Leafs	2 roses	3
	3 sunflowers	5
	4 roots	7
	5 petals	9
	6 Leafs	11
	7 stems	12



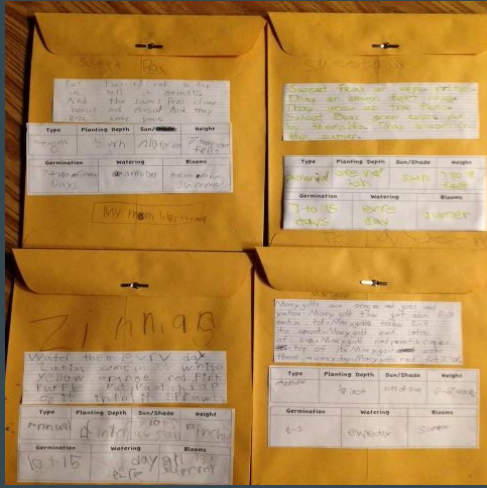
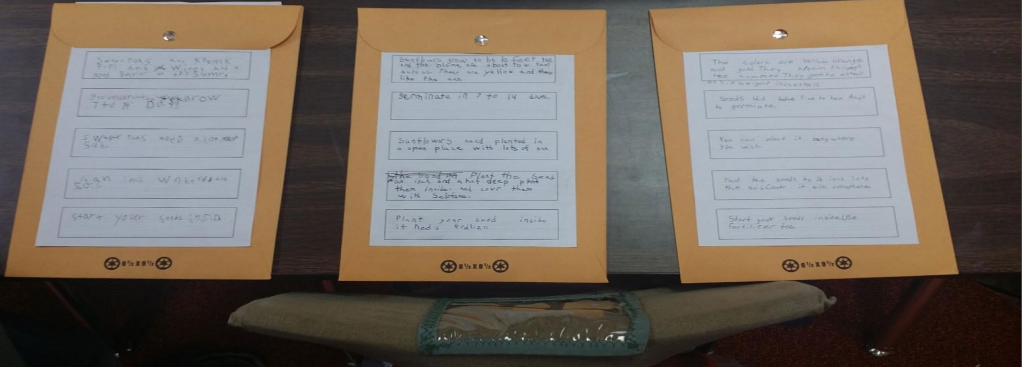
Chapter 1 Tulips



Tulips are very
pretty but
prickly
(Pri-kole)

First Grade: Seed Project

© Our project:
First Grade



Second Grade Rules for Games

© Our project:
Second Grade



Four square

RULES	HOW TO PLAY
<ol style="list-style-type: none"> 1. If the ball bounces 2 times in your square your out. 2. Don't get in someone else's box. 3. Play fair. 4. No dribbling. 5. Up to 100 players. 6. Be a good sportsman. 7. Have fun being ball. 	<ol style="list-style-type: none"> 1. 4 people get in the boxes, the rest line up. 2. The passer passes the ball to some one. 3. If the ball bounces 2 times in your square your out. 4. You move from box to box to the left. 5. If your out you go the back of the line.
	<p>How to get people out</p> <ol style="list-style-type: none"> 1. Tailing to hit the ball. 2. Hitting the ball out of turn. 3. Hitting the ball in area of bounds. 4. Hitting the ball out of bounds. 5. Letting the ball drop twice on a player's square. 6. Holding the ball or carrying the ball.



