

1. About Interactive Writing

What single teaching method can be used to support the development of phonological skills and help children attach meaning to print? How can teachers develop a lesson that allows whole group instruction and individual attention at the same time? How can the teacher practice skills without losing the excitement and enthusiasm of the class? How can we learn to read and write and still have fun? The answer to these questions is interactive writing.

Interactive writing is a cooperative event in which teacher and children jointly compose and write text. Not only do they share the decision about what they are going to write, they also share the duties of scribe. The teacher uses the interactive writing session to model reading and writing strategies as he or she engages children in creating text.

Interactive writing can be used to demonstrate concepts about print, develop strategies, and learn how words work. It provides children with opportunities to hear sounds in words and connect those sounds with corresponding letters. Students are engaged in the encoding process of writing and the decoding process of reading, all within the same piece of text. Interactive

writing is a unique opportunity to help children see the relationship between reading and writing.

During the interactive writing process, students and the teacher talk about what they are going to write. The teacher serves as the facilitator of the discussion—guiding, modeling, adding, summarizing, confirming, combining, and synthesizing the children's ideas. As the actual writing begins, many opportunities for specific teaching are available. The goal is to get the children's thoughts on paper, discussing the topic and the process of writing, dealing with the

INTERACTIVE WRITING IS:

Negotiating the composition of texts

Collaborating in the construction of text

Using the conventions of print

Reading and rereading texts

Searching, checking, and confirming while reading and writing

USES OF INTERACTIVE WRITING

Direct and explicit instruction in phonology and word analysis

Teach children how written text works

Teach children the connections between what we write and read

conventions of print, and working on grammar, spelling, punctuation, letter formation, phonics, and voice. As children become more proficient writers, lessons can focus on style and writing for different purposes.

The finished writing is displayed in a way that allows for continued use as a text for shared reading or independent reading. The work is not as neat as teacher writing or commercial posters, but children are more likely to use it as a source of information because of the



VALUES OF INTERACTIVE WRITING

Demonstrates concepts about print, early strategies, and how words work

Provides opportunities to hear sounds in words and connect sounds with letters

Helps children understand the decoding and encoding process in reading and writing

Increases spelling knowledge

ownership that comes with their involvement in the writing process. The goal of interactive writing is that the skills learned will transfer to students' independent writing and support the development of reading skills as well.

There is no one right way to do interactive writing. Interactive writing involves teacher choices based on observation of student needs, and uses the grade level curriculum and district and state standards. Teachers can begin with basic procedures and use interactive writing for more advanced purposes as they become more familiar with the procedures.

4. Interactive Writing Activities

Activity 1 Alphabetic Principle Letter Recognition

Goal

Students will recognize and name each letter of the alphabet.

Area of Study

Language Arts

Interactive Writing Type

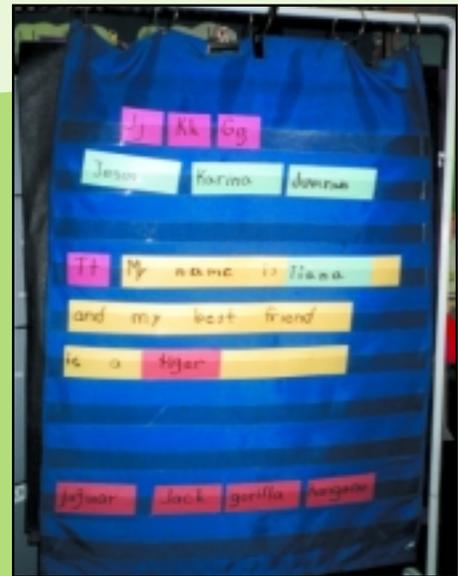
Innovation

Resources

Variety of alphabet books, sentence strips
Pocket chart, name chart

Lessons

- Read aloud an alphabet book. Choose a book that has a repetitive pattern and displays capital and lowercase letters in enlarged text on each page.
- Determine that the class will create a literacy center, using the names of the students in the class.
- Establish a sentence pattern similar to the one in the book. Interactively write the sentence pattern on sentence strips and display them in a pocket chart.
- Direct the students to write their names on individual sentence strips. Collect the strips.
- Choose one student's name card. Ask the students to name the first letter of that student's name.
- Help the students to choose an animal name that begins with the same letter to complete the student's sentence. Use a lowercase letter as the first letter of that word.
- Write a matching capital and lowercase letter for each child's sentence. Read each sentence as it is completed. For example, "Tt, My name is Tiana, and my best friend is a tiger."



