

For communication to be effective, organization is essential. The organization of ideas must be logical. A communication form should be organized as a whole as well as organized within and between each part of the communication. Communication forms that are well-organized provide the audience with a framework. This framework helps the audience to remain engaged and focussed. Organizing involves making decisions about what information is needed and the most effective order for presentation based on the audience and purpose.

Organization includes the way the communication form is organized as a whole (external organization) as well as how it is organized throughout (internal organization). Organization will vary in relation to different types of communication forms, however, a well-organized communication form, using transitional devices, supports the audience to follow the flow of ideas. Transitional devices or transitional words are single words, phrases, or sentences that authors use to move smoothly from sentence to sentence, from idea to idea, or from one paragraph to another paragraph. They help the audience to move forward in their thinking while developing ideas or concepts, or they provide the audience with cues which compare ideas or help them to draw conclusions from the preceding thoughts.

What are organizational structures and devices?

To communicate information authors understand that print and non-print texts are constructed for a particular audience and purpose and therefore use organization structures and devices to support their audience's comprehension.

What are organizational structures?
Organizational structures can include sequence, description, cause and effect, compare and contrast, and problem and solution. The communication form will determine the organizational structure.
What are organizational devices?
Organizational devices are the textual elements used by authors to assist the audience in locating information and supporting the meaning of a text. These can include photos, titles, bold print, tables, charts and graphs.

What does it look like in the classroom?

The workshop model supports speakers and writers in organizing their communication forms in a logical sequence and to further develop organizational strategies.

Time to Teach	Time to Teach provides support for learners as they develop their organizational strategies. Learners require explicit instruction on the strategies. During Time to Teach, teachers can: • explicitly teach using graphic organizers ranging from beginning, middle, and end to story maps with characters, setting, problem, events, and resolution • demonstrate using graphic organizers to practise logical sequence of speaking/writing with an introduction, body, and conclusion • refer to a range of narrative texts that include a beginning, followed by rising action, climax, and a resolution • model other forms of organization such circular narratives and stories using flashback or flashforward • model “hooks” that authors use to capture an audience’s interests • use mentor texts from a variety of communication forms to explicitly teach the purpose of an introduction/lead and conclusion. • show how transitional words support the listener/reader by making it easy to follow the flow of ideas. • model how making revisions based on feedback on organization can make the communication clearer and more focused. • explore the importance of sequencing events/details to contribute to an audience’s comprehension • use a variety of print and non-print mentor texts to demonstrate how organizational structure fit the audience and suits the purpose • explicitly teach students visual literacy skills, active listening skills, and how to deconstruct non-print texts
Time to Practise	Time to Practise provides opportunities for learners to develop and refine their organizational strategies. Teachers can provide individual or small group instruction to support learners with specific learning needs. During Time to Practise learners can: • use co-created anchor charts and work in small groups, partners or independently to revise the organization in drafts • ask questions and talk about their work (e.g. Are my ideas organized? Do I use varied transitions? Is my writing easy to follow?) • experiment with a variety of transition words in the same piece • use organizational strategies to annotate/improve various drafts (arrows, underlining, highlighting, symbols, notes, colour-coding, track changes, comments, cut and paste functions) • use mentor texts or their own drafts to experiment with organizational structures and techniques • talk with peers about how to improve organization and use feedback to

	make improvements ● use organizational structures appropriate to the communication form ● develop paragraphs with a clear topic/main idea, supporting details, and a conclusion ● use organizational devices/text features such as photos, titles, tables, charts, and bold print to achieve a specific purpose ● organize paragraphs with a clear, logical, effective flow from one to the next
Time to Reflect and Share	Time to Reflect and Share allows learners to consider how organizational strategies improve the effectiveness of their communications. During time to Reflect and Share learners can: ● critically reflect on their own work and the work of others ● consider how their organization changed and developed over the course of different drafts ● consider the role of audience and purpose in making decisions about organizational structures and devices ● communicate on how presentation and organization affect the message of a communication form

For more suggestions to support organization, organizational structures and devices, please refer to ["Nova Scotia Assessment: Reading and Writing Grade 8: *Lessons Learned*"](#)