

## Workshop 2 Goals

- Discuss the role of the organizational chart or graphic organizer as a support for writing.
- Present phase 2: modeled writing.
- Explore connections between reading and writing and how to use texts to support the development of textual and linguistic knowledge.
- Explore and define the characteristics of a good text.
- Analyze certain texts based on the description of the six traits of writing.
- Defines the role of rubrics for teachers and students.

# Workshop 2 Plan

- Participate in a discussion about the writing genres in question.
- View DVD phase 2.
- Identify the textual and linguistic structure of a specific genre and type of text while using an organizational chart.
- Brainstorm and categorize the characteristics of a good text.
- Explore the six traits of writing.
- Analyze a text based on the description of the six traits of writing.
- Explore the role of rubrics for teachers and students.

# Phase 2 Sections

Discovery  
of  
organization

Detailed  
linguistic  
analysis

Creation  
of  
rubric

## Phase 2: Modeled Writing

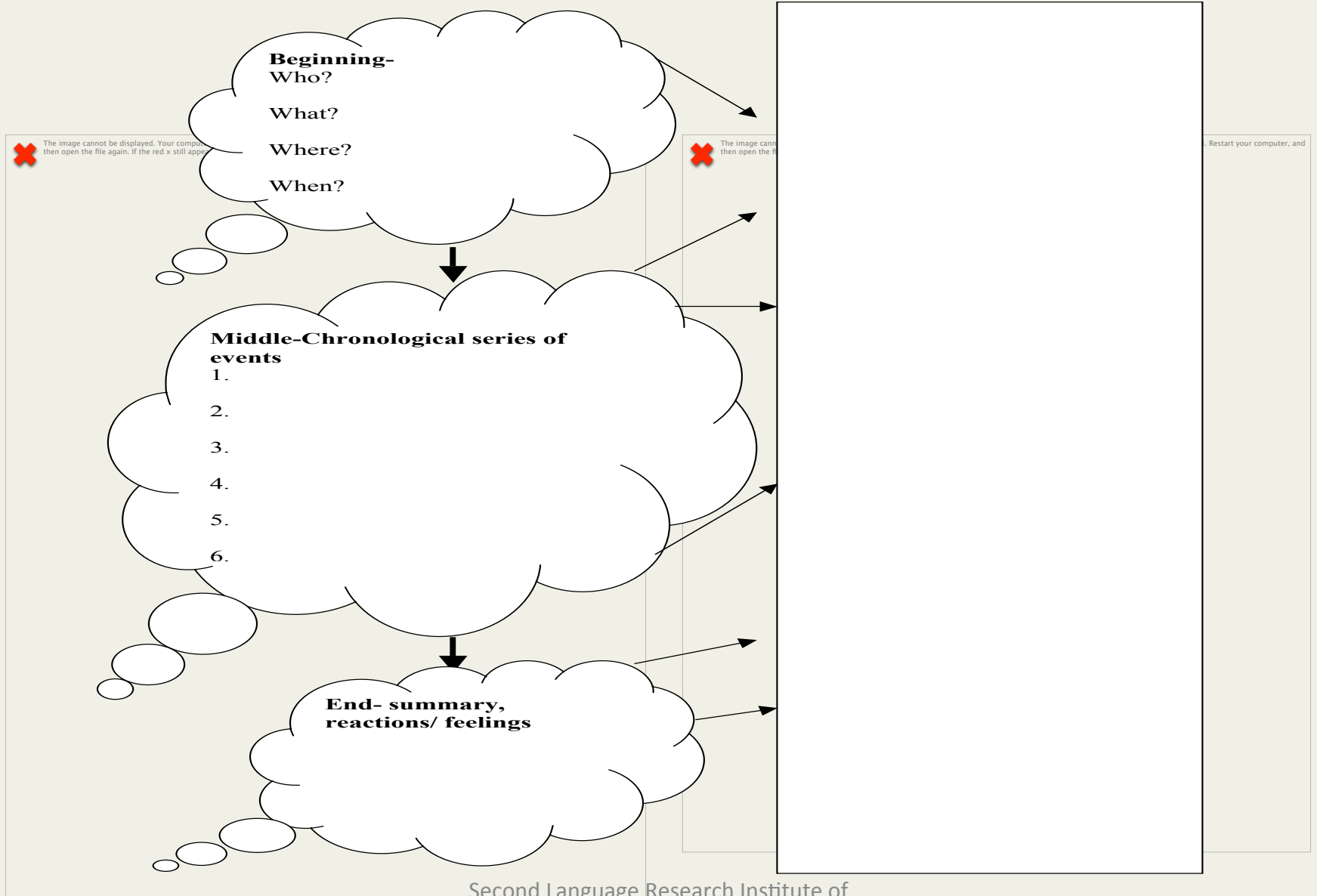
- Presentation of two texts
- Exploration of textual structure
- Discussion of the function and purpose of various textual elements
- Textual analysis – identification of words, verbs & expressions indicating the genre of text being studied
- Rubric creation based on identified key elements

# Previewing Questions

1. What are genres are explored at your level of teaching?
2. What teaching strategies do you use to facilitate the learning of text structure?
3. Have you ever used graphic organizers to support writing?
4. How did you use the graphic organizers in your writing class?
5. What is the role of graphic organizers in writing instruction?