Students manipulate and read these sentences about themselves during literacy centers.

- Complete this activity over several days. Model the procedures of the center for the students. Remind them that the letter displayed must match the student's name and the animal displayed.
- Reread different sentences often, emphasizing letter names.

Extensions

- Have the students illustrate their own sentences. Use the sentences and illustrations to make a class book.
- Make name cards on sentence strips for each child. Take attendance in the morning by showing each child's name and saying, "Good morning, Rebecca. Rebecca starts with R."

Additional Resources

Bayer, J. *A My Name is Alice*. Penguin Putnam Books for Young Readers, 1984. ISBN 0803701233

Carlson, J. *ABC, I like Me*. Viking Penguin, 1997. ISBN 0670874582

Slate, J. *Miss Bindergarten Gets Ready for Kindergarten*. NAL, 1996. ISBN 0525454462

Activity 7

Concepts about Print

One-to-one Matching

Goal

Students will point to each word as it is read orally.

Areas of Study

Language Arts, Social Studies

Interactive Writing Type

Negotiation

Resources

Variety of books about farms
Enlarged picture of a farmer

Lessons

- Read aloud many books about farms.
- Ask the students to share what they know about farmers.
- Talk about how farmers look and how their clothes and tools are different than other community helpers.
- Using an enlarged shape of a farmer, negotiate labels for the farmer's clothes. Make sure the labels include adjectives so that the text is composed of short phrases rather than single words.
- As each new label is negotiated, make sure to count each word so that the students are made of aware of word boundaries.

- Reread the text with the students frequently, demonstrating how to point to each word as it is read.
- Encourage the children to practice one-to-one matching by asking individuals to point and lead the class in reading.

Extensions

- Create a literacy center that allows students to practice one-to-one matching skills. Provide a variety of pointers that they can use to "Read the Room," pointing to words as they read.
- Encourage the students to write additional text about farms and farmers.

Additional Resources

Brown, M.W. *Big Red Barn*. HarperCollins Children's Books, 1989. ISBN 0060207485

Ember, K., and Kleinberg, N. *Old MacDonald Had A Farm*. Western Publishing Company, Inc., 1997. ISBN 0307988066

Sloat, T. *Farmer Brown Goes Round and Round*. Darling Kindersley Publishing, Inc., 1999. ISBN 0789425122

Tafari, N. *This Is The Farmer*. Greenwillow Books, 1994. ISBN 0688094686

Waddell, M. *Farmer Duck*. Candlewick Press, 1996. ISBN 1564025969

Children often return to their own writing to read while pointing carefully to each word.



Activity 17

Phonemic Awareness & Phonics

Rhyming

Goal

Students will hear and identify rhyming words.

