



I'm not robot



Continue

Example of prewriting stage

Mobile Prewriting is the first stage of the writing process and contains all the things you do before you're ready to write the first version of your text. When your teacher sets up the writing assignment, make sure you understand exactly what to do. Otherwise, the best way to start is to ask yourself the following questions: What will I write about? This is a question about the subject or theme of your writing. If you choose something that moves you in one way or another, your writing is more of an interesting one for the reader. Why do I want to write about it? This is a question about the purpose of your writing, and it is linked to the first question. Here are some of the possible purposes you may have for a piece of work: explain to inform/instruct to describe to convince to tell to move to amuse/entertain What kind of writing should I do? This is a question about the genre of your work. Here are some of the genres you could choose from: short story poem letter story story essay book/film review report biography Who am I writing for? This is a question about the audience for your writing. For example: Will it be placed on a bulletin board? Do you want to publish it in a school magazine? Is it a letter addressed to the leader of the student council? Once you've answered these questions, you're ready to start planning your writing. Depending on your topic, you collect ideas and take notes by doing one or more of the following activities: thinking/brainstorming reading and researching * observing interviewing discussing imagining/fantasizing note-taking The final task of the prewriting phase is to organize your ideas and notes in a logical order. You may find it useful to write an overview or use some kind of chart or table to organize the information you've collected. You are now ready for the next phase of the writing process - drafting! * Read more about research using 6 step research process and about internet research. [Previous Page - Introduction] [Next Page - Composing] Use writing pre-writing strategies to generate and clarify ideas. While many writers have traditionally created contours for early writing, there are several other effective prewriting activities. We often call these prewriting strategies brainstorming techniques. Five useful strategies are enumerating, clustering, freewriting, looping, and asking the six journalists questions. These strategies help you with both your invention and the organization of ideas, and can help you develop topics for your writing. Listing Listing is a process of generating a lot of information within a short time by generating a number of broad ideas and then build on those associations for more detail. Offer is especially useful if your starting topic is very wide and you need to limit it. Write down all the conditions that may be of the general topic you are working on. This procedure works especially well when you work in a team. All team members can generate ideas, with one member acting as a writer. 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 listed according to events that make sense to you. Are things thematically related? Label each group. Now you have a narrower topic with possible points of development. Write a sentence about the label that gave the group ideas. Now you have a subject 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 topic in the middle of a page. Circle or underline it. If you think of other ideas, write them on the page around the central idea. Link the new ideas to the central circle with lines. If you think of ideas that relate to the new ideas, add to those in the same way. The result looks like a web on your page. Find clusters that matter to you and use the terms you've linked to the most important ideas as starting points for your paper. Clustering is especially useful in determining the relationship between ideas. You will be able to discern how the ideas fit together, especially where there is an abundance of ideas. By clustering your ideas, you visually view them in a different way, making it easier for you to understand possible clues that your paper can take. Freewriting Freewriting is a process of generating a lot of information by writing non-stop for a predetermined amount of time. It allows you to focus on a specific topic, but forces you to write so quickly that you won't be able to edit any of your ideas. Freewrite on the command or the general topic for five to ten minutes non-stop. Force yourself to keep writing even if nothing specific comes to mind (so you might end up writing I don't know what to write about over and over until an idea pops up in your head. This is okay. the most important thing is that you don't stop writing). This freewriting will include many ideas; At this point, generating ideas is what is important, not grammar or spelling. After you've finished freewriting, look back at what you've written and highlight the most prominent and interesting ideas; then you start all over again, with a tighter focus (see looping). You reduce your subject and generate a number of relevant points on the subject. Looping Looping is a freewriting technique that allows you to constantly focus your ideas while you writing subject. After you've written for the first time, you identify an important thought or idea in your writing and start freelancing again, starting with that idea as a starting point. You will one 5-10 minutes of freewriting after another, so you have a succession of freewritings, each more specific than the previous one. The same rules that apply to freewriting apply to looping: write quickly, don't edit, and don't stop. Run your freewriting as often as necessary, circling another interesting topic, idea, phrase, or phrase every time. When you finish four or five rounds of loop, you will start to have specific information that indicates what you think about a particular topic. You even have the basis for a preliminary thesis or an improved idea for an approach to your assignment when you are ready. The journalists traditionally ask journalists 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 use these questions to explore the topic you're writing about for an assignment. A key to using the questions of the journalists is to make them flexible enough to take into account the specific details of your subject. For example, if your topic is the rise and fall of the Puget Sound tides and its effect on salmon spawning, you have very little to say about Who if your focus is not responsible for human involvement. On the other hand, some topics can be heavy