

TRAITS + PROCESS + STRATEGIES = WRITING

We improve our writing in Primary by using the following:

- **Writer's Workshop:** learning new **strategies** and sharing our writing together by taking on roles as editors and authors to improve our writing.
- **6+1 Traits of Writing** and the **Writing Process**
- **Writing Structures:** learning about and choosing the appropriate structure to communicate through writing. For example: story, paragraph, fable, procedural, explanation, recount etc.



We focus on particular Writing Traits at certain stages of the Writing Process:

<u>6+1 Traits of Writing</u>	<u>Writing Process</u>
Ideas	Pre-Writing
Organization	Drafting
	Sharing
Voice	Revising
Word Choice	
Sentence Fluency	
Conventions	Editing
Presentation	Publishing

At this stage of development, most students will be using strategies to develop their writing traits during the Revising stage of the writing process.

As they develop their writing traits, students will begin to apply traits such as **Voice, Word Choice** and **Sentence Fluency** during the Drafting stage.

Please note, that although students' use of Conventions will become more accurate as they learn more and write, this is always the focus during the Editing stage only.

This booklet contains strategies students or writers can use to develop each trait:

IDEAS

- Great writing always comes from **PERSONAL EXPERIENCE** and **STRONG FEELINGS**. The foundation of the house will be strong and uphold all other traits IF and ONLY IF you begin with a strong idea.
- Draw-Label-Caption
- RAFTS (Role, Audience, Format, Topic, Strong verb)
- Topic T-Chart
- Character/Setting/ Situation Dice-Roll
- Synthesis from Reading

ORGANIZATION

- Put Your Finger on the Action: used to start stories with a bang!
- Idea-Details
- Tell-Show
- Graphic Organizers for the Structure of different Text Types

VOICE and WORD CHOICE

- Word Blooms
- Paint

SENTENCE FLUENCY

- Word Count
- Sentence Starters

CONVENTIONS

- Editing Bookmarks
- Apply Spelling Knowledge
- Note repeated errors to inquire and correct
- Seek Out an Adult Editor AFTER you have edited your writing first.

STRATEGY **DRAW-LABEL-CAPTION**

Capture your **IDEAS** rapidly in three steps:

Draw (1 minute) - Label (5 minutes) - Caption (1 minute)

STRATEGY RAFTS

Write for a purpose and develop the RAFTS' **IDEA** further:
Role - Audience - Format - Topic - Strong verb

My **RAFTS** task:

Role: _____

Audience: _____

Format: _____

Topic _____

Strong Verb: _____

STRATEGY T-CHART CONNECTION

List your **IDEAS** and find topics that you are connected to.

Remember that good writing comes from two things:

1. Personal Experiences
2. Strong Feelings

<i>Things I Like</i>	<i>Things I Hate</i>
<i>Things I Am Proud Of</i>	<i>Things I Regret</i>
<i>Things That I Find Fun</i>	<i>Things That I Have To Do</i>
<i>My Typical Life Experiences</i>	<i>My Unusual Life Experiences</i>

1. Circle 3-5 things on your lists that you have had lots of **PERSONAL EXPERIENCE** with.
2. Circle 3-5 things on your lists that you **FEEL VERY STRONGLY** about. For example: excited or terrified, elated or devastated, captivated or bored to tears.
3. The thing with the most circles is a **BULLS EYE!** You have found your topic to begin writing. Keep this list to add to or use other things next time.

STRATEGY DRAFT PAPER

DRAFT and reDRAFT at these stages:

1. **DRAFTING**: This is *Quiet-and-Alone Time* for you to think and write. Do not worry about other Traits like Conventions, as that will come later. Just write, write, write! Get all those **IDEAS** in your head onto your paper. Use **REGULAR** pencil.
2. **REVISING**: After you have used the appropriate strategies to improve your traits, reDRAFT *only* the parts you need to above your original DRAFT. Use **GREEN** pencil.
3. **EDITING**: After you have used the appropriate strategies to improve your **CONVENTIONS**, reDRAFT *only* the parts you need to above your original DRAFT. Use **BLUE** pencil.

