Interactive Writing

“Interactive Writing is a dynamic, collaborative literacy event in which children actively compose together, considering words, phrases, organization of text and layout” ~McCarrier, Pinnell, & Fountas (2000)
Interactive writing provides powerful demonstrations of writing that help young children make progress in their own writing. Using interactive writing, teachers not only show children how writing works but invite them to participate, with support, in the act of writing.

— Carrier, Pinnell, & Fountas (2000)
Interactive Writing

• Can be used for many purposes (writing stories, writing directions, informational text, labels, etc.)

• Can be applied to any content area and used at any time during the school day

• Provides a context within which a teacher can provide direct and explicit instruction in composing text, scaffold students as they explore conventions of print, and help students understand how words work.

• Carrier, Pinnell & Fountas (2000)
What Does Interactive Writing Look Like?

- Gather in an open area around easel
- Create an authentic reason and audience for writing
- Talk and negotiate about what to write
- Scribe and invite students to share the pen.
- Model reading strategies by talking and thinking aloud.
- Read and reread the message continually
- Build on individual student abilities

RECIPE FOR INTERACTIVE WRITING

STEP BY STEP GUIDE
Recipe for Interactive Writing

1. Create a meaningful shared experience that will give children something to talk and write about.
2. Spend just enough time so that you engage children in interactive writing without getting bogged down with the process.
3. Set the goal of writing one sentence during a session (10-15 minutes).
4. Engage children in a discussion to decide together on something to write. Make it clear it is their job to offer suggestions and the final decision will be made after the discussion.
Recipe for Interactive Writing

5. **Explain the task clearly**
   - We decide what we are going to say
   - We say it together
   - Sometimes the teacher writes, and sometimes students write
   - Not everyone will get a turn every day, but over time everyone will get a chance to contribute to the writing
   - It is important for everyone to pay attention and to reread together

6. **Have children repeat the message several times**

7. **Engage children in the construction of the text, word by word, using strategic prompts and making connections to linking charts.**

8. **Reread the text while constructing it**

9. **After writing the text, revisit it to emphasize principles involved (ex: using words you know to write a new word or saying words slowly to listen for the sounds to record)**

10. **Remind children to use what they when they independently write**

FOCUS OF INTERACTIVE WRITING

HOW TO ADJUST THE FOCUS THROUGH EACH STAGE OF LEARNING
Focus of Interactive Writing

**Emergent Stage: Read A-B leveled text**

**Help children**
- compose and remember text by repetition
- Use correct letter formation
- Say words slowly to hear and record individual sounds
- Link letter sounds to names and alphabet chart
- Make connections to the word wall
- Locate and write high frequency words
- Space between words
- Use simple punctuation
- Understand the difference between a letter and a word
- Use return sweep

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Early Stage: Read C-F leveled text

**Help children**
- Compose and remember longer sentences
- Segment words to hear and record individual sounds
- Think about word parts and connections between words
- Connect to word wall and word study
- Use known words to get to words they don’t know
- Use contractions and words with endings
- Include dialogue
- Capitalizing the first letter of a sentence
- Use ending punctuation (e.g., period, question mark, exclamation point)

Focus of Interactive Writing

Transitional Stage: Read G-J leveled text

Help children
- Spell more words conventionally
- Segment and record sounds in compound and polysyllabic words
- Include a full range of punctuation
- Understand and use graphic organizers
- Edit and revise text
- Elaborate by using adjectives
- Write across genres

TIPS AND TECHNIQUES

HOW TO MAKE INTERACTIVE WRITING AN ENJOYABLE EXPERIENCE
Tips and Techniques

• Composing pieces can take 1 day or 3-4 weeks.
• Write for 5 to 15 minutes.
• Interactive Writing can become the next day’s Shared Reading
• Use sentence strips taped on a poster
• Repeat the sentence before writing it
• Have all children say the sentence as a class and to a buddy

Tips and Techniques

- While one child writes, invite the rest of the class to write on their tablets (finger and palm of hand)
- Edit spelling using “fix it” correction tape
- Call on children to be “spacers” by using 2 fingers

Tips and Techniques

- Make connections to the word wall or other classroom spelling resources
- Invite children to clap each syllable and then segment each syllable to hear and record the sounds
- When segmenting words, have children move their hands slowly apart as if stretching a rubber band
- Reread the text together before adding a new word

What is my role?

HOW TO HELP STUDENTS NEGOTIATE THE COMPOSITION OF THE TEXT
Negotiating the Text

- Exposing students to many different kinds of writing
- Create a text that will be useful to read
- Guide children to understand how ideas can be turned into print
- Demonstrate how to organize ideas in a way that readers can understand
- Guide students to compose text that is appropriate for the kind of writing they are doing
- Show students that there are different purposes for writing
- Remind students to keep their audience in mind while composing
What Do I Say?

HOW TO PROMPT STUDENTS WHILE THEY WORDS SOLVE WHILE CONSTRUCTING THE TEXT
TO TEACH FOR SOUND ANALYSIS

- Clap the parts you know
- Listen for the parts
- Say the word slowly. What do you hear first?
- Listen for the sounds at the beginning, at the end, in the middle
- Say the word slowly, how many sounds do you hear?
- Write the first sound you hear, the next sound, the last sound

TO TEACH FOR VISUAL ANALYSIS

- Does it look right?
- What would look right there?
- It’s almost right. Add the ending.
- Your nearly right. Add a letter to make it look right
- It looks like (another word they know).
- Think about how the word looks.
- Do you know another word that starts (ends) like that?
- It sounds like that but it looks different.
- There’s a silent letter next.
- You need a vowel next.

Carrier, Pinnell, & Fountas (2000)
Materials Needed for Interactive Writing

- A rug area
- An easel
- Chart paper
- Markers
- Correction tape
- Pointer
- Magnetic letters
- Class name chart
- Alphabet Chart

Considerations
- Access to a word wall
- One color marker—preferably one that doesn’t bleed through the page

The Writing Process

**Purpose** - A writer needs a purpose or reason for writing. Purposes arise from all circumstances of life.

**Audience** - A writer thinks about the audience. Who will the readers be? What is their point of reference? What do they need to know?

**Form** - Based on purpose and audience, a writer selects a form for the writing - say, a list, a sign, a story, a letter, or a set of directions.

**Composing** - A writer decides on a message - what to, say and how to say it.

**Constructing** - A writer constructs text to express the message. The process of constructing involves forming letters, arranging them into words, working from left to right and top to bottom, and separating words by spaces on the page.

**Revising** - A writer reflects and evaluates during the process. If the text is longer than a few sentences, the writer continually rereads as he or she goes along, thinking about each sentence as part of the longer text.

**Editing** - A writer considers layout. Punctuation, paragraphs, and other visual conventions help to make a text clear to the audience.

Carrier, Pinnell, & Fountas (2000)
Resources


Classroom Examples

- Add some photographs...