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Two types of prewriting strategies

Pre-writing strategies use writing to generate and clarify ideas. Although many writers have traditionally created contours before starting writing, there are several other effective pre-writing activities. We often call these pre-writing strategies brainstorming techniques. Five useful strategies are to list, group, write freely, loop and ask questions to the six journalists. These strategies help you with both your invention and idea organization, and can help you develop topics for your writing. Listing list is a process of generating a lot of information in a short time, generating some broad ideas and then refocusing on these associations for more details. Listing is particularly useful if your initial topic is too broad and you need to narrow it down. Write down all possible terms that emerge from the general topic you are working on. This procedure works especially well if you work on a team. All team members can generate ideas, with one member acting as a scribe. Don't worry about editing or throwing away what might not be a good idea. Just write down as many possibilities as you can. Group the items you've listed according to arrangements that make sense to you. Are things thematically related? Give each group a label. You now have a narrower topic with possible development points. Write a phrase about the label you gave the idea group. You now have a topic phrase or possibly a thesis statement. Clustering Clustering, also called mind mapping or idea mapping, is a strategy that allows you to explore the relationships between ideas. Place the subject in the center of a page. Circle or climb it. As you think of other ideas, write them on the page around the central idea. Connect the new ideas to the center circle with the lines. When thinking about ideas that relate to new ideas, add them in the same way. The result will look like a web on your page. Find clusters of interest to you and use the terms you've attached to key ideas as starting points for your role. Grouping is especially useful in determining the relationship between ideas. You will be able to distinguish how ideas fit together, especially where there are plenty of ideas. Grouping your ideas allows you to see them visually in a different way, so you can more easily understand the possible directions your work can take. Freewriting Freewriting is a process of generating a lot of information by writing non-stop for a predetermined period of time. It allows you to focus on a specific topic, but forces you to write so quickly that you are unable to edit any of your ideas. Freewrite on the task or for five to ten minutes without stopping. Force yourself to keep writing, even if nothing specific comes to mind (so you can end up writing I do not know about what to write more and until an idea appears in your head. All right, no problem. the important thing is that you do not stop writing). This free writing will include many ideas; at this point, generating ideas is what is important, not grammar or spelling. After finishing the free writing, look back on what you wrote and highlight the most prominent and interesting ideas; then you can start all over again, with a tighter focus (see looping). You will narrow your theme and in the process you will generate several relevant points on the topic. Looping Looping is a free writing technique that allows you to focus your ideas continuously while trying to figure out a writing topic. After writing for the first time, identify a key thought or idea in your writing, and start writing freely again, with that idea as your starting point. You will loop 5-10 minutes of freewriting after another, so you have a sequence of freewritings, each more specific than the last. The same rules applicable to free writing apply to looping: write quickly, do not edit, and do not stop. Loop your freewriting as many times as necessary, circulating another interesting topic, idea, phrase or phrase each time. When you finish four or five rounds of looping, you will begin to have specific information that indicates what you are thinking about a particular topic. You may even have the basis for a tentative thesis or an improved idea for an approach to your task when you're done. Journalists' questions Journalists traditionally ask six questions when they are writing assignments that are divided into five W's and an H: Who?, What?, Where?, When?, Why?, and how? You can use these questions to explore the topic about what you are writing for a task. One key to using journalists' questions is to make them flexible enough to explain the specific details of your topic. For example, if your topic is the rise and fall of puget sound's tides and its effect on salmon snoring, you may have very little to say about who if your focus doesn't count for human involvement. On the other hand, some topics may be weighed on who, especially if human involvement is a crucial part of the topic. Possible generic questions you can ask using the questions of the six journalists: Who?: Who are the participants? Who is affected? Who are the main actors? Who are the secondary actors? What's the theme? What is the meaning of the theme? What's the basic problem? What are the issues related to this