

## Interactive Writing Expectations PreK-Early 2nd Grade

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_

Definition of Interactive Writing: Teacher works in collaboration with students recording thoughts and ideas by sharing the pen.

Materials:

- Chart Paper
- Designated practice area
- Markers
- Sticky Notes
- Document Camera
- Sentence Strips
- White Out Tape
- Easel/Big Book Stand
- Pointer
- Labels (to cover up mistakes)

Environment/Organization: (this is dependent on supplies/materials teacher has available)

- Class-made anchor charts
- Whole group carpet/meeting area
- Easel/Chart Paper/Document Camera
- Interactive Board
- Success Criteria/Student Rubric Posted or Student Copies
- Routines/Procedures

Interactive Writing Elements: (Varies by lesson focus) (5-10 minutes per day)

Specific Strategy Focus \_\_\_\_\_

Writing Text Types (Opinion, Information, Narrative) \_\_\_\_\_

**Process happens over several days.**

- Generate a topic as a group
- Sketch story
- Rehearse story
- Co-construct text (teacher and students share the pen) Edit at the point of the error (in the moment editing)
- Reread all words after every word written
- Reread and revise
- Revisit for word solving
- Choral read
- Link/Transfer to Independent Writing

Everything written should be CORRECTED (edited on the run) during the process, utilizing a student practice area and sticky labels to cover mistakes as needed

Connect Teaching Point during Interactive Writing (teacher models purpose and support based on student needs)

Possible Interactive Focus Points:	Possible Extension Activities: (completed over multiple days)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use for immersion before unit and keeping text type alive after unit</li> <li><input type="checkbox"/> Brainstorming ideas (opinion, information, narrative)</li> <li><input type="checkbox"/> Concepts of print (spacing, left to right, top to bottom, return sweep, punctuation, etc.)</li> <li><input type="checkbox"/> Verbal pathways for letter formation</li> <li><input type="checkbox"/> Adding text features</li> <li><input type="checkbox"/> Stretching out words to hear and record sounds</li> <li><input type="checkbox"/> Spell by analogy</li> <li><input type="checkbox"/> Text organization for specific genres</li> <li><input type="checkbox"/> Leads/endings</li> <li><input type="checkbox"/> Adding details (dialogue, character action, physical description, thought shot/internal thinking, setting, explode a moment, text features, support for opinion)</li> <li><input type="checkbox"/> Supporting ideas/evidence</li> <li><input type="checkbox"/> Add interesting words</li> <li><input type="checkbox"/> Introduction paragraph, reason paragraphs and conclusion paragraph for an opinion piece (based on their concerns)</li> <li><input type="checkbox"/> Using punctuation as a craft</li> <li><input type="checkbox"/> Write an informational article after finishing a Science, Social Studies, or Math units</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Turn and talk about...</li> <li><input type="checkbox"/> Create individual copies for students to illustrate and include in book boxes</li> <li><input type="checkbox"/> Retell (individual, partner, whole group)</li> <li><input type="checkbox"/> Write what will happen next</li> <li><input type="checkbox"/> Act it out</li> <li><input type="checkbox"/> Use with grammar lessons</li> <li><input type="checkbox"/> Summarize</li> <li><input type="checkbox"/> Use as a springboard for independent writing</li> </ul>

**Reflection: (Teacher)**

**Personal Goal: (Teacher)**

**Feedback:**