

WORKSHOP 5

Phase 5: Independent Writing



Suggested reading for this workshop in Theoretical Foundations,
Section A: Phase 5

Session goals

- Explore and define the steps of the writing process.
- Explore teacher and student roles in each step of the writing process.
- Present phase 5, independent writing.
- Explore how to manage and organize student work during the steps of the writing process.

Session plan

- Brainstorm to identify the steps of the writing process and their characteristics.
- View phase 5 on the DVD, independent writing.
- Verify predictions about the steps of the writing process, as well as teacher and student roles, in each step of independent writing.
- Use scenarios to identify strategies for managing and organizing the steps of the writing process.
- Participate in the Reflect-Share-Discuss activity to explore strategies for managing and organizing the steps of the writing process.

Materials

- DVD: phase 5 Grade 8
- Markers
- Photocopies: Participants 5.1 to 5.3

Suggested supporting activities

- Oral Interaction – Grade 8
- Conventions – Grade 7
- Ideas – Grade 7
- Text Organization – Grade 7

Activating prior knowledge

WORKSHOP INTRODUCTION

1. The facilitator presents the session goals and plan by using *Workshop 5 Goals* and *Workshop 5 Plan* slides.
2. The facilitator informs participants that they will learn about phase 5

(independent writing) of the ÉCRI model, in which students write individual texts by following the steps of the writing process. The facilitator distributes the sheet, **Participant 5.1: Phase 5 Description**.

WRITING PROCESS

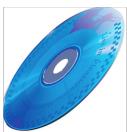
3. The facilitator asks participants what the steps of the writing process are.
4. Using the slide, **The Writing Process**, the facilitator notes the categories indicated by participants in the writing process organizational chart.
5. The facilitator invites participants to brainstorm. Using the slide, **Writing Process Brainstorming**, the facilitator asks participants to form groups and discuss the types of activities possible for each step of the writing process.
6. The participants share as a whole group.
7. The facilitator hands out the sheet, **Participant 5.2: The Writing Process**.
8. Using the sheet, **Participant 5.2: The Writing Process**, which includes a graphic organizer of the steps of the writing process, the facilitator categorizes the participants' ideas according to the steps of the writing process.

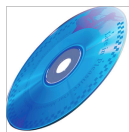


Enhancing knowledge

PHASE 5 VIEWING AND DISCUSSION

9. The facilitator explains to participants that, during the viewing of phase 5, they will have the chance to see students drafting texts independently by following the steps of the writing process.
10. Using the slide, **Phase 5 Analytical Questions**, the facilitator asks the participants to watch the DVD and identify teacher and student behaviours:
 - a. What roles do the teacher and students play in the steps of the writing process?
 - b. What tools/resources are necessary for each step of the writing process?
11. Participant view phase 5 (independent writing) Grade 8 DVD.
12. The facilitator invites participants to share their observations and compare them with the list created during the brainstorming. The facilitator asks the participants if they would like to add any behaviours to their original list.
13. The facilitator suggests that participants look at two supporting activities for the planning step of the writing process:
 - Grade 8 Oral Interaction and Grade 7 Text Organization, supporting





- activities for the revision/correction step of the writing process
- Grade 7 Conventions and Grade 7 Ideas, conferencing activities at the revision/correction step of the writing process:

SCENARIOS

14. The facilitator forms four groups and provides each one with a scenario (**Participant 5.3: Scenarios**) in which group members explore possible strategies for managing and organizing student work during the steps of the writing process.



- a. Most of your students are in the process of writing the final copy of their texts, but some students are still on the correction step. What do you do?
 - b. Michel and Sophie are working at different paces. Michel has already had a conference to discuss his ideas, and he's now ready to look at the text with you from a linguistic perspective. Sophie is still having trouble completing her plan and putting her ideas on paper. How would you help her during an idea conference? What is the importance of these conferences for students?
 - c. A student is waiting for you to correct his text during the conference on the six traits. What can you do to promote this student's autonomy?
 - d. During your conferences with students, you see that several of them share the same linguistic problem. How will that information help you plan your next support activities?
15. The facilitator invites each group to share its scenario and possible management strategies.

Reflecting and reinvesting

REFLECT-SHARE-DISCUSS



16. Using the slide, **Reflect-Share-Discuss Activity Questions**, the facilitator invites the participants to take part in the Reflect-Share-Discuss activity. Using the following questions, the participants first reflect individually and then share with a partner. Then the facilitator leads a whole-group discussion:
- a. How will you organize your own classrooms to be sure that all your students follow the steps of the writing process? In other words, what will be your management and organization strategies?
 - b. Do you think that the ÉCRI model prepares students for independent writing? If so, how?

