

Goal Two Intervention

6+1 Trait Writing – The 6 + 1 Trait Writing is a way for students and teachers to use a common language to refer to characteristics of writing. This also incorporates common expectations of what “good” writing looks like. Teachers and students can use the 6+1 Trait model to pinpoint areas of strength and weakness as they continue to focus on improved writing skills.

For school year 2009-2010, we will focus on the first three writing traits: *ideas, organization, and word choice.*

IDEAS:

Ideas are the main message, the content of the piece, the main theme, together with all the supporting details that enrich and develop that theme.

Key question: Did the writer stay focused and share original and fresh information or perspective about the topic?

Grading Rubric: Writing is graded on a 1 through 5 scale.

5 – This paper is clear and focused. It holds the reader’s attention. Relevant anecdotes and details enrich the central theme.

3 – The writing is beginning to define the topic, even though development is still basic or general.

1 – The paper has no clear sense of purpose or central them. The reader must make inferences based on sketch or missing details.

ORGANIZATION: This trait is being introduced during the 2nd quarter.

Organization is the internal structure, the thread of central meaning, the logical and sometimes intriguing pattern of the ideas. Connections are strong, which is another way of saying that bridges from one idea to the next hold up. The piece closes with a sense of resolution, tying up loose ends, bringing things to a satisfying closure, answering important questions while still leaving the reader something to think about.

Key question: Does the organizational structure enhance the ideas and make it easier to understand?

Grading Rubric:

5 – The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a satisfying introduction and conclusion.

3 – The organizational structure is strong enough to move the reader through the text without too much confusion.

1 – The writing lacks a clear sense of direction.

WORD CHOICE: This trait is being introduced during the 3rd quarter.

Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. Strong word choice is characterized not so much by an exceptional vocabulary chosen to impress the reader, but more by the skill to use everyday words well.

Key Question: Do the words and phrases create vivid pictures and linger in your mind?

Grading Rubric:

5 – Words convey the intended message in a precise, interesting, and natural way.

3- The language is functional, even if it lacks much energy.

1- The writer struggles with a limited vocabulary.

What is the +1 part of the 6+1 Writing Traits?

Presentation is the final piece of the 6+1 Writing Traits. Presentation combines both visual and textual elements. It is the way we exhibit or present our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well constructed, the writing will not be inviting to read unless the guidelines of presentation are present. Some of those guidelines include: balance of white space with visuals and text, graphics, neatness, handwriting, font selection, borders, overall appearance.

Algebra



This 8th grade teacher uses word problems to integrate 6+1 Writing Traits into her Algebra class.

Students solved a “problem” similar to the Cookies example below. The students then wrote how they solved the word problem using the 6+1 rubric.

Cookies: A student ate 100 cookies in five days. Each day he ate 6 more than the day before. How many cookies did he eat on the first day?



Bulletin board in this teacher's class of a student project on "The Country of Thailand." The 6+1 rubrics for ideas (pink), organization (green), and word choice (yellow) are seen to the left of the project.



World Geography students work on puzzles that reinforce strategies that improve literacy skills. The students are then challenged to apply these strategies to their current project.

Applied Technology

This teacher's students use Active Reading, reflection, and 6+1 Writing Traits in all of their projects. Each is an integral part of creating technology. Active reading is the method used to extract the necessary information from reading material that will help guide project designs. Reflection is essential to provide feedback on the technology creation's performance. Finally, 6+1 Writing is used to communicate the feedback in the form of a small written report explaining the project's development, performance (both good and bad), and to provide future students with advice on what to avoid when working on the same project.



Applied Technology class reviewing computer assisted design concepts.