

Drag and Drop

Finish each sentence with a word from the list. Drag and drop the words in the boxes.

graphic organizers **prewriting** **general to specific** **brainstorming**

- a) The first stage in the writing process is _____.
- b) One way of coming up with ideas for writing by writing down all of your thoughts about a subject in a set period of time is called _____.
- c) Another method of prewriting is to think about a broad topic and then break it down into all its supporting topics or thinking from _____.
- d) Diagrams which help you organize your prewriting ideas on paper are called _____.

/4

Reading Passage

Graphic Organizers

You can also use graphic organizers to help you brainstorm ideas for writing. Graphic organizers are diagrams or drawings which help you organize your ideas on paper. One of the most common graphic organizers to use for brainstorming is listing. Listing means that you write down every word you can think of that is related to a particular topic in a given amount of time. The other main ways to brainstorm are using cluster maps and free-writing. We will discuss both of these methods and other graphic organizers in later lessons.

Another area of brainstorming is deciding your focus or what you will be writing about. Finally, in prewriting you must decide who will read or hear your writing. This is choosing your audience.

Multiple Choice

Choose the best graphic organizer to use for each paragraph prompt. Drag the checkmark to the answer that is the most correct.

- ✓ a) Your teacher asks you to write a paragraph about the most important event that happened to you on each of the seven days of last week.
- Venn Diagram
 - Time Line
 - 5 W's Chart
 - Sensory Chart
- ✓ b) Your mom asks you to write a paragraph describing the kitchen as she prepares dinner.
- Cause and Effect Chart
 - Time Line
 - Sensory Chart
 - 5 W's Chart

/2

Marking Rubric

Name:

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /34