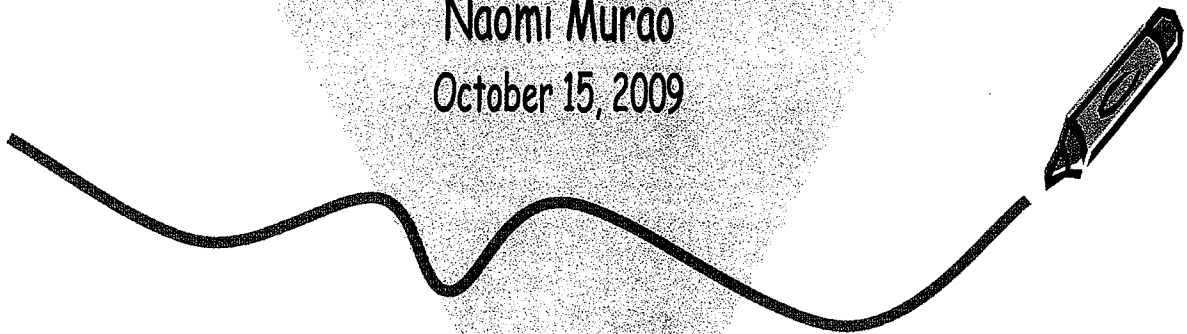


Welcome to Session 1 of 6+1 Write Traits

Presenters: Deborah Borgenstrom

Naomi Murao

October 15, 2009



CORRELATION OF THE BC PERFORMANCE STANDARDS FOR WRITING TO THE TRAITS OF WRITING

(from the Ministry – English Language Arts IRPs K-7. 2006. p.24)

BC Performance Standards for Writing	6+1 Traits
Meaning: <ul style="list-style-type: none"> • ideas and information • use of detail 	Ideas: <ul style="list-style-type: none"> • details • development • focus
Style: <ul style="list-style-type: none"> • clarity, variety and impact of language 	Word Choice: <ul style="list-style-type: none"> • precise language and phrasing Sentence Fluency: <ul style="list-style-type: none"> • correctness, rhythm, cadence Voice: <ul style="list-style-type: none"> • tone, style, purpose, audience
Form: <ul style="list-style-type: none"> • opening • organization, sequence • conclusion 	Organization: <ul style="list-style-type: none"> • internal structure • order and logic • clear connections to main idea • ending
Conventions: <ul style="list-style-type: none"> • complete sentences • spelling • punctuation • grammar (e.g. use of pronouns, agreement, verb tense etc) 	Conventions: <ul style="list-style-type: none"> • mechanical correctness
	Presentation: <ul style="list-style-type: none"> • the way the message appears

ASSESSMENT AND THE 6+1 TRAITS

Adapted and modified from 6+1 Traits of Writing: The Complete Guide Grades 3 And Up. By Ruth Culham. 2003 by Northwest Regional Educational Laboratory. (Naomi Murao, LHT)

Teacher Rubric for Ideas:

Score	Descriptors	Student Score
5	<ul style="list-style-type: none"> ▪ There is a real focus to the paper. The topic is authentic, specific and masterfully managed. ▪ The message goes beyond the obvious and is not predictable. ▪ All details are relevant, and develop, enhance the main idea. ▪ The reader's questions are anticipated and answered. ▪ The ideas are fresh and original; the writer shows a depth of understanding of the topic – shows insight. 	_____ _____ _____ _____ _____
4	<ul style="list-style-type: none"> ▪ The focus is narrow and manageable. ▪ This piece has some surprises but can be predictable in parts. ▪ Reasonably accurate details are present to support the main ideas. ▪ The reader's questions are generally answered but a few questions remain. ▪ The writer shows a good understanding of the topic, includes little known details 	_____ _____ _____ _____ _____
3	<ul style="list-style-type: none"> ▪ The focus is fairly broad but you can guess what the main idea is. ▪ This piece is predictable and has few surprises. ▪ Ideas lack detail, accuracy or show little in-depth understanding of the topic. ▪ The reader is left with questions – needs to fill in the blanks. ▪ The writer has not focused the topic beyond the obvious. A clear theme has not been developed. 	_____ _____ _____ _____ _____
2	<ul style="list-style-type: none"> ▪ The focus is fuzzy, unclear or is rambling. ▪ This piece has no engaging moments. ▪ Details are present but are not developed and do not add to the main idea. ▪ The reader is confused and has a hard time sorting the main ideas and details. ▪ The writer's meaning is unclear, confusing, can only be guessed at. 	_____ _____ _____ _____ _____
1	<ul style="list-style-type: none"> ▪ There is no focus to the piece. The writer has no definite topic. ▪ It is hard to be engaged with this piece because of the randomness of it. ▪ There is no main idea, just unconnected details. ▪ Everything seems as important as everything else, the reader has a hard time sifting out what is important. ▪ The writer has not begun to define the topic in a meaningful, personal way. 	_____ _____ _____ _____ _____

