# Guidance on Shared & Interactive Writing

"Shared and interactive writing provide powerful demonstrations of writing that help young children make progress in their own writing"
(Carrier, Pinnell & Fountas, 2000).

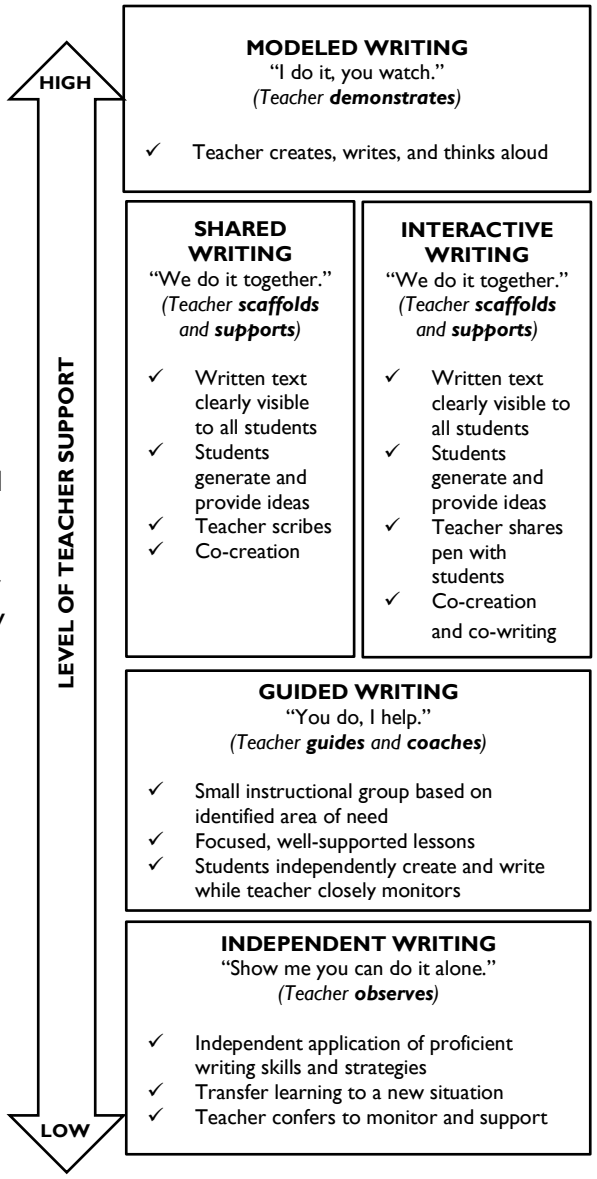
Shared and Interactive Writing are…

| SHORT | SHARP | SHINY |
|---|---|---|
| 10 to 15 minutes – Key Stage 1<br>15 to 20 minutes – Key Stage 2 | One teaching focus/objective on trait, process, or product per day | Highly engaging for students, packed full of opportunities for students to participate |

## Shared Writing

Shared writing is an essential component of comprehensive balanced literacy and gradual release of responsibility, and also includes modeled writing and think alouds, interactive writing, guided writing and independent writing. The gradual release of responsibility incorporates a variety of instructional strategies with the goal of moving students towards independently applying learning from writing mini-lessons. Shared writing is the second step in the gradual release of responsibility model.

Shared writing is a supported writing experience in which the teacher and students collaborate to compose a text. While modeled writing sessions provide students with a fully supported writing experience during which they listen to, observe, and notice writing behaviours demonstrated by the teacher, shared writing transforms into a collaborative experience. In shared writing, students are invited to generate ideas and apply writing/thinking processes, whilst the teacher controls the pen/marker and scribes the students' ideas, providing additional support through prompts, questions, and suggestions when necessary. The collaboratively created text should not include errors, whether dictated by a student or deliberately included by the teacher. The result of shared writing is a high-quality text free of errors that is read together after composition. It should also be made easily available to students to read over and use as a model for their own writing. As all students are contributing ideas to the class text, the writing must be clearly visible to the class in print (e.g., chart paper) or digital form (e.g., SmartBoard). The collaborative nature of shared writing and the teacher assuming all responsibility for encoding allows all students to focus solely on generating quality ideas related to the instructional objective and to feel like writers regardless of their writing ability. Shared writing is an instruction-packed component of a comprehensive literacy programme. It promotes the continuous development of writing skills related to the traits of writing, the writing process, and text forms or features and in doing so fosters a love of writing. Shared writing is a powerful teaching tool in all areas of the curriculum and can be used to teach students how to write about a science experience, a math reflection, or a song for music.