problem? Where?: Where does the activity take place? Where does the problem or problem have its source? Where is the cause or effect of the problem most visible? When?: When is the most apparent problem? (in the past? When the problem or problem Developed? What historical forces helped helped the problem or the question and at what point will the problem or problem culminate in a crisis? When is action required to resolve the problem or the problem? Why?: Why did the problem or the problem arise? Why is this (your topic) a problem or problem? Why did the problem or the problem develop the way it happened? How?: How is the problem or problem significant? How can it be approached? How does this affect participants? How can the problem or problem be resolved? Journalists' questions are a powerful way to develop a lot of information on a topic very quickly. Learning to ask the appropriate questions about a topic requires practice, however. Sometimes, during the writing of a task, you may want to go back and ask journalists' questions again to clarify important points that may be getting lost in your planning and elaboration. Revised: 05/19 Pre-Writing Types (C-6) As a general rule, the longer students spend a variety of pre-writing activities, the more successful the work will be. Pre-writing techniques help students evaluate the dimensions of a rhetorical problem and plan its solution. They trigger perceptual and conceptual processes, allowing writers to recall experiences, recreate stereotyped thinking, examine the relationships between ideas, evaluate their audience's expectations, find an implicit order in their subject, and discover how they feel about work. Some pre-writing activities allow writers to investigate the subject from various perspectives; others help writers evaluate their relationship with an audience. Some use photos, conversations, or pantomimes to generate ideas, while others ask students to write scratch lists, notes, and outlines. (Taken from Lindemann, Erika. A rhetoric for teachers. 2nd ed. New York: Oxford UP, 1987.) Some pre-writing techniques may be familiar: Delineates Journals Other Reading Models may require a definition and examples: Perception Exercises - thought games, conceptual blockbusting, and confusion of meaning, such as visiting a blindfolded family place (see p. 73 in Teaching the Writing Process) Brainstorming - unstructured probing of a topic - sometimes in a group - just come up with as many Free ideas as possible writing for a period of time without stopping for any reason - can be done with a given topic or just to write Looping - a continuation for free-writing - by taking an idea, word, or other element of a free writing segment and then free-writing on that idea, word or element. The process can be repeated to provide even more focus to free writing. (See page 90 in the Writing Teaching Process) Mapping - polling of a topic graphically (see p. 83 in Teaching the Writing Process) Grouping - structured probing of a topic in clusters or groups (see p. 54 in Teaching the Writing Process) Heuristics - asking a series of questions, questions, Who? That? When? Where? As? or using classic topoi as how is this? What causes this? What are the effects of that? What do I mean by...? In what parts can this be divided? What are some examples of this? There may also be specific questions for particular writing tasks. Entries - things to start with, like an opening sentence or visualThere are many pre-writing strategies that you can use to help your students prepare to write. Here is a list of 11 and how to use

them. Pin to save for later! Teaching writing can be a daunting task, but by breaking the writing process, your students will be more successful. The best place to start writing instructions is with pre-writing – and a lot! I've collected a list of pre-writing activities - defined and with examples - to help you get started. What is pre-written? Let's start with a quick definition of pre-writing: Pre-writing is part of the writing process in which the writer gathers ideas, explores the prompt of writing, generates thoughts and organizes them. It's an opportunity for writers to expand their ideas about a prompt and think creatively and critically about what they mean. Why is it important for the writing process? We often change pre-writing activities, but they are so valuable! Pre-writing allows students to explore, test, and generate ideas. They provide students with ways to organize and expand their writing. Did you notice that? Students often choose their first idea and run with it. And it's often very difficult to make them look at other ideas. They're ready with the first one! But often, our first idea is not the best - we want our students to think critically and creatively. Try this: Incorporate more pre-writing strategies as you plan your writing tasks. Ask your students to complete at least two (or more!) different pre-writing activities before they begin to elaborate. I want my students to start working out when they're ready to go... with ideas and organization ready to burst! I tell them I want the paper to write it myself. This can happen when they have done the pre-writing. We want writing to be an act of discovery, and pre-writing can help students get there. By experimenting with various