



## wasatch range writing project by Annie Robertson

### **Lesson Title: Interactive Writing across the Curriculum: What's the Big Idea?**

**Burning Question:** How can I integrate writing into all areas of the curriculum? Can this type of writing be authentic and provide instructional opportunities for grammar, spelling, and other writing skills? Can writing to learn be a tool in determining relevant information in a text?

#### **Objectives:**

- Students will identify key vocabulary in instructional text.
- Students will collaborate to summarize small chunks of text.

**Context:** This lesson works best near the end of a unit or when students are having trouble understanding a specific concept. This lesson can also be used to summarize text and mine for important information.

#### **Materials:**

Error-free text, highlighters, chart paper, markers, correction tape, highlighter tape

#### **Time Span:**

2-3 class periods, depending on length of text to be edited

#### **Procedures:**

1. Choose a text that students are familiar with.
2. Divide students into small groups of 3 or 4. Have the class read the first paragraph aloud as a group. Give the groups about five minutes to highlight six words that they feel are the most important from the paragraph.
3. Write the six words from each group on the board. Track the words that are mentioned more than once.
4. Discuss as a class which words are the most important. Students should be able to defend their chosen words. Have students negotiate the top six words.
5. Using the six final words, students will work in their small groups to write a summary sentence with a total of 12-14 words. Give the students about 5 minutes to work on a sentence. Allow more time if needed.
6. Have the groups write their sentences on the board. Students can either vote on the best sentence or use those sentences to create a super sentence. Write the super sentence on the chart paper.
7. Give each group their own chunk of text. This could be a paragraph or a section. Have them repeat the process, choosing six of the most important words and then writing a sentence of 12-14 words using those words. It is best to number the chunks of text and have the groups share their sentences in order.

8. Share the sentences with the class. Have one student from the group be the scribe and the rest of the group explains what they learned from their chunk of text.

The final product will be a summary of an instructional text that can be used later for review.

**Extensions:**

- This can be used in Math, Science, Vocabulary, Social Studies and any other topic.
- Students can create a chart or simply fill out a worksheet.
- Summarized text can be written into multiple formats... (I.e. telegram, message, charts, etc.)
- Class can negotiate genre text that can be revised and edited to show the different writing processes.

**Rationale:** This strategy can be used to teach both reading and writing skills. The discussion that takes place is beneficial to all types of learners. Modeling writing for students will allow them to work together to develop text. This writing can then be transferred into individual student writing. This is also a very authentic way to explicitly teach writing skills.

**Resources:**

Swartz, S.L., Klein, A.F., & Shook, R.E. (2001). *Interactive Writing and Interactive Editing*. Carlsbad, CA: Domine Press.

**Websites:**

Teacher Resource Book: Student Literacy pdf  
<http://www.schools.utah.gov/CURR/Science>

Foundation for Comprehensive Early Literacy  
<http://www.cell-exll.com>

“Interactive writing is a process in which the teacher and the students collaborate on the construction of the text and share the role of scribe. The negotiation of text is a process that develops thinking, planning, refining, and consolidating while at the same time developing appropriate language structures and increasing vocabulary. Types of interactive writing provide different levels of support.”

---Foundation for Comprehensive Early Literacy Learning