Interactive writing, in which the teacher and student collaborate to compose a text, is another supported writing experience with several similarities to shared writing. Students participate by sharing their ideas, but in interactive writing, the teacher and students share the task of

scribing, with opportunities for students to take the pen/marker to write letters, words, phrases, or sentences with the teacher's guidance.

Benefits of Shared and Interactive Writing

"Shared writing is the main way in which writing is taught. If teachers are not regularly using shared writing then they are not teaching writing" (Corbett, 2008, p.5).

Shared and interactive writing provide the opportunity:

- To connect oral language and the writing process
- To deliver an authentic writing experience as students and the teacher collaborate to compose a text
- For students to focus exclusively on composing, idea generation, and the thinking involved in writing without fear of failure or worrying about the actual writing (leaving the transcribing to the teacher)
- For all students to participate in the writing process
- To motivate students to write more with increasing confidence and competence
- To create a common text for students to refer back to when writing independently (the text has greater meaning as students contributed to it)
- To explicitly teach strategies for planning, drafting, revising, editing and publishing
- To create and reinforce several writing habits, including rehearsing sentences before recording, re-reading texts during and after composition to assess for content, sentence flow, word choice, etc., and/or orally segmenting a word to hear all the sounds before scribing
- To set students up for writing success in future independent tasks
- To make the writing process visible and concrete

Duration and Frequency

Shared and interactive writing are useful tools at any grade level and can be used throughout the school year with the whole class or even with small groups who may need a little more support. Shared and interactive writing lessons should be briskly paced and the recommended lesson duration is between 5 to 20 minutes, depending on Key Stage, lesson objective, and student needs. Shared and interactive writing should occur during the literacy block; however, several other opportunities for these instructional experiences exist throughout the school day and across subject areas. While many experts agree that shared and interactive writing should occur on a regular basis, particularly for Key Stage 1, the frequency will depend on instructional foci, the stage of the gradual release of responsibility, the stage of the text-type study, and the level of responsibility students are ready to assume. For example, if the instructional focus is the trait of sentence fluency, specifically the sub-skill of using connectives, and instruction is only just beginning in this trait, the teacher should begin at stage one of the gradual release of responsibility by modeling the use of connectives and by using a think aloud to express the thinking habits of proficient writers. At this time, it would not be realistic to expect students to assume any responsibility for the writing process in that particular objective. As students become more familiar with the trait and sub-skill and have observed the teacher's modeling, instruction will shift into shared and interactive writing.

## Key Components of Shared and Interactive Writing

Addressing Misconceptions

The chart below will clarify some common misconceptions related to shared and interactive writing.

| Shared and Interactive Writing are … | Shared and Interactive Writing are not … |
|---|---|
| ✓ A short mini-lesson with a focused teaching point based on the instructional needs of the students<br>✓ Lively and engaging for students<br>✓ The second phase of the gradual release of responsibility, serves as a gateway to guided and independent writing<br>✓ Together, the students and the teacher compose a text that is clearly visible to all<br>✓ A time to expose students to the writing process and provide them with a safe environment to take risks as | × Merely scribing for students, writing down their ideas verbatim like an enthusiastic secretary – teachers need to shape and guide the writing and prompt students, or make suggestions for the language they're struggling with. Likewise, interactive is not when students take full responsibility and transcribe the text entirely – they may write a single letter, a word, a phrase, or a sentence depending on ability and instructional focus (e.g., a child who has not yet developed a knowledge of the alphabet can still participate by showing where a |

writers
- ✓ One planned instructional strategy for each mini-lesson to expose students to the traits of writing and the writing process; however, other teachable moments may arise in the lesson
- ✓ A teacher and student collaborative writing experience, in which the students assume some responsibility of the writing process and work together to compose a text of greater complexity than what they can do independently
- ✓ A time for all students, regardless of ability, to feel like writers as they contribute ideas and/or write letters, words, phrases or sentences
- ✓ A learning opportunity for students to benefit from discussing with peers and listening to and learning from others (whole group interactive teaching)
- ✓ Supporting and extending students' thinking processes related to the lesson objective and at particularly tricky points of the writing process
- ✓ A time for all voices to be heard and for all ideas that make sense to be incorporated into the text

