

## Comparison of Interactive Writing and Writing-Aloud

<b>Interactive Writing</b>  <i>Emergent</i>	<b>Writing-Aloud</b>  <i>Early and above</i>
A story read aloud or a personal experience may be the basis for writing.	A story read aloud or a personal experience may be the basis for writing.
The text is negotiated. The final story is decided on by the group and rehearsed before writing.	The text is negotiated. There are on-going discussions about the story and its development.
The children and the teacher share the role of the scribe. The children actively contribute by writing known letters and/or words from the text on individual dry erase boards. The teacher transcribes the whole text on the class chart paper. <i>One variation is for each child to contribute known words or letters to the class writing on chart paper. The teacher transcribes the unknown parts on the chart paper.</i>	The teacher is the primary scribe who guides the children in composing meaningful and interesting messages. The teacher selects 2-3 examples from the text and invites the children to apply problem-solving strategies to the words.
The teacher models early reading and writing strategies as she engages the children in creating the text.	The teacher “thinks aloud” as she writes and involves the children in constructive dialogues about the story and the writing process.
The goal of writing is to develop an awareness of emergent reading and the writing (transcribing) process.	The goal of writing is to develop an understanding of the writing process and to apply problem-solving strategies during and after composing.
The writing is used as a text for highlighting concepts of print and early reading behaviors.	The writing is used as a text for helping children learn composing, revising, and editing techniques.
The finished text is generally 1-3 sentences in length and is read as a shared experience with the teacher.	The finished text is generally many sentences and developed into a story format (beginning, middle, end). The teacher and children read the story together many times during the process.
The finished text is accurate.	The finished text may include revisions and editing techniques.
The writing of a single text is generally completed in one setting	The writing of a single text may occur over several days.
The writing is displayed in the room and might be used for shared or familiar reading.	A final draft may not be produced since the focus is on the process.