



## Interactive Writing Explicit Teaching Protocol - Grades K & 1

This form should be used to observe or plan an interactive writing lesson where students and teachers co-construct a written message. Phase two should last no more than 10 minutes for first grade and 15 minutes for Kindergarten.

Teachers make decisions about teaching points based on what their students control while writing (build on strengths).  
The active learning experience in Phase One will provide for multiple days of Phase Two lessons.

### PHASE ONE

FOCUS STEPS	LOOK -FORS	OBSERVATIONS
<p><b>Active Learning Experience (happens prior to writing)</b></p> <p><i>(Whole Group - time varies - embedded in a Read Aloud, content lesson or other activity)</i></p> <p><b>Goal:</b> The goal is to provide students with an interesting and familiar context to write and talk about. This could be a mentor text read together, a science experiment, common experience, etc.</p>	<ul style="list-style-type: none"> <li>• Teacher and students engage in an active learning experience.</li> <li>• Teacher determines/preplans the writing mode:                             <ul style="list-style-type: none"> <li>○ Informational/Explanatory</li> <li>○ Opinion</li> <li>○ Narrative</li> <li>○ Response to Literature</li> <li>○ Letter</li> <li>○ Poem</li> <li>○ Story Adaptation</li> </ul> </li> <li>• Purposeful selection of this experience to lift the pre-planned writing mode is evident.</li> </ul>	

### PHASE TWO

FOCUS STEPS	LOOK -FORS	OBSERVATIONS
<p><b>Step 1: Talking to Establish a Purpose</b></p> <p><i>(Whole Group - approx. 2 minutes)</i></p> <p><b>Goal:</b> The goal is to help students understand and decide on a function and format for the text.</p>	<ul style="list-style-type: none"> <li>• Evidence that there is a pre-planned lesson based on teacher's observations, grade level continuum and assessments of their students as writers.</li> <li>• Teacher and students engage in a genuine and rich conversation around a particular element of a previous read text or topic to be described or explained.</li> <li>• Mode of writing is explained.</li> </ul>	
<p><b>Step 2: Composing the Text</b></p> <p><i>(Whole Group - 1 to 2 minutes)</i></p> <p><b>Goal:</b> The goal is for students to think about the message they want to convey and draw on their knowledge of how written text is organized and structured in different types of modes.</p>	<ul style="list-style-type: none"> <li>• Teacher provides a prompt based on the previous learning experience.</li> <li>• Teacher selects a response that multiple students have mentioned, can understand, and articulate.</li> <li>• Teacher says, "That is what we are going to write."</li> <li>• Teacher and students rehearse the message several times.</li> </ul>	

## PHASE TWO (CONTINUED)

FOCUS STEPS	LOOK -FORS	OBSERVATIONS
<p><b>Step 3: Constructing the Text</b></p> <p><i>(Whole Group or Small Groups with Teacher Monitoring - 4 to 6 minutes)</i></p> <p><b>Goal:</b> The goal is for students to learn about concepts about print and how language can be used to communicate meaning. Students learn to re-read as a way to remember the whole text and anticipate the next word to be written.</p> <p>The use of resources helps build links for students to use while they write independently. This step models how to use these resources.</p>	<ul style="list-style-type: none"> <li>• Teacher shares the marker with several students to write words or letters while constructing the message.</li> <li>• Teacher selects a few teaching points to attend to while constructing the message. Ex. Writing strategy or skill (word solving, forming letter, rereading).</li> <li>• Students practice the teaching points on their white boards.</li> <li>• Teacher use a tool (white board, Magna Doodle or clipboard) apart from the chart paper to model the conventional spelling of words to be written or the verbal pathways of letters written.</li> <li>• Teacher and students reread the message after each word is written.</li> <li>• Teacher refers to resources such as an alphabet chart, high frequency word list, and/or name chart.</li> </ul>	
<p><b>Step 4: Rereading, Revising, and Proofreading the Text</b></p> <p><i>(Whole Group - 1-2 minutes)</i></p> <p><b>Goal:</b> The goal is for students to apply re-reading as a strategy while writing independently to monitor the written message for legibility, conventions and the structures of the language.</p>	<ul style="list-style-type: none"> <li>• Teacher and students reread the message and check on their writing by reviewing the writing checklist.</li> <li>• Teacher may make a few edits to revise the message. This may occur <i>during</i> and always occurs <i>after</i> the message is written.</li> <li>• Teacher may use cover-up tape to revise the message.</li> </ul>	
<p><b>Step 5: Summarize the Learning</b></p> <p><i>(Whole Group - 1 minute)</i></p> <p><b>Goal:</b> The goal is to reinforce what has been learned; as students reflect on what and how they have learned, they begin to consolidate their learning and apply these understandings to future work.</p>	<ul style="list-style-type: none"> <li>• Teacher draws attention to one of the teaching points which could be a word solving strategy, a piece of the writing checklist or a new high-frequency word that was introduced during the reflection of the text constructed.</li> <li>• Teacher draws attention to the meaning of the composition.</li> </ul>	

## PHASE THREE

<p><b>Extend the Learning</b></p> <p><i>(Occurs after the lesson is taught usually during independent work time)</i></p> <p><b>Goal:</b> The goal is for students to know the message was written for a purpose.</p>	<p>Teacher extends the learning in the following ways:</p> <ul style="list-style-type: none"> <li>○ The text may be placed on the wall for independent reading.</li> <li>○ The text may be reproduced or even typed for children to reread and illustrate.</li> <li>○ The children might make illustrations for the text so that it can become a wall or book or smaller book.</li> <li>○ The text can be the beginning of a mural onto which labels will be pasted.</li> <li>○ The text can be used in a functional way (label an item or remember a process /event)</li> <li>○ The text can be sent to another audience for a response.</li> <li>○ The text may be used as part of the documentation of an ongoing experience and may lead to the production of other texts in interactive writing</li> <li>○ Individual children may use the text as a resource for developing their own similarly structured text or to find a word that they do not know how to spell.</li> </ul>
	<p>Comments:</p>