

Purpose: Scaffold students to turn collaborative oral composition into written form.

Research: Expert writers make many decisions as they write. Students may not understand all of the decisions involved. Interactive writing makes these decisions part of the conversation between teacher and students. It also demonstrates for students how expert writers think about word choice and constantly review to maintain syntax and meaning as they write (Fisher & Frey 2007).

- 1. Establish a purpose.** Discuss with students the purpose and audience you will be writing for. For example: *Let's write a letter to Mayor Wheeler to thank her for visiting our class last week.*
- 2. Talk through the text.** Lead a discussion with students about how to word each sentence, and then support individual students as they write letters or entire words in sentences on the board or chart paper. For example: *How will we begin our letter? . . . Good, Alana, let's start with Dear Mayor Wheeler: Can you come up and write that for us?* Continue the discussion having different members of the class take turns writing.
- 3. Problem solving.** Use questions or prompts to help students solve problems as they write. For example: *So far this sentence says: Thank you for coming to . . . What did we say comes next in the sentence? . . . That's right, Duwayne, next we're going to write Lincoln School. . . . Can you come up and write the next word? What letter does Lincoln begin with?*
- 4. Reread frequently.** Reread the entire message after each word is added. This will help students see how each word fits into the overall process.

Application

DAY 5

- Daily Writing (Day 5 of each lesson plan)