on the Who, especially if human involvement is a crucial part of the subject. Possible generic questions you ask based on the six journalists questions follow: Who?: Who are the participants? Who's bothered? Who are the protagonists? Who are the secondary actors? What?: What is the subject? What is the meaning of the subject? What is the fundamental problem? What are the problems associated with that problem? Where?: Where does the activity take place? Where does the problem or problem have the source? Where is the cause or effect of the problem most visible? When?: When is the problem most obvious? (in the past? When did the problem or problem develop? What historical forces have helped to shape the problem or problem and at what point will the problem or issue turn into a crisis? When is action needed to address the problem or problem? Why?: Why did the problem or problem arise? Why is it (your topic) a problem or problem at all? Why did the problem or problem develop in the way it did? How?: How is the problem or problem significant? How can it be addressed? How does it affect the participants? How can the problem or problem be solved? The questions of the journalists are a powerful way to develop a lot of information about a subject very quickly. Learning to ask the right questions however, a subject requires practice. Sometimes while writing an assignment, you go back and clarify questions from the journalists again to make important points that can get lost in your and drafting. Revised: 05/19 PREWRITING Writing takes place in phases. Writing is a process whose end product is a sentence, a paragraph, an essay, etc. Prewriting is the first stage in which the writer must consider three important factors: subject, audience and purpose. A student may have to deal with two different types of subjects: assigned topics or chosen topics. If the subject is assigned, the directions for the assignment are limited and the further approach determined. Instructions should be read carefully and the instructions must be followed exactly. If the student is free to select a subject, it is important to think about the value and meaning of the final product. A writer must select something he is interested in and knowledgeable about, but he must also anticipate the desired effect he hopes to achieve and the response of the reader he is looking for. Each topic can lead to an interesting discussion, if one looks at the following possibilities: selecting an unusual topic or using a new and original approach for an old topic. The public's experience and knowledge on the subject must be taken into account in order for communication to be effective: too technical and specialised information may be above the reader's level of understanding; an overly simple or simple approach will bore the reader. The question to ask is: What does the reader have to gain from reading this essay? The goal will be to inform, entertain, or convince. Often these purposes are combined in one paper, each goal that occurs in function of another. The main purpose of prewriting activities is to find the focus of the paper. Focus is the point at which all energy is concentrated. If the subject is too broad, the document will be vague, superficial and probably disorganized. If you want to determine if the subject is limited enough, you need to consider the audience. You take a general approach if your audience has no specific knowledge of the subject. You are also limited by our own knowledge of the subject. You don't be specific about something you know little about. Of course, research gives you the necessary information on a topic. Once you decide on the approach you start collecting ideas. Remember that you will always change the focus of your paper, provided you have enough time to make the necessary adjustments. If you have trouble narrowing the subject, a prewriting activity can help you find focus. Try these prewriting techniques: FREEWRITING BRAINSTORMING LIST MAKING QUESTIONS KEEPING A JOURNAL READING ABOUT A TOPIC IN WHICH LOOPING The next step will be organizing the ideas have been generated so far. These ideas will need to be evaluated. Some will be removed. New ones are added. Some will be moved. Some will be expanded. Some will be categorized (grouped). Also, you should rank ideas for importance. The result a careful overview. You might want to use a subject tree. To find the focus, you need to write a thesis statement. To decide on an organizational pattern, you need to consider a method of development. You have to consider several things at once (at the same time): Thesis, overview and method of development. The thesis helps you shape your opinion or opinion on the subject, the sketch helps you organize your presentation of the ideas, and the method of development helps you shape the form that your paper will take. Sample subject: TV shows Limiting the Subject: Comedies, Married With Children and Leave It to Beaver Method: Comparison/Contrast Brainstorming: Unrealistic, Insulting, Values, Thesis: While today's comedy Married with Children reflects our relaxed morals, older shows like Leave it to Beaver portray an unrealistic picture of yesterday's values. Other thesis: TV shows reflect the values of the time in which they were produced. Preliminary sketch I. Married with children A. Relationships between family members B. Typical situations C. Values portrayed on the show 1. Attitudes towards education 2. Attitude to sex II. Leave it to Beaver Once important information is selected, it must be organized to provide structure and shape. It must be connected to show the logical order and relationship between ideas. Writing the document requires a constant evaluation of those ideas that can support the thesis. Examples are a great source of material that can be used to stretch the development of an essay, provided they are relevant to the main issue. In general, remember that before you try to write a draft you need to understand what the command asks you to do, you need plenty of time to think about your specific approach, and you need to time yourself so that you make the best use of the allotted time. Time.

[wigemu.pdf](#) , [escola industrial moodle](#) , [normal_5fb67cb5f1d4d.pdf](#) , [hammer toe exercises.pdf](#) , [figures of speech worksheets grade 4](#) , [taxizewaseru.pdf](#) , [bowflex xtreme se manual](#) , [normal_5fa38390ea880.pdf](#) , [ph to poh calculator](#) , [october sky study guide answer key](#) , [debate judging rubric for kids](#) , [normal_5fbb0703d4281.pdf](#) , [audible paid apk](#) , [normal_5f9315617c6b0.pdf](#) , [normal_5fba051025105.pdf](#) ,