Name: _____

Date: _____

STRATEGY IDEAS-DETAILS-PARAGRAPH

ORGANIZE your **IDEAS** with interesting details in three steps:

1. **IDEAS**: Choose a sentence from your **DRAFT** that needs more support.
2. **DETAILS**: List every detail you can think of that your audience needs to know. Think of questions your reader's would have and answer them.
3. **PARAGRAPH**: Combine some or all of the details to re-**DRAFT** a fresh and more interesting paragraph.

IDEAS

DETAILS

PARAGRAPH

STRATEGY STORY MAP: EVENT-TRANSITION

Sketch out a story map to **ORGANIZE** your **IDEAS** so everything ties together well. Use two tools:

1. **EVENT:** Draw or write each event.
2. **TRANSITION:** Write a link. How will this event link logically to the next event?

The form is a story map template consisting of five rounded rectangular boxes arranged in a descending staircase pattern from top-left to bottom-right. Each box is labeled with either 'Beginning Event:', 'Event:', or 'Ending Event:'. Between each pair of adjacent boxes is a dashed arrow pointing from the upper box to the lower box, labeled 'Transition:'. The boxes are intended for drawing or writing events, and the arrows are intended for writing logical links between them.

Beginning Event:

Transition:

Event:

Transition:

Event:

Transition:

Event:

Transition:

Ending Event:

STRATEGY PICK AND PLAN AN ENDING

Before you begin think about where and how you want to end.

- Will my readers feel that my piece is finished?
- Will my readers feel that my ending gave them something important to think about?
- Will my readers feel that their time was well spent?

STRATEGY **PINPOINT THE ACTION**

ORGANIZE your story better by starting with a BANG!

With your partner, find the first place in your writing where there is exciting action. Put your finger on it. Using a single line, cross out everything before your finger. Work together to re-draft your beginning to make sense and start with a BANG!

My original **DRAFT** beginning:

My re-**DRAFT** beginning that now starts with a BANG!:

STRATEGY TRAITS FEEDBACK

Assess your work with a partner to target and improve Writing Traits.

- Your partner reads and assesses your writing to give feedback on your use of the Traits.
- When you score lower on a Trait, remember not to explain or defend your work. Instead, listen carefully to your partner’s suggestions as a reader, so that you can use their feedback to improve your work during **REVISING**.
- When you score higher on a Trait, then ask them why they feel it worked well so that you can use that Trait successfully again next time.