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Teacher Rubric for Organization:

Score	Descriptors	Student Score
5	<ul style="list-style-type: none"> ▪ An unforgettable opening draws the reader in. ▪ The main message is the focus of this piece. ▪ The conclusion is provocative ▪ The organization flows sequentially, logically, effectively and fits the purpose of the story and its intended audience. ▪ Transitions build strong bridges from sentence to sentence. ▪ The pacing of the story enhances the reader's understanding and enjoyment of the story. 	_____ _____ _____ _____ _____ _____
4	<ul style="list-style-type: none"> ▪ The introduction fits the function of the paper. ▪ There may be some meandering from the main topic – but not much. ▪ The conclusion wraps up the main points – the reader knows it's finished. ▪ The organization is sequential, logical and works for the most part. ▪ Transitions are there but the reader needs to make a few connections. ▪ The pacing flows adequately but at times, is predictable. 	_____ _____ _____ _____ _____ _____
3	<ul style="list-style-type: none"> ▪ The opening is recognizable but needs work. ▪ Meandering from the main point may cause some confusion. ▪ The conclusion may not tie up all the loose ends. ▪ The organization sometimes supports the main points or story lines but it may be out of order, unclear or illogical. ▪ Transitions usually work well but at times are formulaic and predictable. ▪ Pacing is uneven, too quick at some places, and too detailed, slow in others. 	_____ _____ _____ _____ _____ _____
2	<ul style="list-style-type: none"> ▪ The opening is a cliché, or is formulaic. ▪ Lack of order is very frustrating for the reader ▪ If there is a conclusion, it is very vague. ▪ Beginning, middle, end may be discernable - but just. ▪ Transitions are few and far between. ▪ Pacing may be formulaic, predictable, uneven , frustrating. 	_____ _____ _____ _____ _____ _____
1	<ul style="list-style-type: none"> ▪ There may be no opening, just a beginning of randomness where the reader feels lost. ▪ Events seem strung together in a loose or random fashion. ▪ There is no discernible conclusion, the writer just stops writing. ▪ A structure to the writing is difficult to see. ▪ Transitions? Ideas do not seem connected. ▪ Pacing is awkward or there is just not enough flow for the reader to be able to get a handle on the context. 	_____ _____ _____ _____ _____ _____

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Teacher Rubric for Voice:

Score	Descriptors	Student Score
5	<ul style="list-style-type: none"> ▪ The writer speaks directly to the reader in a compelling, personal, distinctive way. Readers know who the writer is! ▪ The reader feels a strong connection to the writer, sensing the person behind the words. ▪ This writing is energetic, full of life, the writer loves the topic. ▪ The writer is very aware of and sensitive to the audience. ▪ Expository or Persuasive writing is passionate but not overdone. ▪ Narrative writing is engaging and makes the reader react to his/her point of view. 	_____ _____ _____ _____ _____
4	<ul style="list-style-type: none"> ▪ The writer is spontaneous, shows some sparks of enthusiasm. ▪ The reader is interested in reading the piece because strong feelings are evident in the writing. ▪ This writing shows moments of energy; enough to spark interest. ▪ The writer shows some awareness of the audience. ▪ Expository or Persuasive writing shows moments of passion. ▪ Narrative writing is sincere enough for the reader to react here and there. 	_____ _____ _____ _____ _____
3	<ul style="list-style-type: none"> ▪ The writer seems sincere but not fully engaged or involved. ▪ The reader feels comfortable but not thoroughly energized. ▪ The writer may have an earnest tone but plays it safe ▪ The writer seems aware of an audience but discards personal insights in favour of obvious generalities. ▪ Expository or Persuasive writing lacks consistent engagement with the topic ▪ Narrative writing is reasonably sincere but doesn't reflect unique or individual perspective on the topic. 	_____ _____ _____ _____ _____
2	<ul style="list-style-type: none"> ▪ This voice is not distinctive, or have much personality. ▪ The reader may be politely interested if the writer is a friend. ▪ The writer is interested in finishing the task – for the sake of finishing. ▪ Awareness of the audience is not the primary concern. ▪ Expository or Persuasive writing may be clinical, distant ▪ Narrative writing may be overly formal or too informal, chatty.. 	_____ _____ _____ _____ _____
1	<ul style="list-style-type: none"> ▪ The writer seems indifferent, uninvolved with the topic. ▪ The reader will have little enthusiasm for this piece. ▪ The writer shows no life or interest in the topic. ▪ The writer shows little awareness of audience. ▪ Expository, Persuasive, or Narrative writing may be repetitive, factual statements, or the writer is just not engaged. 	_____ _____ _____ _____ _____

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Teacher Rubric for Word Choice:

Score	Descriptors	Student Score
5	<ul style="list-style-type: none"> ▪ Words are concise, powerful – used in original ways. ▪ Striking words and phrases linger in the reader’s mind, a delight for the audience to read. ▪ Lively, appealing verbs add energy and specific nouns and modifiers add depth ▪ Choices in language elevate the meaning and enhance understanding of the many subtle nuances of the story. ▪ The writing is precise, each word counts 	_____ _____ _____ _____ _____
4	<ul style="list-style-type: none"> ▪ Words are concise and accurately used. ▪ There are some strong moments that at times pique the interest of the audience. ▪ There are some strong verbs, not enough. Nouns and modifiers at times, could be replaced with more colorful synonyms. ▪ It is easy to understand the meaning of the story and some nuances. ▪ The writing is reasonably precise – just a few places are a bit weak. 	_____ _____ _____ _____ _____
3	<ul style="list-style-type: none"> ▪ Words are adequate and correct, for the most part but there are some vague or confusing parts. ▪ Familiar words and phrases are adequate but rarely capture the reader’s imagination. ▪ While having some successful moment, the writing is flavoured with passive verbs, everyday nouns and mundane modifiers ▪ The main idea still comes through with a bit of guessing. ▪ The writing has a couple of places of precise writing. 	_____ _____ _____ _____ _____
2	<ul style="list-style-type: none"> ▪ Dull, flat and cliched words are too often used. ▪ This piece of writing leaves the reader confused, bored. ▪ Verbs, nouns and modifiers are overused and sometimes misused. ▪ The meaning of the piece is confusing and not clear. ▪ Precision in this piece is difficult to spot. 	_____ _____ _____ _____ _____
1	<ul style="list-style-type: none"> ▪ The writer shows a limited vocabulary or the words are so vague and confusing that very little meaning comes through. ▪ The reader is left confused and wondering. ▪ Misused parts of speech, lack of precision, seriously impair understanding. ▪ The meaning of the piece? Who knows. 	_____ _____ _____ _____ _____

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Teacher Rubric for Sentence Fluency:

Score	Descriptors	Student Score
5	<ul style="list-style-type: none"> ▪ The writing flows with rhythm, is easy to read and sentence construction enhances the meaning of the story. ▪ The writer connects sentences in creative, meaningful ways. ▪ Sentences vary in length and structure adding interest to the story. ▪ Sentences begin in many different ways, which adds originality and energy. ▪ When dialogue is used, it is a natural part of the story. ▪ This piece invites expressive oral reading. 	_____ _____ _____ _____ _____ _____
4	<ul style="list-style-type: none"> ▪ The writing for the most part, is easy to read and generally flows. ▪ The writer competently connects sentences in logical ways. ▪ For the most part, sentences vary in length and structure. ▪ Most sentences begin in different ways. ▪ When dialogue is used, it fits in reasonably with the story ▪ People feel comfortable reading this piece aloud. 	_____ _____ _____ _____ _____ _____
3	<ul style="list-style-type: none"> ▪ The writing does flow but is more mechanical than fluid. ▪ Sentences hang together but sometimes the reader has to hunt for clues that show how sentences connect. ▪ Sentences variety is attempted, not all are alike. ▪ Some sentences begin in a different way. ▪ Dialogue sounds a bit artificial and stilted. ▪ Some parts of this piece invite expressive reading but others are stiff or awkward. 	_____ _____ _____ _____ _____
2	<ul style="list-style-type: none"> ▪ Distracting errors make it difficult to read this piece smoothly. ▪ Repetitive connections (and, so but) or too few make the reader work harder to make sense of the writing. ▪ Many errors in structure make it difficult to notice sentence variety. ▪ Many sentences begin the same way. ▪ If used at all, dialogue does not sound natural or authentic. ▪ Before successfully reading this aloud, much practice and deciphering will have to take place 	_____ _____ _____ _____ _____ _____
1	<ul style="list-style-type: none"> ▪ Choppy sentences, run ons, fragments make this piece frustrating to read ▪ Endless connectives (and, so, but etc.) or a complete lack of them create a mess of language. ▪ There is little or no "sentence sense" present so sentences don't hang together. ▪ Sentences begin the same way or it may be difficult to tell one sentence from another. ▪ Dialogue is not likely to be used. ▪ This piece does not invite reading aloud. 	_____ _____ _____ _____ _____ _____

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Teacher Rubric for Conventions:

Score	Descriptors	Student Score
5	<ul style="list-style-type: none"> ▪ Not only is spelling correct, consistent use of capitals is shown and vocabulary enhances the flavour of the story. ▪ Punctuation is creative, showcases a wide range of usage: semi colons, ellipses, dashes, italics, etc. ▪ Grammar and usage are creatively used and adds to clarity and style. ▪ Paragraphing is creatively used and adds dramatic effect. ▪ The piece is virtually ready to publish 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4	<ul style="list-style-type: none"> ▪ Spelling errors do not impact the story, are easily overlooked. ▪ Capitalization skills are consistently applied. ▪ Punctuation is accurate, at times is creative, guides the reader through the text. ▪ Grammar and usage are correct and contribute to clarity, style. ▪ Paragraphing tends to be sound and reinforces the organizational structure. ▪ The piece is ready to publish with some minor editing. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3	<ul style="list-style-type: none"> ▪ Spelling errors are noticeable but do not obscure the meaning. ▪ Capitalization errors are few and are barely noticeable. ▪ Punctuation is usually correct and is mostly functional. ▪ Grammar and usage are mostly correct and do not affect clarity. ▪ Paragraphing errors are few and is functional. ▪ The piece needs a good once-over edit before publication. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2	<ul style="list-style-type: none"> ▪ Spelling is usually correct or reasonably phonetic on common words but more difficult words are problematic. ▪ Most words are capitalized correctly but more sophisticated capitalization skills may be spotty. ▪ End punctuation is usually correct but internally, may be missing. ▪ Grammar and usage problems are not serious enough to distort meaning but may not be accurately applied at all times. ▪ Paragraphing is tried but may run on, or begin in the wrong place. ▪ Careful, more thorough editing is needed before publication. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
1	<ul style="list-style-type: none"> ▪ Spelling errors of some common words and most difficult words are distracting. ▪ Capitalization errors are many and are irritating to the reader. ▪ Punctuation errors make it difficult to make sense of the piece. ▪ Grammar and usage problems are distracting and annoying. ▪ Paragraphs are irregular and just about non-existent. ▪ Line-by-line editing and revision is needed before publication. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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Teacher Rubric for Presentation:

