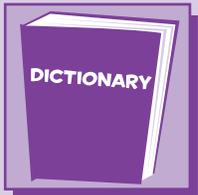


When you write, remember the traits of good writing.

 <p>WRITING TRAITS</p>	 <p>Ideas</p>	<p>The Light Show</p> <p>On Independence Day, Iman and her family went to the park to watch fireworks.</p> <p>As soon as it was dark, everyone heard a loud boom, and they raised their heads to look up at the sky. They saw what looked like a blue waterfall in the air.</p> <p>Iman couldn't believe her eyes...</p>
 <p>Organization</p>	 <p>Voice</p>	
 <p>Word Choice</p>	 <p>Sentence Fluency</p>	
 <p>Conventions</p>	 <p>Presentation</p>	

1. Build Writing Skills

Teach Writing Traits: Introduction

- A. **Restate Traits** Tell students that good writing has certain traits. Read and define each trait with students: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. *Today we are going to focus on using the traits of good writing in our own writing.*
- B. **Focus on the Visual** *What is the main idea of the author's writing? (Iman's family watched fireworks.) Are there any descriptive words you would change or add? As appropriate, discuss examples of other traits in the writing.*

2. Write and Analyze

Writing Traits: Introduction

- A. **Write Texts** Students should work on creating or revising pieces, focusing on one or more of the writing traits as appropriate.

Below Level	On Level	Above Level
Remind students that good writing starts with an idea. Prompt students to brainstorm ideas for their writing. Help students focus their ideas for drafting. Ask questions to help students decide on an appropriate way to organize their ideas.	Review students' drafts for clear ideas and organization. Prompt students to look for ways to improve the voice in their writing, such as rhetorical questions or emotional language. Encourage students to look for opportunities to improve word choice.	Review students' drafts for flow and clarity. Discuss with students how they have used the traits in their writing. Challenge students to improve and increase the sentence fluency in their writing. Prompt students to begin thinking about presentation for the writing.

- B. **Support Writing** When students are finished, ask:
- *How does it help the reader if the writer has applied all the writing traits successfully?*
 - *What do you consider the most important trait for a piece of writing? Why?*

3. Support Writing Independence

- A. **Write on My Own** In a conference, ask:
- *Show me your best example of a trait. Why did you choose that example?*
 - *Which writing trait was the easiest to apply in this piece? Which was the hardest? Explain.*
- B. **Monitor Learning** Use the rubric below to assess students' writing for use of traits.
- C. **Next Step** Continue providing small group support for use of traits for students who score 1 or 2.

Writing Traits: Introduction

1. Little Evidence	Student's writing shows little incorporation of the focus trait(s); sentences may be incomplete, unclear, and/or off-topic.
2. Some Evidence	Student's writing shows consciousness of writing traits and contains attempts at one or more traits, either through revising sentences, choosing different words, experimenting with ideas, voice, and organization, or correcting punctuation and capitalization. Sentences are basically clear and complete.
3. Clear Evidence	Student's writing shows strong evidence of the writing trait(s). Sentences are smooth, clear, and complete.