

## INTERVENTION STRATEGY:

# 6 TRAIT Writing

**Brief Description:** This is a traits-based approach designed to integrate instruction and assessment. It is intended to help teachers teach and assess student writing through an analytic approach by focusing on the following six traits that characterize quality writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Rubrics are utilized in order to clearly communicate expectations.

**Materials Needed:** Paper, post-it notes, copies of scoring rubrics. Additional resources, including lesson plans, can be found at <http://writingfix.com/traits.htm>. A list of appropriate books to use to demonstrate each trait can be found at [http://www.aea11.k12.ia.us/curriculum/6\\_traits/home.html](http://www.aea11.k12.ia.us/curriculum/6_traits/home.html).

**Implementation:** Designed for older elementary grades and up. Each trait can be taught in a series of eight steps:

**Step 1:** Choose appropriate literature for teaching a given trait. Be sure to use the 6 Traits language.

**Step 2:** Students work on several writing activities to develop the trait. Teacher modeling is very important.

**Step 3:** Students work with anonymous sample student papers, as a class and in groups. They rate the papers using the 6 Trait rubric & discuss their ratings. Practice revision strategies on sample papers.

**Step 4:** Teacher provides an assignment connecting to the curriculum (focusing on one trait at a time). Can use R.A.F.T.S. assignments (See RAFTS in the Tools section):

**R**ole of the writer-helps the writer decide on point of view and voice.

**A**udience for the piece of writing- reminds the writer that s/he must communicate ideas to someone else; helps the writer determine content and style.

**F**ormat of the material-helps the writer organize ideas and employ the conventions of format, such as letters, interviews, and story problems.

**T**opic or subject of the piece of writing-helps the writer focus on main ideas.

**S**trong Verb-directs the writer to the writing purpose, e.g., persuade, analyze, create, predict, compare, defend, evaluate.

**Step 5:** Students then use a rubric of that trait to peer respond/edit each other's work.

**Step 6:** Assess using the specified rubric to provide feedback to students.

**Step 7:** Guide students through the revision process based on feedback they received.

**Step 8:** Use the specified rubric to assign a "rating."

Adapted from materials provided by Heartland Area Education Agency:

[http://www.aea11.k12.ia.us/curriculum/6\\_traits/home.html](http://www.aea11.k12.ia.us/curriculum/6_traits/home.html)

**Schedule for implementation:** Minimum of three days per week.

**Variations:** An extension of this approach is 6 + 1 Trait Writing, which adds in the

seventh trait of Presentation. Presentation relates to form and layout, or how the writing physically looks when it is finished.

**Research Summary & References:**

The following websites may be consulted for research results and additional information on this strategy and variations:

[http://www.nwrel.org/assessment/pdfGeneral/Student\\_Achievement\\_in\\_Writing.pdf](http://www.nwrel.org/assessment/pdfGeneral/Student_Achievement_in_Writing.pdf)

<http://writingfix.com/traits.htm>

<http://senior.billings.k12.mt.us/6traits/>

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

**Tool/Attachments:**

Lesson plans: <http://www.nwrel.org/assessment/lessonplans.php?odelay=1&d=1>

Scoring rubrics: <http://www.nwrel.org/assessment/pdfRubrics/6plus1traits.PDF>

The file entitled “**Writing Fix Posters**” in the TOOLS folder on this disk contains the posters of the six traits of writing to be reproduced.

The file entitled “**RAFTS**” in the TOOLS folder on this disk contains an example of a R.A.F.T.S. assignment.

The file entitled “**Idea Development Post-Its**” in the TOOLS folder on this disk contains student self-monitoring checklists for idea development that can be printed on post-it notes.

The file entitled “**Organization Post-Its**” in the TOOLS folder on this disk contains student self-monitoring checklists for written organization that can be printed on post-it notes.

The file entitled “**Voice Post-Its**” in the TOOLS folder on this disk contains student self-monitoring checklists for voice that can be printed on post-it notes.

The file entitled “**Word Choice Post-Its**” in the TOOLS folder on this disk contains student self-monitoring checklists for word choice that can be printed on post-it notes.

The file entitled “**Sentence Fluency Post-Its**” in the TOOLS folder on this disk contains student self-monitoring checklists for sentence fluency that can be printed on post-it notes.

The file entitled “**Conventions Post-Its**” in the TOOLS folder on this disk contains student self-monitoring checklists for writing conventions that can be printed on post-it notes.