

Create an attention-getting beginning and a strong ending. Use transitions to link ideas.



	Rules in Government
●	Can you imagine living in a place where only one person makes all the decisions for all the people?
●	A place like that would be very different from the United States.
	In the United States, citizens vote for politicians to represent them in the government. However,
●	other countries have different rules...

1. Build Writing Skills

Teach Writing Trait: Organization

- A. **Restate Organization** Explain that writing is well organized when it: has a clear, interesting beginning and ending; is written in an order that makes sense; has transition words to create links between ideas; and has a title that relates to the main idea. *Today we are going to focus on creating strong beginnings and endings in our writing. We will also focus on using transitions to link ideas.*
- B. **Focus on the Visual** *What does the writer do to grab your attention right away? (starts with a question) What kind of transitions does the writer use? (the word however)*

2. Write and Analyze

Writing Trait: Organization

- A. **Write Texts** Students should focus on creating or revising a piece so that it is well organized and interesting.

Below Level	On Level	Above Level
Review students' prewriting together. Ask students to brainstorm a list of ways to introduce their writing. Offer suggestions for how to organize ideas into focused paragraphs that support the main idea of the piece.	Review students' drafts for clarity, transitions, and strong introductions. Have students read their introductions out loud or to a partner to test whether they get a reader's attention. Encourage them to create a solid conclusion by including a strong detail or other element of interest.	Have students review their drafts for organization and relevance. Challenge students to create interesting, unique openings by using rhetorical questions, elements of humor or surprise, etc. Have students work with partners to decide on the strongest possible introductions and conclusions.

- B. **Support Writing** When students are finished, ask:
- *How did you choose a title? Does it accurately tell what the piece will be about?*
 - *Why are transitions between ideas helpful to the reader?*

3. Support Writing Independence

- A. **Write on My Own** In a conference, ask:
- *Tell me about your introduction. How will it grab a reader's attention?*
 - *Could you organize your writing in another way that makes sense? Explain.*
 - *Show me your concluding paragraph. How did you make your closing strong and interesting?*
- B. **Monitor Learning** Use the rubric below to assess students' writing for organization.
- C. **Next Step** Continue providing small group support for organization for students who score 1 or 2.

Writing Trait: Organization

1. Little Evidence	Student's writing contains no clear organization and may focus on random details. Writing lacks a relevant title, introductory and closing elements, and effective transitions.
2. Some Evidence	Student's writing is mostly organized in a logical order. The title has some relation to the main idea. Introduction and/or conclusion are present but may lack strength and interest. Transitions are weak and insufficient.
3. Clear Evidence	Student's writing is clearly organized in a logical order. Writing contains interesting, strong introductory and concluding elements. Ideas are linked with smooth transitions. Title effectively communicates the main idea.