



K-3 Literacy Pilot: MoMEntum Common Professional Learning #13.0

**Interactive and Shared
Writing as a Scaffold**

Learning Intentions

Educators will:

understand the importance of shared writing.

understand the importance interactive writing.



“ The beautiful part of writing is that you don’t have to get it right the first time – unlike, say a brain surgeon.”

Robert Cormier



Write From the Start

Teachers will read article: Write From the Start

Surfacing Significant Ideas

- Everyone reads the text and highlights a phrase, sentence or paragraph that represents the most significant idea.
- Everyone should be prepared to share and say why it is significant to them and implications to their work.
- Group summarizes what they have learned together.

Interactive Writing

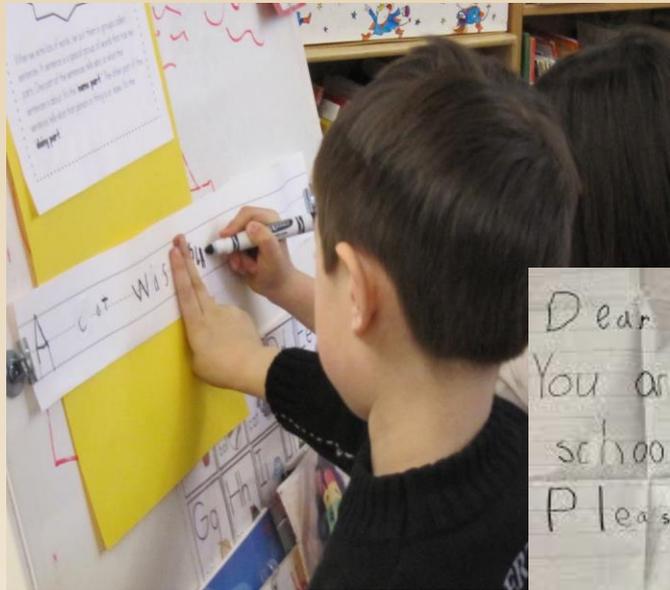
Interactive writing is similar to shared writing and includes:

- Opportunities for the teacher to share the pen with students at selected points that have high instructional value.
- The parts written by the students fosters close attention to sounds, letters, parts of a word or punctuation.
- **During the writing and rereading of the text students decide where to:**
 - put the next word,
 - say the word slowly to decide what letter to write first (and next),
 - attend to the spaces and message

which helps children develop awareness of early reading behaviors such as

- word by word matching,
- directional movement,
- and monitoring using sound and letter information.

Interactive Writing Examples



Dear Teddy Bear,
You are invited to
school on Friday.
Please come.
Love, _____



How to wrap a present
First put the present on the wrapping paper to see how much you need.
Then, cut the paper.
Next fold the paper around the present.
After, tape it.
Last, put the bow and ribbon and card on top.



Ruby Bridges went to first grade in New Orleans. It was a white only school but Ruby had dark skin. Ruby prayed for the people who treated her poorly. For months she was the only child in her class. Then all the kids came back and Ruby made friends.

Interactive Writing In Action

<https://www.youtube.com/watch?v=0zH6iodRJG4>

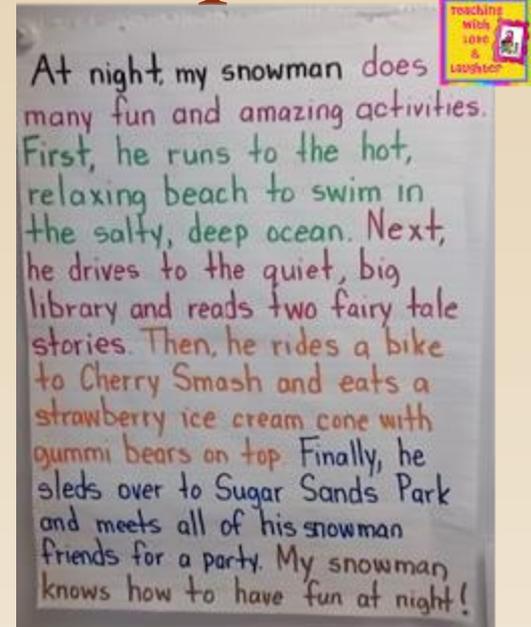
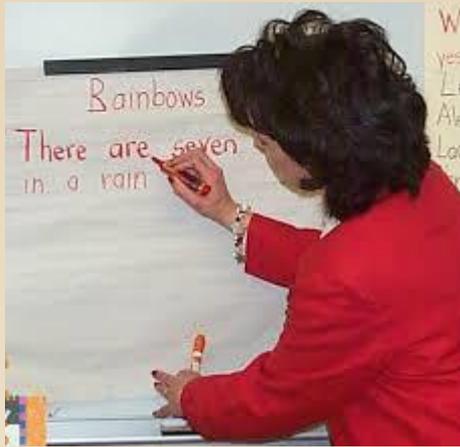
What did you see that squares with the article we read and with the previous slides?