Areas of Study

Language Arts, Nursery Rhymes

Interactive Writing Type

Transcription

Resources

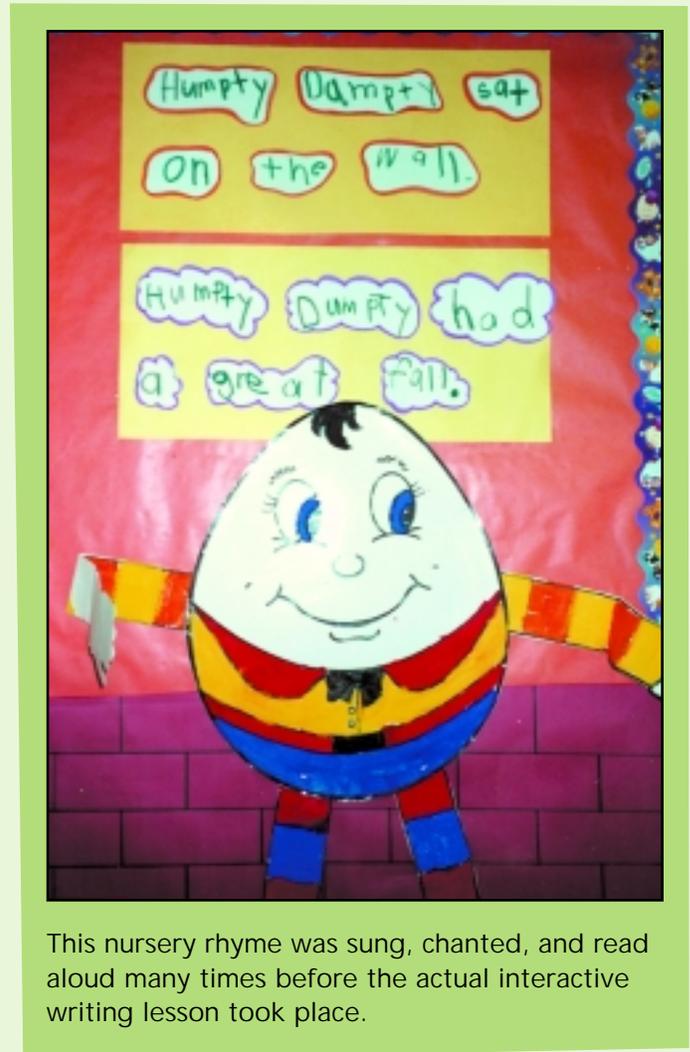
Various nursery rhyme books
Large shape of nursery rhyme character
Magna Doodle

Lessons

- Read aloud many nursery rhymes. Encourage the students to join in, singing and chanting rhymes.
- Reread the same rhymes many times, until the students become familiar with the nursery rhymes. On subsequent readings, pause at the rhyming words to see if the students begin to supply missing words.
- As the students are able to recite each of the nursery rhymes, engage them in an interactive writing of the rhymes.
- Discuss the idea that we can write and read things that we think and say.
- Talk about why the piece is called a rhyme, and point out the words that rhyme.
- When writing the rhyming words, elicit other rhyming words from the students.
- Write these additional rhyming words on the Magna Doodle, or have the students hear and recognize the rhyme at an aural level.

Extensions

- Reduce the actual interactive writing piece on a copy machine. Make copies that the students can keep in individual poetry books. Illustrate and read rhymes during independent reading time.
- Create literacy centers that focus on the nursery rhymes. Students can recite the rhymes while manipulating flannel board pieces, or they can create puppets to use for role-playing.



This nursery rhyme was sung, chanted, and read aloud many times before the actual interactive writing lesson took place.

- Create and paint nursery rhyme characters to add to the interactive writing display.

Additional Resources

- Opie, I. *My Mother Goose Library*. Candlewick Press, 2000. ISBN 076361178
- Trapani, I. *The Itsy Bitsy Spider*. Charlesbridge Publishing, Inc., 1992. ISBN 1879085771
- Trelease, J., and Prelutsky, J. *Read Aloud Rhymes For the Very Young*. Alfred A. Knopf, 1986. ISBN 0394872185
- Wright, B. F. *The Real Mother Goose*. Scholastic, Inc., 1994. ISBN 0590225170

Activity 27

Phonemic Awareness & Phonics

High Frequency Words

Goal

Students will learn to spell and read high frequency words.

Area of Study

Language Arts

Interactive Writing Type

Transcription

Resources

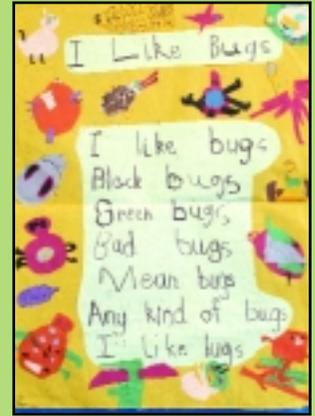
High interest texts of poetry that contain repeated use of targeted high frequency words

