

6 + 1 Trait => Ideas

Things you can say or write when trying to reinforce the IDEAS trait...

- I know just what you mean!
- You're really using writing to communicate.
- I can really picture what you're telling me!
- No one else thought to write about Rock formations [or whatever] - how did you come up with such an original idea?
- I loved your topic/idea!! It made me think of...
- You really notice things - look at these details.
- What is the most important thing this author had to tell us?
- What do you picture in your mind when you listen to this writing?

What to Look & Listen for when working with the IDEAS trait...

- Complexity
- Attention to detail
- Noticing little things others might not notice
- Clarity, focus, sense of purpose
- A message or story

STORY STARTERS: What if....

- there were no colors except white?
- we had three arms?
- children were the parents?
- there were no stoves?
- we had no pencils?
- we couldn't cry?
- we had no policemen?
- it never stopped raining?
- insects were as big as people?
- our parents never said 'no'?
- we didn't have to eat vegetables?
- we all looked the same?
- smiling was against the law?
- snails could run?



Ideas are the ♥ of the message. Look for clarity, focus, and quality details. Many people consider this the most difficult trait to teach.

In narrative text...

Does the writer go beyond the obvious to bring life to the writing for the reader?



In expository text...

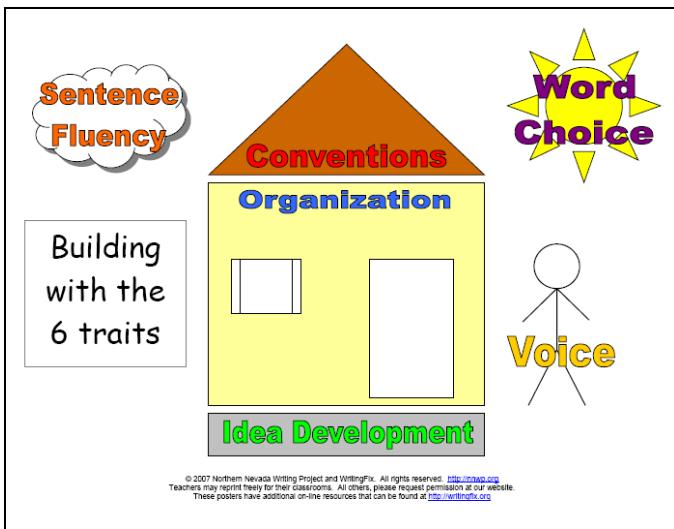
Does the writer bring new information quickly and easily to the reader?

A good writer should...

- Write from experience.
- Use supporting details.
- Stay in control of the topic.
- Show insight in the writing.
- Use fresh and original ideas.
- Make the main ideas stand out.
- Narrow the topic to something specific.
- Develop the topic in an entertaining way.

Visit the Scholastic Story Generator...

<http://teacher.scholastic.com/activities/storystarters/>



Idea Development:

Rank each skill from 1 (low) to 5 (high) in the following:

- ___ I used a balance of showing and telling.
- ___ My details try to paint a picture in the reader's head.
- ___ I took a unique approach when writing about this topic.
- ___ I stayed on topic throughout the entire writing.
- ___ My theme/message is clear to my reader.

Idea Development

Like the foundation of a house, IDEA DEVELOPMENT serves as the solid base on which a good piece of writing rests. If you start with a solid idea, your writing can grow as big as you want.

personal experience	Topic	personally important
investigated		original
zooms in or zooms out	Focus	narrow and straight
steady		clear
interesting and important	Details	quality beats quantity
rich		memorable
easy to follow	Makes Sense	all pieces fit together
understandable		ideas connect
research is in own words	Ownership	personal insight shown
risks taken		writes uniquely

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IDEAS RUBRIC BOOKMARK

5 – Focused, clear, specific. It keeps the reader's attention.

- a) I know a lot about this topic and added interesting tidbits.
- b) I showed what was happening instead of telling.
- c) My topic was small enough to handle.
- d) I can easily answer the question, "What is the point of this paper/story?"

3 – Some really good parts, some not there yet!

- a) Some things are new, other things everyone else already knows.
- b) Details are general (nice, fun, some, good.)
- c) I'm still thinking aloud on paper. I'm looking for a good idea.
- d) Maybe I'll write about this or maybe I'll write about that.