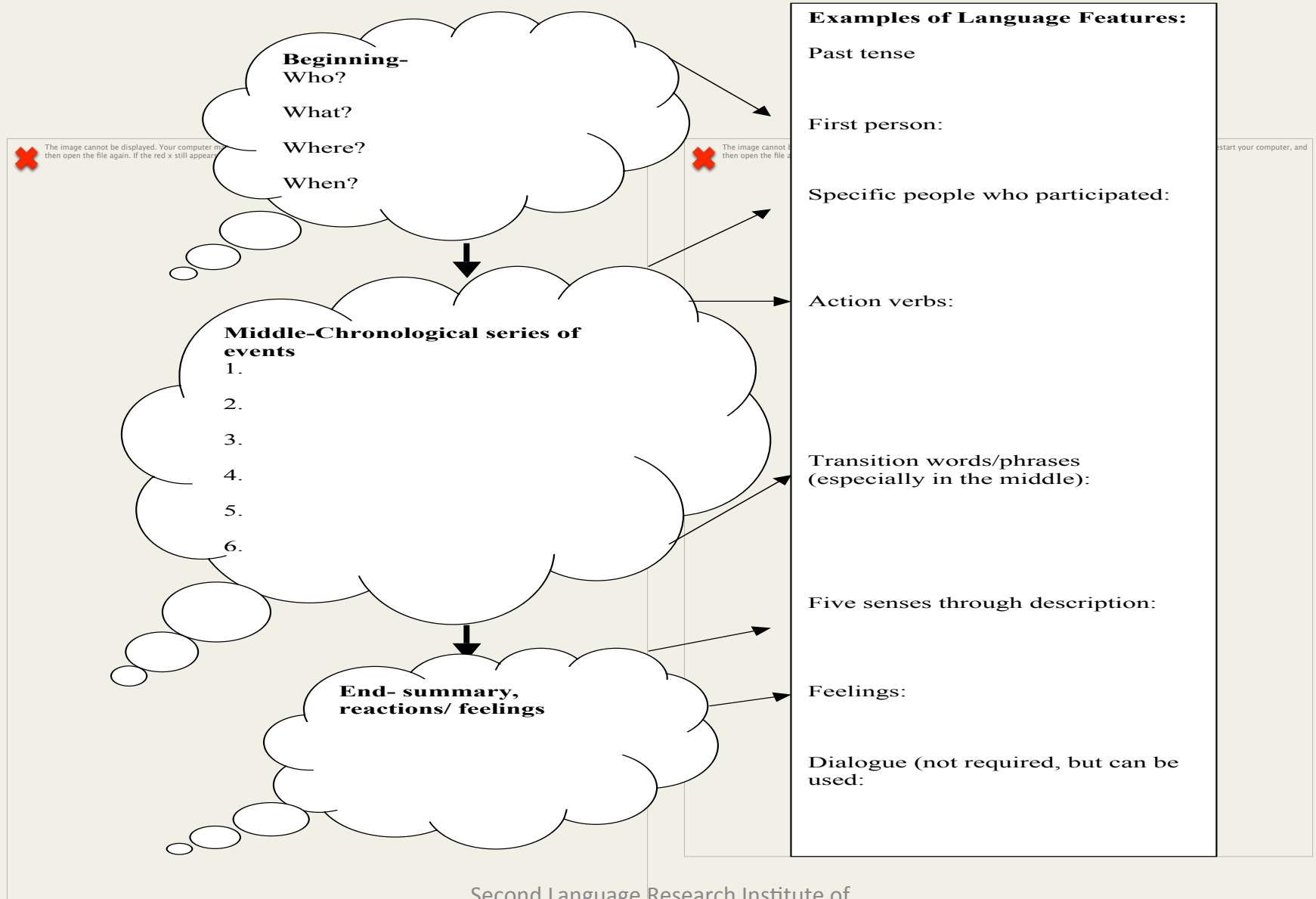
# Graphic Organizer – Text structure of the memoir

