

Lesson Skill: Prewriting strategies

Strand Writing

SOL 3.9

4.7

5.7

Materials

- Read-aloud text
- Personal narrative organizer
- Short list of personal narrative ideas (Internet search)
- Chart paper and markers
- Newsprint—three sheets per group, labeled “Introduction,” “Body,” and “Conclusion”
- Prewriting checklist

Lesson

This lesson can take place over several days.

PRE-WRITE

1. With students, select a topic. With the topic in mind, model how to organize thinking during a prewriting activity. Point out that organization is a trait of good writing. Review the purpose of a personal narrative organizer. (Select an organizer that will work for the level or range of students in the class.) Have students provide ideas about the topic, and record them in the personal narrative organizer.
2. For students’ own writing, provide a list of possible topics, and have students choose a topic for their personal narratives. Have students fill in information about the events in their organizers. As they work, monitor their progress.

DRAFT

3. Have students draft the introduction of the class narrative as the teacher writes it on chart paper. Remind students that the introduction tells readers about the characters, setting, and what the story is about.
4. Use the graphic organizer to help students draft the body of the class narrative. Use prompts such as the following:
 - What happened first? What words on the graphic organizer describe it?
 - What would that detail sound like in a sentence?
 - What happened right after this event?
5. Write a sentence for each idea from the class graphic organizer on chart paper. Emphasize that the organizer is only a beginning plan and that writers continue to plan as they write. Although the graphic organizer provides organization for writing, additional ideas and details not included on the organizer can be used in their writing, and ideas and details that no longer work can be left out.
6. Help students draft the conclusion, explaining that the conclusion of a narrative usually presents resolution to what happened in the story. Read aloud the class narrative. Point

out connections between the ideas on the graphic organizer and those within the class narrative.

7. Now have students use their graphic organizers as a guide to write their personal narrative draft. Have students use a teacher-prepared prewriting checklist to help guide their writing. Provide time for students to share their personal narrative draft with the class. Use a prewriting checklist to provide feedback.

Strategies for Differentiation

- Use graphic organizers that will work best for the varied ability levels.
- Allow students to draw pictures or use clip art in the prewriting stage.
- Use a speech-to-text program to facilitate the writing process.
- Record personal narratives using an audio recording program.
- Allow students to use a word processor to create the finished product.