

shared writing vs interactive writing

Shared Writing vs Interactive Writing: Understanding the Key Differences and Benefits

shared writing vs interactive writing are two instructional strategies commonly used in classrooms to support literacy development, especially for young learners or those struggling with writing skills. Both approaches involve collaboration between teacher and students but differ in their execution, purpose, and the level of student involvement. Exploring these differences can help educators, parents, and tutors decide which method best suits their teaching goals and students' needs.

What Is Shared Writing?

Shared writing is a teaching technique where the teacher and students compose text together. The teacher typically acts as the scribe, writing down the ideas generated during the session while guiding students through the writing process. This approach models the mechanics of writing, including spelling, grammar, punctuation, and sentence structure, while simultaneously encouraging students to contribute ideas and vocabulary.

How Shared Writing Works in Practice

In a shared writing session, the teacher often begins by selecting a topic or a theme relevant to the curriculum or students' interests. As students brainstorm ideas, the teacher records their responses on a chart, whiteboard, or digital device. Throughout the process, the teacher verbalizes their thinking, making the choices behind spelling, punctuation, and phrasing explicit. This "thinking aloud" strategy helps students understand what skilled writers do when composing text.

For example, if the topic is "My Favorite Animal," the teacher might ask students to share what they know about a particular animal and then guide them in constructing sentences. Students participate by suggesting words, phrases, or corrections, but the teacher controls the pen or keyboard to model accurate writing.

Understanding Interactive Writing

Interactive writing, by contrast, is a more hands-on approach where the pen is literally passed back and forth between the teacher and students. In this method, students actively share the writing responsibility by contributing letters, words, or sentences to a collective text. It's a blend of shared writing and guided writing that emphasizes student engagement in the mechanics of writing.

Key Features of Interactive Writing

- ****Student Ownership:**** Unlike shared writing, where the teacher often does the physical writing, interactive writing invites students to write parts of the text themselves.
- ****Immediate Feedback:**** Teachers provide real-time guidance and correction as students write, helping them develop spelling, handwriting, and sentence construction skills.
- ****Collaborative Learning:**** The classroom becomes a dynamic space where students learn from one another and from the teacher's modeling.

In practice, a teacher might start a sentence on the board and then invite a student to come up and write the next word or letter. The teacher then follows with the next part, and this alternation continues until the text is complete. This process actively involves students in writing while still providing scaffolding for their learning.

Shared Writing vs Interactive Writing: Key Differences

Although shared writing and interactive writing share common goals—such as supporting literacy and encouraging participation—their approaches and outcomes vary significantly.

Teacher's Role

In shared writing, the teacher is primarily the writer, transcribing the ideas while explaining their choices. It's highly teacher-directed, with the goal of modeling writing skills.

In interactive writing, the teacher acts more as a facilitator and guide, allowing students to contribute physically to the text. The teacher supports students in making correct spelling and grammar choices but does not dominate the writing process.

Student Involvement

Shared writing involves students in generating ideas and suggesting words but less in the actual act of writing. Interactive writing requires students to be physically involved in writing letters, words, or punctuation marks, increasing their hands-on experience.

Focus on Skill Development

Shared writing emphasizes comprehension and the broader process of writing, including idea generation and sentence construction. It's great for demonstrating writing conventions in context.

Interactive writing targets specific skills such as phonics, spelling patterns, handwriting, and sentence formation. It offers immediate practice and correction, reinforcing foundational writing abilities.

Benefits of Each Approach

Both shared and interactive writing have valuable benefits, and understanding these can help educators integrate them effectively into their teaching practice.

Advantages of Shared Writing

- **Modeling Expert Writing:** Students observe how a proficient writer organizes thoughts and applies writing conventions.
- **Encouraging Idea Sharing:** It fosters a safe environment where students can contribute ideas without worrying about writing mechanics.
- **Building Vocabulary and Syntax:** Teachers can introduce new words and sentence structures during the process.

Advantages of Interactive Writing

- **Active Student Engagement:** Writing together helps students develop confidence and ownership over their writing.
- **Immediate Skill Development:** Real-time feedback supports spelling, punctuation, and handwriting proficiency.
- **Collaborative Learning Environment:** Peer learning is enhanced as students observe and support one another's writing efforts.

When to Use Shared Writing or Interactive Writing

Choosing between shared writing and interactive writing depends on your instructional goals, the students' proficiency levels, and the context of learning.

Using Shared Writing Effectively

Shared writing is especially useful when introducing new writing concepts or genres. It helps students understand the structure and purposes of different types of texts, such as narratives, reports, or letters. This method is ideal for younger students or emerging writers who benefit from

observing a skilled writer's thought process.

When Interactive Writing Shines

Interactive writing works best when students have some foundational knowledge of letters and sounds but need practice applying that knowledge in writing. It's perfect for teaching phonics, spelling patterns, and sentence construction in an engaging way. This hands-on approach can also boost motivation and make writing less intimidating.

Integrating Both Approaches in the Classroom

Many educators find that combining shared writing and interactive writing creates a balanced literacy program. Starting with shared writing to model writing strategies and then moving into interactive writing to reinforce skills can provide a comprehensive learning experience.