## Graphic Organizer for Memoir

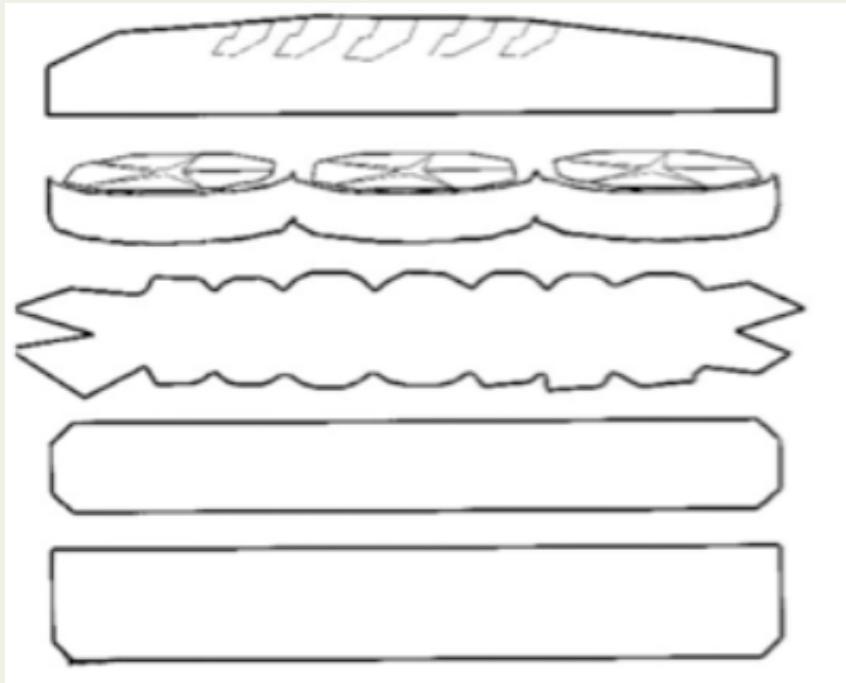


# Graphic Organizer – Linguistic elements of the memoir

## Graphic Organizer for Memoir



# Examples of Organizational Charts



Name \_\_\_\_\_ Date \_\_\_\_\_

**Cake Paragraph Format**

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

# The Six Traits of Writing

<b>Ideas</b>	<b>Organization</b>	<b>Voice</b>
<ul style="list-style-type: none"><li>• Demonstrates knowledge of the subject</li><li>• The main idea is easily recognizable.</li><li>• Provides relevant and interesting details</li></ul>	<ul style="list-style-type: none"><li>• Introduction or initial situation captures the reader's attention.</li><li>• Ideas are logically and effectively presented.</li><li>• Chooses a textual structure that fits with the writing purpose and intended audience</li><li>• Includes transitions</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates passion for the subject</li><li>• Tries to share passion for the subject with the reader</li><li>• Expresses enthusiasm</li><li>• The reader can understand the writer's voice in the text (e.g., joy, sadness).</li></ul>
<b>Word Choice</b>	<b>Sentence Fluency</b>	<b>Conventions</b>
<ul style="list-style-type: none"><li>• Uses lively verbs and nouns and evocative adjectives and adverbs</li><li>• Words create images in the reader's mind.</li><li>• Carefully chosen words help the reader to see, hear, feel, taste and feel events and actions.</li></ul>	<ul style="list-style-type: none"><li>• Sentences vary in length and structure.</li><li>• Sentences are related.</li><li>• Text flows; it has a rhythm.</li><li>• Text is easy to read.</li></ul>	<ul style="list-style-type: none"><li>• There is correct spelling of words, especially frequently-used ones.</li><li>• Punctuation and use of capitals are reviewed.</li><li>• There is correct use of verbal moods and tenses.</li><li>• There is correct use of adjectives.</li><li>• It is obvious that text has been reread several times and corrected.</li></ul>

# Identifying the Six Traits in a Text

## Participant 2.7

“Rainbow, come on girl, come back! Please, please come back!”  
I knew my screams were useless, as she flew out the window  
and into the night.

“Honey”, my mom leaned in quietly to speak in my ear, “I’m  
sorry but she’s gone.”

And even though in my heart I knew it was true, I just couldn’t accept it.  
“Please come back,” I whispered sadly, wishing she could hear.

That Thanksgiving had started out as a great day, my **extended family**  
**were** visiting and enjoying a good time. My dad was in the process  
of assembling a wooden cabinet, **perspiration glistening** on his forehead.  
“Keara, open the window, it’s boiling in here!” he finally cried.

“Sure thing Dad!” as I **leaped** to let some fresh air in.

“I’m just going to find some more bird seed,” my mom called as she  
marched out of the room. But no one noticed that she had accidentally  
left the cage door **ajar**.

“Let’s get some music going in here!” one of my cousins sang out.  
I turned the radio on to my favourite station and let the music pound  
in our ears. As the chorus to one of my favourite Bruce Guthro songs  
came to the lines, “And she flew out the open window,” as if on cue, a  
small white **blur zoomed** around our heads and **soared** into the sky.

“Oh!” I screamed startled.

“Do you think she will come back?” Dad wondered questioningly.

“They said she’ll come back. I said sorry, I don’t think so.” Bruce  
sang out of our stereo, **answering our questions without knowing.**

**Quietly we finished the day, with each of us lost in our own thoughts  
and memories of that unforgettable Thanksgiving.**



**Organization**



**Ideas - Beginning**



**Ideas -  
Chronological  
series of events**

**Organization**

**Ideas**

**Voice**

**Word Choice**

**Sentence Fluency**

**Conventions**