



Suggested reading for this workshop in the Theoretical Foundations section, Section A: Phase 2

Session 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.
- Define the role of rubrics for teachers and students.

Session plan:

- Participate in a discussion about 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.

Materials

- DVD:
- Photocopies: Participants 2A.1 to 2A.8

Suggested supporting activity

- Word Choice

Activating prior knowledge

WORKSHOP INTRODUCTION

1. The facilitator presents the session goals and plan by using *Workshop 2A Goals* and *Workshop 2A Plan* slides.
2. The facilitator informs participants that Phase 2 is comprised of three parts: 1.

The students first identify the structural character of an opinion piece; 2. The students identify the linguistic structures in that type of text; 3. The students and the teacher co-create a rubric or a check list. The facilitator uses the **Phase 2 Sections** slide to illustrate the three components of phase 2. The facilitator distributes **Participant 2.1: Phase 2 Description**.

LITERACY SCAFFOLDS : GRAPHIC ORGANIZERS

3. The facilitator invites participants to form groups and discuss the following questions using the **Phase 2: Previewing Questions** slide:



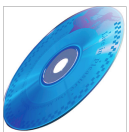
- a. What are genres are explored at your level of teaching?
- b. What teaching strategies do you use to facilitate the learning of text structure?
- c. Have you ever used graphic organizers to support writing?
- d. How did you use the graphic organizers in your writing class?
- e. What is the role of graphic organizers in writing instruction?

Enhancing knowledge

PHASE 2 PRESENTATION AND VIEWING, GRADE 8

1. The facilitator explains to participants that, although it is not shown in the clip, the students use a concept web to represent the text structure of the quotable quotes text. Participants are asked to think of how their students could represent the quotable quotes' structure in a concept web. The facilitator distributes **Participant 2.2: Phase 2 Concept Web**.
2. Participants view DVD phase 2, Grade 8.

TEXTUAL ANALYSIS



3. After viewing phase 2, participants form groups of 2. The facilitator distributes **Participant 2.3: Graphic Organizer – Memoir** and **Participant 2.4: Texts for comparison**.



4. The pair groups examine the structure of the two texts and indicate the structure in the graphic organizer.
5. Using the **Graphic Organizer – Text structure of the memoir** slide, as a class, participants discuss the textual structure identified in the memoir.
6. Next, using the same graphic organizer, the groups identify the specific linguistic elements of these same texts and indicate those linguistic elements.
7. Using the **Graphic Organizer – Linguistic elements of the memoir** slide, as a class, participants discuss the linguistic elements identified in the memoir.
8. Using the **Additional Examples of Organizational Charts** slide, the facilitator presents other examples of organizational charts.

Reflecting/reinvesting

CHARACTERISTICS OF A GOOD TEXT

9. The facilitator invites participants to participate in a classification activity on the characteristics of a good text. The facilitator asks participants to form pairs and then hands out the sheet, **Participant 2.5: Classification Activity**.
10. The sheet, **Participant 2.5: Classification Activity**, covers several characteristics of good text that each pair must classify using certain categories. Participants will use the following code to classify characteristics: I for ideas, O for organization, V for voice, WC for word choice, F for sentence fluency and C for conventions.
11. Using the slide, **The Six Traits of Writing**, the facilitator and participants then review the characteristics of the six traits of writing.

TEXT EVALUATION

12. Based on the description of the six traits of writing (**Participant 2.6: The Six Traits of Writing**) that the facilitator gives to participants, the facilitator models how to identify the presence of those traits in student texts by using the slide, **Identifying the Six Traits of Writing in a Text**. The facilitator also hands out a copy of the text to participants at the same time (**Participants 2.7: Identifying the Six Traits of Writing**).

13. The facilitator invites participants to form groups in which participants will analyze a short text based on the description of the six traits of writing by noting the presence or absence of certain writing traits. (***Participant 2.8: Assessing a Text with the Six Traits of Writing***)