

WORKSHOP DESCRIPTION

I. Title: Yikes to Yes! Regional Workshop

II. Strand: Writing

III. Grade applicability: Middle school teachers with easy adaption for 5th grade and 9th grade teachers

IV. Description:

This is an introduction to the Teaching Writing: Structure & Style methodology, which focuses on the ability of the key word outline to address organization, reasoning, content, and collaboration as well as its ability to fill learning gaps. How guided practice, scaffolding, differentiation, and formative assessment play important roles in engaging the students in their own growth is taught. This presents four different composition models and three stylistic techniques. Participants will have “hands-on” writing practice using a checklist-based approach, which allows students to gradually expand and continuously reinforce a repertoire of specific skills. The structure and style system directly supports writing across the curriculum and the 6 + 1 Traits Assessment model.

V. Objectives:

- To provide a concrete way to help teachers develop specific writing skills that fill in learning gaps of middle school students
- To provide participants with actual writing experience, using these ideas
- To understand and use four of the eight organizational models to simplify and clarify the pathway of communication
- To facilitate vocabulary acquisition
- To encourage the use of a variety of sentence structures
- To increase students’ ability to use questions to identify central ideas and facts in source texts, or draw information from their own brains thereby developing critical thinking skills

VI. Content to be Presented: (one day seminar of 6 hours of lecture and practicums)

1. Overview of this approach--both practical and philosophical
2. Applicability to middle school students with varying levels of ability and experience
3. Note-taking process: “key word outlines”
4. Summarizing from “key word outlines”
5. Stylistic techniques: Specific grammatical constructions and word usages, which inevitably add variety and artistry to student’s compositions.
6. Story Sequence and Summarizing Narrative Stories
7. Report Writing and Paragraph Structure

8. Writing from Pictures, with “key word outline” pre-writing
9. Creative Writing – “Taking Notes from the Brain”
10. Guided practice, scaffolding, differentiation, & formative assessment

VII. Methods of Presenting Content: (Using overhead projector and white or black board.)

- Initial lecture presentation with accompanying 26 page workbook/syllabus
- Sample exercises done with group participation and short sessions of individual writing
- Opportunities for questions and discussion.

VIII. Schedule

Day One

8:30 am Session One: Introduction

8:45 am Overview of Nine Structures and Stylistic Techniques

9:00 am Units I Note Taking & II Summarizing from Notes

9:45 am Practicum: Write paragraph with “ly,” strong verb, & quality adjective

10:15 am Break

10:30 am Session Two: Unit III Summarizing a Story

11:00 am Scaffolding and Differentiated Instruction

11:25 am Practicum: Write Story

12:00 pm Lunch

12:45 pm Session Three: Unit IV Summarizing a Reference

1:30 pm Unit V Writing from Pictures

2:00 pm Break

2:15 pm Session Four: Unit VII Notes from the Brain

2:50 pm Formative Assessment & Grading

3:20 pm Closing Comments and Next Step Action

3:30 pm Dismiss