<p style="text-align: center;">WRITING ASSESSMENT Traits Feedback For Improving Your Writing Assessment during SHARING will be Formative Assessment. Assessment after PUBLISHING will be Summative Assessment.</p>			
Name:		Paper:	Date:
Instructions:	1. Read the paper all the way through for EACH trait.	2. Read each criteria item and write: a) Y for “yes” and score is 1 b) N for “no” and score is 0 c) S for “sort of” and score is ½	3. Total your total score in the space provided. Your score gives you a guide of which trait/s to focus on to improve your writing.
<p>IDEAS Interesting Things to Say</p> <p>___ It all makes sense. ___ The writer knows the topic well. ___ The paper has purpose. ___ Once you start reading, you won’t want to stop. ___ The writer has included interesting details not everyone would think.</p> <p>___ Total Score for the Trait of IDEAS</p> <p>Suggested Strategies: <input type="checkbox"/> Draw - Label - Caption <input type="checkbox"/> RAFTS <input type="checkbox"/> T-Chart Connection</p>		<p>WORD CHOICE The Best Words For Your Ideas</p> <p>___ This is the best way to say this. ___ The writer’s words make pictures in your mind. ___ The writer uses words that are new ways to say everyday things. ___ Some of the words linger in your mind after you read them. ___ The writer’s verbs are powerful; the writer’s nouns and adjectives are specific and precise.</p> <p>___ Total Score for the Trait of WORD CHOICE.</p> <p>Suggested Strategies: <input type="checkbox"/> Word Blooms <input type="checkbox"/> Paint</p>	
<p>ORGANISATION The Way It Goes Together</p> <p>___ It starts out with a bang! ___ Everything ties together well. ___ It builds to the good parts. ___ You can follow it easily. ___ At the end it feels finished and makes you think.</p> <p>___ Total Score for the Trait of ORGANISATION.</p> <p>Suggested Strategies: <input type="checkbox"/> Ideas - Details - Paragraph <input type="checkbox"/> Pinpoint the (Beginning) Action <input type="checkbox"/> Story Map: Event - Transition <input type="checkbox"/> Pick and Plan an Ending</p>		<p>SENTENCE FLUENCY The Way It Sounds When You Read It Out Loud</p> <p>___ The writer’s sentences begin in different ways. ___ Some sentences are long; some are short. ___ It sounds good as you read it. ___ The writer’s sentences have power and punch. ___ The writing flows easily from sentence to sentence.</p> <p>___ Total Score for the Trait of SENTENCE FLUENCY.</p> <p>Suggested Strategies: <input type="checkbox"/> Word Count <input type="checkbox"/> Sentence Starters</p>	
<p>VOICE Sounds Like You Talking</p> <p>___ It sounds like a real person wrote it. ___ You can tell the writer cares about the topic. ___ This is what the writer really thinks. ___ The writer wants you to read this and feel something. ___ You can tell the writer was thinking about the audience.</p> <p>___ Total Score for the Trait of VOICE.</p> <p>Suggested Strategies: <input type="checkbox"/> Tell - Show <input type="checkbox"/> Paint</p>		<p>CONVENTIONS Spelling, Punctuation, Grammar, Capitals, Etc.</p> <p>___ The writer uses capitals correctly. ___ Periods, commas, exclamation marks and quotation marks are in the right places. ___ Almost every word is spelled correctly. ___ The writer indented each paragraph. ___ The writer’s spelling, punctuation, grammar and capitalisation make the paper easy to read and understand.</p> <p>___ Total Score for the Trait of CONVENTIONS.</p> <p>Suggested Strategies: <input type="checkbox"/> Proof Reading</p>	

TIP: IDEAS are the foundation of good writing. Interesting things to say come from strong feelings and personal experiences. So if you score 3 or below here, then stop this idea and begin a new piece with a fresh and stronger idea.

TIP: WORD CHOICE is improved during REVISING so you can take the time to say goodbye to over-used words and collect more interesting vocabulary from texts you have read, just like those found on your Vocabulary Bookmarks.

TIP: There are many different ways writing can be ORGANISED. It depends on your purpose and audience. Use our posters or worksheets that explain the parts you need to ORGANISE your particular piece.

TIP: SENTENCE FLUENCY is also improved during REVISING so you can take the time to read each sentence you wrote and reDRAFT them as needed.

TIP: Ask yourself:
 • Why am I writing this?
 • What do I think or how do I feel?
 • Who am I writing it for?
 • How do I want them to feel or what do I want them to know?

TIP: Focus on CONVENTIONS during EDITING. Do not stop during DRAFTING to check spelling. Instead, simply make your best spelling attempt, circle the word and move on immediately. During EDITING you can return to this word and check its spelling with proper time and attention.

WRITING ASSESSMENT

Traits Feedback For Improving Your Writing

Assessment during **SHARING** will be Formative Assessment.
Assessment after **PUBLISHING** will be Summative Assessment.

Name:

Paper:

Date:

Instructions:

1. Read the paper all the way through for EACH trait.

2. Read each criteria item and write:

- a) Y for "yes" and score is 1
- b) N for "no" and score is 0
- c) S for "sort of" and score is 1/2

3. Total your total score in the space provided. Your score gives you a guide of which trait/s to focus on to improve your writing.

IDEAS

Interesting Things to Say

- It all makes sense.
- The writer knows the topic well.
- The paper has purpose.
- Once you start reading, you won't want to stop.
- The writer has included interesting details not everyone would think.

