



Department of  
**Education**

## Read to be Ready

Responding to Texts Through  
Interactive Speaking and Writing  
Activities

The logo consists of a red square containing the white letters 'TN' in a serif font. Below the red square is a thin dark blue horizontal bar.

**TN**

®

## **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.

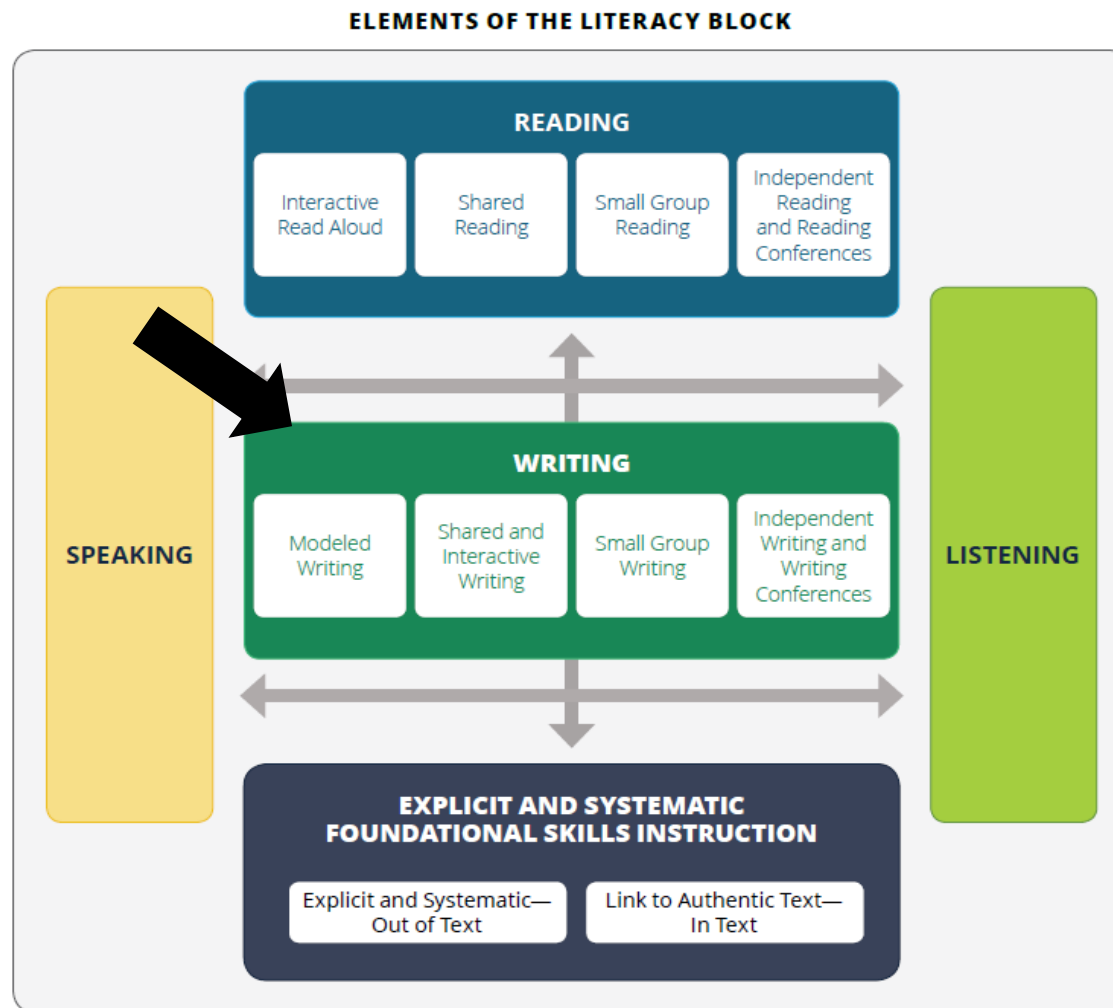
The logo consists of a red square containing the white letters 'TN' in a serif font. Below the red square is a thin dark blue horizontal bar.