**What would you have expected to see and didn't?
Why?**

Shared Writing

- **Teacher and student create a text for a real purpose and audience.**
- **Teacher serves as scribe for the sentences that the students work together to compose.**
- **Write on chart paper with dark marker and print is large enough for all students to see.**
 - Teacher could use an iPad and Apple TV to project.
- **Shared writing offers an opportunity to demonstrate the composing thread of writing.**
- **The piece of writing is reread several times in a shared way during and after composition.**
- **The piece may take several days to complete.**

K-1 Shared Writing Examples



Grades 2-3 Shared Writing

As students grow more sophisticated, shared writing still has benefits for example:

- Demonstrate more complex sentence composition and punctuation.
- Demonstrate writing in new genres.
- Demonstrate aspects of writer's craft.
- Show organization of a text (using a graphic organizer to cause and effect).

A storm engulfed the island. Crashing on the rocks, the waves seemed to have a mind of their own. Lightning struck the hut, like a beast terrorising the land. The thunder roared ominously, warning everything beneath it.

Opinion Writing

State your opinion and support it! **State your OPINION!**

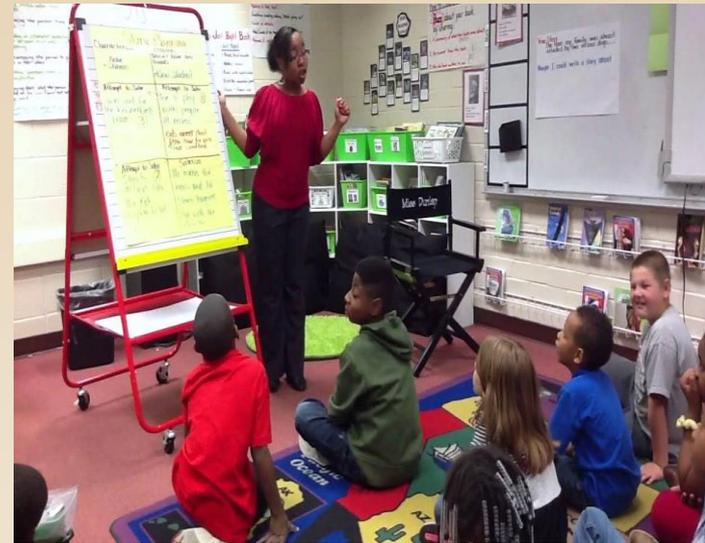
I think kids should go to school on Saturdays and Sundays. Kids have so much they have to learn that they need the extra time in school. If kids go to school on Saturdays and Sundays it leaves less time they can waste on television and video games. Kids will also have a better sleep schedule if they don't have any nights to stay up late.

REASON #1
REASON #2
REASON #3

Restate your OPINION!

These are the reasons why I think kids should go to school on Saturdays and Sundays.