For example, a teacher might use shared writing to compose a class story, demonstrating how to organize ideas and use punctuation. Later, the same story can be revisited through interactive writing, with students taking turns writing words or sentences, practicing spelling and handwriting.

Tips for Successful Implementation

- **Encourage Participation:** Create a supportive atmosphere where all students feel comfortable sharing and writing.
- **Use Visual Aids:** Charts, word walls, and anchor texts can support both approaches by providing references.
- **Differentiate Instruction:** Tailor sessions based on students' skill levels—for example, more teacher support for beginners and greater student independence for advanced learners.
- **Be Patient:** Both methods require time to build confidence and skills, so consistent practice is key.

Exploring shared writing vs interactive writing reveals that while the two strategies share a collaborative spirit, they cater to different aspects of literacy development. Teachers who understand these nuances can better support their students' journey toward becoming confident, skilled writers.

Frequently Asked Questions

What is the main difference between shared writing and interactive writing?

Shared writing involves the teacher writing while students contribute ideas, whereas interactive writing involves both the teacher and students actively writing together, sharing the pen to compose text.

How does shared writing benefit students' literacy development?

Shared writing models the writing process, helps students understand text structure, and supports vocabulary and language development by allowing them to contribute ideas while the teacher writes.

In what ways does interactive writing promote student engagement?

Interactive writing actively involves students in the writing process by having them share the pen, which increases participation, reinforces letter formation, spelling, and word recognition skills.

Can shared writing be used with all age groups?

Yes, shared writing can be adapted for different age groups, from early childhood to older students, by adjusting the complexity of the writing and the level of student involvement.

Which writing approach is more effective for teaching spelling and handwriting: shared or interactive writing?

Interactive writing is generally more effective for teaching spelling and handwriting because students physically write parts of the text, allowing for hands-on practice and immediate feedback.

How do teachers decide when to use shared writing versus interactive writing?

Teachers may use shared writing when introducing new concepts or modeling writing strategies and interactive writing when focusing on skill reinforcement and encouraging student participation in text creation.

What role do students play in interactive writing compared to shared writing?

In interactive writing, students actively write and contribute to the text, sharing the physical act of writing, while in shared writing, students primarily contribute ideas and the teacher does the actual writing.

Additional Resources

Shared Writing vs Interactive Writing: A Comparative Exploration in Literacy Development

shared writing vs interactive writing presents an intriguing distinction for educators, literacy specialists, and curriculum developers aiming to enhance student engagement and learning outcomes. Both pedagogical approaches have garnered significant attention in contemporary classrooms, particularly in early literacy instruction and collaborative learning environments. Understanding the nuances between shared writing and interactive writing is essential to deploying the most effective strategies tailored to diverse learner needs.

Defining Shared Writing and Interactive Writing

To fully appreciate the differences and potential overlaps between shared writing and interactive writing, it is necessary first to define each approach clearly.

Shared writing is a collaborative teaching technique where the teacher and students compose text together. The teacher typically assumes the role of scribe, writing down the words dictated by the students or co-constructing sentences while modeling writing conventions, vocabulary, and syntax. This method emphasizes the teacher's leadership in guiding the writing process, offering explicit instruction, and demonstrating writing strategies in real-time.

Conversely, interactive writing involves a more balanced partnership between teacher and learners. Instead of the teacher solely writing, both parties share the pen (literally or figuratively), contributing actively to the construction of text. Students participate by writing letters, words, or sentences on a shared medium such as a whiteboard or chart paper, with the teacher providing scaffolding, prompts, and corrections. Interactive writing promotes student ownership, engagement, and immediate application of writing skills.

Key Differences Between Shared Writing and Interactive Writing

Teacher and Student Roles

One of the most distinguishing features between shared writing and interactive writing lies in the distribution of writing responsibilities. In shared writing, the teacher predominantly controls the writing instrument, serving as the primary writer while verbalizing the process. This approach allows the teacher to model expert writing behaviors effectively, making thought processes explicit.

Interactive writing, in contrast, requires students to take more active roles in physically writing portions of the text. The teacher acts as a facilitator and guide, offering assistance but encouraging students to apply their knowledge of letters, spelling patterns, and grammar. This dynamic interaction fosters a sense of agency and confidence among learners.

Focus on Skill Development

Shared writing tends to concentrate on demonstrating the mechanics of writing, including sentence structure, punctuation, and vocabulary usage. Because the teacher controls the pen, they can strategically highlight particular elements of writing, such as narrative flow or persuasive language features.

Interactive writing emphasizes applying emergent literacy skills, including phonemic awareness, letter formation, and spelling strategies. It offers immediate, hands-on practice, enabling students to experiment with writing conventions with teacher support. This real-time engagement aids in reinforcing learning and correcting misconceptions promptly.

Student Engagement and Motivation

While shared writing allows for student input and ideas, the passive role in writing may limit active engagement for some learners. However, it benefits students who need to observe expert writing behaviors and internalize writing processes before attempting independent work.

