



Suggested reading for this workshop in Theoretical Foundations,
Section A: Phase 3

Session goals:

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

Session plan

- Participate in an exclusion brainstorming activity 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.

Materials

- DVD, phase 3: Grade 8
- Photocopies: Participants 3.1 to 3.4

**Suggested
supporting
activity**

- Reading- Grade 8

Activating prior knowledge

WORKSHOP INTRODUCTION

1. The facilitator presents session goals and plan using *Workshop 3 Goals* and *Workshop 3 Plan* slides.
2. The facilitator informs participants that they will learn about phase 3 of the ÉCRI model (shared writing) in which the teacher shares her composition process with students. The facilitator distributes the sheet, *Participant 3.1: Phase 3 Description*.

CHARACTERISTICS OF SHARED WRITING

3. The facilitator gives participants the sheet, *Participant 3.2: Exclusion Brainstorming Activity*.

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4. Using the sheet, ***Participant 3.2: Exclusion Brainstorming Activity***, participants must eliminate all sentences describing interactive writing and retain all sentences describing shared writing. Depending on the facilitator's preference, this activity may be done individually or in small groups.
 5. The facilitator presents the definition of shared writing by using the slide, ***Definition of Shared Writing***.
 6. The facilitator invites participants to share as a whole group and, after sharing, asks them to reflect about how teachers could make the composition process explicit.

COMPOSITION PROCESS

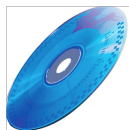
7. The facilitator asks participants if they have already discussed their composition process with their students. Using the slide, ***Discussion Questions on the Composition Process***, the facilitator leads a discussion about sharing the composition process:

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

Enhancing knowledge

PHASE 3 VIEWING AND DISCUSSION

8. The facilitator explains to participants that, while viewing phase 3, they will have the chance to see the teachers share their composition process with the students and that, in doing so, they touch on several characteristics of a good text such as ideas, voice, conventions, word choice and sentence fluency as well as strategies.
9. The facilitator hands out the sheet, ***Participant 3.3: Analytical Questions***, as a guide for viewing the DVD. While viewing phase 3 on the DVD, participants will reflect on the following questions:
 - a. How do the teachers make their composition process clear?
 - b. What is the role of the rubric/roadmap in this phase?
 - c. How do the teacher invite the students to participate in this phase?
10. Participants will view phase 3, Grade 8.



11. After several moments of individual reflection on the questions on the sheet, **Participant 3.3: Analytical Questions**, the facilitator invites participants to share.

SCENARIOS

12. The facilitator asks participants to form four groups.



13. The facilitator hands out the sheet, **Participant 3.4: Shared Writing Scenarios**, to each participant and then assigns each group a scenario. This activity encourages participants to reflect on the composition process and the narrative accompanying shared writing.

You are teaching in a middle school context and students have not yet mastered sentence word order or basic grammar. How would you go about sharing your composition process? What would you say to your students about syntax and grammar?

You notice that your students are having trouble organizing their thoughts before starting their drafts. How would you use a graphic organizer when you share your composition process with them? What would you say to your students about pre-writing and organization?

In your class, during a particular unit of study, you have decided to focus on word choice. How would you incorporate that aspect during shared writing? What would you say to your students about word choice?

You have many resources in your classroom: word wall, graphic organizer, poster of the six writing traits, reference books (grammar guides, visual dictionaries, dictionaries and thesauruses) How would you encourage their effective use? What would you say to your students about your use of resources?

14. The facilitator invites each group in turn to share its scenario and how they would share their aspect of the composition process with students.
15. In the discussion that arises from the scenarios, it is important to tell participants that it is impossible to share everything about the composition process. Choices have to be made based on students' needs and language level.

DISCUSSION ON SHARED WRITING

16. Using the slide, *Discussion Questions on Shared Writing*, the facilitator invites participants to discuss shared writing by considering the following questions:
- a. How does shared writing help students to write their own texts?
 - b. How does adopting a critical perspective on the teacher's text help students when they are writing their own texts?
 - c. 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?