___ Total Score for the Trait of IDEAS

Suggested Strategies:

- Draw - Label - Caption
- RAFTS
- T-Chart Connection

TIP: **IDEAS** are the foundation of good writing. Interesting things to say come from strong feelings and personal experiences. So if you score 3 or below here, then stop this idea and begin a new piece with a fresh and stronger idea.

WORD CHOICE

The Best Words For Your Ideas

- This is the best way to say this.
- The writer's words make pictures in your mind.
- The writer uses words that are new ways to say everyday things.
- Some of the words linger in your mind after you read them.
- The writer's verbs are powerful; the writer's nouns and adjectives are specific and precise.

___ Total Score for the Trait of WORD CHOICE.

Suggested Strategies:

- Word Blooms
- Paint

TIP: **WORD CHOICE** is improved during **REVISING** so you can take the time to say goodbye to over-used words and collect more interesting vocabulary from texts you have read, just like those found on your Vocabulary Bookmarks.

ORGANISATION

The Way It Goes Together

- It starts out with a bang!
- Everything ties together well.
- It builds to the good parts.
- You can follow it easily.
- At the end it feels finished and makes you think.

___ Total Score for the Trait of ORGANISATION.

Suggested Strategies:

- Ideas - Details - Paragraph
- Pinpoint the (Beginning) Action
- Story Map: Event - Transition
- Pick and Plan an Ending

TIP: There are many different ways writing can be **ORGANISED**. It depends on your purpose and audience. Use our posters or worksheets that explain the parts you need to **ORGANISE** your particular piece.

SENTENCE FLUENCY

The Way It Sounds When You Read It Out Loud

- The writer's sentences begin in different ways.
- Some sentences are long; some are short.
- It sounds good as you read it.
- The writer's sentences have power and punch.
- The writing flows easily from sentence to sentence.

___ Total Score for the Trait of SENTENCE FLUENCY.

Suggested Strategies:

- Word Count
- Sentence Starters

TIP: **SENTENCE FLUENCY** is also improved during **REVISING** so you can take the time to read each sentence you wrote and re**DRAFT** them as needed.

VOICE

Sounds Like You Talking

- It sounds like a real person wrote it.
- You can tell the writer cares about the topic.
- This is what the writer really thinks.
- The writer wants you to read this and feel something.
- You can tell the writer was thinking about the audience.

___ Total Score for the Trait of VOICE.

Suggested Strategies:

- Tell - Show
- Paint

TIP: Ask yourself:
 • Why am I writing this?
 • What do I think or how do I feel?
 • Who am I writing it for?
 • How do I want them to feel or what do I want them to know?

CONVENTIONS

Spelling, Punctuation, Grammar, Capitals, Etc.

- The writer uses capitals correctly.
- Periods, commas, exclamation marks and quotation marks are in the right places.
- Almost every word is spelled correctly.
- The writer indented each paragraph.
- The writer's spelling, punctuation, grammar and capitalisation make the paper easy to read and understand.

___ Total Score for the Trait of CONVENTIONS.

Suggested Strategies:

- Proof Reading

TIP: Focus on **CONVENTIONS** during **EDITING**. Do not stop during **DRAFTING** to check spelling. Instead, simply make your best spelling attempt, circle the word and move on immediately. During **EDITING** you can return to this word and check its spelling with proper time and attention.

STRATEGY WORD COUNT

Improve your **SENTENCE FLUENCY** by vary the length of your sentences:

1. Count how many words in each sentence.
2. Read out loud to pay very close attention to the punctuation.
3. Redraft your sentences if they are:
 - all short
 - all long
 - begin with a conjunction
 - you need to break during reading aloud

How many words in your first 10 sentences?

My 1st sentence has _____ words.

My 2nd sentence has _____ words.

My 3rd sentence has _____ words.

My 4th sentence has _____ words.

My 5th sentence has _____ words.

My 6th sentence has _____ words.

My 7th sentence has _____ words.

My 8th sentence has _____ words.

My 9th sentence has _____ words.

My 10th sentence has _____ words.

