



# Target the Six Traits within your Daily Writing Instruction



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Identify the  
characteristics of  
“good” writing.

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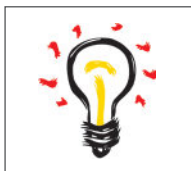
**LESSON ESSENTIALS |**  
**Session 2:** Target the  
essential skills per  
writing unit.

**LESSON ESSENTIALS |**  
**Session 3:** Deliver  
best-practice lessons  
regardless of your  
classroom setting.

**PLAN & ORGANIZE |**  
**Session 5:** Convert the  
writer’s workshop from  
in-person to virtual.

### IDEAS

are the main idea or message.



#### Evidence in Pictures:

- Expresses a topic, action, or event.
- Depicts a subject/character.
- Includes a setting.
- Includes close-up details (e.g., eyelashes, fingernails).
- Shows signs of movement/action.
- Develops ideas with multiple pictures.
- Reveals the topic and develops the ideas through oral storytelling and explanation.

#### Evidence in Early Writing:

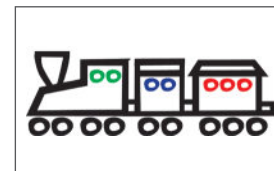
- Expresses a topic, action, or event.
- Matches picture and word details.
- Writes one or more sentences.

#### Evidence in Text:

- Selects a topic he has recent knowledge of/experience with.
- Addresses all aspects of the writing task/prompt.
- Narrows the subject to a manageable topic/thesis.
- Stays on topic (i.e., focused).
- Develops ideas with multiple sentences in the middle/body.
- Includes relevant and interesting details, examples, support, etc.
- Quotes and/or paraphrases ideas.
- Cites sources within the writing.

### ORGANIZATION

is the internal structure/ logical order of ideas.



#### Evidence in Pictures:

- Uses white space on the page.
- Balances picture details for accuracy in size, proportion, etc.
- Draws multiple events to show order.
- Reveals organization/sequence within oral storytelling/explanation.

#### Evidence in Early Writing:

- Includes a title that serves as an early introduction/beginning.
- Draws/Writes about multiple events to show order.
- Uses beginning words: *one day, yesterday, once upon a time*, etc.
- Uses transition words: *and, then, first, next*, etc.
- Uses concluding words: *the end, thank you, good-bye*, etc.

#### Evidence in Text:

- Grabs reader with a title.
- Identifies topic and purpose within the introduction/beginning.
- Reveals details/information in a purposeful and logical order, showing evidence of pre-writing.
- Shows relationship between ideas with transitions.
- Paces intentionally; some parts are developed, while others are skimmed.
- Provides a satisfying ending/conclusion/resolution.

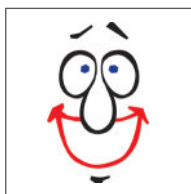


## LESSON ESSENTIALS

## Target the Six Traits within your Daily Writing Instruction

### VOICE

is the writer's attitude about what he is writing.



#### Evidence in Pictures:

- Conveys feelings through choice of color and close-up details.
- Depicts feeling/voice in facial expressions.
- Reveals writer attitude or feeling through oral storytelling/explanation.

#### Evidence in Early Writing:

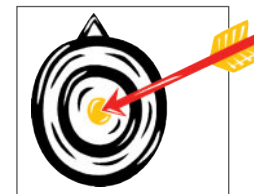
- Uses feeling words: happy, sad.
- Uses voice-filled conventions (e.g., exclamation points, all caps, underlined words, bold words, etc.).
- Attempts more voice: *really*, *very*.
- Uses character speech bubbles.

#### Evidence in Text:

- Demonstrates interest in the writing topic/task.
- Reflects writer's personality... sometimes.
- Reader can interpret the writer's "attitude" toward the topic.
- Sounds like an expert in opinion or informative writing.
- Includes a unique perspective (POV)... sometimes.
- Utilizes an appropriate tone based on purpose and audience.
- Reveals a sense of audience (e.g, rhetorical questions, parenthetical thoughts, etc.)... sometimes.
- Includes a detail that makes the reader feel something— elicits a response from the reader; makes a connection to a personal memory for the reader.
- Causes readers to want to share the writing with others.

### WORD CHOICE

is the use of specific, precise, "bullseye" vocabulary.



#### Evidence in Pictures:

- Reveals specific word choice in the oral explanation.

#### Evidence in Early Writing:

- Attempts letter formation or written words (e.g., single letters, letter strings, words with hard consonants only, etc.).
- Describes ideas with adjectives.
- Uses sensory details/5 senses.
- S-t-r-e-t-c-h-e-s o-u-t big words.
- Replaces *nice*, *fun*, *cool*, *like*, *love*, *very*, *really*, etc. with synonyms.
- Uses strong action verbs.

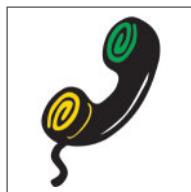
#### Evidence in Text:

- Uses words and phrases accurately (v. thesaurus pickers).
- Uses precise words (e.g., domain-specific vocabulary, etc.).
- Avoids clichés.
- Writes efficiently/concisely.
- Limits word redundancy by using synonyms.
- Uses rich description.
- Shows ideas— doesn't tell them.
- Uses strong action verbs.