1 – Just beginning to figure out what I want to say.

- a) I haven't shared much information. I don't seem to know much about this topic.
- b) My details are so vague it's hard to picture anything.
- c) I'm still thinking aloud on paper. I'm looking for a good idea.
- d) Maybe I'll write about this or maybe I'll write about that.

Information on this page found at <http://www.writingfix.com/>

Visit <http://www.oncbores.org/webpages/jfarr> for more information about the 6 +1 Traits of writing. Follow these directions: Curriculum Resources => ELA Resources => Writing Resources & Strategies => 6 + 1 Writing Traits.
Reference sheet developed by Jen Farr, Staff Development Specialist, ONC BOCES

6 + 1 Trait => Organization

Things you can say or write when trying to reinforce the ORGANIZATION trait...

- I can see how these ideas/pictures go together.
- You knew just how to begin (or end).
- This happened because this happened - that's a good way to organize ideas.
- You organized your story by time: first this, then this...
- I wanted to know what would happen next!
- What a surprise ending!
- You solved a problem - that's a good way to organize ideas.
- [When reading aloud] This story has the title _____. What do you suppose it's about?
- So far this author has told us _____. What do you predict will happen next? How do you predict this will end?
- Let me read just the beginning of this writer's story/essay. Is this a good way for the writer to begin? Why?
- Can you retell this story/essay in a few sentences?



Organization is the pattern of writing. However, the organization is done in such a way that the pattern is not overly obvious like a formula.

Look for...

Strong Leads,
Insightful Conclusions,
Smooth Transitions



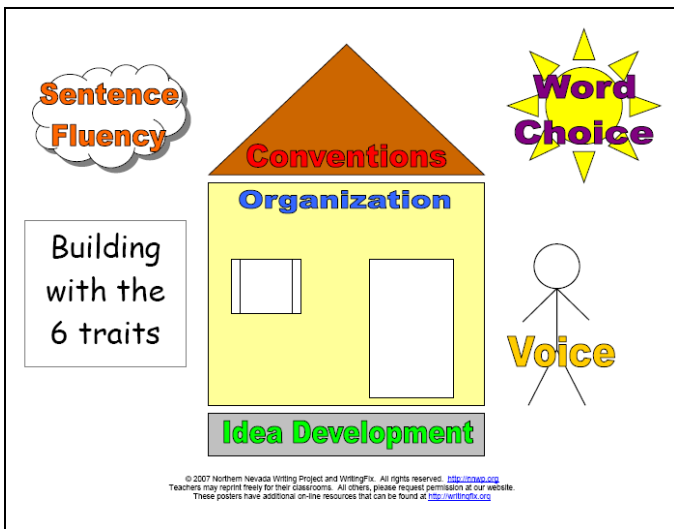
What to Look & Listen for when working with the ORGANIZATION trait...

- Pictures and/or text balanced on the page
- Coordination between text and picture (they go together)
- Multiple pictures that show sequence
- Grouping of details, ideas
- Text that shows sequence: First... then... after... next... later... last
- Text that shows connections: because... so... when... however...
- Sense of beginning: One day...Last week...When I was little...
- Sense of ending: so finally... that's all... at last...the end
- Cause and effect structure in text (or picture series)
- Problem solving structure in text (or picture series)
- Chronological structure in text (or picture series)
- Surprises that work
- Sticking with one main topic or idea

L. E. T. - revise for Leads, Endings, Transitions

A good writer should...

- Use a lead that "hooks" the reader.
- Use organization that is graceful.
- Place supporting details so that they fit.
- Give information at just the right moment.
- Use organization that enhances the central idea.
- Use smooth transitions that help the ideas flow together.
- Use logical and effective structure, order, and sequence.
- Use a conclusion that gives the reader a sense of resolution.
- Use an effective conclusion that ties all of the ideas together.



Organization:
Rank each skill from 1 (low) to 5 (high) in the following:

- My introduction grabs the reader's attention.
- My conclusion links back to my introduction.
- I used transition words to move from idea to idea.
- My paragraphs show where my sub-topics begin & end.
- My title stands for my entire draft, not just a part of it.