space goes between words)
- × A maxi-lesson, more than 20 minutes in length, in which the teacher attempts to tackle multiple instructional foci and extends beyond student attention
- × Only an instructional strategy for Early Years and Key Stage 1; because shared and interactive writing are critical instructional steps in the gradual release of responsibility, they are essential for writers of all ages
- × Decontextualizing writing skills (e.g., writing sentences in isolation related to a particular grammar concept, such as using speech marks)
- × A text that is written by the teacher ahead of time, recorded on chart paper or the SmartBoard, and then presented to students. A key aspect of shared and interactive writing is the joint composition and participation of the students and the teacher
- × An opportunity for the teacher to deliberately make errors – if errors happen to be made during transcribing, the teacher should discuss and model what a proficient writer does to revise or edit (e.g., use ^ to insert a missed word, put a line through a duplicated word, add an 's' to the end of a word if left off by accident)

<u>Roles and Responsibilities</u>

Each stakeholder has specific roles and responsibilities within shared and interactive writing. The roles and responsibilities of the teacher, students, and administrator are set out in the chart below:

| The Teacher | The Students | The Administrator |
|---|---|---|
| • Identifies a clear instructional focus based on student need (from assessment data)<br>• Uses prompts and cues to encourage students to apply new skills and strategies; asks questions that help students apply new skills in writing and use higher-order thinking skills<br>• Promotes development of writing skills both in the process of writing and in the use of the elements of effective writing<br>• Creates authentic and meaningful writing opportunities for students to engage in writing (e.g., involving real-life situations or activities of which students have some prior knowledge or experience)<br>• Sets routines and expectations for shared writing (e.g., effective talk partners, attentive listening behaviours, etc.) and creates a | • Learn by listening and watching carefully<br>• Engage in conversation to generate and contribute ideas to the text when they are ready so that the teacher then scribes; or in interactive, participate in scribing when invited<br>• Behave like writers<br>• Apply and practice previously modeled writing behaviours<br>• Practice writing in a safe, supportive, and authentic environment, allowing themselves to take risks and make mistakes<br>• Develop the confidence to write increasingly complex texts<br>• Experience writing through a variety of genres, text-types and forms<br>• Read the composed text together, checking/revising what they have written and deciding what, if | • Ideally, creates a timetable in which all classrooms have a daily, uninterrupted 90 minute literacy block so all aspects of balanced literacy can occur each day<br>• Ensures teachers have access to necessary shared and interactive writing resources<br>• Regularly monitors the quality of shared and interactive writing instruction, encouraging reflection and providing feedback as well as support and guidance when necessary<br>• Encourages teachers to collaborate within year levels and across divisions to share ideas and create engaging and interactive writing lessons<br>• Encourages teachers to engage in reflective practice with questions like:<br>- Do you think your students are engaged in the writing lessons? |

| | | |
|---|---|---|
| safe and authentic writing environment<br>• Consistently schedules shared writing lessons<br>• Displays the completed text at eye-level so that students may revisit the text over and over again<br>• Makes cross-curricular links to other subject areas<br>• Makes ongoing observations and assessments of student progress and selects foci for future shared and interactive writing lessons that address identified needs<br>• Reflects after the lesson on students' progress and next steps for instruction | anything, needs to be fixed and/or written next<br>• Revisit the collaborative text independently and use it as a model for their own writing | - How are you connecting writing objectives to other aspects of your literacy programme and instruction?<br>- How did you determine the teaching foci?<br>- What methods do you use to record observations of students' understanding and writing behaviours in shared and interactive writing sessions?<br>- How often do you conduct shared and interactive writing lessons?<br>- How does shared and interactive writing support all writers in your classroom? |

## Areas of Instructional Focus

Each shared and interactive writing lesson must have a very clear instructional focus. The areas of instructional focus for shared and interactive writing are based on the 6 + 1 traits of writing, the writing process, the behaviours of a proficient writer, as well as on the assessment of student needs. Additionally, year level Programmes of Study should be referenced when planning lessons and identifying areas of instructional focus.