Highlighter tape

Lessons

- Read aloud selections of poetry and focus on one poem that the students particularly enjoy.
- Engage students in an interactive writing of the poem. Since the text does not have to be negotiated, the teacher and students are free to concentrate on specific high frequency words.
- As targeted high frequency words come up in the text, point them out as words the students will see all the time when they are reading. Explain that this is why it is important for them to learn to read and spell these words quickly and easily.
- Teach the students how to learn to spell and read a new word. First, have them look at the correct spelling and form a mental picture of the word. Then, have them write the word in the air while spelling it aloud several times. Have the students close their eyes, visualize the word, write the word in the air, and check the spelling against the correct spelling in the interactive writing text.
- Explain that the students may use the same procedure when learning to spell any other word.
- After completing the writing, return to the text and highlight the targeted high frequency word as many times as it occurs in the text with colored highlighter tape.
- Encourage the students to return to the piece often in order to help make connections to the word and see it used in context.

Here is a first grade transcription of the poem "I Like Bugs." The class learned the word *like* while writing this piece interactively.



Extensions

- Create a literacy center that allows the students to search for and write high frequency words. Have them read the text that is on display in the room and search for a targeted high frequency word. Have them write the word each time they locate it in a piece of text to reinforce correct spelling.
- Rewrite the poem on sentence strips and cut the words apart. As a class, rebuild the poem in a pocket chart and reread it. Point out the high frequency word and show the children how to use this known word to self-monitor when they are writing.
- Create a word wall in the classroom. Add high frequency and high utility words to the wall. Use the word wall as a reference during interactive writing and encourage students to use this resource during independent writing.

Additional Resources

Kennedy, X. J., and Kennedy, D. *Talking Like the Rain: A Read-to-Me Book of Poems*. Little, Brown & Company, 1992. ISBN 0316488895

Opie, I. A. *My Very First Mother Goose*. Candlewick Press, 1996. ISBN 1564026205

Prelutsky, J. *Ride A Purple Pelican*. William Morrow & Co., 1997. ISBN 0688156258

Sendak, M. *Chicken Soup with Rice: A Book of Months*. HarperCollins Children's Books, 1990. ISBN 006443253X

Activity 38

Written Language Conventions

Parts of Speech

Goal

Students will recognize and identify parts of speech.

Area of Study

Language Arts

Interactive Writing Type

Negotiation

Resources

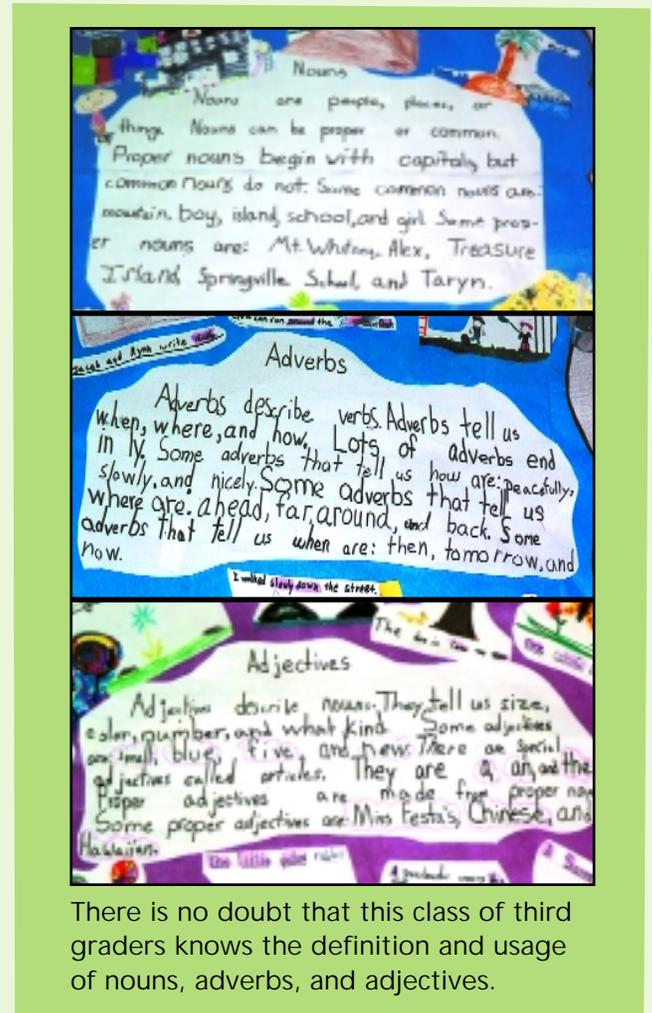
Shared readings, poems, and short stories in a variety of genre

