Read to be Ready

Responding to Texts Through Interactive Speaking and Writing Activities
Module 3: Responding to Texts Through Interactive Writing Activities
Objectives

- Explore the Tennessee English Language Arts Standards and the relationship between thinking, speaking, listening, reading, writing, and the foundational skills
- Define shared and interactive writing and investigate why they are important
- Identify text types that connect to the Tennessee English Language Arts Standards
- Consider the roles of the students and the teacher in shared and interactive writing about reading
- Examine some of the essential routines for shared and interactive writing
- Expand the use of explicit language for teaching, prompting, and reinforcing learning during shared and interactive writing
- Understand the planning process for before, during, and after shared and interactive writing activities
TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- **Lesson Structure and Pacing**
- Activities and Materials
- Teacher Content Knowledge
- **Environment**
Reflect on Current Understandings

✓ Place a check mark next to statements that confirm your current understandings.

★ Place a star next to statements that you hope to learn more about.

❓ Place a question mark next to statements that challenge your current understandings.
What are shared & interactive writing?

- Demonstrates the writing process
- Based on personal, shared, and literary experiences
- Talk established purpose, audience, and genre or type of writing
- Text is composed through conversation and negotiation
- The teacher “thinks aloud” to demonstrate strategies
- The text is reread, revised, and proofread throughout construction
- Teachers revisit the text for reference and reinforcement
- Learning is summarized and connections are made to student independent application
- After completion, the text continues to be used for reading, as a reference and as a model for independent writing

Shared Writing

- Teacher acts as the scribe, writing the text

Interactive Writing

- Occasionally, the teacher “shares the pen” during the writing of text at places of high instructional value
Essential Elements of Shared and Interactive Writing Lessons

- **Analyze:** Essential Elements of Shared & Interactive Writing

- **What do you notice about how these essential elements encompass the framework for Teaching Literacy in Tennessee in which students read about, think about, talk about, and write about texts?**
Watch a video of a first grade class engaging in interactive writing.

- Notice each of the essential elements and what the teacher is doing during each one.
- Notice each of the essential elements and what the students are doing during each one.
- Use the chart in your manuals to take notes.
1. How did the teacher (and coach) support the children within each of the essential elements of the lesson?

2. What contributions did the students make throughout the lesson? How did the teachers actions promote that engagement?

3. Which Tennessee Foundational Skills were supported in the teacher’s instruction?

4. How did the talk and writing during this lesson support the students in comprehending the text?
Why Use Shared and Interactive Writing?
Why use shared and interactive writing?

- Students need strong models of the writing process
- Thinking, talking, and writing provide additional opportunities to build knowledge-based competencies
- Shared and interactive writing help students develop a menu of meaningful ways to share their thinking that they can apply to their independent writing
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MATERIAL

REMOVED
Shared and interactive writing provide opportunities for teachers to introduce and model writing about reading in different genres and forms.

- Functional Writing
- Narrative Writing
- Informational Writing
- Opinion Writing

### Using a Variety of Genres and Forms in Shared and Interactive Writing

<table>
<thead>
<tr>
<th>Title</th>
<th>Within</th>
<th>Beyond</th>
<th>About</th>
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</thead>
<tbody>
<tr>
<td>David</td>
<td>x</td>
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<td>Insects</td>
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<td>x</td>
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<td>Scaredy Squirrel</td>
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<td>x</td>
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<td>The Sun</td>
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<td>Johnny Appleseed</td>
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<td>Martin Luther King, Jr.</td>
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<tr>
<td>Ben Franklin</td>
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<td>The Princess &amp; the Pea &amp; Princess Pigtoria and the Pea</td>
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<td>x</td>
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<td>Girl Wonder</td>
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<td>Nonfiction Text Structure</td>
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<tr>
<td>Cinderella vs. Adelita</td>
<td>x</td>
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</tbody>
</table>
How to Implement Responding to Texts Through Shared and Interactive Writing Activities
“Make every routine related to interactive writing part of the lesson plan and the lesson evaluation. Soon, routines will become so much a part of the activity that no one will have to think about them.”

McCarrier, Pinnell, & Fountas, 2000
How to Structure Shared and Interactive Writing Lessons

- Read “Teaching Moves to Consider” Number off 1–4. Go to the corner of the room that is representative of your number. Discuss the assigned section:
  1. Experiences & Talk
  2. Compose
  3. Construct & Reread, Revise, Proofread
  4. Revisit & Summarize Learning

- All read
  - Extending the Learning

- Return to table and each person share the most important information from their section.

- Discuss reflection questions when you are finished sharing
How to Plan for Responding to Texts Through Shared and Interactive Writing Activities

- Read the “Guide to Planning Responding to Texts Through Shared & Interactive Writing Activities”
- Interactive Writing Lesson Plan: *Ish*
- “Planning for Daily and End of Unit Writing Tasks”
Language for Teaching During Shared and Interactive Writing

- Prompting Guide, Part 1
Language for Teaching During Shared and Interactive Writing

- How is this chart helpful in demonstrating the different levels of language teachers can use to prompt and reinforce early writing behaviors and strategic actions for composing and constructing texts?
- How is it similar to the chart of “Language to Support Thinking, Talking, and Writing About Reading” (Module 2)? How is it different?
Teachers can support students as writers by using powerful language that demonstrates, prompts, and reinforces writing behaviors. Considering the needs of students and the task helps teachers adjust their language to offer the appropriate support.
Video Example: Teaching Language in Shared Writing

- Identify language that Kelly used to support her third graders as readers and writers.
Teach, Prompt, Reinforce: Find a partner

- Discuss Kelly’s use of language to teach, prompt, and reinforce.
- Decide, would you move towards refinement or extension during the reflective conversation?
- Be prepared to justify your decision with the group.

You might use some of the following stems to support your conversation:
I agree because.../I disagree because...
Some evidence I observed in Kelly’s lesson was...
This would support Kelly’s students because...
The Reciprocity of Reading and Writing

- Writing Like Readers
- Learning About Print
Select a song that represents the relationship between reading and writing.

Your group will sing a few lines of the song and then share how it demonstrates the connection between reading and writing.
Reflect on Responding to Texts Through Shared and Interactive Writing Activities

• “Reflect on Current Understanding: Responding to Texts Through Shared and Interactive Writing Activities”
• Review any statements you marked with a star or a question mark.
• Chart questions.