Interactive Writing and Shared Reading in the Primary Grades

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Reading

Language Arts Process

Writing

Speaking & Listening
Adapted from Guided Reading, by Irene Fountas and Gay Su Pinnell (2017)
Foundational Skills

- Phonological Awareness
- Letter Knowledge/Formation
- Phonics
- High Frequency Words
- Vocabulary
- Fluency (reading & writing)
“Shared reading is especially powerful as a tool for including English language learners in the literacy community of the classroom. They can join in, producing the English they know, and they are supported by the teacher and the group. They can approximate English reading in a safe environment. Repeated readings are especially effective in helping them practice and internalize English syntax.”

Shared Reading

• Inclusive, celebratory, intimate
• Text is visible to all students
• Teacher and students read together
• The text may be read across multiple days, with different teaching focuses
• Use a variety of types of text – poetry, fiction, informational, songs, environmental print, etc.
Lesson Structure

Warm Up

Focused Reading

After Reading
Video
Shared Reading Across the Week

Day 1: Book introduction, Comprehension, MSV
Day 2: Cross-checking
Day 3: Word Study
Day 4: Fluency
Day 5: Orchestration, deeper comprehension
Planning for Shared Reading

1. What are students ready to learn?
2. Which text will I use?
3. Where are the places in the text for readers to do the work? Mark the places.
Shared Reading with Language Learners

• “Of course I can read!”
• Revisit familiar texts
• Oral rehearsal of language structures
• Language focus
• Vocabulary
• Opportunities for students to talk to each other
Interactive Writing
“...talking about written language helps children notice and internalize the “rules” that will allow them to produce many words using the alphabet system and to put words together in meaningful texts.”

Fountas and Pinnell, Interactive Writing
Interactive Writing

• Teacher and students think aloud together to compose a piece of writing
• Teacher and students share the pen to construct the piece of writing
• Students write parts that are within their ZPD - the teacher writes the rest
• Intentionally targets foundational skills
We think Elephant and Piggie books are the best because they are so funny! It is funny when Piggie ate the smelly slop. It is also funny when the birds kissed on Gerald's head.
Here is the sink.
We can wash our hands.
First it starts as a blossom. It is small and pink.

Then it grows into a tiny round fruit.

Next it grows into a little green apple.

Finally it grows into a big red apple.
Finally it grows into a big red apple.
Where is the brown lizard?
Can you see it?

The lizard is hiding in the sticks. It looks like a stick.
Interactive Writing integrates multiple language arts processes.

- Reading
- Language Arts Process
- Speaking & Listening
- Writing
M - Meaning → composing
S - Structure → constructing
V - Visual → constructing
Interactive Writing can engage students with...

• Composing a message that is coherent and clear
• Using complex sentences and a variety of language structures
• Constructing words using a variety of strategies and a full range of spelling patterns
• Selecting form to fit function
Tips for working with emergent students

- Lots of opportunities to speak and listen
- The power of patterns
- Target the specific “lifts”
  - language
  - text level feature
- Use a practice page and celebrate fix-ups
"I like to run," said Jessica.
"I like to skateboard," said Thomas.
Aria said, "I like to play on the slide."
Video
Linking Shared Reading and Interactive Writing

One way to do it...
Engage in a shared reading of a text, then write about the text.

Another way to do it...
Construct a text that “mimics” key features of a text that will be read afterwards.
First, we read.

Then, we write.

Bats use their eyes to see at night. Bats look for food with their sight.

Bats use their tongue to taste fruit. The fruit tastes sweet and yummy.

Bats have a nose so they can smell. Smelling the prey helps bats find it.

Some bats have very big ears. They use their hearing to find prey.

Bats need to feel the wind to help them fly. They can use their wings to touch things.
Come and see the goat. We can look at the goat.

“Come and see the monkeys,” said Mom. “Look at the monkeys.”

First, we write.

Then, we read.
Planning for Interactive Writing

• What kind of text will we make? chart, book, letter, something else?

• Number of sessions to work on the text?

• What foundational skill(s) will be focused on during each session?

• Which parts will students write? Which parts will the teacher write?
Tips for Interactive Writing

• Work at the edge of students’ knowledge of how language works – grammar, spelling, etc.

• Use a combination of demonstrating (teacher writes) and prompting (student writes)

• The piece of writing should be conventional-spelling, grammar, and mechanics. Coach students to make fix-ups as needed.

• The writing can be read over and over–JOY, word study, language study
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