Organization

ORGANIZATION is the structure of writing. Just as a house has an entrance, an exit, hallways that connect, and a sensible layout, so too does a piece of good writing. Blueprints are drawn before a house is built; writing should be "blue-printed" too!

Blueprints:	<input type="checkbox"/> appropriate graphic organizer used to plan writing <input type="checkbox"/> the order of the writing makes sense <input type="checkbox"/> the most important ideas receive the most attention <input type="checkbox"/> transitions sound natural
Beginning:	<input type="checkbox"/> hooks or grabs the reader <input type="checkbox"/> an inviting lead <input type="checkbox"/> effective topic sentence <input type="checkbox"/> shows where writing is going
Middle:	<input type="checkbox"/> parts fit together smoothly <input type="checkbox"/> subtopics or parts are clearly separated <input type="checkbox"/> ideas connect <input type="checkbox"/> contains the "heart" of the writing
End:	<input type="checkbox"/> might leave you thinking or wondering <input type="checkbox"/> makes the writing feel complete <input type="checkbox"/> leaves the reader feeling satisfied <input type="checkbox"/> ties things together
Title:	<input type="checkbox"/> hints at the writing's big idea <input type="checkbox"/> is catchy <input type="checkbox"/> makes sense <input type="checkbox"/> is memorable

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ORGANIZATION RUBRIC BOOKMARK

5 – Clear and compelling. I have chosen an order that works well and makes the reader want to find out what comes next.

- a) My beginning grabs the reader's attention and gives clues about what is coming.
- b) Every detail adds a little more to the main idea or story.
- c) My details are in the right place.
- d) I ended at a good spot. I have a strong conclusion or ending.

3 – Some really smooth parts, others need work. The order makes sense most of the time.

- a) I have a beginning but it doesn't really grab you or give clues about what is coming.
- b) Sometimes it is not clear how some of the details connect to the story or main idea.
- c) Some of the details should come earlier or later. I may have lingered too long in some areas and sped through others.
- d) I have a conclusion, but it is ho-hum.

1 – Not shaped yet. The order of my paper is jumbled and confused.

- a) There really isn't a beginning or introduction to my paper. It just takes off.
- b) I'm confused about how the details fit with the main idea or story line.
- c) My ideas seem scrambled, jumbled and disconnected.!
- d) Conclusion! Oops, I forgot.

Visit <http://www.onwboces.org/webpages/farr> for more information about the 6 +1 Traits of writing. Follow these directions: Curriculum Resources => ELA Resources => Writing Resources & Strategies => 6 + 1 Writing Traits.
Reference sheet developed by Jen Farr, Staff Development Specialist, ONC BOCES

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6 + 1 Trait => Voice

Things you can say or write when trying to reinforce the VOICE trait...

- Your feelings come through loud and clear here.
- I could tell this was you!
- This story/picture made me laugh/cry/feel what you must have felt.
- You seem to be writing to/for [specify your best guest on audience]. Is that right?
- I love the way you help your reader see and feel the things you are seeing or feeling when you write. There's a word for that - VOICE.
- Your writing rings with voice. It made me want to keep reading!
- Do you think the story we just read had VOICE?
- Which of these two pieces [share two samples orally] has more VOICE in your opinion? Why do you think that?
- If VOICE were a color, what would it be? If it were a food...If it were a sound...If it were a place...



Voice is the trait that makes writing human. It is the trait that allows the personality of the writer come through. You could think of voice as the original fingerprints of the writer.

Look for...

Enthusiasm

Involvement

Flavor or Tone



What to Look & Listen for when working with the VOICE trait...