activities, they can find out what they want to write about. How to use prewriting strategies effectively Always model what you want students to do. For example, if students are writing narratives, start your own narrative along with them. Show them how you would think or crowd. Also, show students how you can throw away an idea. This will often lead them to a deeper and more creative approach to the topic. I always say, throw away your two ideas. Help them find the discovery in their pre-writing. Writing is a form of discovery. We find out how we feel, what we remember, what's important to us when we write. Write. you model your own pre-write graphic organizer, share what you discover. It certainly doesn't have to be monumental or personal. Do more than you think is necessary. Your students can get ideas about what they want to write as soon as you provide the prompt. However, don't skip pre-writing! It will help your students organize their thoughts, get to details, and fill in gaps. Use pre-writing activities as an opportunity for conferences. Go about pre-writing activities (no matter how confusing) to check with your students. You will be quickly able to see how ready they are to start writing, if they have a viable topic, and if the topic is too large (as is often the case). What are some of the best pre-writing strategies? Brainstorming What it is: Brainstorming is probably the most familiar pre-writing activity. It's simply a brain dump of ideas on a topic. How to use it: The writer simply writes all the ideas that appear in her head as she considers the theme. Don't try to self-edit or speculate on the idea, just lower it. And then what? After thinking, the writer will see ideas that want to come together. He may find himself gravitating to an idea about others. Pay attention to these things. Students may want to complete a pre-writing grouping activity after brainstorming. Grouping What is: Clustering is bringing together ideas and thoughts into categories. How to use it: Look at the prompt and determine some large categories that may fall into the topic. Students can write ideas in circles (such as a cluster). It is useful to label clusters or code them. Use this technique after students have done some brainstorming or freewriting. This will allow them to create categories and pull ideas more easily. So what: After grouping students can be ready to start organizing ideas. A simple outline is ideal for this. Free writing What it is: Free writing (sometimes spelled as a word) is simply writing about an idea for a specific period of time. It can be a stream of consciousness or in response to a warning. How to use it: Use free writing as a way for students to dive in and explore a prompt or topic. Set the time (start with maybe 5 to 7 minutes) and make your students write continuously. They shouldn't worry about spelling, grammar, organization – they're just getting their thoughts on paper. And then what? After free writing, students may want to complete a looping activity. Looping What it is: Looping is the perfect pre-writing strategy to use after students have done free writing. By using this technique, they will choose an idea of their free writing to explore on a deeper level. use it: Go back to free writing and choose a word, phrase or phrase that interests them or that they think can make a good topic. Write that word, phrase, or phrase at the top of a new one set the timer, and have students write about that topic until the timer has to take. After looping, students may want to try to group or even outline. Listing what it is: List is just a simple list of ideas. This is a great pre-writing activity for students who don't really know what to write about. How to use it: I think it's easier to put the topic or keyword from the prompt at the top of the page. This makes it easier to stay focused on the prompt. Allow students to create as many different lists as they want. For example, if you request to write about a time when you have learned something, students can create lists that are titled, school, family, sports. This will help them narrow their theme. And then what? Once students have a list, they have choices! The next natural step is for students to choose an item from the list that they feel some energy or excitement. Use it for free writing, brainstorming or even clustering. Mapping & Diagramming What is: Mapping (or diagramming) is a large visual organizational prewriting activity that helps students see relationships. Writers create a conceptual map of how different elements fit together. How to use it: In its simplest form, this pre-writing technique implies the use of shapes, symbols, colors, arrows and lines. Start with the main idea in the center, and look for ideas that connect or are important. At the end of a pre-writing mapping activity, students should have a bird's eye view of what their theme entails. This is really useful for determining whether the topic is too large. And then what? After mapping, the next logical question is: Is my topic too big? Use your writing conferences to determine if their topic is too large. This is useful to prevent students from getting imprisoned with drafting. Outsof what it is: We are all familiar with a standard outline shape - a pre-written outline is an abbreviated form of this. How to use it: Delineate is a great tool once students have completed some other preliminary pre-writing. If they have clustered or listed, they have items that they need to categorize. When you ask your students to sketch for a writing project, remember that the outline itself is not the goal. You want your students to move from pre-writing to writing, so don't make the sketch a complicated lesson. Be simple. And then what? Once students have completed a sketch, they should be ready to write a draft. A sketch will guide you through your essay. 