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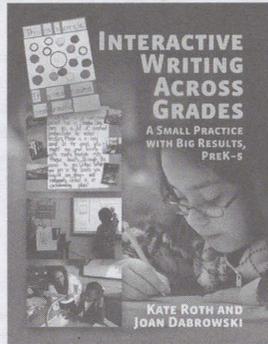
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Interactive Writing Across Grades: A Small Practice with Big Results, PreK-5

by Meghan K. Block, Ph.D.

Roth, K. & Dabrowski, J. (2016). *Interactive writing across grades: A small practice with big results, prek-5*. Portsmouth, NH: Stenhouse. ISBN 978-1-62531-115-3



Interactive writing is a useful and effective instructional strategy for teaching writing.

It involves teachers and students working together to compose a piece of meaningful text with the teacher carefully facilitating the intended instruction. As the teacher and students collaboratively compose, they engage in conversations about both the construction and content of the text. Though current research confirms interactive writing is a powerful instructional strategy in pre-k through first-grade classrooms, it is highly likely that interactive writing in later elementary grades is effective as well. In their book, Roth and Dabrowski discuss the benefits of interactive writing in the elementary grades and offer useful ideas for its implementation for pre-k through fifth grade.

The book begins with a detailed description of interactive writing and includes research to support the powerful practice. The introductory material is clearly written with the practitioners' interests in mind. In addition to the accessible language used and friendly formatting, the book includes examples and explanations of interactive writing pieces from each grade level. Through the examples, readers understand the variety of literacy constructs (e.g., vocabulary, conventions, letter-sound knowledge, oral language development, etc.) that can be addressed in an interactive writing lesson.

The book proposes a six-step sequence for each interactive writing lesson. The steps include experience, prewrite, compose, share pen, review, and extend. After the introductory matter, the majority of the book details each of these six steps and provides quotes from



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teachers as well as sample lessons from various grades. Though this six-step sequence is not the only approach to interactive writing, it is one that can easily support teachers as they begin to include more interactive writing in their instruction. The chapters provide rich description of each step, offer detailed instructions, and include useful charts to give a clear idea of what interactive writing can look like. At the end of the book, there are sample lesson plans as well as annotated lessons that offer insights into the planning and execution of interactive writing.

This book serves as a useful tool for any pre-k through fifth-grade teacher looking to improve writing instruction through the inclusion of more interactive writing opportunities into their instruction. Roth and Dabrowski clearly understand teachers' needs and provide a resource that teachers can easily use. An important and inspiring feature of this book are the quotes from teachers and the detailed vignettes from actual classrooms. The benefits of interactive writing are numerous; this book is a must read for those who want to learn more about interactive writing and for those who have been hesitant to incorporate the practice into their writing instruction.

Author Biography

Dr. Meghan K. Block is an Associate Professor of Elementary Literacy in the Teacher Education and Professional Development Department at Central Michigan University. Her teaching and research interests focus on early literacy development and instruction. She can be reached at block1m@cmich.edu.