Score	Descriptors	Student Score
5	<ul style="list-style-type: none"> ▪ If written, the letters are consistent, the text is pleasing to the eye. ▪ If word-processed, the font and font size invite the reader into the text. ▪ Creative use of white space and formatting help the intended audience to interact with the text. ▪ The use of a title, text features (when necessary), make it easy for the reader to access the desired information and text. ▪ The layout is pleasing, there is good integration between text and illustrations, charts, graphs, maps and tables. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4	<ul style="list-style-type: none"> ▪ If written, the text is quite consistent and uniform. ▪ If word-processed, the font and font size is comfortable to the viewer. ▪ The white space and formatting is regular and business-like. ▪ The title and practical use of text features (when necessary) allows the reader to access the desired information and text. ▪ The layout is acceptable and most of the text and graphics are integrated. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3	<ul style="list-style-type: none"> ▪ Handwriting is readable, although there may be discrepancies in letter shape etc. that may make some parts harder to read. ▪ Fonts and font sizes are inconsistent or too much experimentation obscures some of the text. ▪ There is consistency in margins, spacing but better choices could have made the text more accessible. ▪ Some text features (when necessary) are present but are not used to their best potential to help the reader access the text. ▪ The layout needs more work 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2	<ul style="list-style-type: none"> ▪ Inconsistent, disorganized handwriting make it difficult to read . ▪ Irregular fonts and font sizes are frustrating and carelessness is difficult to deal with. ▪ Inconsistent spacing and margins distract from the text. ▪ Very few text features are used and the lack of them does not help the reader access the text. ▪ Very little attention has been paid to the layout. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
1	<ul style="list-style-type: none"> ▪ Irregular handwriting, unbalanced spacing make it very difficult to read and understand the text. ▪ Multiple fonts and font sizes is a major distraction to the reader. ▪ Very little or no white space, random spacing confuses the reader. ▪ Lack of text features leaves the reader wondering how things connect and it is difficult to make sense of things. ▪ The layout may not be an accurate reflection of the text or is poorly organized. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

SIX TRAIT RUBRIC

By Anita L. Archer, Ph.D.

The following is a summative assessment that could be used after all the traits have been reviewed with the students or specific parts could be used as they apply to the trait being taught.

No	Yes
Not Evident	Very Evident
<u>0</u> <u>1</u> <u>2</u>	4
Fix-up	
	3

TRAITS	RATING
Ideas: <ul style="list-style-type: none"> ▪ Is the author's message clear? ▪ Did the author have enough information? 	0 1 2 3 4 0 1 2 3 4
Organization: <ul style="list-style-type: none"> ▪ Does the paper have a good beginning? ▪ Does the paper have a good ending? ▪ Did the author present his/her ideas in the best order? 	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4
Voice: <ul style="list-style-type: none"> ▪ Does the writing sound like the author? ▪ Did the writing tell what the author truly thinks and feels? 	0 1 2 3 4 0 1 2 3 4
Word Choice: <ul style="list-style-type: none"> ▪ Will the reader understand the author's words? ▪ Did the author use words that he/she loves? 	0 1 2 3 4 0 1 2 3 4
Sentence Fluency: <ul style="list-style-type: none"> ▪ Do the sentences begin in different ways? ▪ Are some sentences long and some short? ▪ Is the paper easy to read aloud? 	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4
Writing Conventions: <ul style="list-style-type: none"> ▪ Are paragraphs indented? ▪ Are capitals used correctly? ▪ Are punctuation marks used correctly? ▪ Are the words spelled correctly? 	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4