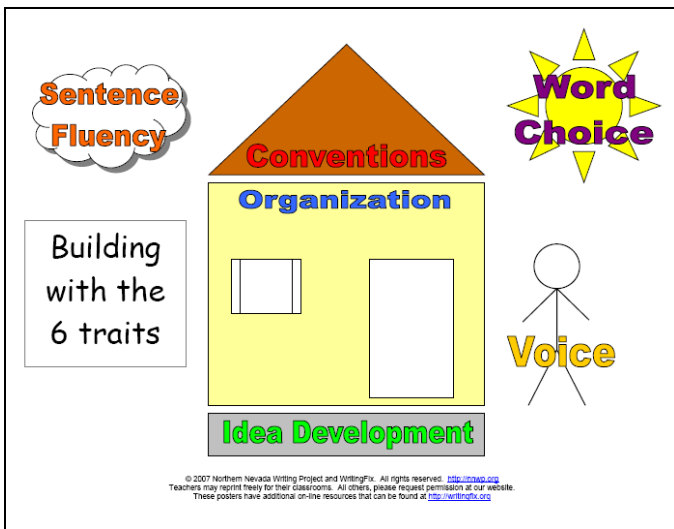
- Individuality
- Sparkle
- Personality
- Liveliness, playfulness
- Emotion
- The unusual
- Taking a chance by trying something new or different
- Recognizing that the writing/drawing is for both self-and audience
- Tailoring communication to an audience
- Response to VOICE in the writing/art of others

A good writer should...

- Write to be read.
- Connect with the reader.
- Write honestly and from the heart.
- Care about what he/she has written.
- Share his/her feelings about the topic.
- Use more expression than an encyclopedia article.
- Use language that brings the topic to life for the reader.
- Give the reader a sense of the person behind the words.
- Speak directly to the reader, but without using the word "you."

R - A - F - T

Role of the writer	Audience	Format	Topic
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Voice:

Rank each skill from 1 (low) to 5 (high) in the following:

- ___ I really tried to show passion about my topic.
- ___ If read aloud, it sounds like something I might really say.
- ___ I did things in my writing to help my audience understand.
- ___ I captured a tone or mood with my words.
- ___ My use of humor or sarcasm is appropriate for this assignment.

The author's VOICE—a.k.a. you!—should be present in every piece of writing you make. Sometimes your presence needs to be strong, but sometimes it should be kept subtle. How will you ensure that your reader recognizes this as your writing?

Voice

Your Personality

- sounds honest
- sounds sincere
- shows passion
- shows confidence

Your Emotions

- energetic
- heart-felt
- author shows feelings toward topic (tone)
- author invites feelings from reader (mood)

Your Style

- be either a storyteller or reporter
- showcase your techniques
- sound like you
- show personal risk

Your Point of View

- shows an opinion
- considers perspectives
- audience awareness
- audience sensitivity

Your Experience

- writer knows own voice
- shows insight
- sounds believable
- writer owns topic

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VOICE RUBRIC BOOKMARK

5 – Really individual and powerful. My paper has personality and sounds different from the way anyone else writes.

- a) I have put my personal stamp on this. It's me!
- b) Readers can tell I'm talking right to them.
- c) I write with confidence and security.
- d) My paper is full of feelings and the reader will know how I feel.
- e) Nobody else sounds like this.

3 – Individuality fades in and out. What I truly think and feel only shows up sometimes.

- a) Although the reader will understand what I mean, it won't make them feel like laughing, crying,, or pounding on the table.
- b) My writing is right on the edge of being funny, excited, scary, or honest—but it is not there yet.
- c) My personality pokes through here and there but gets covered u again.
- d) My writing is pleasant, but cautious.
- e) I've done more telling than showing.

1 – Not me yet. I'm not comfortable or don't know what I truly think or feel yet.

- a) If you didn't already know, you might not know who wrote this paper.
- b) I'm not comfortable sharing. I've taken the safest route by hiding my feelings.
- c) I sound like a robot.
- d) My paper makes the reader yawn.
- e) My paper is all telling and no showing.

6 + 1 Trait => Word Choice

Things you can say or write when trying to reinforce the **WORD CHOICE** trait...

- I see you're making a connection between letters and words.
- This word/phrase goes well with this picture.
- I love this word - how did you think of it?
- What was your favorite word in the story we just read?
- What do you think the word _____ means? Make a guess.
- When you said *streaked*, I could really picture the whole thing...
- I love this word - *flourishing* - how did you think of it?
- This picture makes me think of the word [...???
- _____ was just the right word to describe/explain _____.

What to Look & Listen for when working with the **WORD CHOICE** trait...