Interactive writing, by involving students directly in writing, tends to increase motivation and participation. The shared responsibility can transform writing into a social, collaborative activity, which is particularly beneficial for young learners developing foundational writing skills.

Pedagogical Contexts and Application

Early Childhood and Emergent Literacy Settings

In early childhood classrooms, both shared and interactive writing serve valuable but distinct functions. Shared writing is often used to introduce new concepts, model writing strategies, and build vocabulary. For example, when creating a class story or recording group ideas, the teacher's deliberate modeling helps scaffold students' understanding of language structures.

Interactive writing, on the other hand, provides a platform for learners to practice letter-sound correspondences and spelling in a low-pressure environment. This approach supports emergent writers by validating their attempts and offering corrective feedback immediately. Schools prioritizing phonics and handwriting development often integrate interactive writing into daily literacy routines.

Supporting Diverse Learners

The adaptability of shared writing and interactive writing allows these methods to accommodate diverse learner profiles, including English language learners (ELLs) and students with learning disabilities. Shared writing offers clear language models and explicit instruction, which can support

language acquisition and comprehension.

Interactive writing's hands-on nature benefits kinesthetic learners and those who thrive through active participation. It also provides opportunities to differentiate instruction, as teachers can tailor prompts and support levels during the collaborative writing process.

Advantages and Limitations

Shared Writing Advantages

- Teacher models expert writing strategies explicitly.
- Helps students understand the writing process from planning to revision.
- Allows for focused instruction on complex language features.
- Effective for introducing new genres and writing purposes.

Shared Writing Limitations

- Student participation in writing is limited, potentially reducing engagement.
- Relies heavily on teacher expertise and ability to model effectively.
- May not provide sufficient practice for emergent writers to develop motor skills.

Interactive Writing Advantages

- Encourages active student participation and ownership of writing.
- Provides immediate practice and feedback on writing conventions.
- Supports development of phonics, spelling, and handwriting skills.
- Promotes collaborative learning and social interaction.

Interactive Writing Limitations

- Requires careful facilitation to maintain balance between teacher support and student independence.
- May be challenging with large or less motivated groups.
- Possibility of reinforcing incorrect spelling or grammar if not promptly addressed.

Integration Within Modern Literacy Frameworks

Contemporary literacy instruction often blends shared writing and interactive writing into comprehensive literacy programs. For instance, a teacher might commence a writing lesson with shared writing to model text features and then transition to interactive writing to allow students to apply learned concepts collaboratively.

Research highlights that combining these approaches can lead to better literacy outcomes. According to a 2020 study published in the *Journal of Literacy Research*, students exposed to both shared and interactive writing demonstrated improved writing fluency and accuracy compared to those receiving traditional isolated writing instruction.

Furthermore, digital tools and interactive whiteboards have expanded the possibilities for interactive writing, allowing for dynamic, multimedia text construction and real-time collaboration. This technological integration aligns well with the participatory nature of interactive writing and the modeling strengths of shared writing.

Choosing Between Shared Writing and Interactive Writing

The decision to employ shared writing or interactive writing depends largely on instructional goals, student needs, and classroom dynamics. Educators seeking to introduce complex writing structures or genres may prefer shared writing for its explicit modeling capacity. Alternatively, when the goal is to develop emergent writing skills and foster student confidence, interactive writing may be more appropriate.

Often, the most effective literacy instruction does not adhere rigidly to one method but rather fluidly incorporates elements of both. This flexibility ensures that diverse learners receive tailored support while benefiting from varied instructional approaches.

The discourse surrounding shared writing vs interactive writing underscores a broader trend in education toward collaborative, student-centered learning environments. By understanding their unique contributions and limitations, educators can design writing experiences that are both

instructional and engaging, ultimately nurturing proficient and motivated writers.

Shared Writing Vs Interactive Writing

shared writing vs interactive writing: Reading And Writing In Kindergarten A Practical Guide Rosalie Franzese, 2002-08 Lessons, strategies, management tips, and organizational techniques to help you lead your young learners to reading success, while maintaining the sense of joy and playfulness that are the hallmarks of kindergartners everywhere.

shared writing vs interactive writing: Literacy Techniques for Building Successful Readers and Writers David Booth, Larry Swartz, 2004 This revised handbook will be even more useful to elementary teachers who want to explore the best techniques for teaching reading and writing. Totally re-written, the second edition of this popular guide offers one hundred procedures and activities based on the latest research. A collection of proven strategies, teachers will find old favorites as well as new approaches they will want to try - from using reading comprehension strategies and the writing process to working with information texts and technology. Literacy Techniques for Building Successful Readers and Writers includes checklists and guidelines, many in reproducible form, for easy classroom use. This flexible and adaptable resource for the busy teacher is also useful for supply teachers and other teaching partners - buddies, volunteers, and parents.--Jacket.