Some **general** examples of areas of instructional focus may include, but are not limited to:

| Writing Trait or Process | What It Means / What It Looks Like |
|---|---|
| Ideas | The content:<br>Finding a topic, focusing the topic, developing the topic, using details<br><br>In Year 1, the teacher takes students on an internal field trip to various locations around the school and playground. After each exploration, the students return to the classroom and discuss the places they visited, as the teachers records their ideas in words and pictures on chart paper (finding the topic). Together, the class selects one event as the small moment to write about in greater detail (focusing the topic). |
| Revising | "Make it better"<br><br>In Year 5, the teacher and students return to a text composed in a previous shared writing lesson to revise for word choice. As the class reviews the text, the teacher prompts students to select stronger vocabulary, more subject-specific terminology, and/or a wider variety of word choices. Using standard revising marks, the teacher makes student-suggested changes on the chart paper. |
| Presentation | The physical appearance of the piece:<br>Applying handwriting and spacing skills, using word processing skills, using white space effectively, incorporating text features.<br><br>In Reception, the teacher uses a spaghetti and meatball analogy to help students with their spacing of letters within words and spaces between words. The teacher asks students to hold the spaghetti strings (e.g., a thin strip of yellow paper) between letters as she/he scribes a simple sentence developed by the students. The teacher also asks students to hold the meatball (e.g., a red circle taped to a popsicle stick) between words. |

*Refer to year level Programmes of Study for specific learning objectives.

## Materials

In order to facilitate effective shared and interactive writing, teachers need an abundant supply of chart paper and markers of varying colours. Although the teacher may opt to use the SmartBoard or Promethean Board in shared or interactive writing from time to time, it is highly recommended to use chart paper so that the collaborative text can be posted in the classroom for student referral and use. An easel may be helpful to ensure that the chart paper is displayed at an appropriate height and is clearly visible to students to foster easy participation in scribing during interactive lessons. An area where students can sit in close proximity to each other and the teacher (e.g., carpet area) is also highly recommended for students of all ages. Other resources that will benefit students during shared and interactive writing lessons include access to a classroom word wall and/or alphabet chart, magnetic letters, and a pointer for re-reading the shared composition.

## Genres and Forms

The Scope of Performance Tasks integrates several genres and forms across year levels. Each year level has a recommended genre and/or form (when applicable); in addition to the single recommendation, teachers are also encouraged to incorporate a wider variety of genres/forms into the writing classroom to allow students the opportunity to write for a broader range of audiences and purposes. Some genres and forms include:

**Genres**

Categorizations of fictional or non-fictional texts organized by literary style, structure, or theme

- Biography
- Autobiography
- Adventure
- Fable
- Magazine articles
- Fairy tale
- Fantasy
- Folk tale
- Ghost story
- Websites
- Historical fiction
- Humour
- Informational text
- Legend / myth
- Letters
- Memoir
- Mystery
- Poetry
- Science fiction
- Interviews

**Forms**

The way in which a text-type is presented

- E-mail
- Diary
- Blog
- Invitation
- Magazine article
- Interview
- Manual
- Short story
- Diamante
- Logo
- Announcement
- Journal
- Website
- Business letter
- Newspaper article/report
- List
- Advertisement
- Picture book
- Novel
- Sign
- Maps
- Eyewitness report
- Brochure/pamphlet
- Script (e.g., play script, radio script, podcast script)
- Editorial
- Diagram (with labels)
- Menu
- Free verse
- Storyboard
- Song
- Poster
- Charts
- Memo
- Caption
- Survey
- Recipe
- Haiku
- Comic
- Note / card

## Planning for Shared and Interactive Writing

Unlike shared reading, shared and interactive writing lessons need not progress through several sequential lessons. A shared or interactive writing mini-lesson may stand on its own; however, there are times when composition of the text through shared or interactive lessons would span across several consecutive lessons. Teachers are reminded to use the gradual release of responsibility when planning text-type units and writing mini-lessons and to reflect on student achievement as students are gradually given more responsibility for the writing. Formative assessment is essential.

## Planning Checklist to Conduct Effective Shared and Interactive Writing Lessons

In order to create effective shared and interactive writing lessons, teachers need to consider the following (not all criteria will be present in every individual lesson):

Teacher Preparation

- Plan for whole-class instruction or plan for a small group based on similar identified needs
- Select an instructional focus targeting an identified need (see *Programmes of Study* section)
- Consider the prior knowledge and experiences of students so they can be active participants in the writing process (create a shared experience if necessary)
- Estimate the number of lessons students will need to acquire a deep understanding of the instructional focus and plan for seamless connections if continuing text composition over several days
- Consider and select an appropriate form that matches the instructional foci and text-type of study (see *Genres and Forms* section), ensuring that students are exposed to a wide variety of forms throughout shared and interactive lessons
- Prepare materials (e.g., chart paper, markers, picture prompts, previously read mentor text, previously co-created anchor charts, etc.)