- Playing with letter forms, letters, letter strings, first words, labels, etc.
- Stretching to use new words
- Curiosity about words
- Verbs, verbs, verbs (energy words)
- Precise words
- Unusual use of words or phrases (in speaking or writing or labeling)
- Striking words or phrases
- Imitation of words or phrases heard in literature (or any reading you share in class)

Be a C.O.W.

Collector
Of
Words



Word Choice can have a profound impact on a reader. Word Choice can make writing come alive or can make writing feel dead on the page.

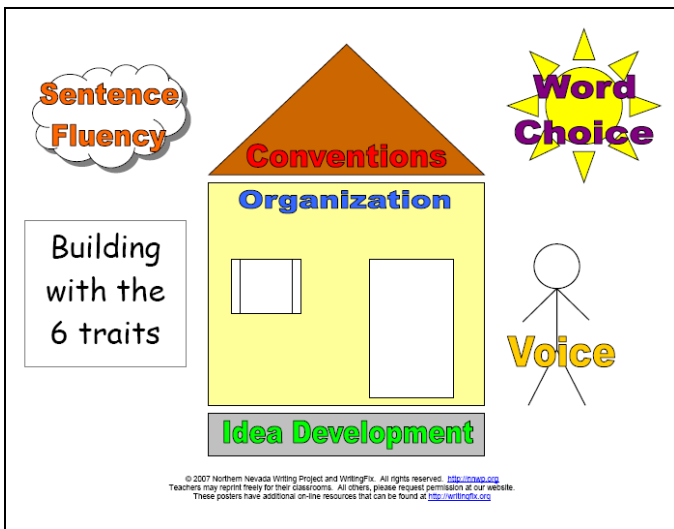
Showing is more powerful than *telling*. Words that *speak* to the senses build images.



Mark Twain, a master of Word Choice, once said
"The difference between the right word and the almost right word is the difference between lightning and a lightening bug."

A good writer should...

- Be concise.
- Avoid repetition.
- Use words correctly.
- Use powerful action verbs.
- Use specific descriptive nouns.
- Use slang and clichés sparingly
- Use language that is natural and not overdone.
- Use adjectives that are as descriptive as possible.
- Use words that create a mental picture for the reader.



Word Choice:

Rank each skill from 1 (low) to 5 (high) in the following:

- ___ My adjectives are excellent and thoughtful.
- ___ I use a good balance of action and linking verbs.
- ___ My nouns are precise; I don't overuse pronouns.
- ___ It is clear that I am not afraid to take risks with new words.
- ___ I used a few color and texture words to describe.

WORD CHOICE—like the sun in the sky—can accomplish many things: comfort or sunburn, thirst or relaxation. The words you choose to include in your writing have profound impact on your reader.

VERBS

- precise verbs
- unique verbs
- writer considers synonyms
- balance of action and linking verbs

NOUNS

- precise nouns
- unique nouns
- purposeful use of pronouns
- correct noun and pronoun agreement

ADJECTIVES

- precise adjectives
- unique adjectives
- writer considers synonyms
- using fewer quality adjectives is better than using a string of weak adjectives

WORD PICTURES

- sensory images
- memorable phrases
- uses word pictures when appropriate
- verbs, adjectives, and nouns work together

WORD PLAY

- personification
- tries new vocabulary
- onomatopoeia
- effective similes and metaphors
- alliteration

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WORD CHOICE RUBRIC BOOKMARK

5 – Extremely clear, visual, and accurate. I picked the right words for the right places.

- a) My words are colorful, snappy, vital, brisk and fresh. You won't find overdone, vague or flowery language.
- b) All the words in my paper fit. Each one seems just right.
- c) Look at all my energetic verbs!
- d) Some of the words and phrases are so vivid the reader won't soon forget them.

3 – Correct but not striking. The words get the message across, but don't capture the reader's attention.

- a) I used everyday words pretty well but I did not stretch for a new and better way to say things.
- b) Most of the time the reader will figure out what I mean even if a few words are messed up.
- c) My words aren't real specific. Better, juicy details.
- d) I used tired out clichés or phrases.

1 – Confusing. The reader is often asking "What did they mean by this?"

- a) A lot of words and phrases are vague. (We were friends and stuff.)
- b) My words don't make pictures yet. (It was awesome.)
- c) Some of my words are misused.
- d) Over and over I used the same words over and over, until my paper was over.

