

# IER COMPREHENSIVE LITERACY FRAMEWORK

## WRITING COMPONENTS

### *Modeled/Shared Writing*

- In modeled writing, the teacher demonstrates writing a text. In shared writing, the teacher and students work together to compose a text that the students can read later.
- Modeled/shared writing provides opportunities to plan and construct text in order to demonstrate how writing works, to focus on specific word study or writing skills, and to serve as a written resource for independent classroom reading. Shared writing also enables students' ideas to be recorded as they construct text with the teacher.
- The teacher uses chart paper or an overhead to present a text that will demonstrate particular skills or writing strategies based on the writing needs of the group. The teacher may demonstrate alone (modeled writing) or work with the students (shared writing) to develop a topic. The teacher may actually "share the pen" with the children (interactive writing) in order to draw attention to letters, sounds, words, and writing techniques. These strategies are often part of guided writing or independent writing mini-lessons.

### *Guided Writing*

- Guided writing introduces students to multiple genres of writing and to the writing skills that are needed to become proficient writers.
- Through guided writing, students develop the essential link between thinking and writing, using a variety of strategies (graphic organizers, "formula" writing, writing prompts, etc.) to support that connection. It provides the opportunity for the teacher to assess and instruct the students in small or large group settings.
- Teachers plan specific writing activities to develop standards-based writing skills. In guided writing, particular topics and techniques are assigned. They are often demonstrated in mini-lessons that use modeled/shared writing. Often guided writing takes place in flexible groups that vary

according to the changing needs of the children. Guided writing activities frequently take place in connection with learning in the content areas.

### ***Independent Writing***

- Independent writing gives students the opportunity to generate their own topics and to develop these topics in a self-directed writing process through drafting, revising, editing, and publishing pieces of writing.
- Independent writing allows for choice by children, encourages independence and creativity, increases writing ability, and develops student voice.
- The Writing Workshop is an effective way of structuring independent writing activities. Teachers plan an authoring cycle of approximately eight weeks, with workshop sessions two or three times a week. Each session begins with a mini-lesson that highlights particular grade level expectations in writing. The mini-lesson is followed by an extended, independent writing period during which the student writes on a topic of his/her choice while the teacher conducts short, individual writing conferences. Each session ends with students sharing their writing. By the end of each authoring cycle, each student publishes at least one revised and edited piece of writing, and the class has an author celebration.

### ***Writing in the Content Areas***

- The Comprehensive Literacy Framework is based on the premise that every teacher in the school is a writing teacher. Every teacher is responsible for developing each student's ability to use the writing process when generating written products, to write in a variety of genres and for many purposes, and to use the standard conventions of English in his/her writing.
- Many writing skills are best addressed within the context of content area learning. Informational writing is particularly important, not only to develop writing skills, but also to enhance lasting learning of content material.
- As teachers plan units of study in the content areas, they should include instruction that covers a variety of writing strategies, not only during the literacy period but also throughout the school day.