Before Writing – **"Minds On"** – To promote successful writing by ensuring learner readiness and building excitement for the text

- Activate students' prior knowledge of the text-type, genre, and/or form of the writing and the topic
- Use a creative hook to get students interested and create excitement before writing
- Facilitate an opening discussion, focusing on appropriate pre-writing activities and/or writing skills (e.g., brainstorming topics, selecting a form, activating schema/prior knowledge, writing behaviours, trait sub-skills, etc.)
- If a mentor text has been previously examined, review or facilitate a discussion of the author's craft
- If a continuation of the shared composition is underway, re-read what has already been written

During Writing – **"Action"** – To think like a writer, to generate ideas, to apply the lesson objective, and to collaboratively compose a text with teacher support

- Ensure all students can clearly see the text
- Explicitly state the writing focus and lesson objective
- Teacher may briefly model and think aloud to highlight important concepts, strategies, and behaviours
- Teacher encourages students' oral participation and idea generation (e.g., through talk partners) and scribes their suggestions or invites students to have a turn scribing a portion of the text
- Teacher prompts, questions, and extends student ideas and intersperses their contributions with his/her own think alouds in an effort to encourage student reflection on next steps
- Teacher and students read and re-read written text to aid continuity and flow and make suggestions for improvement (e.g., "We've used the word 'said' too often. Let's change that.")
- Teacher and students refer to previously co-created anchor charts
- Scaffold and support students when necessary

After Writing – **"Consolidation"** – To review the text, to reflect on writing and the writing process, and to revisit the instructional objective

- Read the collaborative composition
- Revisit purpose for writing (focus) and discuss how it strengthened the text or helped as a writer
- Students share their new learning and engage in self-assessment
- Facilitate interactive dialogue by asking pointed questions for reflection

- Set students up for relevant application, extension, or independent activities

Extension & Follow-Up

- Make text available for students to refer to when writing independently
- In subsequent sessions, the teacher may type a copy of the text created during shared or interactive writing and have students work in small heterogeneous (mixed) groups to revise the draft for a specific trait. After small groups complete their revisions, further revisions can be made as whole class to the original text on chart paper. Alternatively, in younger year levels, the teacher may opt to only revise the text in an additional whole group shared experience.
- Teacher reflection, questions like:
    - What did I teach?
    - Do we need to revisit the same text? (e.g., adding ideas and content, revising and editing, adding text features, etc.)
    - What did my students learn? Do my students see the value of what they learned?
    - What do my students still need to learn? Are my students ready to apply the writing focus independently?
    - Will what I have planned for tomorrow be effective? Or should I make any changes to my plans?

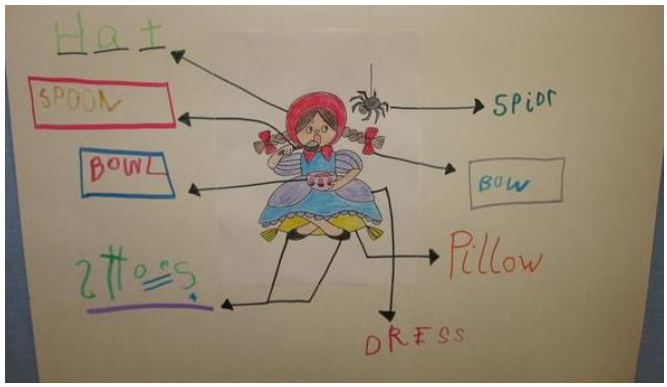
Sample Detailed Lesson Plan (Year 1)

# Lesson Plan

**Instructional Setting:** Whole class instruction (Interactive Writing)

**Objective:** Students will generate and provide ideas for labels of a familiar character from Shared Reading and participate in the writing process by scribing a letter, digraph, or whole word that is phonetically plausible. Students will practice proficient writer behaviours by orally segmenting words before writing.

**Time:** 10 to 15 minutes




**Materials and Resources:**

- Text: *Little Miss Muffet* (written on chart paper)
- Chart paper with Miss Muffet illustration
- Markers

**Prerequisite Knowledge and Skills:** In a previous shared reading lesson, students have been introduced and have become familiar with the character, Little Miss Muffet. Using a familiar text will provide students with a common topic to write about and ensures they have adequate prior knowledge to be active participants in the interactive writing lesson. Students have already been exposed to phonemic awareness skills, including oral segmentation, and have an understanding of the alphabetic principle (phonics).