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6 + 1 Trait => Sentence Fluency

Things you can say or write when trying to reinforce the SENTENCE FLUENCY trait...

- I read this aloud and I love the sound of it!
- You seem to know what a sentence is - good for you!
- You have a long sentence, then a short one - I like that.
- Your sentences begin in different ways - that's great!
- I like this phrase - *After a while* - it helps me understand when things happened.
- Listen to this piece [read a fluent piece aloud]. Now, listen to this one [read the same one chopped into 3 or 4 word sentences that all begin the same way]. Do you hear the difference? Which one do you like?
- Here's one of my favorite pieces [choose one to read aloud]. I think it has rhythm. See if you hear it, too.
- This picture makes me think of the word [...???].



Sentence Fluency is the trait that you hear because the writing is smooth with a rhythm to it. It flows and is easy to follow.

With Narrative text, ask...

"Is this writing that you want to read aloud because you can read it with expression?"



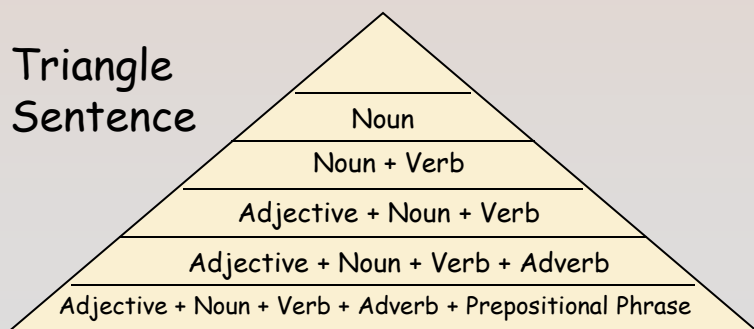
With Informational text, ask...

"Are the sentences clear, brief, and always focused on the main point?"

What to Look & Listen for when working with the SENTENCE FLUENCY trait...

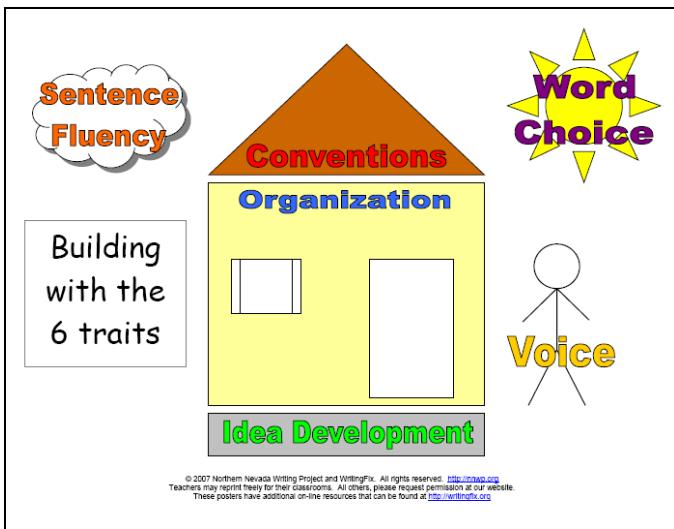
- Experimenting with word strings to form sentences
- Rudimentary sentences - subject and verb
- Use of more complex sentences
- Multiple sentences with different beginnings, varied lengths
- Rhythm, cadence in oral or written language
- Long and short sentences
- Love of rhythmic language (e.g., poetry)

Triangle Sentence



A good writer should...

- Use different sentence lengths.
- Use different sentence structures.
- Use different sentence beginnings.
- Use language that sounds natural.
- Give the writing an easy flow and rhythm.
- Invite expressive oral language of the text.
- Use complete sentences - any fragments must add to the meaning of the text.



Sentence Fluency:

Rank each skill from 1 (low) to 5 (high) in the following:

_____ My sentences mostly begin with different words.

_____ I use a mixture of simple and complex sentences.

_____ I use a variety of transitional words when I write.

_____ If read aloud, you can hear a rhythm behind my sentences.

_____ If I repeated anything, I did it for effect.

Sentence Fluency

Just as white clouds float peacefully in the sky, or thunder clouds arrive with alarm, sentences and phrases float through a piece of writing. Do you want your SENTENCE FLUENCY to be subtle or alarming?