shared writing vs interactive writing: Interactive Writing Across Grades Kate Roth, Joan Dabrowski, 2023-10-10 When done on a regular basis, interactive writing has the potential to improve independent writing. Authors Kate Roth and Joan Dabrowski detail how this systemic approach can be applied in Interactive Writing Across Grades: A Small Practice with Big Results, PreK-5.' Interactive writing harnesses the natural interactions teachers have with their students as they compose a writing piece. It allows for real-time differentiation and tailored scaffolding. This method fits within any basal writing curriculum and can be adapted to your classroom's technology levels. This book acts as a how-to guide that unpacks this powerful method, going step-by-step and grade-by-grade to figure out where and how interactive writing fits within your literacy framework. Inside you'll find: A complete overview of the interactive writing method and how it fits into your balanced literacy program Concrete ways to launch interactive writing in your classroom to support both process and craft instruction Step-by-step guidance to implement the method with students of all ages Student examples of writing from grades Pre-K through 5 to show what to expect at each phase of the process 'Listen in on a Lesson vignettes that demonstrate the type of scaffolding you can offer during interactive writing lessons Discover what makes interactive writing a particularly effective teaching practice that can support both emergent and fluent writers. Interactive Writing Across Grades can help put this method to work in the classroom immediately. '

shared writing vs interactive writing: Beginning Writing Sarah Kartchner Clark, 2004-06-28 Gives the teacher insight to help young children learn how to write to allow creativity and personal expression.

shared writing vs interactive writing: Interactive Writing Trisha Callella, 2000-03 Activities and instructions designed to teach writing by a group method in which the teacher and students take turns writing the text.

shared writing vs interactive writing: Learning to Write and Loving It! Preschool-Kindergarten Miriam P. Trehearne, 2011-08-17 Learning to Write and Loving It! equips teachers of young children with practical strategies, assessment tools, and motivating writing activities that are based on current research and proven practice and are easily applicable to all kinds of learning environments. Included are many authentic writing samples and photos to illustrate effective, developmentally appropriate instructional methods, mini-lessons, and activities.

Sought-after author and speaker Miriam P. Trehearne demonstrates how to scaffold play and literacy learning and how to easily link assessment to instruction. Key features: differentiate using effective instructional approaches for teaching writing and supporting inquiry and play; assess and document student writing seamlessly throughout the day; motivate and engage children in writing fiction (narrative), nonfiction, poetry, and song; enjoy learning with a powerful collection of vignettes from real classrooms, and use teacher-friendly guidelines for effectively integrating technology and selecting software for young children. A companion CD offers modifiable reproducibles, observation checklists, assessments, and projects for parents to do with their young children. Learn how to successfully scaffold writing, and, in the process, foster cross-curricular skills in science, social studies, and math. Research shows that writing provides a strong foundation for literacy development. Further, writing helps children express themselves, clarify their thinking, communicate ideas, and integrate new information into their knowledge base.--Publisher.

shared writing vs interactive writing: Teaching EFL Writing in the 21st Century Arab World Abdelhamid Ahmed, Hassan Abouabdelkader, 2016-08-20 Teaching EFL Writing in the 21st Century Arab World addresses a range of issues related to researching and teaching EFL writing in different countries in the Arab World including Egypt, Morocco, Oman, Palestine, Tunisia, UAE and Yemen. Both theoretically and practically grounded, chapters within discuss the different contexts in which EFL writing is taught, from primary school to university. The book sheds light on how EFL writing is learned and taught at each educational stage, exposing the different challenges encountered in the teaching and learning. The focus on EFL writing in the Arab World makes this a unique and long overdue contribution to the field of research around EFL writing and will be an invaluable resource for researchers, curriculum designers and students.

shared writing vs interactive writing: *Teaching Literacy in Kindergarten* Lea M. McGee, Lesley Mandel Morrow, 2005-05-05 Kindergarten is a time for playful and enriching learning activities that support children's literacy emergence while enhancing their social and cognitive development. The routines of a busy, engaged, productive kindergarten classroom are vividly brought to life in this information-packed book. Demonstrated are whole-class and small-group strategies for helping children acquire concepts about print and the alphabet, build phonological and phonemic awareness, learn to read sight words, develop their listening comprehension and writing abilities, and much more.

shared writing vs interactive writing: *Teaching and Assessing Writing in the Primary School* Eithne Kennedy, Gerry Shiel, 2025-02-10 The capacity to write well is fundamental to success in school and beyond. Yet many children struggle to become proficient writers. Teaching and Assessing Writing in the Primary School provides a comprehensive guide to the theory, practice and pedagogical research behind teaching children to write. Supported by case studies and real-world examples of teaching and learning writing in the classroom, this practical book proposes a whole-school, research-informed writing framework that engages children while building their writing skills. Readers will benefit from building their knowledge of the theory and research behind learning how to write successfully while discovering how they may apply this effectively to their classroom practice. Firmly grounded in the theory of writing and with clear links to practical application, chapters explore: Effective pedagogies for teaching children aged 4-12 how to write The planned and received curriculum for writing, including a whole-school approach Formative and summative assessment of writing in the classroom Designing and organising a Writing Workshop for pupils Practical implementation of 'mini lessons' to support writing Supporting the needs of diverse writers within our schools Filled with strategies for teaching, this practical and engaging book will be an essential resource for anyone working within primary schools, including classroom teachers (both new and more experienced), teaching assistants, subject leaders, literacy coordinators and senior leadership.

