

Comparison of Writing Approaches

	Language Experience	Share Writing	Interactive Writing	Independent Writing
PURPOSES	<ul style="list-style-type: none"> • Create text that documents children’s own language and experiences. • Engage children in the composing process. • Demonstrate the process of writing. • Provide a source of reading material. • Help children learn to compose texts in various genres. • Help children learn about the conventions of written language. 	<ul style="list-style-type: none"> • Demonstrate the writing process • Engage children in the composing process. • Create readable text that can be used again. • Help children become aware of the structures and patterns of written language. • Provide demonstrations of how to construct words using letter-sound relationships and other strategies. • Demonstrate the conventions of written language. • May use the pattern of a familiar text (Innovation) 	<ul style="list-style-type: none"> • Demonstrate and engage children in the writing process, including composition and construction of text. • Create readable text that can be used again. • Help children become aware of the structures and patterns of written language. • Demonstrate and involve children in constructing words using letter-sound relationships and other strategies. • Share the pen: students write as part of constructing the text, may be word, beginning letter, punctuation mark, etc. • Help children learn to use the conventions of written language. 	<ul style="list-style-type: none"> • Provide opportunity for individual children to compose and construct written text. • Support children in using their current knowledge to produce readable texts independently. • Encourage children to construct words using current knowledge of letter-sound relationships and other strategies. • Help children experience the publication of their own writing for various audiences. • Provide opportunity for individual children to apply what they have learned in other reading/writing contexts. • Help individual children develop voice in writing.
CONTEXT	<p>Language experience is used in a small or large group setting. It may be used with individual children.</p>	<p>Shared writing is used in a large- or small-group setting. Group composition promotes learning and supports later reading of the text.</p>	<p>Interactive writing is used in a large- or small-group setting. Group composition promotes new learning and supports later reading of the text.</p>	<p>Children use independent writing when working individually. Independent writing may come after a minilesson language experience, shared writing, or interactive writing.</p>
ROLES	<ul style="list-style-type: none"> • Children compose the text. There are contributions from individuals and some discussion of those contributions. • Teacher acts as scribe. • The teacher often “thinks aloud” to demonstrate processes to children. 	<ul style="list-style-type: none"> • Teacher and children compose the text together. • Teacher acts as scribe. • The teacher often “thinks aloud” to demonstrate processes to children. 	<ul style="list-style-type: none"> • Teacher and children compose the text together. • Teacher and children share in the writing of the text. • The teacher often “thinks aloud” to demonstrate processes to children. 	<ul style="list-style-type: none"> • The individual child composes the text. • The individual child writes the text. • The child engages in the process independently with occasional support from the teacher.

Comparison of Writing Approaches, *Continued*

	Language Experience	Share Writing	Interactive Writing	Independent Writing
TEXT READABILITY	<ul style="list-style-type: none"> The complexity of the text is related to the language used by children. The layout and complexity may produce a text too difficult for younger children to read independently. 	<ul style="list-style-type: none"> The teacher shapes the children’s language and engages them in planning so that the text produced is accessible to the group as readers. 	<ul style="list-style-type: none"> The teacher shapes the children’s language and engages them in planning so that the text produced is accessible to the group as readers. There is emphasis on creating texts that are easy for children to read. 	<ul style="list-style-type: none"> The text produced is shaped by the individual child, who is usually able to read it.
ART	Children may contribute drawings or other art to enhance the piece of writing.	The teacher helps the children plan illustrations or other artwork that will provide meaning support of the reading of the text.	The teachers helps the children plan illustrations or other artwork that will provide meaning support for the reading of the text.	The individual child may enhance the piece of writing with artwork.
SPELLING AND OTHER CONVENTIONS	<ul style="list-style-type: none"> Spelling is conventional. Teacher and children may discuss aspects or words. Punctuation, capitalization, and other conventions are standard. Letter formation and spacing are standard and neat. 	<ul style="list-style-type: none"> Spelling is conventional. Teacher and children may discuss aspects of words. Punctuation, capitalization and other conventions are standard. Letter formation and spacing are standard and neat. 	<ul style="list-style-type: none"> Spelling is conventional. Children contribute aspects of words they are learning and can control; teacher supports the process by contributing what the children do not yet control. Punctuation will be conventional. Capitalization may vary based on children’s learning of the alphabet. Letters have standard features but vary as children are achieving control. 	<ul style="list-style-type: none"> The text includes some words spelled conventionally and some words that the child attempts based on present knowledge of spelling principles. When the work is published, spelling is conventional; teacher assists in editing. Use of punctuation, capitalization, and proper letter formation will vary according to children’s growing skills.
USE OF TEXT AFTER WRITING	After production, the text is used for reading; it also serves as record of children’s experience and language. Charts provide models or writing that children may use for later reference.	After production, the text is used for reading. The text may also serve as a reference for locating known and new words. Children may use the text as a model or resource for their own writing.	After production, the text is used for reading. The text may also serve as a reference for locating known and new words. Children may use the text as a model or resource for their own writing.	Children’s own writing may be used in many ways, for example, displayed, placed on the computer for publication, collected in folders or portfolios.