5 Ws and 1 H What is it: The 5 Ws and 1 H are what the journalist uses — it's who, what, where, when, why, and how of a topic. How to use it: Students approach each question. If they find out they can't respond to question, this may be a place where they need to fill in with search. Encourage students to ask more than just one question for each word. To Stop a student writing an exhibitor essay about choosing a pet, she might ask: Why is a pet important? Why should you research different types of pets? Why are pets beneficial to humans? And then what? This is another pre-writing strategy that is very useful for determining whether students have a narrow enough theme. A student could write an entire article on the question Why are pets beneficial to humans? As students see the questions they are generating about their topic, they will often discover that there are several topics they would like to write about. Oh, that's wonderful! Students will see that they have a theme ready for their next assignment. Diary What it is: Using the magazine as a pre-writing activity is similar to free writing. Students write about the topic. It's different from free writing where the focus is on continuing to write. Responding to a warning in a journal is more intentional. How to use it: Allow students to respond to a prompt in their journals or by writing notebooks. They may want to jump right into an idea they have about the prompt and start developing their ideas. Many teachers like to use morning warm-ups that include writing warnings. Students can return to these warnings and expand them to a larger writing activity. Using a journal to respond to a writing notice can also help students investigate their feelings and opinions on a topic. Using a journal also helps you write as discovery. As students write in their journals, they often find out what they mean, how they feel, and why something is important (or not) to them. And then what? Like other prewrite activities, a journal response to a prompt will not be a first draft. Students can return to their answer and pull ideas, images, and thoughts they want to include in a draft. Students often write their thesis statement at the conclusion of a journal entry! Then make sure students write a final paragraph. Pros & cons list What it is: Students create a list of arguments for and opposition to a prompt. How to use it: This pre-writing strategy works well with persuasive writing arguments and activities. While students may be discussing one point or another, having a list of pros and cons can help them see where they need to strengthen their argument and where they can attack their opposition. Have students make a real list with two columns. A column in favor and an opposite column. It can also be helpful for students to work in pairs with a person arguing on one side and bring out all the opposing ideas. And then what? After completing a pro/con list, students can be ready work on his thesis statement. What's his position on this topic? Once they have determined this, you may want them to create a brief outline that will guide your writing, or you may want them to complete a Venn diagram to dig deeper into the in the Venn diagram What it is: A Venn diagram are two intersectional circles that illustrate how two things are different and equal. (want to know why a Venn diagram is always capitalized? Here's your answer!!) How to use it: There is nothing like a Venn diagram to compare and contrast. And it's so simple to use. Students can draw the diagram directly into their resource book and fill it out. Like the pro/con list, a Venn diagram makes clear an argument for students. Unlike a pro/con list, the diagram helps students see similarities. Another important aspect when writing a persuasive argument or essay. And then what? After students complete a Venn diagram, they may be ready to assemble a sketch. This will help them determine about what they will write about and in what order. They will also be ready to begin addressing and refuting their opposition. Ready to elaborate Once your students have completed one or (hopefully) more of these pre-writing strategies, they will probably feel ready to elaborate their writing. When students feel that their writing will write to themselves you know that you have provided them with solid pre-writing activities that will make the final writing product more effective and easier for students to write. You can find all 11 pre-writing activities in this digital resource. Or, if you're looking for extra help with the rest of the writing process, check out my store! With gratitude for everything you do, share on FacebookShare on TwitterShare on Linkedin Linkedin

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