Variety of Sounds

- repetition
- natural sounding
- rhythm and cadence
- experiments with language

Variety of Beginnings

- prepositions
- conjunctions
- participial phrases
- question words

Variety of Sentences

- complex and simple
- declarative and interrogative
- exclamatory and imperative
- short and long

Variety of Connectors

- transitions
- connecting words and phrases
- sentence flow together
- experiments with colons and semi-colons

Has Readability

- carefully crafted
- smooth and flowing
- sounds natural when read aloud
- parallelism

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SENTENCE FLUENCY RUBRIC BOOKMARK

5 – Varied and natural. The sentences in my paper are close and delightful to read out loud.

a) Some are long and stretchy. Some are short and snappy.

b) It's easy to read my paper out loud. I love the sound of it!

c) Sentence beginnings vary.

d) Good sentence sense. My sentence flows.

e) All excess baggage has been cut out.

3 – Routine and functional. Some sentences are choppy and awkward, but most are clear.

a) Some of my sentences are smooth and natural, but others are halting.

b) When I read my paper, most of the sentences have the same patterns.

c) Many sentences begin the same way.

d) My paper shows some interesting sentences.

e) I have used more words than necessary.

1 – Paper needs work because there isn't enough sentence sense yet.

a) As I read my paper I have to go back and read over, just to figure out the sentence.

b) The sentence patterns are repetitive.

c) I'm having a hard time telling where one sentence stops and another begins.

d) I have to do quite a bit of oral editing to help the reader get the meaning.

6 + 1 Trait => Conventions

Things you can say or write when trying to reinforce the CONVENTIONS trait...

- You remembered to write your name at the top - thanks!
- I love it when you put a title on your paper - it gives me a good clue about your message/story!
- You remembered to put spaces between your words - boy, that helps!
- I could sound out most of these words. I read it without any help.
- How did you know to put a comma/period/question mark/capital here?
- I notice you start on this side (left) and write this way (right); you're really paying attention to how books are written.
- I see you've discovered ellipses [or whatever is new]. Great! When you see that mark, what does it mean to you?
- When you work to make your spelling readable, it really helps your reader a lot. Super!

What to Look & Listen for when working with the CONVENTIONS trait...

- Left to right orientation on the page
- Up to down orientation on the page
- Letters facing appropriate directions
- Distinction between upper and lower case letters
- Spaces between words
- Spaces between lines
- Name on the page
- Use of title
- Use of labels
- Use of indentation to show a new paragraph
- Dots over i's
- Exploration with punctuation, whether conventionally placed or not
- Rudimentary spelling, showing a connection of sounds to words
- Readable spelling (can be interpreted without the writer's help)

"Conventional people are roused to fury by departure from **convention**, largely because they regard such departure as a criticism of themselves." ~ Bertrand Russell



Conventions are the mechanical correctness of a piece.

Convention sub-categories include...

Spelling

Punctuation

Parts of Speech

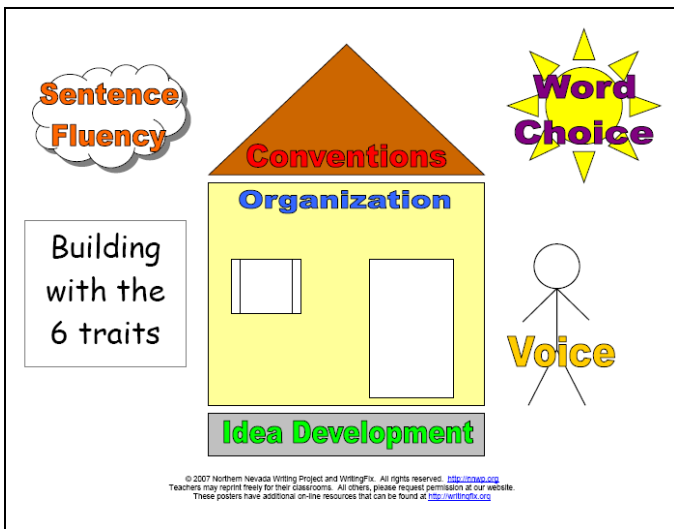
Grammar

Editing



A good writer should...