## THE LESSON

**Teacher Preparation:**

- Before beginning the lesson, ensure that the chart paper is placed in an area that is easily visible and accessible to students. Secure the adequately sized illustration of the character to the centre of the chart paper and draw arrows to the parts of the picture that will be labeled.

**Before:**

- Together with the students, re-read *Little Miss Muffet*. Ensure crisp pointing and model 1:1 matching during reading.
- Remind students of the tricky vocabulary used in the text (e.g., tuffet, curds and whey).

**During:**

- Link before activity and state the lesson objective: *"Today we will write together as a class to label a picture all about Miss Muffet. Your job is to develop the ideas for our labels and together we'll take turns writing the labels on our diagram. Before we write our labels, we want to stretch out our words to hear all the sounds and then do our best to write those letters."*
- Teacher models and expresses writer's thoughts using a "think aloud" strategy. *"I see an arrow coming from the pillow (remember, this is what the text calls 'her tuffet') so I need to write a label for it. Let me stretch out the word 'pillow' so I can hear all the sounds."* Teacher segments 'pillow' and counts the sounds on his/her fingers. Teacher slowly repeats sounds and slowly records the appropriate graphemes.
- Have students talk to a partner to discuss words that could be used as labels for the other arrows.
- Point to the hat. Ask a student what word they used to label that part of the diagram. Have all students orally segment the word and count the number of sounds on their fingers. Agree that there are three sounds in the word 'hat'. As a scaffold, draw three lines (one sound per line) where the label belongs. Ask one student to come use the marker to write the label. As this student writes on the chart paper, encourage the remaining students to use their finger to "write" the word on the carpet in front of them or on the palm of their hand.

- N.B.: The teacher needs to consider developmental abilities when selecting students to record during interactive writing. For this example, a student with a name beginning with 'H" may be asked to record the first letter and only the first letter. Alternatively, a student, regardless of name, may write the first letter and the teacher can finish the word. Furthermore, a student can attempt to write the whole word if it is an appropriate challenge.
- Continue a similar process to write labels for the remaining arrows of the diagram, providing prompts, questions, and supports when necessary. Remind students to use the class alphabet chart or Jolly Phonics placards.
- Read the labels of the finished diagram.

**After:**

- Formative assessment. Provide students with mini-whiteboards and markers. Then, provide students with a short word (e.g., easily segmented) that could be added to the diagram (e.g., hair, leg, web, hand). Have students orally segment the word, write the word on their mini-whiteboard and hold their mini-whiteboard up in front of their chest. Continue process with a few words.
- Observe students' ability to complete this task, accurately segmenting and making phonetically plausible attempts, and use it to inform future whole class and small group instruction.

Sample Detailed Lesson Plan (Year 3)

# Lesson Plan

**Instructional Setting:** Whole class instruction (Shared Writing)

**Objective:** Students will generate and provide ideas for sentences that are of different lengths to compose a text together as a class. Students will observe as the teacher scribes their ideas and listen to any teacher "think alouds" describing what a good writer does.

**Time:** 15 to 20 minutes

**Materials and Resources:**
- Chart paper
- Markers
- Sentence chart (*see below*)
- Previously co-created anchor chart on connectives to refer to throughout the lesson

**Prerequisite Knowledge and Skills:** Recently, students went on a field trip to Pedro Castle. This shared experience will allow students to collaborate on a text because all participants have prior knowledge regarding the subject. Students have participated in previous lessons on the sentence fluency sub-skill of using connectives to make longer, more complex sentences. The anchor chart created in one of these sessions will be used as a scaffold and reminder to students throughout this shared writing lesson. Routines and expectations for talk partners have previously been established and practiced to ensure meaningful engagement, discussion, and idea sharing throughout lessons.

## THE LESSON

**Teacher Preparation:**
- Before beginning the lesson, ensure that the chart paper is placed where it is clearly visible to all students.

**Before:**
- Have students close their eyes and visualize the class trip to Pedro's Castle. Encourage students to think deeply about all the small moments that made up the day.
- After independent thinking time, have students talk to a partner and share vivid details of events they remember from their day at Pedro's Castle.