**TN**

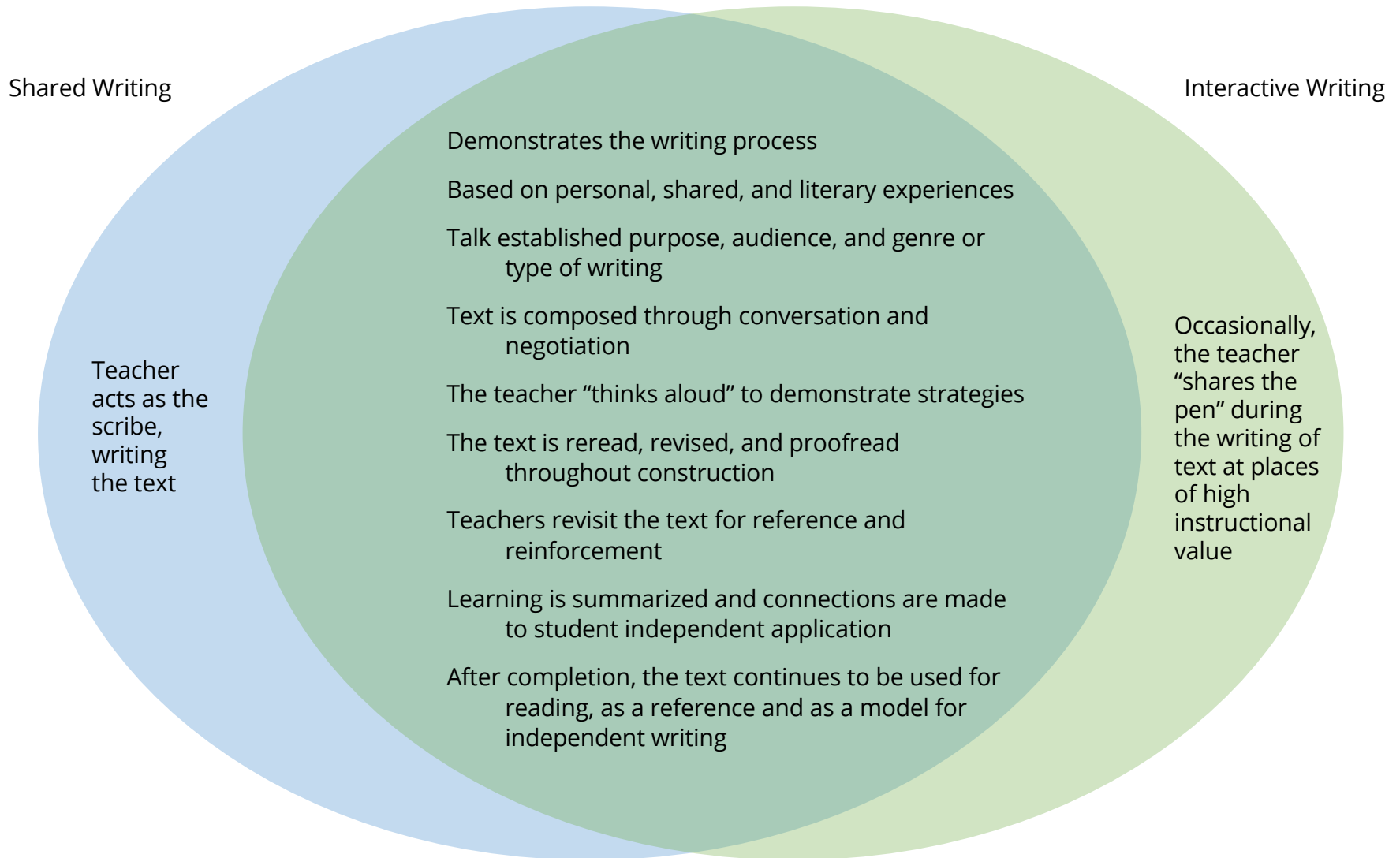
®

**What are shared and  
interactive writing?**

# Instructional Strategies for Writing



# What are shared & interactive writing?





# 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?

# Video Example: First Grade Interactive Writing

- 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.