shared writing vs interactive writing: *Building Bridges From Early to Intermediate Literacy, Grades 2-4* Sarah F. Mahurt, Ruth E. Metcalfe, Margaret A. Gwyther, 2007-05-08 Gives us an inside view of what children should experience in the primary grades and shows us how we can build them

up to new experiences in the intermediate grades. A great resource for vertical team collaborations, teachers who are transitioning from teaching primary to intermediate grades or vice versa, teachers in multiage classrooms, and teacher education classes. —Helena Stevens, Intermediate Literacy Coach Ricardo Richards Elementary School, Kingshill, Virgin Islands Full of practical, everyday ideas to implement immediately. Offers true student examples that teachers see and experience daily. —Scott Kovatch, Principal Horizon Elementary School, Granger, IN How can teachers help their primary students become competent intermediate readers and writers? Supporting students as they advance from beginning to intermediate literacy levels poses a unique challenge for teachers. In *Building Bridges From Early to Intermediate Literacy, Grades 2–4*, Sarah F. Mahurt, Ruth E. Metcalfe, and Margaret A. Gwyther show how teachers can meet the instructional needs of students in transition from one level to the next. The authors offer practical guidance and classroom-tested strategies that demonstrate how thoughtful instruction can help each student reach new levels of competency in reading and writing. This invaluable resource shows teachers how to examine and refine their instructional practices to more effectively meet the needs of all the students in their classrooms, whether they are struggling readers or advanced learners. Educators will find: Specialized assessment tools and instructional strategies for word study, reading, and writing Detailed examples of reading and writing instruction Methods for integrating language arts with science and social studies Charts to track students' progress A teacher's reflection section at the end of each chapter Written by experienced literacy educators, this accessible text helps ensure that all students confidently cross the bridge from the primary to the intermediate grades.

shared writing vs interactive writing: Teaching Students to Communicate

Mathematically Laney Sammons, 2018-04-04 Students learning math are expected to do more than just solve problems; they must also be able to demonstrate their thinking and share their ideas, both orally and in writing. As many classroom teachers have discovered, these can be challenging tasks for students. The good news is, mathematical communication can be taught and mastered. In *Teaching Students to Communicate Mathematically*, Laney Sammons provides practical assistance for K-8 classroom teachers. Drawing on her vast knowledge and experience as a classroom teacher, she covers the basics of effective mathematical communication and offers specific strategies for teaching students how to speak and write about math. Sammons also presents useful suggestions for helping students incorporate correct vocabulary and appropriate representations when presenting their mathematical ideas. This must-have resource will help you help your students improve their understanding of and their skill and confidence in mathematical communication.

shared writing vs interactive writing: Literacy 101 David Booth, 2016-06-20 In this expansive survey, David Booth, one of our foremost authorities on teaching literacy, answers real questions from teachers like you about turning research and theory into effective best practice. Teachers will find the answers they need and can use on almost any topic from phonics and word walls for beginning readers to guided reading, literature circles, and writing journals and workshops for more confident readers; from using traditional texts to comics, songs and the Internet to cover the complete gamut of the new literacies; from using testing as a teaching tool to creating a classroom community that is both diverse and welcoming. But *Literacy 101* is more than just a guide — it's also the compelling story of one teacher's journey through literacy. David writes frankly about what has worked and not worked for him over the years, and how what looks good on paper may need to be adapted for a real classroom.

shared writing vs interactive writing: SYSTEMATIC INSTRUCTION IN READING FOR SPANISH-SPEAKING STUDENTS Elva Duran, 2013-04-01 Students whose first language is not English are the fastest-growing group in public schools in all regions of the United States. Almost 10 million children between the ages of five and 17 live in the homes and communities in which a language other than English is spoken and presently most schools in the U.S. are under-educating many English learners. The achievement of Hispanic students needs to improve dramatically over the next five years and this book describes the cornerstone elements for bringing about this change. The initial chapter introduces direct instruction to be used with reading and literacy programs.

Chapters 2 and 3 provide excellent review of the literature in language development and address developing language instruction, listening, and speaking with Spanish-speaking students and offers what a comprehensive language development program should look like. Chapter 4 reviews academic language and literacy instruction while the next addresses the components of instruction in Spanish. Chapter 6 offers lesson plan suggestions for Spanish-speaking students, while the following two sections discuss components that transfer and do not transfer in Spanish to English reading instruction. Chapter 9 reviews English language development and provides lesson plans for implementing SDAIE programs. Finally, Chapter 10 discusses two-way bilingual immersion and shares actual classroom schedules and lessons. This unique text will help in the preparation of primary grade teachers throughout the U.S. so that they may be successful with Hispanic students entering the public schools with little or no English background. It will also be a useful tool for school districts' staff development in addressing school improvement goals for increasing the achievement of Hispanic students.

shared writing vs interactive writing: Literacy for Young Children Priscilla L. Griffith, Sara Ann Beach, Jiening Ruan, Loraine Dunn, 2008-03-07 This research-based guidebook offers PreK and kindergarten teachers easy-to-implement activities to develop oral language, phonological and print awareness, emergent writing, and comprehension skills in diverse classrooms.

