

## **Advantages and Disadvantages of Each of the Five Types of Writing**

### **TYPE ONE**

#### *Advantages*

- Spontaneous—requires little preparation by teacher
- Takes little class time to complete
- Very easy to evaluate, produces effort or participation grade
- Provides opportunity for all students to stop and think—to review prior knowledge, to develop questions
- When used before instruction, provides opportunity for teacher to assess student knowledge and make decisions about what to teach
- Special advantage to quiet, less verbal students
- Promotes writing fluency

#### *Disadvantages*

- Does not directly improve specific writing skills (sentence variety, organization, word choice, etc.)

### **TYPE TWO**

#### *Advantages*

- Spontaneous—requires little preparation by teacher
- Quick assessment of student knowledge resulting in quiz grade
- Promotes active learning by requiring students to produce information rather than simply identify information produced by others (e.g., objective test)
- Promotes content-rich writing
- Promotes writing fluency

#### *Disadvantages*

- Does not directly improve specific writing skills (sentence variety, organization, word choice, etc.)

### **TYPE THREE**

#### *Advantages*

- While more time consuming than Types One and Two, very efficient
- Relatively easy to evaluate and grade—test grade based on mastery of three FCAs

- Excellent preparation for essay tests, state competency tests, etc.
- Improves writing skills through frequent writing opportunities, oral reading, and FCAs

*Disadvantages*

- Requires disciplined, skillful teacher who can design assignments, select appropriate FCAs, and structure oral reading and self-editing process

## **TYPE FOUR**

*Advantages*

- Produces fair, objective evaluations
- Promotes sharing and exchange of ideas, insights, and information
- Creates a community of learners
- Produces most improvement in writing and thinking skills

*Disadvantages*

- Like Type Three, requires a disciplined, skillful teacher who can design assignments, select appropriate FCAs, and structure oral reading and peer editing process
- Time consuming: peer editing/oral reading can double the amount of class time necessary to complete Type Four versus Type Three
- Cannot be used as a test of recall because of the peer interaction

## **TYPE FIVE**

*Advantages*

- Results in final product that everyone (student, teachers, public) can appreciate
- Provides opportunity to use all skills and talents to the fullest
- Represents real-world standards

*Disadvantages*

- Time consuming for teacher and student
- Demanding for teacher who usually must act as final editor
- Evaluation is difficult because so many criteria must be considered *or* evaluation is always positive because final judgment is put off until final product is of publishable quality
- Somewhat unrealistic because students do not have resources writers in the real world have to produce publishable writing