- Use capitalization correctly.
- Proofread and edit the paper.
- Use correct spelling, even on difficult words.
- Use grammar that contributes to clarity and style.
- Reinforce the organization with good paragraphing.
- Enhance the readability of the paper with conventions.
- Write a long enough piece to show a wide range of skills.
- Guide the reader through the paper with correct punctuation.



Conventions:
Write your editors' names in four of the five blanks below:

___ My spelling was looked over by _____.

___ My "end punctuation" was looked over by _____.

___ My commas and apostrophes were looked over by _____.

___ My capitalization was looked over by _____.

___ My grammar was looked over by _____.

The roof of a house—though planned from the beginning—is not built first. Think about CONVENTIONS near the end of your process.

Conventions

- Know your "sight words"!
- Use the dictionary!
- Abbreviate correctly!
- Double-check your vocabulary words!

Spelling

- Check end punctuation! (periods, question marks, exclamation points)
- Check middle punctuation! (commas, apostrophes, semi-colons)
- Check dialogue punctuation!
- Check your hyphens!

Punctuation

- Capitalize proper names!
- Capitalize sentence beginnings!
- Capitalize titles!
- Don't mis-use/overuse capitals.

Capitalization

- Check your noun and verb agreement!
- Check your noun and pronoun agreement!
- Check appropriateness: "gonna" versus "going to"!
- Double check verb tense!

Grammar

- Indent those paragraphs!
- Use the right amount of space between words!
- Don't put blank space between paragraphs!
- Use appropriate margins!

Spacing

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CONVENTIONS RUBRIC BOOKMARK

5 – Mostly correct. There are very few errors in my paper.

- a) My spelling is accurate.
- b) I have used capitals correctly.
- c) Every paragraph is indented to show where a new idea begins.
- d) Periods, commas, exclamation marks, and quotation marks are in the right places.
- e) My grammar/usage is consistent and shows control.

3 – About halfway there. A number of bothersome mistakes need cleaning up.

- a) Spelling is correct on simple words. It may not be right on harder words.
- b) Most sentences and proper nouns begin with capitals, but a few have been over looked.
- c) At least one paragraph is present. Others might not all begin in the right spots.
- d) Problems in punctuation make the reader stumble and pause now and then.
- e) Several grammar problems are evident.

1 – Editing not under control yet. It would take a first reading to decode and a second reading to get the message.

- a) Spelling errors are common, even simple words.
- b) Capital letters are scattered all over or not at all.
- c) I haven't got the hang of paragraphs yet.
- d) Punctuation is very limited and makes reading this paper difficult.
- e) Frequent grammatical errors, I haven't spent much time editing this paper.

6 + 1 Trait => Presentation

Things you can say or write when trying to reinforce the PRESENTATION trait...

- Your handwriting is neat and legible. Thanks!
- You made good use of white space and margins to showcasing your writing.
- The illustration you chose fit the idea very well.
- You found a good balance of text and pictures—they really support each other.
- I love the picture (image, clipart, etc.) that you included to support your writing. It makes your great writing even better.
- The chart (graph, table) found in the appendix section of your research paper really highlighted the material you presented. Nice job!



The **Presentation trait zeros** in on the form and layout of the text and its readability; the piece should be pleasing to the eye.

How the final piece of writing looks to the reader can make a difference in whether the reader wants to continue reading.



What to Look & Listen for when working with the PRESENTATION trait...

- Uniform spacing
- Legible and consistent handwriting, or appropriate use of fonts and sizes
- Appealing use of white space
- Where necessary, bullets, numbers, side headings, and other markers that help readers access content
- Effective integration of text and illustration, charts, graphs, maps, and table
- Clearly labeled Table of Content and Appendix when appropriate
- Uniform kerning.
- Font use that is legible and appropriate to the piece of writing.

A good writer should...

- Consider the balance and use of imagery in a written piece.
- Be sure that pictures (images, photos) included in a final piece of writing do not distract from a written piece.
- Focus on the Presentation trait when completing a final draft of a document.

“Our work is the presentation of our capabilities.”

~~ Edward Gibbons ~~