

From Sharing the Pen to Writing Independently: A year- long study of interactive writing.

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Rationale for the study: Interactive writing is used in many K-2 classrooms, but we have relatively little research on the efficacy of its use.

Interactive writing is an innovative, theoretically-grounded approach to beginning writing instruction which supports emergent writers as they transition into independent writing.

Basic components of the interactive writing lesson:

1. A shared experience
2. Discussion
3. Deciding on the message
4. Composing
5. Rereading
6. Teaching points
7. Summarize the teaching
8. Extend the learning

“Every interaction in daily writing is a teaching move- not a memory task or a practice attempt nor an analysis of sounds, but carefully determined and astutely delivered teaching with a target that involves learning how to do something: do it better, do it faster, link it up to something and prepare it for future independent use.” – Clay, M. Change Over Time p. 31.

Uses of the practice page during interactive writing lessons:

- makes internal processes external
- creates a forum for word study
- facilitates apprenticeship
- demonstrates a tool that ‘good writers’ use

Independent writing in this study:

- Journal Writing – Paired Writing – Individual Writing
- Use of the practice page
- Spelling strategies taught and used
 - Listening strategies
 - Saying strategies
 - Clapping syllables
 - Using known or rhyming words
 - Using a resource
 - Checking your work
 - Trying it on the practice page

Implications and Recommendations:

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“The early intervention teacher keeps the child an active participant who initiates whatever he/she can but the teacher shares the writing task and demonstrates how a good writer works on challenging words. The teacher anticipates the need for help and interacts with the child on the practice page where all risks are taken.” – Clay, M. Change Over Time p. 30-31.

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