Humble ISD 2011-2012
Kindergarten Interactive Writing

I have come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s experience miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal.

HAIM GINOTT

Interactive Writing
Interactive Writing is a cooperative instructional activity during which teacher and students jointly compose and write text. The teacher uses Interactive Writing to model reading and writing strategies as he/she engages children in creating text. Interactive Writing provides a unique opportunity to help children see the relationship between reading and writing.

Writing Workshop
To launch this unit and the yearlong writing workshop, we will demonstrate our writing, and induct children into the structures and expectations of a writing workshop so that even in its opening days, children carry on with independence, making decisions without a teacher micro-managing their every step. This is only possible if the work is accessible enough for all children to do it easily and happily. Our goal is to offer children the opportunity to bring their lives to school and to put their lives on the page. At first, we’re especially cultivating rich conversations, lots of storytelling, and detailed drawings. We definitely DON’T want children to limit what they say and think because of concern for spelling or penmanship. We want to teach all children that the writing workshop is an opportunity to make and convey meaning.

At the beginning of school, we have no alternative but to begin with what our children can do easily. We need to approach the first weeks of school determined that we will be perfectly happy if, at the end of the first few days, the workshop is a well-managed place, full of children who work with independence and initiative, even if no one has yet done much actual writing! During the very first days of writing workshop, then, it is important to avoid focusing on letters and sounds. Your teaching won’t prevent children from writing conventionally, but it should lessen the pressure and allow every child to carry on, doing whatever they can do easily (even if this is only drawing). Then, once the workshop feels like it is humming, you can intervene and teach in ways that lift the level of your expectations and of your children’s work. (Caulkins; Units of Study for Primary Writing)

Writing Workshop and Interactive Writing are two separate writing components occurring at two different times in the schedule. Begin this unit by introducing Interactive Writing during the first week of school and then add Writing Workshop to the schedule starting the second week of school.
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PURPOSE OF INTERACTIVE WRITING
Teacher and children work together to compose messages and stories; teacher supports process as scribe and/or using a “shared pen” technique that involves children in the writing.

SCHEDULE: Daily, 20 minutes

<table>
<thead>
<tr>
<th>Values</th>
<th>Research</th>
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</thead>
<tbody>
<tr>
<td>• Demonstrates how writing works</td>
<td>Goodman, Y. (1984)</td>
</tr>
<tr>
<td>• Provides opportunities to draw attention to letters, words, and sounds</td>
<td>Holdaway (1979)</td>
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<tr>
<td>• Enables children’s ideas to be recorded</td>
<td>McKenzie (1986)</td>
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<tr>
<td>• Creates written language resources for the classroom</td>
<td>Sulzby (1985)</td>
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<tr>
<td>• Demonstrates concepts of print, early strategies, and how words work</td>
<td>Button, Johnson, &amp; Furgerson (1996)</td>
</tr>
<tr>
<td>• Provides opportunities to hear sounds in words and connect with letters</td>
<td>McCarrier &amp; Patacca (1994)</td>
</tr>
<tr>
<td>• Helps children understand “building up” and “breaking down” processes in reading and writing</td>
<td>Pinnell &amp; McCarrier (1994)</td>
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<tr>
<td>• Provides opportunities to plan and construct texts</td>
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<tr>
<td>• Increases spelling knowledge</td>
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<tr>
<td>• Provides texts that children can read independently</td>
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Organization of Space:
- Group meeting space
- Ample room between the space where children sit and the easel
- Prominently displayed:
  - name chart (help students make connection; ex. "Dog starts the same as Daniel"
  - alphabet linking chart
  - word wall easily seen from group area
  - completed or in-progress pieces of interactive writing
- Children’s attention should be continually drawn to the print resources on the walls-children search for connections.

Equipment, Tools, and Materials:
- Easel
- White or light-colored butcher paper or large construction paper in white or light colors or chart paper to write on
- Broad-tipped thick markers that do not bleed through the paper (use dark colors easily seen)
- Correction tape
- Magnetic letters
- Magna doodle or small white board to show children letter forms or words
- Pointers

Beginning Interactive Writing
Interactive writing:
- can be used for many different purposes, from creating stories that the children can read, to making labels, to writing directions and informational pieces.
- can be used at any time during the instructional day and in any content area – just remember your instructional language arts focus – not content!
- provides a context within which the teacher can provide explicit instruction in composing text, using the conventions of written language and learning how words work.
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Steps of an Interactive Writing Mini-Lesson

