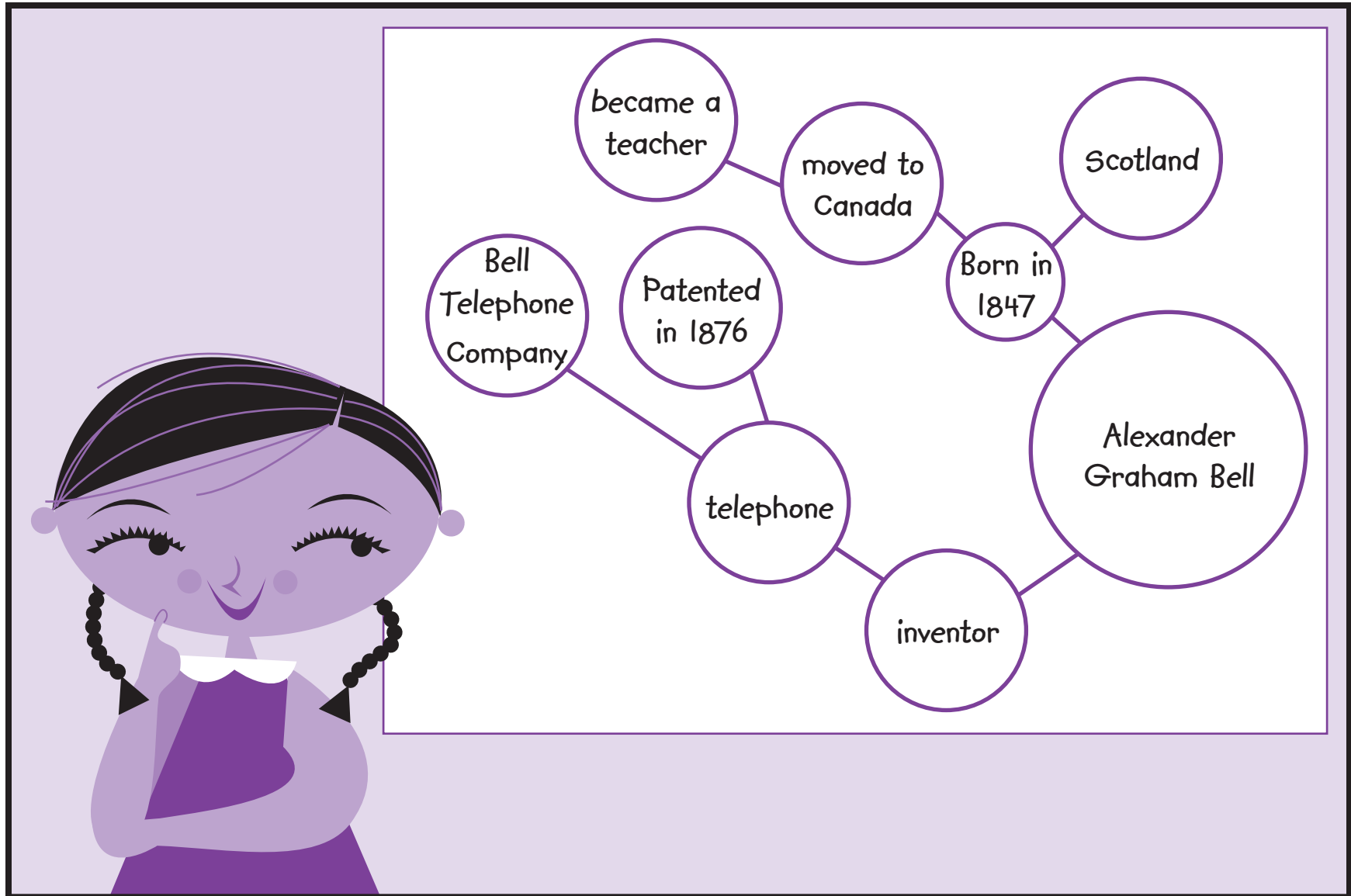


Think about your topic as you collect and focus your ideas.



1. Build Writing Skills

Teach Writing Process: Prewriting

- A. **Restate Prewriting** Remind students that prewriting helps writers to get their ideas together. During prewriting, writers choose a topic and then gather ideas or facts about the topic. Brainstorming notes, research notes, and graphic organizers are all tools that can help writers organize information and ideas in a way that gets them ready to write. It is helpful to group related ideas together in notes or an organizer. It is important to think about audience and purpose during this step. *Today we will use prewriting to organize our ideas about a topic.*
- B. **Focus on the Visual** *Who might be the audience for this piece of writing? (teacher, class) What form will this prewriting probably be used for? (biography, report) How has the writer grouped her ideas? (related topics)*

2. Write and Analyze

Writing Process: Prewriting

- A. **Write Texts** Students should begin prewriting on a given topic.

Below Level	On Level	Above Level
Help students create a graphic organizer that is appropriate for their topic. Assist students in completing their graphic organizers with relevant ideas or facts. Have students brainstorm as many ideas as possible. Prompt students to choose the ideas they want to use in a draft.	Review students' prewriting for relevant details and clarity of main idea. Ask questions to help students determine the importance and placement of each detail. Prompt students to order the details for use in a first draft.	Review students' prewriting for relevant details and clarity of main idea. Ask students to determine the logical order of details to include in a draft. Encourage them to add interesting details to ideas on the organizer to make their writing livelier.

- B. **Support Writing** When students are finished, ask:
- *Did your prewriting help you focus your main idea? Explain.*
 - *How did you decide which details were most important? Are there details in your prewriting that you will leave out of your draft?*

3. Support Writing Independence

- A. **Write on My Own** In a conference, ask:
- *How did you decide to organize your details? Did you need to make changes as you brainstormed?*
 - *Tell me the best detail that you included in your prewriting. Why do you feel that detail is best?*
- B. **Monitor Learning** Use the rubric below to assess students' prewriting.
- C. **Next Step** Continue providing small group support for prewriting for students who score 1 or 2.

Writing Process: Prewriting

1. Little Evidence	Student's prewriting is unfocused and contains irrelevant or unnecessary details.
2. Some Evidence	Student's prewriting contains mostly relevant details, but some do not apply to the main idea.
3. Clear Evidence	Student's prewriting contains important and relevant details that clearly support the main idea.