Lessons

- Select a shared reading piece that has many examples of a particular part of speech.
- Focus the students' attention on one part of speech at a time. Read the text together and help them identify the appropriate words.
- Provide many opportunities for the students to learn about each part of speech through the context of many texts.
- During subsequent rereadings, encourage the students to demonstrate understanding by using movement activities. They might act out verbs or clap nouns.
- Negotiate a class definition of a part of speech you have been learning about. Interactively write the class constructed definition and display this in the classroom as a reference.
- Go through this same process while the students learn other parts of speech.

Extensions

- Create a literacy center that allows students to practice identifying parts of speech. They can search through familiar shared readings or interactive writing to locate specified parts of speech. These can be recorded on sheets of paper.
- Challenge the students to read a passage of text from a content area textbook and list all the words of a particular part of speech.
- During independent writing, encourage the students to use what they have learned to make their writing more interesting.



There is no doubt that this class of third graders knows the definition and usage of nouns, adverbs, and adjectives.

Additional Resources

- Cleary, B. *A Mink, a Fink, a Skating Rink: What is a Noun?* Lerner Publishing Group, 2000. ISBN 1575054175
- Heller, R. *Up, Up, and Away: A Book about Adverbs.* Putnam Publishing Group, 1998. ISBN 0698116631
- Heller, R. *Many Luscious Lollipops: A Book about Adjectives.* Putnam Publishing Group, 1991. ISBN 0448031515
- Katz, B. *25 Great Grammar Poems and Activities.* Scholastic, Inc., 1999. ISBN 0590983652
- Maizels, J., and Petty, K. *The Amazing Pop-Up Grammar Book.* Penguin, USA, 1996. ISBN 0525455809

Activity 53

Writing Process

Paragraph Development

Goal

Students will learn to organize sentences into paragraphs.

Areas of Study

Language Arts, Science

Interactive Writing Type

Negotiation

Resources

Nonfiction texts about the human body

Variety of media about the human body

Familiar shared reading pieces that are organized into paragraphs

Lessons

- During a unit of study about the human body, engage the students in numerous activities to build concept knowledge. Initiate discussions through the use of a variety of media, including read aloud books, films, posters, and slides.
- Using familiar shared reading pieces, focus the students' attention on the construction of a paragraph. Examine several familiar shared readings to see how authors present a main idea and use additional facts to support a topic sentence. Locate topic sentences and describe their role in the paragraph.
- Introduce the students to the idea of brainstorming as a way to organize thoughts before writing. Help them to interactively write brainstorming charts, using knowledge gained in the current unit of study. During brainstorming, identify the main idea and supporting details.
- Use brainstorming charts to structure the interactive writing of paragraphs about parts of the human body.
- Refer to brainstorming charts as a resource frequently throughout the writing of paragraphs, and encourage the students to do the same when they are writing independently.

Extensions

- Create a literacy center that allows the students to practice writing paragraphs. Provide copies of the interactively written brainstorming charts. The students will write paragraphs, using the brainstorming charts as a guide.

Students used brainstorming to construct multiple paragraphs about the human body.

- Encourage the students to research their own topics of interest and use the brainstorming strategy as a way to organize thoughts for writing paragraphs.
- Have the students use the brainstorming lists to write their own pieces about the human body.

Additional Resources

Arnold, T. *Parts*. Dial Books For Young Readers, 1997. ISBN 0803720408

Barnes, K., and Weston, S. *How It Works: The Human Body*. Barnes & Nobles Books, ISBN 0760704287

Cole, J., and Deger, B. *The Magic School Bus Inside the Human Body*. Scholastic, Inc., 1990. ISBN 0590414275