| Step 1: | Students are seated on the floor in front of the chart paper, which will be used for writing. The alphabet chart and the word wall need to be accessible for student reference. Set a timer for 15 minutes. |
| Step 2: | Teacher initiates a brainstorming discussion about a shared experience (classroom activity, fieldtrip, curriculum, etc). |
| Step 3: | Discuss with the students what they want to write about and how to start the writing piece. |
| Step 4: | Negotiate with students the content and structure of the text. If the story negotiated is more than one sentence the teacher may want to write the negotiated text down on a sticky note to remember it. Each interactive writing lesson is about 1 sentence long but very learning intensive. |
| Step 5: | Have the students repeat aloud the text that will be written in the current lesson several times. Repeat it by:  
  - The teacher says it.  
  - The teacher and students say it together. Listen and look for all students participating.  
  - Say let’s repeat it together. Everyone needs to say it (reluctant learners are often the ones who don't continue repeating it with the group--prompt them to say it each time).  
  - Let's count how many words. Say it again and count fingers.  
  - Let's plan our page. This means the teacher points to the paper where the sentence will be written approximating the line spacing by touching the paper once for each word then jumping to the spot where the next word will go. This reinforces 1:1 matching and concept of a “word”. |
| Step 6: | Choose a student who will be successful to come to the paper and write a letter, part of the word, whole word, or part of the text. Some words may need to be written by the teacher because of their difficulty. Use a wide tip marker. The color should be dark (avoid red, orange, and yellow) and consistent throughout the text. |
| Step 7: | Use various methods to help children think about words and how they are made, such as sound boxes, analogies, stretching words, word patterns, spacing, conventions, letter formation, high frequency words, reference the word wall, clapping syllables, adding s for plurals, capitals for names, etc. Select a few teaching points to emphasize. |
| Step 8: | Encourage group responses with students forming letters in the air, whispering letters, etc. Use a small whiteboard or magna doodle to show children letter forms or word. |
| Step 9: | Always validate students’ attempts. |
| Step 10: | Use white correction tape for mistakes. Make corrections when the error occurs. (All spelling should be correct as this writing is used for reading. Teacher will “fill in” letters/sounds for students.) |
| Step 11: | After each word is written, teacher and students fluently re-read while tracking the text. Re-reading supports student learning. |
| Step 12: | When the timer goes off, the teacher completes that portion of the text. Students then re-read the full text with fluency and expression. |
| Step 13: | Repeat the process with new sentences until the desired text is completed. |
| Step 14: | When the piece the students are composing is completed, display the writing in a way that allows for continued use as a familiar text for shared reading or independent reading. The teacher can return to the text to emphasize 1 or 2 quick teaching points – as a reminder to students and to link to during writing workshop -independent writing. |

If possible display 2 weeks at a time of interactive writing. Students can:
- reread as familiar reading
- identify known words/letters
- read and illustrate
- practice one to one match

Step 15: Have Fun!

Adapted from Interactive Writing by Andrea Mccarrier, Gay Su Pinnell, and Irene C. Fountas
Getting Started with Interactive Writing

**Teaching Tips:**
1. Create a meaningful shared experience that will help children have something to talk and write about.
2. Set the goal of writing one sentence each session.
3. Engage children in discussion and let them know that you are going to decide together on something to write. Make it clear that it’s their job to offer suggestions and that the final decision will be made after you have talked about the topic.
4. Don’t let the discussion go on too long; begin to bring together some alternatives. Select from their responses one that several children have touched on and that they all understand and can articulate.
5. Have them repeat the message several times, saying, “That’s what we’re going to write.”
6. Explain the task clearly, saying, “This is a different kind of writing.” Talk about what writing together means, emphasizing the following points:
   - We all decide what we are going to say.
   - We say it together.
   - We write it down together.
   - Sometimes the teacher writes and sometimes children help with the writing.
   - Not everyone will get a turn every day but, over time, everyone will get a chance to contribute to the writing.
   - It’s important for everyone to pay attention and to reread together.
7. Engage children in the construction of the text, word by word.
8. Select a few teaching points.
9. Reread the text while constructing it.
10. After writing the text, revisit it to emphasize the principle involved (for example, using a word you know to write a new word or saying the word slowly to listen for the sounds.)
11. Remind children to use what they learned today in interactive writing, in their own writing.

**Preparation Consideration:**
- See attachment for possible teaching targets/focus during and after writing.
- Use data from HERSI testing (CAP, Dictation, PA, LID) to help make decisions about instructional focus.
- Reread writing from prior interactive writing (reread several days/sentences) before starting the current day’s writing. As the writing becomes familiar to children, consider making each child their own copies of the writing to use for familiar reading.
- Link to independent writing. *You can do this when you write by yourself.*
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Interactive Writing Lesson Targets

Each “Lesson” is intended to span across several days.

(Week One will begin with Interactive Writing. Week Two will introduce Writing Workshop.)

**Lesson 1 – Target:** Make connections between names and other words (That word starts like Tommy.) (3C,D/4A,C) Recognize and locate words (names) (3C, D/4A,C) Identify the letters in my name (18C/5A)

Develop a first name chart with the children.
- Name charts can be made on chart paper or can be written on cards and placed in a pocket chart. The teacher always writes the names.
- Show first names only, grouped alphabetically by the first letter of each name.
- If using chart paper, print the first letter of each name in a color that contrasts with the rest of the letters. Circle each group (all A names together etc.).
- If using the pocket chart, hand each child their name and call out each letter of the alphabet, having students whose name begins with that letter bring their name to the chart.

