

# Workshop 3 Goals

- Explore and define the composition process
- Present phase 3: shared writing
- Explore the teaching of grammar/ language in context.

# Workshop 3 Plan

- Participate in exclusion brainstorming activity based on the characteristics of shared writing
- View phase 3 on the DVD, shared writing
- Participate in a case study activity
- Discuss the role of shared writing in student learning related to writing

## Phase 3: Shared Writing

- Oral sharing of teacher's reasoning regarding her/his choices during the writing process
- Invitation to students to make suggestions
- Assessment of shared text based on the chosen rubric

# Definition of Shared Writing

- The teacher shares her composition process aloud with her students. For example, she explains how she uses the graphic organizer, chooses her words, checks her spelling, organizes her ideas, punctuates, and uses capital letters and connectors.
- The teacher accepts suggestions from her students while maintaining control of her text.
- The teacher explains the reasons for her choices to her students.

## Discussion Questions on the Composition Process

Have you already discussed your composition process with your students by mentioning the challenges, joys and difficulties and how you draft a text? If so, how did you go about it?

# Discussion Questions on Shared Writing

1. How does shared writing help students to write their own texts?
2. How does adopting a critical perspective on the teacher's text help students when they are writing their own texts?
3. Based on students' prior knowledge and needs, how can teachers adapt their ways of sharing their composition process to incorporate the characteristics of a good text?