shared writing vs interactive writing: The Common Core Companion Leslie Blauman, 2015

shared writing vs interactive writing: Reading Their Way Dorothy J. Donat, 2003-10-01 Increasing reading achievement is a universal goal of educators. This book fulfills the goal as it explains a balanced literacy program for kindergarten through third grades that incorporates research-based components, utilizing the best of the phonics and whole language approaches. Donat presents reading instruction strategies, scheduling/grouping options, assessments, evaluations, recommended materials/resources, and details sound and spelling patterns at each grade level. Written in a style that ensures quick, easy reading, this book will help educators design time schedules that are most effective for learning while allowing for creativity. Teachers will find an abundance of ideas for immediate implementation in their classrooms and school administrators will enjoy the guidance it gives in developing the quality literacy programs they desire for their schools. Also a great resource for use in early reading development courses at the university level.

shared writing vs interactive writing: *Developing Voice Through the Language Arts* Kathryn Henn-Reinke, GERALYN A. CHESNER, 2007 Let every voice be heard! *Developing Voice Through the Language Arts* shows prospective teachers how to use the language arts to connect diverse students to the world around them and help them develop their own literate voices. This book considers the integrated nature of the primary language arts - reading, writing, listening, speaking, viewing, and visually representing. Authors Kathryn Henn-Reinke and GERALYN A. CHESNER encourage preservice and inservice teachers to take a reflective, balanced approach in preparing to teach language arts.

shared writing vs interactive writing: The Writing Classroom Janet Evans, 2013-07-04 This book brings together a collection of essays on the teaching of writing. It is a companion to Prue Goodwin's *The Literate Classroom* and *The Articulate Classroom* and aims to: augment our existing knowledge about the teaching and learning of writing stimulate thought and provoke discussion about writing offer a blend of theory and practice give 'food for thought' and ideas for teaching writing to primary age children. The topic of writing is one which is under the spotlight with increasing regularity as politicians and policy makers move on from reading as an 'issue'. This has already happened in England where the National Literacy Strategy is urging more emphasis on the teaching of writing to remedy weaknesses in this area.

shared writing vs interactive writing: *Designing Early Literacy Programs* Lea M. McGee, Donald J. Richgels, 2014-05-01 This acclaimed teacher resource and course text describes proven ways to accelerate the language and literacy development of young children, including those at risk for reading difficulties. The authors draw on extensive research and classroom experience to present a complete framework for differentiated instruction and early intervention. Strategies for creating literacy-rich classrooms, conducting effective assessments, and implementing targeted learning

activities are illustrated with vivid examples and vignettes. Helpful reproducible assessment tools are provided. Purchasers also get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2 x 11 size. Subject Areas/Keywords: assessments, at-risk students, beginning readers, CCSS, classroom environments, classrooms, Common Core State Standards, differentiated instruction, early childhood reading, early literacy, ELA, emergent, English language arts, foundational skills, interventions, kindergarten, language, literacy development, preschool, prevention, programs, reading difficulties, response to intervention, RTI, struggling, teaching, writing Audience: Preschool and kindergarten teachers; reading specialists; school and child care administrators; instructors and students in early childhood education and early literacy--

shared writing vs interactive writing: Literacy Instruction for Students who are Deaf and Hard of Hearing Susan R. Easterbrooks PhD, Jennifer Beal-Alvarez MA, 2013-02-14 Most students who are deaf or hard of hearing (DHH) struggle with acquiring literacy skills, some as a direct result of their hearing loss, some because they are receiving insufficient modifications to access the general education curriculum, and some because they have additional learning challenges necessitating significant program modifications. Additionally, instructional practices for DHH students tend to be directed toward two sub-populations of DHH students: those with useable access to sound and those without. Literacy Instruction for Students who are Deaf and Hard of Hearing describes current, evidence-based practices in teaching literacy for DHH students and provides practitioners and parents with a process for determining whether a practice is or is not evidence-based. Easterbrooks and Beals-Alvarez describe the importance of the assessment process in providing on-going progress monitoring to document students' literacy growth as a primary means to direct the course of instruction. They address the five key areas of instruction identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In this concise guidebook, the authors present the role of assessment in the literacy process, an overview of evidence-based practices, and in the absence of such information, those practices supported by causal factors across the National Reading Panel's five areas of literacy. They also review the evidence base related to writing instruction, present case studies that reflect the diversity within the DHH population, and review the challenges yet to be addressed in deaf education.