Name: _____

Date: _____

WRITE TRAITS 6-POINT SCALE FOR STUDENTS

IDEAS	ORGANIZATION	VOICE
<p>1</p> <ul style="list-style-type: none"> There are just notes and thoughts. Well, it's a start. What's this about? Hey—I'm not sure yet! I'm just jotting down ideas. If you find a main idea here, please tell me what it is! 	<p>1</p> <ul style="list-style-type: none"> This is a jumble of ideas and random thoughts. Nothing really goes with anything else There's no lead, it just begins. There's no conclusion; it just stops 	<p>1</p> <ul style="list-style-type: none"> I can't think of a word to describe this voice Does this even <i>have</i> voice? It's kind of ho-hum I wouldn't read this myself if I didn't have to I don't care that much about the topic and I don't really care if anyone reads this, either. I feel bored. I'm glad it's over
<p>2</p> <ul style="list-style-type: none"> This is still confusing, even to me. It rambles I'm beginning to figure out what I want to say. I <i>think</i> I have a main idea—but I'm not sure This is pretty sketchy. The truth is, I didn't say much 	<p>2</p> <ul style="list-style-type: none"> I need to re-organize! I seem to go in lots of directions I don't really understand how to connect ideas to each other—or to my main point My lead and conclusion need work! They're not exciting 	<p>2</p> <ul style="list-style-type: none"> Sometimes I sound like an encyclopedia—other times I'm too chatty. I can't seem to hit the right note I think there could be a <i>moment</i> of voice here or there My audience? Well, who <i>are</i> they anyhow?
<p>3</p> <ul style="list-style-type: none"> I know what I want to say—but it's hard to get my ideas on paper At least I stick to my topic; well, most of the time You can probably figure out my main idea or story Details? I have a few. I need a lot more info 	<p>3</p> <ul style="list-style-type: none"> Some parts are <i>definitely</i> out of place or not needed It's sometimes hard to follow—you might have to re-read I tried for a good lead and conclusion, but I'm not sure if they work out or not I did not always see how ideas connected, so it was hard to make that clear to readers what really goes with what? 	<p>3</p> <ul style="list-style-type: none"> I have a sincere, <i>functional</i> voice. This is an OK topic and an OK paper My tone might not be <i>perfect</i>. Well, nobody's perfect I don't usually think about the audience—I just write
<p>4</p> <ul style="list-style-type: none"> Most of this paper is clear and focused—OK, there's a fuzzy moment here and there It's easy to tell what this paper is all about I have <i>some</i> great details! But then, I have some generalities, too. I need to dig deeper. I need more new, unusual details 	<p>4</p> <ul style="list-style-type: none"> The order works—I don't think you'll feel lost. My structure is definitely there—just a little predictable I have a lead and conclusion—that's the main thing right? I connected <i>most</i> ideas together 	<p>4</p> <ul style="list-style-type: none"> Spontaneous? Enthusiastic? Sure—now and then. Not <i>all</i> the time Tone and flavor acceptable for topic, audience, purpose My voice comes and goes. I get fired now and then, you know?
<p>5</p> <ul style="list-style-type: none"> This paper is clear—it makes sense from beginning to end It is easy to tell what my main point is about I used research and/or my own experience to make my writing convincing I use important details to support or explain main ideas 	<p>5</p> <ul style="list-style-type: none"> This is pretty orderly. Nothing's out of place You can spot my structure if you're looking for it Main ideas stand out I have a strong lead and conclusion It's pretty easy to see how one thing connects to another 	<p>5</p> <ul style="list-style-type: none"> I think my voice is lively, expressive and enthusiastic The tone and flavor are right for my topic, audience, and purpose I want my audience to like this topic and to tune in Would you read it aloud? I think so
<p>6</p> <ul style="list-style-type: none"> My ideas are crystal clear—and you will <i>not</i> be bored I know this topic inside and out What's more, I will help you understand this topic My details are intriguing—not just things everyone already knows 	<p>6</p> <ul style="list-style-type: none"> This is so easy to follow; it's like having a road map The structure is strong, but it doesn't overwhelm you Super organization makes my ideas clear Notice my opening? My closing? <i>Everything</i> connects 	<p>6</p> <ul style="list-style-type: none"> This is <i>me</i>. It's as individual as my fingerprints This paper begs to be read aloud—you'll want to share it I love this topic—and it shows in every line I don't over-write, but I use my voice to keep readers hooked You'll find this paper tough to put down

WRITE TRAITS 6-POINT SCALE FOR STUDENTS

(part 2)

