



**Suggested reading for this workshop in Theoretical Foundations,**  
Section A: Supporting, Oral, Reading and Language Activities  
Section B: Best Practices

**Session goals**

- Discuss writing instruction practices that are currently used by participants in their classrooms.
- Explore and define some best approaches and principles related to writing.
- Explore the concept of the balanced literacy approach.
- Present an overview of the ÉCRI model, its five phases and supporting activities.
- Make connections between the ÉCRI model and best practices.

**Session plan**

- Identify best writing practices during a guided imagery activity.
- Discuss best practices.
- Explore the concept of the balanced literacy approach.
- View the introduction on the DVD.
- Explore the ÉCRI model, its five phases and supporting activities.
- Identify the best practices in the ÉCRI model.
- Fill out a questionnaire on general literacy teaching practices and, more specifically, writing instruction.

**Materials**

- DVD, introduction to the model
- Large sheets of paper
- Markers
- Photocopies: Participants Intro. 1 to Intro. 4

**Activating prior knowledge****WORKSHOP INTRODUCTION**

1. Facilitator presents the session goals and plan using *Intro Workshop Goals* and *Intro Workshop Plan* slides.
2. The facilitator informs participants that today's session will give them an overview of the ÉCRI model, a writing organization and teaching model.

## GUIDED IMAGERY

3. The facilitator invites participants to take part in a guided imagery activity by asking them to visualize the ideal writing class:

“Imagine that you walk into the ideal writing class in the middle of a writing lesson. What do you see? What writing approach is the teacher using? What are the teaching strategies? What are the students doing? What tools and resources are used in this classroom? What is on the classroom walls?” (*Guided Imagery* slide)

4. The facilitator gives participants a few minutes to reflect individually, and then invites them to share their ideas about the ideal writing class. The facilitator uses the slide, *Guided Imagery*, to guide the discussion. The facilitator notes ideas on chart paper or *Smartboard*.

## BALANCED LITERACY

5. The facilitator tells participants that writing instruction cannot be done in isolation and that it is part of more general literacy instruction. The facilitator asks participants to define and describe the concept of balanced literacy based on their personal experience or, if they are not familiar with the concept, to predict the meaning based on the term, “balanced literacy.”
6. The facilitator gives participants a few minutes for individual reflection and then invites them to share in pairs. After sharing, there will be a whole-group discussion during which the facilitator will note the key elements of the definitions the participants provided.
7. To conclude the discussion, the facilitator will return to the concept of balanced literacy by showing the slide, *Balanced Literacy Model*. The facilitator also hands out the sheet, *Participants Intro. 1: Balanced Literacy Model*.



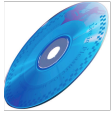
## THEORETICAL FOUNDATIONS ACTIVITY: SUPPORTING ACTIVITIES AND BALANCED LITERACY

8. The facilitator uses the slide, *Mini-Lessons*, to explain how supporting activities allow reading, oral and language activities to be incorporated with writing by using various teaching techniques. In other words, supporting activities encourage a balanced literacy approach.
9. The facilitator gives the participants the sheet, *Participants Intro. 2: Matching Puzzle: Balanced Literacy Teaching Techniques*. The facilitator invites

participants to complete the matching activity by specifying that the descriptions of the various techniques are taken from the Theoretical Foundations document.

## Enhancing knowledge

### ÉCRI MODEL OVERVIEW



10. Participants view the introduction of the DVD.
11. By using the slide, *ÉCRI Model*, the facilitator presents an overview of each of the model's phases and supporting activities.
12. The facilitator presents the slide, *Best Practices and the ÉCRI Model*, and explains the model's strengths by stressing how it incorporates best practices.
13. The facilitator gives participants the sheet, *Participants Intro. 3: ÉCRI Model*.
14. The facilitator invites the participants to review the list of best practices they created during the guided imagery activity by comparing this list to elements of the ÉCRI model.
15. At the end of the discussion, the facilitator asks participants if they can identify other approaches and/or principles supported by the ÉCRI model.

## Reflecting/reinvesting

### SELF-ASSESSMENT

16. The facilitator distributes *Participants Intro. 4: Self-Assessment Sheets: My Classroom Strategies* and asks participants to fill out the questionnaire on the practices they use in their literacy instruction and to answer the three reflection questions:
  - a. In your classroom right now, what is your greatest challenge in incorporating best practices?
  - b. What support do your students need to continue to improve their writing?
  - c. What support do you need to further incorporate those practices?