

GREAT SOURCE

Write Traits

*Empower students with the skills
& confidence to **grow** as writers!*



Vicki Spandel • Jeff Hicks

Empower students with the skills &

Write Traits builds a solid foundation in the traits of effective writing, supports writing independence, and delivers flexible, effective instruction.

WRITE TRAITS PROGRAM KIT INCLUDES:

- A **Teacher's Guide** with step-by-step instruction, trait-specific lessons, detailed revision guidelines, and rubrics
- A **Student Traitbook** with definitions, lessons, writing models, and activities
- A projectable **Teacher's Resource CD-ROM** containing Student Traitbook pages, sample papers, and rubrics
- **Six Traits Self-Adhesive Note Pads** to help score student papers
- **Posters** one for each trait plus a revision checklist
- **Laminated Rubric Cards**



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confidence to grow as writers!

Write Traits Teacher's Guide delivers comprehensive, cumulative instruction through a predictable three-step instructional routine: Introduce, Practice, and Apply.

EACH UNIT INCLUDES:

- Mentor text
- Strong and weak student models
- Student rubrics and revising checklists

Ideas

Introduce Trait

Discussing Sample Papers

Making the Literature Connection

Writing a Personal Draft

Practice Trait

Apply Trait

Discussing Sample Papers

Student Traitbook pages 3–4; 167

Student Rubric for Ideas

Prior to presenting the introductory sample papers to students, read each paper to yourself to become familiar with it. Plan to also read the papers aloud to students—or ask one of them to read—so that they can assess with their ears *and* their eyes. We provide questions for you to ask with respect to each paper, but feel free to raise additional questions—and encourage your students to as well.

1. Have students turn to the Student Rubric for Ideas. Explain that it is a tool to help rate performance—the same way people rate restaurants or movies. Explain that
 - on this rubric, 6 is the strongest level of performance.
 - 1 is a beginning level of performance.
 - between scores of 3 and 4, performance “leaps the river.” Explain that the river separates papers in which problems outweigh strengths (1, 2, and 3) from papers in which strengths outweigh problems (4, 5, and 6).
2. Give students time to read and discuss the rubric. Answer any questions about differences in levels or language used.
3. Explain that they will rate two pieces of writing: *Something I Am Good At* and *A Hard Thing to Do*. They will work in pairs, scoring each paper and giving reasons for that score.

Bringing everyone in... Differentiated Instruction

Rubrics are all about language. Even simple terms can throw beginners off. Make sure every term makes sense to students before they attempt scoring. Have them highlight words or phrases they are unsure about. Make sure everyone is comfortable with the language before going on. Some students may already be familiar with the six traits. Ask them to share what they know about Ideas and about using rubrics.

Coach's Corner

A score of 6 does not mean perfection! Any piece of writing can be revised. A 6 is a piece so strong in a trait that you might use it as a model when teaching or illustrating that trait. It meets the basic criteria—and then some.

Coach's Corner

Students sometimes think of a score of 1 as “failure.” Explain that 1 is a beginning point. The writer may still be “thinking on paper” or deciding among several ideas. Ideas come together as the writer writes.

Coach's Corner

A *Hard Thing to Do* is particularly strong in the trait of Voice—as well as Ideas. Consider returning to this paper when you discuss Voice. It can be helpful for students to see how much strong details can boost Voice.

Coach's Corner

Two things make scoring for Ideas simpler. First, ask students to underline the sentence(s) that come closest to expressing the writer's MAIN idea. (If they cannot find it, the main idea may be unclear—or the writer may not have one yet.) Second, ask them to highlight details that expand this main idea. If they find many such details, chances are the piece is strong in Ideas.

Coach's Corner

A *Hard Thing to Do* sounds like a narrative because of the writer's step-by-step explanation of how to make a bed. Actually, it is a personal essay about the difficulties of bed making. Here's an easy way to help students understand the difference. This piece is about *What I Always Do* (essay) versus *What Happened One Time* (narrative).

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Sample Paper 2: A Hard Thing to Do

Student Traitbook p. 4

1. Refer students to the Student Rubric for Ideas. Answer any new questions they may have.
2. Refer to *A Hard Thing to Do*. Remind students that in assessing this paper, they will again work in pairs, giving the paper a score and then sharing the reasons behind that score.
3. Read *A Hard Thing to Do* aloud. As you read, have students think about these
 - **Key Questions . . .**
 - Does the paper have one clear main message?
 - If so, what is it?
 - Does the writer stick with that message—or jump around?
 - What details does the writer share to help us understand the message or picture that she is talking about?
 - Does all of the information connect to the main message?
4. When you finish, have students score the paper with a partner. Remind them to use their Student Rubric for Ideas. They should take time to discuss the paper. Encourage them to write on the paper, highlighting strong moments and raising questions.
5. When they finish, tally scores, and have students defend their scores using the Student Rubric for Ideas. Return to the key questions listed under Step 3 as part of your discussion.

Score and Rationale

Most students should see this paper as **strong**. The main idea—*Making a bed is frustrating*—is clear and well supported by vivid details from the writer's experience. Anyone who has struggled with the difficulties of poorly fitting sheets or the challenge of making a bed against a wall will appreciate the writer's exasperation—as well as her innovative solutions. The paper received a **score of 6** in the trait of Ideas.

Write Traits Teacher's Guide offers **targeted assessment, point-of-use differentiated instruction, and Coach's Corners** with advice and teaching tips.

ORIGINAL VOICE, STRONG AUTHORSHIP

Write Traits authors **Vicki Spandel** and **Jeff Hicks** guide you step-by-step through the process of empowering students to recognize the elements of good writing and incorporate them into their own writing and revision process.



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Vicki & Jeff cartoons provide fun and unique insight into the traits.

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(Program Kit includes Teacher's Guide, Student Traitbook, Posters, Rubrics, Six Traits Self-Adhesive Note Pads, and a Teacher's Resource CD-ROM)

Program Kit	ISBN
Grade 1	978-0-547-32824-9
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Grade 4	978-0-547-32830-0
Grade 5	978-0-547-32832-4
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GREAT
SOURCE.

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