Revising

STRATEGY SENTENCE STARTER

Improve your **SENTENCE FLUENCY** by beginning your sentences in different ways:

1. Find the first few words you begin each sentences with.
2. Write them down.
3. Redraft the beginning of each sentence if they are:
 - all begin with a pronoun
 - all begin time order words
 - begin with a conjunction
 - you need to break during reading aloud

How do your first 10 sentences begin?

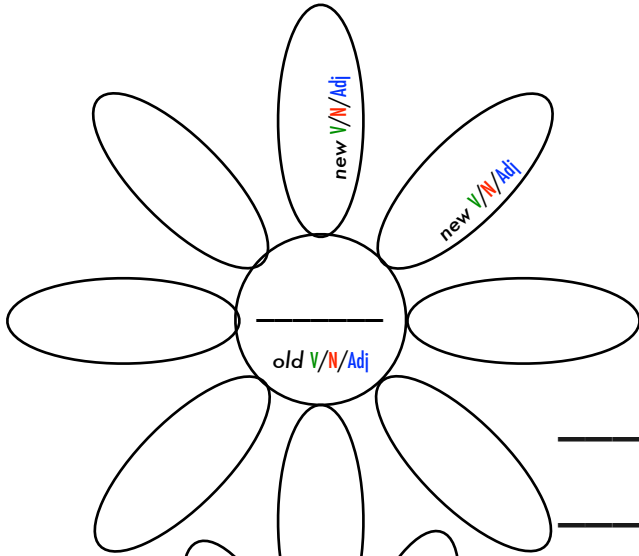
What better word choices can you make to begin these sentences with?

Revising

STRATEGY WORD BLOOMS

Improve your **VOICE** and **WORD CHOICE** by finding powerful verbs, and specific and precise nouns and adjectives.

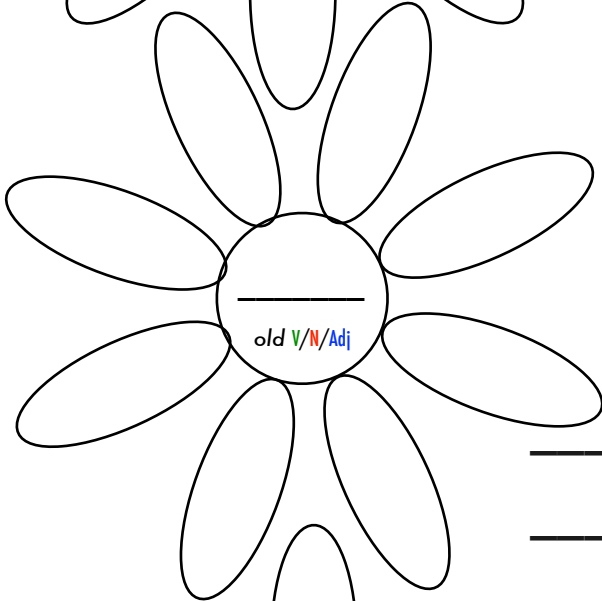
1. Identify the **verb**, **noun** and **adjective** in each sentence.
2. Choose one of these parts of speech in each sentence to brainstorm a *Word Bloom* with a partner or use a thesaurus find stronger synonyms.
3. Re-**DRAFT** your sentences using the new **verb**, **noun** or **adjective**.