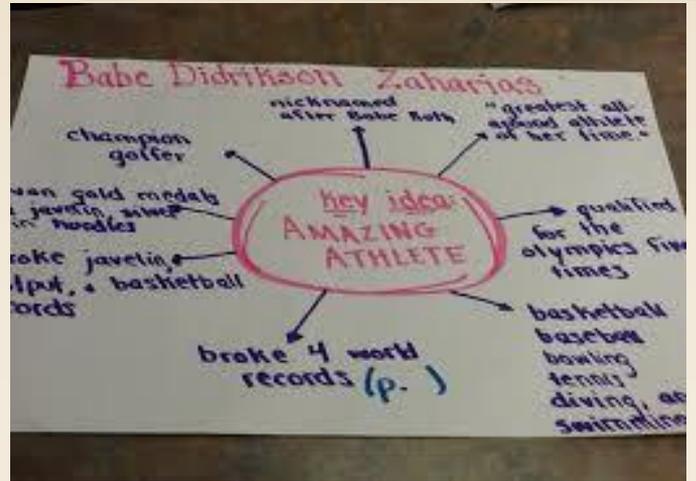
Curriculum & Creativity



The Waiting Trip - Town Hall Story

Monday morning was a warm, sunny day. ^{Is it the day yet!} Everyone in Class 141 was excited because we were going on a trip! We were going to see "Aesop's Fables" at the Town Hall Theater. We put our jackets on, lined up, and headed out the door. "Will we get to go on the stage?" Joshua asked. "We're not the actors," Sara said. "We are the audience." "I can't wait!" Jose shouted.

Show don't tell
Step by step actions
Dialogue is conversations between characters
Show don't tell



Grades 2-3 Shared Writing

Examples

Shared Writing	Interactive Writing
Whole Class	Whole Class/Small Group
Production of one enlarged text (chart or digital)	Production of one enlarged text (chart or digital)
<p>Students contribute ideas and language to one shared text</p> <p>Teacher shapes the piece and scribes</p>	<p>Students contribute ideas and language to one and sometimes write words and letters to produce one shared text</p>
Written language is beyond what the students can produce independently	Written language is beyond what the students can produce independently
The text is reread using shared reading.	The text is reread using shared reading.
Written texts are in variety of genres and formats	Written texts are in variety of genres and formats
The focus is on composing the language of a text to communicate meaning for an authentic purpose	The focus is on composing the language of a text to communicate meaning for an authentic purpose, and on some of the actions needed to construct words, sentences, paragraphs

Four Instructional Contexts for Writing

Shared Writing	Interactive Writing	Guided Writing	Independent Writing
Whole Class	Whole Class/Small Group	Small Group	Individual
Production of one enlarged text (chart or digital)	Production of one enlarged text (chart or digital)	Students work on their own pieces of writing with teacher support (usually focused on one aspect of writing)	Students work on their own pieces of writing
Students contribute ideas and language to one shared text Teacher shapes the piece and scribes	Students contribute ideas and language to one and sometimes write words and letters to produce one shared text	Students select their own topics and compose language with teacher support (usually focused on one aspect of writing)	Students select their own topics, compose language and write the words, sentences, and paragraphs
Written language is beyond what the students can produce independently	Written language is beyond what the students can produce independently	Written language represents what students can do but is refined and extended through instruction	Written language represents what students can do independently (with occasional conferences with the teacher)

Four Instructional Contexts for Writing

Shared Writing	Interactive Writing	Guided Writing	Independent Writing
Whole Class	Whole Class/Small Group	Small Group	Individual
The text is reread using shared reading.	The text is reread using shared reading.	The text is reread by the student and may be read to the group	The text is reread by the student and may be refined through several drafts. Additional conferences with the teacher may be required
Written texts are in variety of genres and formats	Written texts are in variety of genres and formats	Written texts are in variety of genres and formats	Written texts are in variety of genres and formats
The focus is on composing the language of a text to communicate meaning for an authentic purpose	The focus is on composing the language of a text to communicate meaning for an authentic purpose, and on some of the actions needed to construct words, sentences, paragraphs	The focus is on composing a text to communicate meaning for an authentic purpose and on some of the actions needed to construct words, sentences, paragraphs	The focus is on composing a text to communicate meaning for an authentic purpose and on some of the actions needed to construct words, sentences, paragraphs

Exit Slip

What are the key factors of interactive writing and how might you use it in your classroom?