**During:**
- Link the Before Activity and state the lesson objective: *"Today we will write together as a class about our field trip to Pedro's Castle. Your job is to develop the ideas of our text and my job is to record your fabulous ideas and together, we'll write a text that recounts our field trip. As we write, we want to ensure that our reader will be engaged when reading our text. One way to do this is through the trait of sentence fluency. Remember, one part of sentence fluency is writing sentences of different lengths – some long sentences, some short sentences, and some teeny tiny sentences."*
- Prompt students to consider potential audiences for the class' writing (e.g., younger class, parents, principal, hosts at Pedro, newspaper, etc.) and work together to agree on an audience.
- Prompt students to develop a sentence for the first event of the Pedro trip. Remind students to refer to the anchor chart for connectives when creating their sentence. Have students talk to a partner and share their sentence ideas and help each other develop a quality sentence.
- Ask one partnership to share their sentence. Teacher scribes the sentence on chart paper, prompting, questioning, and extending student thinking if necessary and offering suggestions or improvements if needed.
- Re-read sentence with students and count the number of words used. Record that number in a sentence chart.

| Sentence | Words in Sentence |
|---|---|
| 1 | 5 |
| 2 | 9 |
| 3 | 1 |
| 4 | 7 |

- Prompt students to develop a sentence for the second event of the Pedro trip, but tell them it needs to be of a different length than the previous sentence – either longer or shorter. Repeat sharing, scribing, re-reading, counting, and recording process (as above).
- Introduce the concept of a one word sentence to students and explain why an author would choose to use a sentence so short. Ask students to talk to a partner about a single word sentence that would be appropriate at that point in the text. Repeat sharing, scribing, re-reading, counting, and recording process (as above).
- If time permits, continue same process for events 3 and 4, prompting students to develop sentences of differing lengths.
- Together as a class, read the completed text.

**After:**

- Return to the lesson objective and engage students in self-reflection.
- Ask: How will you use sentences of different lengths in your own writing? Have students talk to a partner first and then select a few students to share with the whole class.

Sample Detailed Lesson Plan (Year 4)

# Lesson Plan

**Instructional Setting:** Whole class instruction (Interactive Writing)

**Objective:** Students will generate and provide ideas for a "two-word justification" reading response to a familiar and previously read text. Students will observe and listen to the teacher as he or she scribes and utilizes the "think aloud" strategy to describe what a good writer does.

**Time:** 10 to 15 minutes

**Materials and Resources:**

- Text: *Chester* by Melanie Watt (read in previous read aloud lessons)
- Chart paper
- Photo of familiar characters (e.g., TV, movie, etc.) projected on SMART Board
- Two-Word Justification Success Criteria co-created anchor chart
- Two-Word Justification response composed in modeled writing lesson(s)

**Prerequisite Knowledge and Skills:** In previous read aloud lessons, students have become familiar with the book character Chester and are asked to gather together to practice writing a response so they can eventually use this response format independently. In a previous lesson, students observed the teacher compose a two-word justification response in modeled writing and have co-created a success criteria chart.

## THE LESSON

**Teacher Preparation:**

- Ensure that students have developed a deep understanding of the text and the character so they can contribute ideas to the response.
- Before beginning the lesson, ensure that the chart paper is placed in an area that is easily visible to students. Prepare the photo of the familiar characters in a SMART Board Notebook.

**Before:**

- Project photo of familiar characters onto the SMART Board (e.g., Austin and Ally from the Disney Channel).
- Engage students in talk partners to discuss and make a list of single words that describe Austin or Ally or both. Teacher may need to model this first. For example, "talented" or "funny." Students may choose to make a list orally or to write their list on a whiteboard or paper.
- Have students share their descriptive words with the class.