# Video Example: First Grade Interactive Writing

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?

The logo consists of a red square containing the white letters 'TN' in a bold, serif font. Below the red square is a thin, dark blue horizontal bar.

**TN**

®

**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

# Analyze Response to Text

**COPYRIGHTED**

**MATERIAL**

**REMOVED**

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

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

	Within	Beyond	About
David	X	X	
Insects	X	X	
Scaredy Squirrel	X	X	
The Sun	X		
Johnny Appleseed	X	X	
Martin Luther King, Jr.	X	X	
Ben Franklin	X	X	
The Princess & the Pea & Princess Pigtoria and the Pea	X	X	X
Girl Wonder	X	X	
Nonfiction Text Structure			X
Cinderella vs. Adelita	X	X	X

The logo consists of a red square containing the white letters 'TN' in a bold, serif font. Below the red square is a thin horizontal blue bar.

**TN**

®

# How to Implement Responding to Texts Through Shared and Interactive Writing Activities



# How to Establish Routines for Shared and Interactive Writing

“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

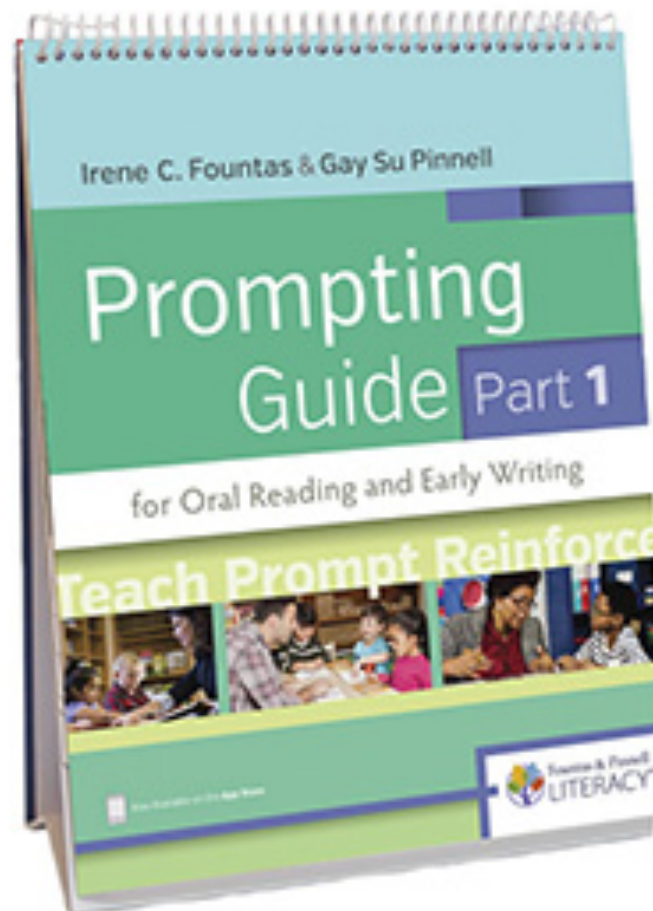
- Read “Teaching Moves to Consider” Number off 1–4. Go to the corner of the room that is representative of your number. Discuss the assigned section:
  1. Experiences & Talk
  2. Compose
  3. Construct & Reread, Revise, Proofread
  4. Revisit & Summarize Learning
- All read
  - Extending the Learning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

# Varied Levels of Support for Writing

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

# Synthesis: Interactive Speaking & Writing

- 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.

The logo consists of a red square containing the white letters 'TN' in a bold, serif font. Below the red square is a thin horizontal blue bar.

**TN**

®

**Break**