Bad egg

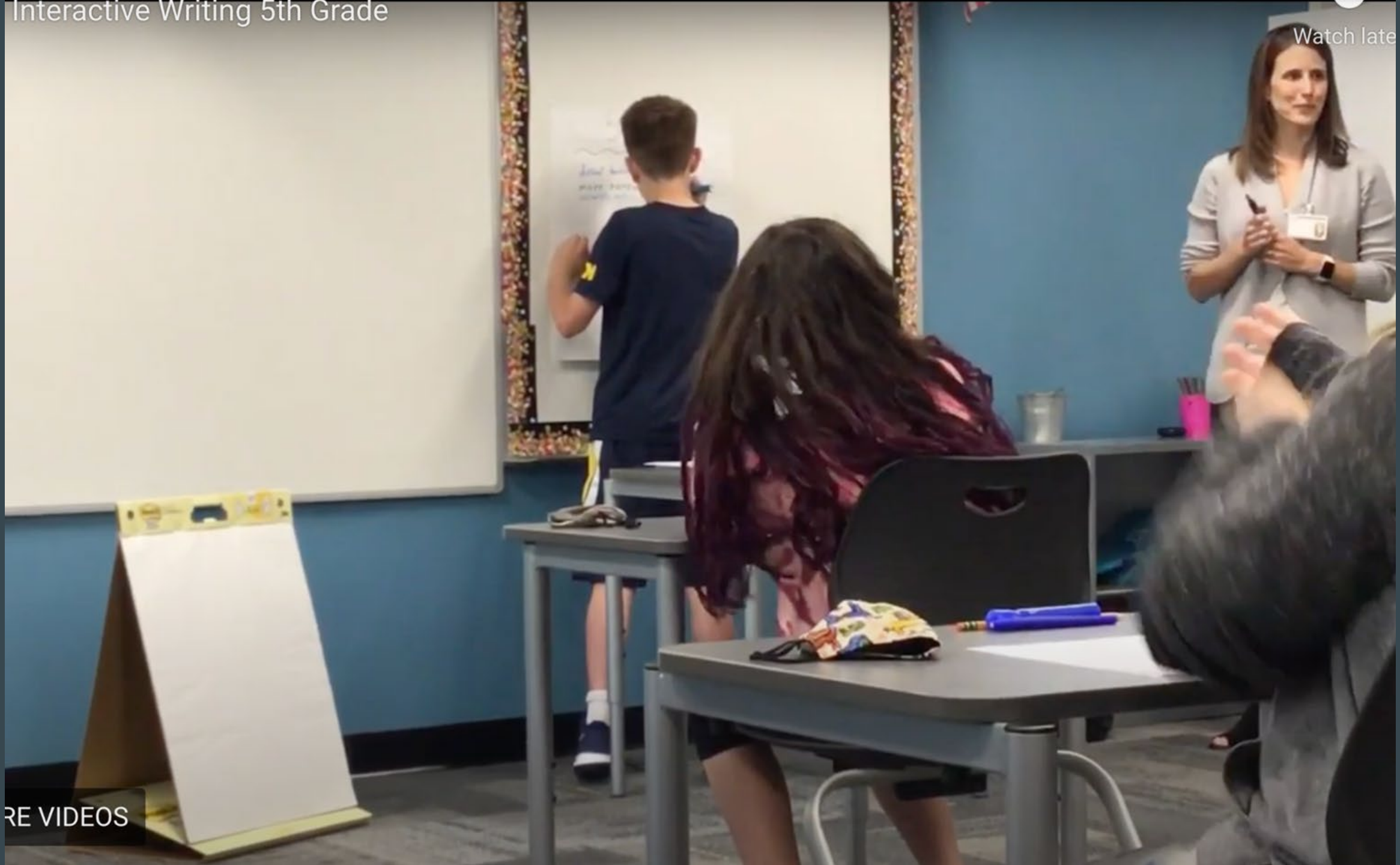
RULES	HOW TO PLAY
<ol style="list-style-type: none"> 1. Only one bad egg. 2. Don't throw the ball hard. 3. Don't throw the ball too high. 4. Be kind and play nice. 5. Don't catch the ball if you didn't get it right. 6. If you got questions answers wrong ask again. 	<ol style="list-style-type: none"> 1. Choose a bad egg. 2. The bad egg turns their back at the group. 3. The bad egg ask a question about a thing. 4. The bad egg throws the ball over their shoulder and gives back a answer. 5. The one who said the answer catches the ball. 6. They are now the bad egg.
	<p>Materials</p> <p>1. a ball</p> <p>2. more or less people</p> <p>3. a place to play</p>

How Can I Do This?

- Interactive Writing
- Purposeful planning
- Providing choice
- Find reasons to write and invite students to do the writing
- Start small
- Collaborate

A Note About Interactive Writing

- Interactive writing is an opportunity to involve children in the whole process of writing.
- Teacher and children compose the text together.
- Children take turns to come up and write the text.
- Can be done with students of all ages



Authentic Feedback

When you write a piece of text for a particular audience, it's important to be sure the audience reviews the text and provides feedback.



Writing From the Beginning of the Year

I AM

I AM KID, BROTHER, SON, GRANDSON.

I AM BASEBALL, SWIMMING, RUNNING, BASKETBALL

I AM UNIVERSITY OF MICHIGAN, DETROIT TIGERS, GREEN BAY PACKERS.

I AM SHAWARMA, SUSHI, CURRY CHICKEN.

I AM TRAVELING.

I AM MATH AND GEOGRAPHY.

I AM HENRY

“So much of what we worked on was just sentence structure. Now we work on sentence structure while we write for others.”

“I also liked just tossing the idea out to the kids and letting them run with it.”

My writing curriculum is “***haphazard and scattered***”!
Giving kids an audience to write to has changed that.

“I was **EXCITED** to see that they were **EXCITED!**”

I felt like I was “on my own” and didn’t know “exactly how to get from point a to point b.”

“I really didn’t do writing at the first of the year. I just thought we have to teach them the words, we have to teach them their sounds. Before we can write things together we have to teach them all this other stuff. But I can really see using this right from the very first of the year.”

They love to talk so much about what they know. Refer to them as the **EXPERTS**. They lived it! They know it!

Bring out the wonderment...Let’s write about it and share it with other people.

“There was real excitement too because it wasn’t just we’re writing to write. It has a meaning. It has a purpose.”

Children have things to say. Let your
classroom provide them the place to share
their voice!

To whom it may concern,

My name is ~~XXXXXXXXXX~~ and I'm 10
years old. Groovy Donuts ~~deserves~~
a grant. Me and my family go to

Groovy Donuts at least once a week, and
we love it! I have a milk allergy, so I can only
eat limited food, but Groovy Donuts offers
vegan donuts that taste delicious.

Also Groovy Donuts' workers are the nicest
workers I've met in my whole life. Groovy
Donuts is the Best local donut shop in the
area! These are only some reasons why
Groovy Donuts deserves a grant.

Sincerely,



Thank you!

Contact Information:

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