Related to shared writing vs interactive writing

SHARED Definition & Meaning - Merriam-Webster The meaning of SHARED is used, done, belonging to, or experienced by two or more individuals. How to use shared in a sentence

SHARED | English meaning - Cambridge Dictionary SHARED definition: 1. owned, divided, felt, or experienced by more than one person: 2. owned, divided, felt, or. Learn more

What is another word for shared? | Shared Synonyms - WordHippo Find 1,747 synonyms for shared and other similar words that you can use instead based on 12 separate contexts from our thesaurus

136 Synonyms & Antonyms for SHARED | Find 136 different ways to say SHARED, along with antonyms, related words, and example sentences at Thesaurus.com

shared - Wiktionary, the free dictionary Adjective [edit] shared (not comparable) Used by multiple entities or for multiple purposes or in multiple ways. quotations

SHARED definition and meaning | Collins English Dictionary SHARED definition: a part or portion of something owned, allotted to, or contributed by a person or group | Meaning, pronunciation, translations and examples

Shared - definition of shared by The Free Dictionary 1. a. To accord a share in (something) to another or others: shared her chocolate bar with a friend. b. To divide and parcel out in shares; apportion: shared the estate among his heirs. 2. a. To

What does Shared mean? - Shared refers to something that is used, experienced or possessed by two or more individuals or entities together or to participate in something jointly. It describes the common use or joint

SHARED Synonyms: 58 Similar and Opposite Words - Merriam-Webster Synonyms for SHARED: collective, combined, collaborative, joint, mutual, communal, pooled, cooperative;

Antonyms of SHARED: individual, single, personal, private, exclusive, sole,

Shared - Definition, Meaning & Synonyms | Things that are shared are mutual — or jointly owned. A shared car is used by more than one person, all of whom can drive it and are responsible for buying gas and paying for insurance

SHARED Definition & Meaning - Merriam-Webster The meaning of SHARED is used, done, belonging to, or experienced by two or more individuals. How to use shared in a sentence

SHARED | English meaning - Cambridge Dictionary SHARED definition: 1. owned, divided, felt, or experienced by more than one person: 2. owned, divided, felt, or. Learn more

What is another word for shared? | Shared Synonyms Find 1,747 synonyms for shared and other similar words that you can use instead based on 12 separate contexts from our thesaurus

136 Synonyms & Antonyms for SHARED | Find 136 different ways to say SHARED, along with antonyms, related words, and example sentences at Thesaurus.com

shared - Wiktionary, the free dictionary Adjective [edit] shared (not comparable) Used by multiple entities or for multiple purposes or in multiple ways. quotations

SHARED definition and meaning | Collins English Dictionary SHARED definition: a part or portion of something owned, allotted to, or contributed by a person or group | Meaning, pronunciation, translations and examples

Shared - definition of shared by The Free Dictionary 1. a. To accord a share in (something) to another or others: shared her chocolate bar with a friend. b. To divide and parcel out in shares; apportion: shared the estate among his heirs. 2. a. To

What does Shared mean? - Shared refers to something that is used, experienced or possessed by two or more individuals or entities together or to participate in something jointly. It describes the common use or joint

SHARED Synonyms: 58 Similar and Opposite Words - Merriam-Webster Synonyms for SHARED: collective, combined, collaborative, joint, mutual, communal, pooled, cooperative;

Antonyms of SHARED: individual, single, personal, private, exclusive, sole,

Shared - Definition, Meaning & Synonyms | Things that are shared are mutual — or jointly owned. A shared car is used by more than one person, all of whom can drive it and are responsible for buying gas and paying for insurance

SHARED Definition & Meaning - Merriam-Webster The meaning of SHARED is used, done, belonging to, or experienced by two or more individuals. How to use shared in a sentence

SHARED | English meaning - Cambridge Dictionary SHARED definition: 1. owned, divided, felt, or experienced by more than one person: 2. owned, divided, felt, or. Learn more

What is another word for shared? | Shared Synonyms - WordHippo Find 1,747 synonyms for shared and other similar words that you can use instead based on 12 separate contexts from our thesaurus

136 Synonyms & Antonyms for SHARED | Find 136 different ways to say SHARED, along with antonyms, related words, and example sentences at Thesaurus.com

shared - Wiktionary, the free dictionary Adjective [edit] shared (not comparable) Used by multiple entities or for multiple purposes or in multiple ways. quotations

SHARED definition and meaning | Collins English Dictionary SHARED definition: a part or portion of something owned, allotted to, or contributed by a person or group | Meaning, pronunciation, translations and examples

Shared - definition of shared by The Free Dictionary 1. a. To accord a share in (something) to another or others: shared her chocolate bar with a friend. b. To divide and parcel out in shares; apportion: shared the estate among his heirs. 2. a. To

What does Shared mean? - Shared refers to something that is used, experienced or possessed by two or more individuals or entities together or to participate in something jointly. It describes the common use or joint

SHARED Synonyms: 58 Similar and Opposite Words - Merriam-Webster Synonyms for SHARED: collective, combined, collaborative, joint, mutual, communal, pooled, cooperative;

Antonyms of SHARED: individual, single, personal, private, exclusive, sole,

Shared - Definition, Meaning & Synonyms | Things that are shared are mutual — or jointly owned. A shared car is used by more than one person, all of whom can drive it and are responsible for buying gas and paying for insurance

SHARED Definition & Meaning - Merriam-Webster The meaning of SHARED is used, done, belonging to, or experienced by two or more individuals. How to use shared in a sentence

SHARED | English meaning - Cambridge Dictionary SHARED definition: 1. owned, divided, felt, or experienced by more than one person: 2. owned, divided, felt, or. Learn more