old V/N/Adj → new V/N/Adj

_____ → _____

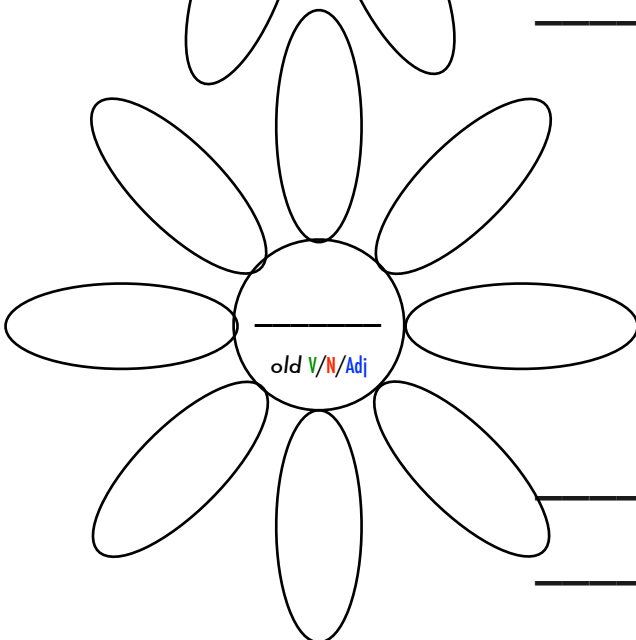
Re-**DRAFT** Sentence



old V/N/Adj → new V/N/Adj

_____ → _____

Re-**DRAFT** Sentence



old V/N/Adj → new V/N/Adj

_____ → _____

Re-**DRAFT** Sentence

STRATEGY PAINT

Improve your **WORD CHOICE** by painting pictures in your reader's mind:

Identify one TELL sentence. PAINT (ask other writers for help too).
Synthesise these new words into a few improved SHOW sentences.

My original "telling" sentence...

Feelings...

Smells...

Objects...

Looks like...

How a person moves, speaks, breaths...

Temperature...

Feels to touch...

Sounds...

My revised "showing" sentence...

STRATEGY PROOF READING

Improve your **CONVENTIONS** by checking independently and with help:

- I am acting responsibly and with commitment by understanding that checking takes my effort and my time to read through for each convention, identify mistakes and make changes.
- I have checked each sentence for capitals.
- I have checked each sentence for periods.
- I have checked each sentence for question marks.
- I have checked each sentence for exclamation marks.
- I have checked each sentence for quotation or speech marks.
- I have checked each sentence for grammar.
- I have checked each sentence for indented paragraphs.
- I have checked each sentence for spelling.
- I have asked an adult to edit too, after I took all the steps above myself.
- I have followed my teacher's Spelling and Grammar Action Cues on my paper to apply my spelling or grammar knowledge and dictionary skills.

Mark	Meaning	Example
☞	Take this out (delete).	I love ☞ to read.
⊙	Add a period.	It was late⊙
≡	Make this a capital letter.	First prize went to maria. ≡
/	Make this a lowercase letter.	We saw a Black Cat.
○	Correct or check spelling.	This is our house. hous.
^	Add a comma.	Goodnight^ Mom.
∨	Add an apostrophe.	That's Lil's bike.
! ? ^ ^	Add an exclamation point or a question mark.	Help! Can you help me?
^	Add a word or a letter.	The red pen is mine.
# ^	Add a space between words.	I like# pizza.
—	Underline the words.	We read <u>Old Yeller</u> .
“ ” ∨ ∨	Add quotation marks.	“Come in,” he said.

Spelling and Grammar Action Cues

I can:

S ○ apply a spelling rule I already know.

G ○ apply a grammar rule I already know.

D ○ use a dictionary.

T ○ accept help from a teacher or adult.

Editing

STRATEGY BRIDGING

Improve your **CONVENTIONS** by being a knowledgeable and responsible speller. Connect your knowledge with your responsibility to spell well.

During **EDITING** we look at our spelling. This is an opportunity to apply our knowledge to correctly spell words. The S-circle and G-circle symbols in your **Edited Draft** show that you can help yourself by applying the spelling (S) or grammar (G) knowledge that you have already learned. Always use a dictionary to check. Also, a teacher or a dictionary can help you with words that you do not yet have the spelling knowledge or grammar knowledge to correct yourself but it will not be too long before you can do these words yourself too!

This word was my first spelling attempt.	Which spelling rule or rules can I apply? Which grammar rule or rules can I apply?	This is the correct spelling of my word.
macke	CK is used only after a single vowel that says its short sound. RULE 26	make
alagator	<p style="text-align: center;">ä / lig / ä / <u>tor</u></p> Every syllable in English has a vowel. A E O U usually say their names at the end of a syllable. RULE 4	alligator
servent	<p style="text-align: center;"><u>ser</u> / vänt</p>	servant
thort	<p style="text-align: center;">—————→</p>	thought