**Lesson 2 – Target:** Make connections between names and other words (That word starts like Tommy.) (1A/4C) Recognize and locate words (names) (3C,D/4A,C) Identify the letters in my name (18C/5A)

Begin a big book about children in the class; use photographs and names. Write the first part (I see ___ [name]). This may take place over several days.

**Lesson 3 – Target:** Understand that there is a relationship between sounds and letters (3A, 18A/2A-B, 5A)

Make labels/captions for items in the classroom and/or a list of “ways we work together in our room” (Example: “We do our best work. We take good care of materials. We speak with inside voices.”) or directions for a routine or center/workstation in the classroom. Write one sentence a day extending this lesson across several days.

**Lesson 4 – Target:** Understand that there is a relationship between sounds and letters (3A, 18A/29B, 5A) Continue making links to student’s names and the text (1A, 3C,D, 18C/4A,C, 5A)

Write the first line of your retelling of a familiar nursery rhyme. Continue writing over the course of several days.

**Lesson 5 – Target:** Understand the difference in a letter and a word (1D/4A) Continue making links to student’s names and the text (1A, 3C,D, 18C/4A,C, 5A)

Predict cause and effect or explain the reasons for an event. (Example: “Why do you think Humpty Dumpty fell off the wall?” Using interactive writing, list the possibilities. (One short sentence a day.)

**Lesson 6 – Target:** Begin pointing to words (1C/4A) Learn to read and write words I see a lot (3C,D/4A,C)

*Write a description of a shared experience/class news.
  - Science Concepts (Ex. Things That Sink: Things That Float)
  - Retelling of a favorite story
  - Classroom news
  - Children can label artwork, write rules and directions, label places and materials, write letters, and make lists of things to do

(Reference the Kindergarten report card and Humble ISD 2010-2012 Vertical Alignment Terminology/Skills for State Writing Standards)

Interactive writing will continue daily for the entire school year. The teacher will choose lesson focus/targets based on students’ needs and TEKS. Refer to the Units of Study Phonological Awareness, Word Study and Print Awareness sections to link/identify learning targets and set focus for Interactive Writing. (TEKS/ELPS)
Continuing Targets/Focus-First Semester For Interactive Writing

Reading Process
- Segments sentences into words
- Hears the different parts of a word (syllable)
- Hears and says the beginning sound of a spoken word
- Understands that print carries a message
- Understands that reading print follows directional rules (left to right, top to bottom, first and last)
- Understands differences between letters and words
- Identifies letters and sounds they represent

Writing Strategies/Conventions
- Participates and contributes in Shared/Interactive Writing
- Uses ABC chart, word wall, and books as resources for sound-letter
- Writes letters with correct formation (may interchange upper and lower case letters when writing)
- Can stretch words to hear and write the sounds

Working With Emergent Readers/Writers in Interactive Writing:
- Help children compose and remember simple text by repetition.
- Bring children’s attention to print.
- Talk about where to start and where to go.
- Talk about how to make letters (verbal description).
- Have children say words slowly.
- Link letters, especially consonant sounds, to names.
- Have children write in consonant sounds they hear and/or connect to names.
- Emphasize easy high-frequency words.
- Write in capital and lowercase letters.
- Use and bring attention to simple punctuation.

(Reference the Kindergarten report card and Humble ISD 2010-2012 Vertical Alignment Terminology/Skills for State Writing Standards)

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Prompting for Word Solving in Interactive Writing

During interactive writing: brief interactions

To teach for sound analysis:

- Clap the parts you hear.
- Listen for the parts.
- Listen for the sounds you hear in the first part.
- Say the word slowly. What do you hear first?
- Listen for the consonant sound at the beginning, at the end, in the middle.
- Listen for the vowel sound in the middle, at the beginning, at the end.
- Listen for the ending.
- 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.
- You’re nearly right. Add a letter to make it look right.
- It looks like (another word they know).
- Think about how the word looks.
- Think about another word like that.
- Do you know a word like that? Do you know a 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.

After interactive writing: a brief period (two minutes at the most) to revisit and reinforce

- Which words did we write quickly without stopping to think about them?
- What’s a word with two sounds (three, four, etc.)?
- What word(s) has more letters than sounds?
- Which words begin with consonants clusters? A vowel?
- What words have one syllable (two, more than two, etc.)?
- Which words have silent letters?
- Are there compound words, contractions, words with prefixes, endings, etc.?
- What word has parts that can be removed?
- What words sound exactly like they look?
- Which words have a tricky (interesting, hard, new) pattern (spelling)?
- What word is tricky (hard, new) for you to write? What will you want to remember about it?
- What’s a new word you learned to write today?
- What words could be spelled another way but sound the same?
- What word has a special pattern (spelling) that shows what it means?