### SENTENCE FLUENCY

includes the smooth rhythm  
and flow of sentences.



#### Evidence in Pictures:

- Speaks fluently about his pictorial writing.

#### Evidence in Early Writing:

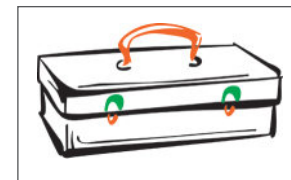
- Able to reread his own writing.
- Reader can read the writing.
- Writes multiple thoughts, although they may be simple and/or patterned.
- Varies sentence beginnings.
- Varies sentence types (. ! ?).
- Varies sentence lengths.

#### Evidence in Text:

- Creates sentences that are easy to read aloud the first time.
- Varies sentence lengths.
- Varies sentence beginnings.
- Varies sentence types and structures.
- Creates parallel structure.
- Includes figurative language (e.g., personification, onomatopoeia, similes, alliteration, etc.).
- Arranges words within sentences “naturally.”
- Includes word repetition for effect (e.g., for emphasis, for rhythm, etc.).

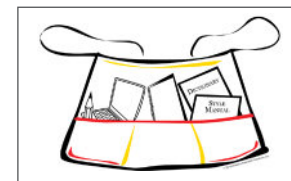
### CONVENTIONS

reveal the writing’s  
level of “correctness.”



#### Evidence in Early Writing:

- Orients letters accurately.
- Uses upper and lowercase letters.
- Associates letters with sounds.
- Uses readable/phonetic spelling.
- Uses spelling supports (e.g., word wall, etc.).
- Writes on a line.
- Includes spaces between words or lines.
- Capitalizes “I.”
- Begins sentences with capital letters.
- Uses end punctuation correctly.
- Self-edits, correcting for skills previously learned.



#### Evidence in Text:

- Capitalizes and punctuates sentences accurately (e.g., beginning of the sentence, proper nouns, stylistic effect, etc.).
- Applies grammar and mechanics accurately (e.g., subject-verb agreement, noun-pronoun agreement, verb tense consistency, etc.).
- Approximates spelling of “big” words in first drafts.
- Indents paragraphs appropriately.
- Matches the level of convention formality with the purpose, audience, topic, and genre.
- Follows MLA style when citing sources within a Works Cited/Bibliography.
- Manipulates conventions for effect.
- Self-edits, correcting for skills previously learned.

### Get started with the 6 Traits.

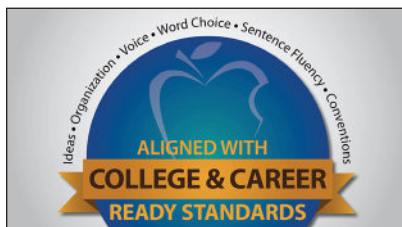
Learn more about the traits of writing.



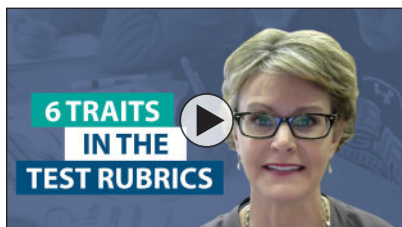
Use a cheat sheet to recognize the 6 Traits.



See the traits within the writing process.



See the 6 Traits within the college and career-ready ELA standards.



How do the 6 Traits fit within state writing rubrics?



### SPIN-OFF SESSIONS

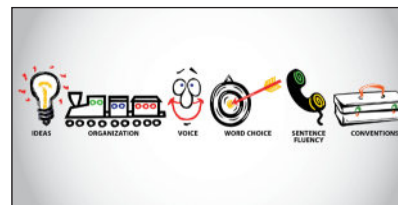
**PLAN & ORGANIZE | Session 2:** Teach developmentally-appropriate writing in K-2.

**LESSON ESSENTIALS | Session 2:** Target the essential skills per writing unit in grades 2-12.

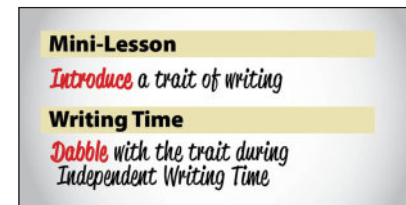
**SECRET SITE RESOURCES**



Begin to implement the trait language in your classroom.



Introduce the 6 Traits.



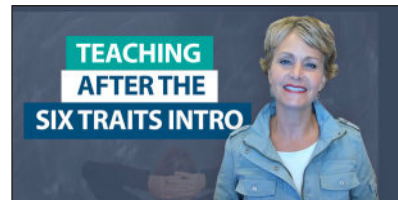
Plan a meaningful writing time to follow each trait introduction.



Create yearlong 6-Traits bulletin boards.



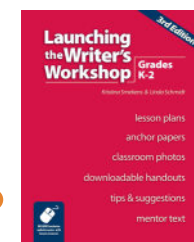
How do I create a digital 6-Traits bulletin board?



What do you teach after introducing the Six Traits of Writing?



### RELEVANT RESOURCES



*Launching the Writer's Workshop*  
Grades K-2 | Grades 3-12