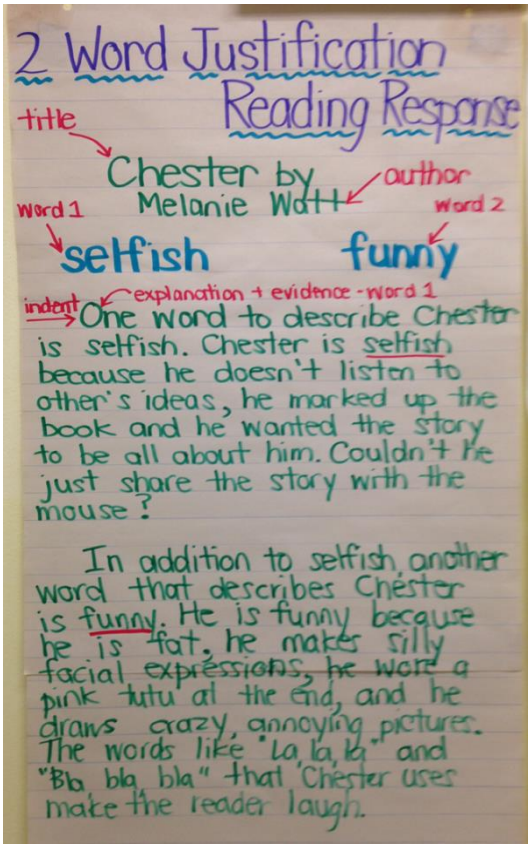
**During:**

- Link to the before activity and state the lesson objective: *"Today we will use the same strategy of describing a character using a single word, like we did with Austin and Ally, to write a response to the text we've already read,* Chester. *But, we'll also need to provide details about Chester the cat to support the words we choose. This is called a two-word justification response. Today, we'll write together so that later you can use this response with any book you read during independent reading."*
- To activate students' prior knowledge about the character Chester, complete a quick picture walk.
- Engage students in talk partners to discuss single words that describe Chester (For example: *selfish, humorous, funny, curious, self-centered, confident, clever, stubborn,* etc.) Have students share their words with the class as the teacher records them on a whiteboard or chart paper.
- Together, have the class select the two words they'd like to write about (e.g., *selfish, funny*).
- Prompt students to refer to the Success Criteria anchor chart and the response composed in modeled writing to determine how to start the response (e.g., title of book and the author). Invite a student to write this portion of the response on the chart paper.

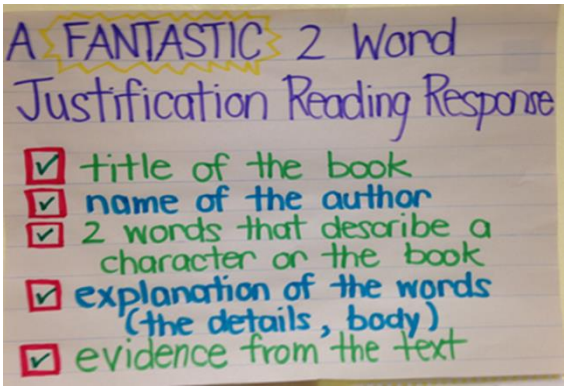
- Prompt students again to refer to the Success Criteria anchor chart and the response composed in modeled writing to determine how to continue the response (e.g., the two selected words). Invite a student to write this portion of the response on the chart paper.
- Prompt students to develop a topic sentence for the first paragraph and provide students with time to talk to a partner. Ask one partnership to share their sentence, prompting and extending if needed. Teacher shares the marker with one student from that partnership to record the topic sentence for the class' composition.
- Prompt students to develop supporting details to justify that word using evidence from the text. Have several partnerships share their evidence with the class, prompting and extending if needed. Teacher scribes students' ideas on chart paper to complete the paragraph.
- Continue same process for the second descriptive word.
- Together as a class, read the completed text.

**After:**

- Assessment as Learning. Ask students to talk to a partner and assess the collaborative text through 2 stars and a wish. Prompt students to use the Success Criteria anchor chart when developing the stars and to think critically when developing the wish. Have students share their responses with the class.




Sample Two-Word Justification reading response for *Chester*, not created in an interactive writing lesson (sample taken from a modeled writing lesson).




Sample co-created Success Criteria developed in previous modeled writing lessons.

**Sample Planning Tools for Effective Shared and Interactive Writing Lessons**

**Lesson Plan**

| **Date:** | **Year:** |
|---|---|
| **Part 3 (of Literacy Block): Shared or Interactive Writing** (approx. 10 to 15 mins) | |
| **Assessment Focus / Writing Trait / Writing Process:** | |
| **Lesson Objectives & Assessment:** | **Resources:** |

**The Lesson**

**Before Writing** (activate prior knowledge, build excitement, scaffold, partner talk and discussion, etc.)**:**

**During Writing** (establish purpose for writing and clearly state instructional objective, plan for collaborative writing, teacher prompts, questions and praises, teacher scribes students ideas OR shares marker with students):

**After Writing / Plenary** (Read collaborative text, consolidate learning, and reflect)**:**

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