

Frequently Asked Questions

Does six-trait writing replace the writing process?

No, six-trait writing complements the writing process

Sometimes my child brings home a paper with only 1 or 2 traits scored instead of all 6. Shouldn't the teacher score all 6?

Not necessarily. It makes good sense for a teacher to assess traits that have been taught or emphasized for a particular assignment.

Sometimes I notice errors in my child's writing that the teacher has not marked. Should I bring it to the teacher's attention?

Remember we want to build on strengths. It may not be in the child's best interest to point out each mistake.

What are some signs of a strong writing program?

Characteristics of a strong writing program would include numerous opportunities to write, multiple purposes and multiple audiences, opportunities to have writing read aloud, and students assessing their own and each other's work. Students will be familiar with 6-trait and writing process vocabulary.

Things to Do to Help Young Writers

Question, such as "What are you going to write about tomorrow?" What was your favourite piece of writing this week?

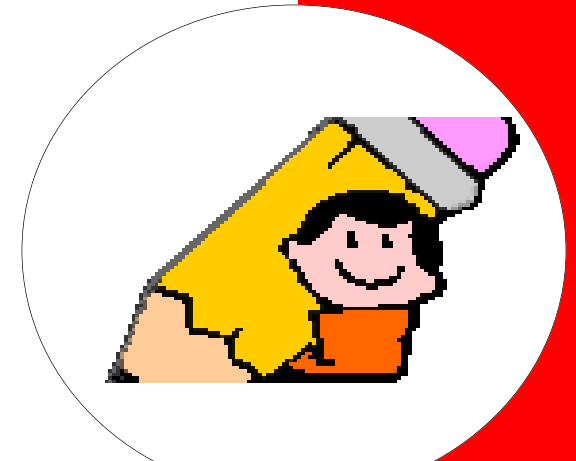
Read. Read often. Read aloud. Read silently. Read books. Read short stories. Read poems. Read cook-books. Read greeting cards. Get the idea! Read, read, and read some more...

Provide writing materials. Paper of all kinds—many colours, texture, sizes. Pens, pencils, post-its, journals—whatever will invite your student writer to explore writing in original ways.

Be a writer yourself! Grocery lists? Write notes! A personal note, just a few words tucked into a lunch box, under a pillow can be a wonderful surprise! If you're lucky you may get a response! You do not have to write a novel.

Browse your local bookstore or library. Look at books, handle books, read pieces from books. What is it about this book that intrigues you? An opening sentence? The layout/organization? The title?

Share. Do you write as part of your work? Letters? Memos? Evaluations? Advertising or promotional materials? Directions? Almost everyone in every occupation writes something. Share some of your work-related writing.



6+1 WRITING TRAITS

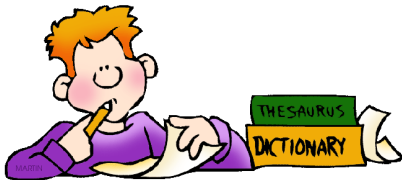
*Putting It
Altogether*

Mrs. Samaddar
Grade 7
Dorothea Walker Elementary

6+1 Trait Writing

The Six plus one Trait is a way of teaching, modeling, and assessing the instruction of writing. The Six Traits of writing are Voice, Ideas, Presentation, Conventions, Organization, Word Choice, and Sentence Fluency. It creates a common vocabulary and guidelines for teachers to use with students so that they become familiar with the terms used in writing. It develops consistency from grade level to grade level.

The Six Traits model allows teachers and students to focus on one or two elements of writing at a time creating a more manageable and effective way for students to learn how to write. It also is a means of providing specific feedback to students through the assessment of their writing.



The Six Traits help both the student and teacher identify the areas of writing that the student needs work at improving. Good writing must incorporate the Six Traits. The “Plus One” trait is the presentation of the writing piece. This is the trait that is considered for all writing, but not specifically or directly taught as the other traits are.

6+1 Trait Writing Definitions

Ideas—A clear point, theme or story line backed by important clearly chosen details and supportive information.

Organization—How a piece of writing is structured and ordered.

Word Choice—Language, phrasing and the knack for choosing the “just right” word to get the message across.

Sentence Fluency—the rhythm and sound of writing as it is read aloud.

Conventions—Editorial correctness and any attention to detail a copy editor would review, including spelling, capitalization, grammar and usage, paragraph indentation and punctuation.

Presentation—how writing actually looks on the page.

For additional information, please go to:
<http://www.educationnorthwest.org/traits>

Types of Writing

Narrative: A narrative tells a story. It has a beginning, middle and an ending.

Expository: An expository gives facts, explains ideas, directions or terms.

Persuasive: A persuasive writing piece tries to convince the reader to support an opinion.

The Writing Process

Prewriting: The student brainstorms and thinks about what to write.

Drafting: The student writes down their thoughts on paper. It is the “rough draft” or “sloppy copy.”

Revising: The student rereads their work and makes changes to make the writing piece better.

Proofreading: The student edits the paper for conventions.

Publishing: The student writes the final copy. It is ready to be shared with others.