What is another word for shared? | Shared Synonyms - WordHippo Find 1,747 synonyms for shared and other similar words that you can use instead based on 12 separate contexts from our thesaurus

136 Synonyms & Antonyms for SHARED | Find 136 different ways to say SHARED, along with antonyms, related words, and example sentences at Thesaurus.com

shared - Wiktionary, the free dictionary Adjective [edit] shared (not comparable) Used by multiple entities or for multiple purposes or in multiple ways. quotations

SHARED definition and meaning | Collins English Dictionary SHARED definition: a part or portion of something owned, allotted to, or contributed by a person or group | Meaning, pronunciation, translations and examples

Shared - definition of shared by The Free Dictionary 1. a. To accord a share in (something) to another or others: shared her chocolate bar with a friend. b. To divide and parcel out in shares; apportion: shared the estate among his heirs. 2. a. To

What does Shared mean? - Shared refers to something that is used, experienced or possessed by two or more individuals or entities together or to participate in something jointly. It describes the common use or joint

SHARED Synonyms: 58 Similar and Opposite Words - Merriam-Webster Synonyms for SHARED: collective, combined, collaborative, joint, mutual, communal, pooled, cooperative;

Antonyms of SHARED: individual, single, personal, private, exclusive, sole,

Shared - Definition, Meaning & Synonyms | Things that are shared are mutual — or jointly owned. A shared car is used by more than one person, all of whom can drive it and are responsible for buying gas and paying for insurance

SHARED Definition & Meaning - Merriam-Webster The meaning of SHARED is used, done, belonging to, or experienced by two or more individuals. How to use shared in a sentence

SHARED | English meaning - Cambridge Dictionary SHARED definition: 1. owned, divided, felt, or experienced by more than one person: 2. owned, divided, felt, or. Learn more

What is another word for shared? | Shared Synonyms Find 1,747 synonyms for shared and other similar words that you can use instead based on 12 separate contexts from our thesaurus

136 Synonyms & Antonyms for SHARED | Find 136 different ways to say SHARED, along with antonyms, related words, and example sentences at Thesaurus.com

shared - Wiktionary, the free dictionary Adjective [edit] shared (not comparable) Used by multiple entities or for multiple purposes or in multiple ways. quotations

SHARED definition and meaning | Collins English Dictionary SHARED definition: a part or portion of something owned, allotted to, or contributed by a person or group | Meaning, pronunciation, translations and examples

Shared - definition of shared by The Free Dictionary 1. a. To accord a share in (something) to another or others: shared her chocolate bar with a friend. b. To divide and parcel out in shares; apportion: shared the estate among his heirs. 2. a. To

What does Shared mean? - Shared refers to something that is used, experienced or possessed by two or more individuals or entities together or to participate in something jointly. It describes the common use or joint

SHARED Synonyms: 58 Similar and Opposite Words - Merriam-Webster Synonyms for

SHARED: collective, combined, collaborative, joint, mutual, communal, pooled, cooperative;

Antonyms of SHARED: individual, single, personal, private, exclusive, sole,

Shared - Definition, Meaning & Synonyms | Things that are shared are mutual — or jointly owned. A shared car is used by more than one person, all of whom can drive it and are responsible for buying gas and paying for insurance

SHARED Definition & Meaning - Merriam-Webster The meaning of SHARED is used, done, belonging to, or experienced by two or more individuals. How to use shared in a sentence

SHARED | English meaning - Cambridge Dictionary SHARED definition: 1. owned, divided, felt, or experienced by more than one person: 2. owned, divided, felt, or. Learn more

What is another word for shared? | Shared Synonyms Find 1,747 synonyms for shared and other similar words that you can use instead based on 12 separate contexts from our thesaurus

136 Synonyms & Antonyms for SHARED | Find 136 different ways to say SHARED, along with antonyms, related words, and example sentences at Thesaurus.com

shared - Wiktionary, the free dictionary Adjective [edit] shared (not comparable) Used by multiple entities or for multiple purposes or in multiple ways. quotations

SHARED definition and meaning | Collins English Dictionary SHARED definition: a part or portion of something owned, allotted to, or contributed by a person or group | Meaning, pronunciation, translations and examples

Shared - definition of shared by The Free Dictionary 1. a. To accord a share in (something) to another or others: shared her chocolate bar with a friend. b. To divide and parcel out in shares; apportion: shared the estate among his heirs. 2. a. To

What does Shared mean? - Shared refers to something that is used, experienced or possessed by two or more individuals or entities together or to participate in something jointly. It describes the common use or joint

SHARED Synonyms: 58 Similar and Opposite Words - Merriam-Webster Synonyms for

SHARED: collective, combined, collaborative, joint, mutual, communal, pooled, cooperative;

Antonyms of SHARED: individual, single, personal, private, exclusive, sole,

Shared - Definition, Meaning & Synonyms | Things that are shared are mutual — or jointly owned. A shared car is used by more than one person, all of whom can drive it and are responsible for buying gas and paying for insurance

Related Articles

- [1994 ford f150 troubleshooting guide](#)
- [life cycle of star worksheet](#)
- [a buyers guide must](#)

[Back to Home](#)