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p>1</p> <ul style="list-style-type: none"> Help. I don't think <i>anyone</i> will understand this This does not make sense, even to me I used words I didn't know. I used other words over and over. I think I made up some of these words I need verbs. I need clarity. I need better word choices 	<p>1</p> <ul style="list-style-type: none"> This is very hard to read aloud Sometimes I have to go back and start over or I can't tell where sentences begin or end I have to fill in <i>lots</i> of missing words or missing punctuation. Sometimes I have to hook words together to make a sentence. I don't really know what a sentence is: HELP 	<p>1</p> <ul style="list-style-type: none"> Only very patient readers will get through this I missed a LOT of errors. I still don't know what they all are. I need editing help—and help with layout My message is buried under mistakes I think I should go through this <i>word by word</i>
<p>2</p> <ul style="list-style-type: none"> This is confusing. What was I trying to say? I should have looked up the words I didn't know Too many modifiers? Do you honestly, truly, really think so? Sometimes I was showing off—other times I settled for routine words like <i>nice, fun, great, and wonderful</i> 	<p>2</p> <ul style="list-style-type: none"> This is a little hard to read aloud—even though I wrote it! I went on and on as if I could never stop and had to keep going. Or I wrote. In choppy. Phrases. Some weren't Even sentences. This. Is boring. 	<p>2</p> <ul style="list-style-type: none"> This has MANY errors. Maybe if I read it aloud... Some errors get in the way of my meaning Even basics, like simple spelling, need work I think every line will need editing if I'm going to publish this. My layout needs work, too
<p>3</p> <ul style="list-style-type: none"> I did not always use words correctly. I may have confused my reader. I had a good moment or two, though! Verbs? Well there's good old <i>is, are, was</i> and <i>were</i> Some words are vague. Did I over-utilize my thesaurus? 	<p>3</p> <ul style="list-style-type: none"> When I read this over, it sounds mechanical. ALL of my sentences seem to begin the same way All of them are alike. All of them could use some work. All of them are putting me to sleep Where's the zip? It isn't as natural as conversation 	<p>3</p> <ul style="list-style-type: none"> A few more errors may stop you just for a second I made some errors even on basics like periods and simple spelling. How did those slip by me? I should think more about layout. It's kind of BLAH
<p>4</p> <ul style="list-style-type: none"> It works and it's clear. It makes sense I guess I did include some clichés or overwritten phrases Verbs? Well, yes right in here with the adjectives and adverbs It isn't always original or striking, but it isn't confusing 	<p>4</p> <ul style="list-style-type: none"> My sentences are easy to follow I wouldn't call my writing musical, but it's not awkward Yes, I have some variety in length and structure Yes, there's some repetition. Yes, some sentences begin the same way 	<p>4</p> <ul style="list-style-type: none"> I made some noticeable errors, but you get my meaning. It's perfectly readable. No buddy's—uh, <i>nobody's</i>—perfect Layout? Hey, looks good to me Basics (e.g. period, cap's, simple spelling) are OK It needs a good once-over before publication
<p>5</p> <ul style="list-style-type: none"> My word choice is natural. I didn't need the thesaurus Every word is used correctly, making my meaning veilar I tried to give the writing some sparkle with vivid verbs I did not settle for worn-out phrases; I found my own way to say it 	<p>5</p> <ul style="list-style-type: none"> My writing has an easy going flow, rhythm and cadence It's enjoyable to read—no practice needed My sentences are different lengths and begin in different ways. Variety is my middle name 	<p>5</p> <ul style="list-style-type: none"> I made some minor errors, but you may not have noticed I <i>did</i> proofread. I'm not a fanatic, but I'm careful I used good conventions to make my text easy to read I think the layout leads readers to main points Minor touch-ups will get this ready to publish
<p>6</p> <ul style="list-style-type: none"> You'll read this paper more than once; it's that good I made every single word count; if it didn't work I cut it I'll read this a year from now and I'll still like it My verbs are strong—I don't count on adjectives Could you quote me? Well—I'd say yes 	<p>6</p> <ul style="list-style-type: none"> This is easy to read with a LOT of inflection—like a good film script Almost every sentence begins differently My information writing comes right to the point My creative writing is lyrical, poetic, and musical. It flows 	<p>6</p> <ul style="list-style-type: none"> Only the pickiest editors will spot errors. It's mostly correct (maybe not flawless, but come on) I used a wide range of conventions (as I needed them)—semicolons; ellipses; dashes; italics, etc Notice the layout? It's ready to publish!

Ticket out the door (Assessment and Reflection Strategy)

3-2-1

3 things you learned:

2 things you are wondering about:

1 ah hah idea you had to share: