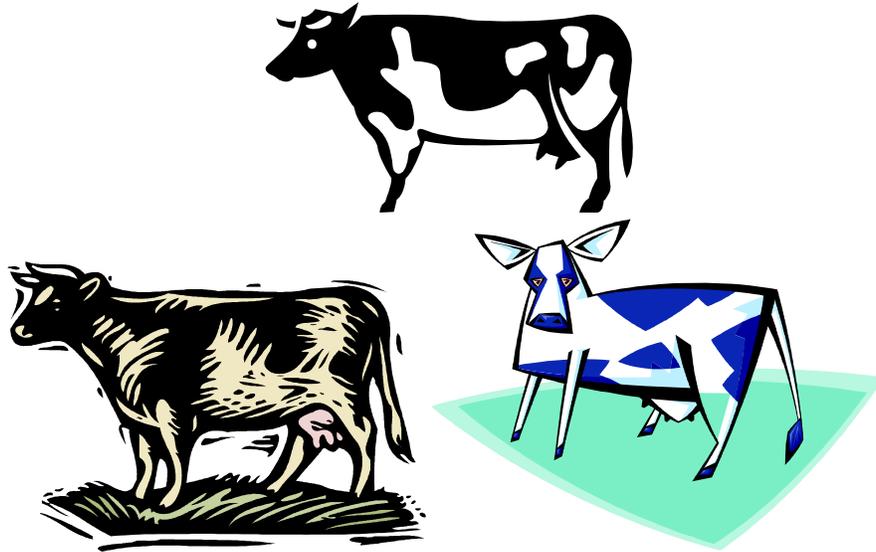


6 + 1 Traits of Writing

Acronym



V.I.P. C.O.W.S.

Voice

Ideas

Presentation

Conventions

Organization

Word Choice

Sentence Fluency

What is the Six plus One Traits of Writing?

The Six plus one Trait is a way of teaching, modeling, and assessing the instruction of writing. The Six Traits of writing are Voice, Ideas, Presentation, Conventions, Organization, Word Choice, and Sentence Fluency. It creates a common vocabulary and guidelines for teachers to use with students so that they become familiar with the terms used in writing. It develops consistency from grade level to grade level.

The Six Traits model allows teachers and students to focus on one or two elements of writing at a time creating a more manageable and effective way for students to learn how to write. It also is a means of providing specific feedback to students through the assessment of their writing. The Six Traits help both the student and teacher identify the areas of writing that the student needs work at improving. Good writing must incorporate the Six Traits. The “Plus One” trait is the presentation of the writing piece. This is the trait that is considered for all writing, but not specifically or directly taught as the other traits are.

Types of Writing



Narrative: A narrative tells a story. It has a beginning, middle and an ending.

Expository: An expository gives facts, explains ideas, directions or terms.

Persuasive: A persuasive writing piece tries to convince the reader to support an opinion.

The Writing Process



Prewriting: The student brainstorms and thinks about what to write.

Drafting: The student writes down their thoughts on paper. It is the “rough draft” or “sloppy copy.”

Revising: The student rereads their work and makes changes to make the writing piece better.

Proofreading: The student edits the paper for conventions.

Publishing: The student writes the final copy. It is ready to be shared with others.

Ideas



Ideas are the content of the writing piece. They are the “heart and soul” of good writing. It is important for students to remain focused on the writing by selecting the idea or topic, remaining focused on the idea, elaborating on the idea, and using details and information to further develop the piece of writing. Ideas enable students to move from a general to more specific writing. The following are guidelines for the Idea trait:

1. The topic is narrow, clear and manageable.
2. The supporting details provide information that goes beyond the obvious.
3. The supporting details are accurate and support the main idea.
4. The writer knows what he/she is writing about. The writing shows knowledge or experience about the idea.
5. The writer provides information that is important.
6. The reader understands what the writer is trying to convey and can often visualize the information.

Writing Activities for Children to focus on the Ideas Trait:

- Give students an object (rock, greeting card, etc.) to focus on writing about. Have child pay close attention to the detail and describe the detail in writing.
- Ask the student to write about a thing that they love. This may be a favorite vacation, a hobby, an animal etc. Children love to write about things that interest them.

- *Read a story that contains and elaborates on good ideas. Discuss how the author writes so that the reader can visualize what is happening in the story. Have the student write about an event in their life, then have someone else listen to the piece of writing and draw a picture of what they visualize based on what they have heard.*
- *Have the student write and use the Ideas Checklist to analyze the strengths and weaknesses of their writing on a one-to-one basis.*

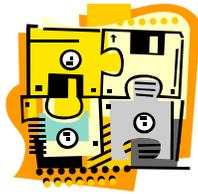
Recommended Books for the Idea Trait:

- *Miss Nelson is Back*, by James Marshall and Harry Allard
- *Frog and Toad*, by Arnold Lobel
- *Magic School Bus at the Water Works*, by Joanna Cole
- *George and Martha*, by James Marshall
- *Roxaboxen*, by Alice McLerran
- *Where the Wild Things Are*, by Maurice Sendak
- *Something Beautiful*, Sharon Dennis Wyeth
- *Rotten Teeth*, by Laura Simms
- *Eeny, Meeny, Miney Mole*, by Jane Yolen

Ideas Checklist for Writing

<p style="text-align: center;">Focus-ISAT Ideas-Six Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Has clear main message expressed with multiple detailed sentences<input type="checkbox"/> Creates writing that can be read by another reader<input type="checkbox"/> Uses multiple sentences to enrich ideas or extend stories<input type="checkbox"/> May revise by adding details<input type="checkbox"/> Creates writing that explains, gives directions, tells a story and/or describes <p>Name: _____</p> <p>Number of checks: _____</p>	<p style="text-align: center;">Focus-ISAT Ideas-Six Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Has clear main message expressed with multiple detailed sentences<input type="checkbox"/> Creates writing that can be read by another reader<input type="checkbox"/> Uses multiple sentences to enrich ideas or extend stories<input type="checkbox"/> May revise by adding details<input type="checkbox"/> Creates writing that explains, gives directions, tells a story and/or describes <p>Name: _____</p> <p>Number of checks: _____</p>
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Organization



Once the idea or topic is narrowed, the student can begin the organization of the writing piece. Organization is the structure of the writing piece and how it is presented. It holds the information together and can be easily comprehended by the reader. Structure may be based on comparison and contrast, deductive logic, theme based, events explained in chronological order, or fact based. Writing can be in the form of an expository, narrative, or persuasive essay, a paragraph, a poster, a brochure, or any other form of writing. All writing must be presented in an organized manner in order for the writing to be effective and meaningful. The following are guidelines for the Organization trait:

1. Before writing, think about how the writing should be structured to be the most effective. Is there a pattern that can be used that would be the most successful in relaying the purpose of the writing? (Compare/contrast, sequencing etc.)
2. Choose an introduction that is an “attention grabber.” The reader must be interested in reading on.
3. Use transitions within the writing that connects the ideas together and allows for the paper to flow.

4. Use details where they are appropriate and needed. Sequencing must be logical in order for it to be effective.
5. The writing piece shows that the organization flows and the reader is engaged in the reading.
6. The conclusion leaves the reader with resolution.

Writing Activities for Children to focus on the Organization Trait:

- Hand out six index cards. Choose an activity such as brushing your teeth. Have the student write down the step-by-step procedure for the activity they choose. Mix the index cards and have another person put the cards in the order that the activity should take place. Discuss how the importance of writing events in logical order gives the reader a clear picture of the purpose of the writing.*
- Use a Web to plan ideas before writing.*
- Read a book from the recommended list. Discuss how the structure of the writing is developed and why the organization was important. What happened if the story wasn't organized? Would you understand it? What meaning would you have gotten from it?*
- Have the student write a "How To" paper and use the Organization Checklist to analyze the strengths and weaknesses of their writing on a one-to-one basis. "How To" papers may be about making a peanut butter sandwich, eating an Oreo cookie, etc.*
- Look at a wordless picture book, (for example: Snowman, by Raymond Briggs), have the student look at the pictures and put the story into words following the order that the events took place.*

Recommended Books for the Organization Trait:

- Ira Sleeps Over, by Bernard Waber*
- The Mouse and the Motorcycle, by Beverly Cleary*
- Charlotte's Web, by E.B. White*
- Goldilocks and the Three Bears (any author)*
- Snowman, by Raymond Briggs*
- The Legend of Bluebonnet, by Tomie DePaola*
- The Three Pigs (any author)*
- A House for Hermit Crab by Eric Carle*
- Alexander and the Terrible, Horrible, No Good, Very Bad Day.*
- Rotten Ralph by Jack Gantos.*

Organization Checklist For Writing

<p style="text-align: center;">Organization ISAT Organization-Six Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Writes multiple sentences that show development or sequencing.<input type="checkbox"/> Stays focused on the topic.<input type="checkbox"/> Follows a logical order.<input type="checkbox"/> Uses transition words within writing.<input type="checkbox"/> Writing has a beginning and an ending.<input type="checkbox"/> <p>Name: _____ Number of checks: _____</p>	<p style="text-align: center;">Organization ISAT Organization-Six Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Writes multiple sentences that show development or sequencing.<input type="checkbox"/> Stays focused on the topic.<input type="checkbox"/> Follows a logical order.<input type="checkbox"/> Uses transition words within writing.<input type="checkbox"/> Writing has a beginning and an ending.<input type="checkbox"/> <p>Name: _____ Number of checks: _____</p>
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Word Choice



Word choice involves using the right words in writing that will give clarity, evoke feelings, moods, likes and dislikes, and creates a vivid picture in the readers mind.

Students become aware that there are different ways to express their thoughts. They become more aware of the use and power of language by adding new and varied words within their writing. Using vivid, colorful and dynamic words will expand and enrich student writing. The following are guidelines for the Word Choice trait:

1. The words are specific to where the reader understands what the writer means.
2. Words and phrases are used to maintain the readers' attention. The reader is anxious to read on.
3. The selection of words should include new words, words that show action or movement, words that describe, words that go beyond the child's spelling ability, words that help the reader see, feel, hear, taste, or understand.
4. Lively verbs, adverbs, and adjectives are used to develop the writing. Nouns are specific to add depth and clarity.

5. Repetition of words is avoided at both the beginning of sentences and within the writing piece. Choosing a variety of words makes reading more enjoyable. (For example: over use of the words the, they, nice, good, said, it etc.)
6. The language used in the writing is appropriate and effective for the meaning to be conveyed.
7. The right words or phrases are chosen and used within the writing to make it more powerful.

Writing Activities for Children to focus on the Word Choice Trait:

- Choose a sentence with an overused word and write it down. For example: I had a very good day. Rewrite the sentence and use a blank instead of good. I had a very _____ day. Talk about different words or phrases that could be used instead of good to create a better sentence.*
- Create a Thesaurus with overused words. For example, write the word said on the top of the page. Brainstorm different words that could be used instead of said. The following words may be included: shouted, exclaimed, whispered, gasped etc.*
- Have the student write a paragraph. Edit the paragraph together using the checklist provided. Change and/or add words to improve the word choice used. Reread the paragraph and discuss the changes.*
- Read a book from the booklist. As you read the story aloud, point out how the author used the words to allow the reader to better visualize and gain meaning from the writing.*

Recommended Books for the Word Choice Trait:

- The Twits*, by Roald Dahl
- Amos and Boris*, by William Steig
- Verdi*, by Janell Cannon
- Piggie Pie*, by Margie Palatini
- Owl Moon*, by Jane Yolen
- Lilly's Purple Plastic Purse*, by Kevin Henkes
- Many Luscious Lollipops*, by Ruth Heller
- Today I feel Silly*, by Jamie Lee Curtis
- Tough Boris*, by Mem Fox
- Brave Irene*, by William Steig

Word Choice Checklist For Writing

<p style="text-align: center;">Style- ISAT Word Choice-Six Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Writes with variety and tries new less familiar words that extend beyond spelling ability.<input type="checkbox"/> Uses some strong verbs.<input type="checkbox"/> Uses vivid expressive language.<input type="checkbox"/> Tries not to repeat words too many times within writing. <p>Name: _____ Number of checks: _____</p>	<p style="text-align: center;">Style- ISAT Word Choice-Six Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Writes with variety and tries new less familiar words that extend beyond spelling ability.<input type="checkbox"/> Uses some strong verbs.<input type="checkbox"/> Uses vivid expressive language.<input type="checkbox"/> Tries not to repeat words too many times within writing. <p>Name: _____ Number of checks: _____</p>
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Sentence Fluency



Sentence fluency is the trait that we listen for. It is hearing the rhythm and flow of the written language. In good writing, sentences should vary in length and structure allowing the reader to add expression while reading what has been written. The author uses clear sentences that make sense. Sentences should also flow smoothly to show how ideas relate. The following are guidelines for the Sentence Fluency trait:

1. Sentences should enhance the topic or main idea.
2. Sentences match the mood of the writing.
3. Sentences should vary in length and structure.
4. Sentence beginnings should be purposeful and varied.
5. Sentences should flow together. Transitions and connections between sentences show how they relate to and build upon each other.
6. The writer chose words that sound good and the writing is easy to read.

Writing Activities for Children to focus on the Sentence Fluency Trait:

- Choral Reading together. Students will learn when pausing and inflection is important. Poetry is also a good source to share choral reading.*
- Have the student write a good paragraph. Use the Sentence Fluency Checklist to assess the areas of strengths and weaknesses.*
- Read a story from the book list. Talk about the use of sentence fluency and how it improves the story.*
- Practice writing using similes, rhymes, and alliterations.*
- Practice writing using simple and compound sentences.*

Recommended Books for the Sentence Fluency Trait:

- Old Black Fly*, by Jim Aylesworth
- The Ivy*, by Dale Christine
- Bing Bang Boing*, by Douglas Florian
- Chicka Chicka Boom Boom*, by Bill Martin
- The Pigs Went Marching Out!* by Justin Rigamonti
- The True Story of the 3 Little Pigs*, by John Scieszka
- If I Were in Charge of the World*, by Judith Viorst
- The Night Before Christmas*, by Clement C. Moore
- My Little Sister Ate One Hare*, by Bill Grossman
- The Seashore Book*, by Charlotte Zolotow

Sentence Fluency Checklist For Writing

<p style="text-align: center;">Elaboration- ISAT Sentence Fluency-Six Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Consistently writes complete sentences<input type="checkbox"/> Writes with a variety of sentence lengths<input type="checkbox"/> Writes text that is easy to read with expression<input type="checkbox"/> Writes sentences that begin with different words <p>Name: _____ Number of checks: _____</p>	<p style="text-align: center;">Elaboration- ISAT Sentence Fluency-Six Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Consistently writes complete sentences<input type="checkbox"/> Writes with a variety of sentence lengths<input type="checkbox"/> Writes text that is easy to read with expression<input type="checkbox"/> Writes sentences that begin with different words <p>Name: _____ Number of checks: _____</p>
<p style="text-align: center;">Elaboration- ISAT Sentence Fluency-Six Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Consistently writes complete sentences<input type="checkbox"/> Writes with a variety of sentence lengths<input type="checkbox"/> Writes text that is easy to read with expression<input type="checkbox"/> Writes sentences that begin with different words <p>Name: _____ Number of checks: _____</p>	<p style="text-align: center;">Elaboration- ISAT Sentence Fluency-Six Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Consistently writes complete sentences<input type="checkbox"/> Writes with a variety of sentence lengths<input type="checkbox"/> Writes text that is easy to read with expression<input type="checkbox"/> Writes sentences that begin with different words <p>Name: _____ Number of checks: _____</p>

Voice



Voice within writing is created when a sense of the writers' personality comes out in the writing piece. It shows that the writer is engaged with the topic and leaves the reader with a sense that a real person is speaking to them and cares about the topic. The author adds a sense of feelings, enthusiasm, individuality and/or passion that forms a bond between the reader and the writer. Often the reader can hear the writers' personality come out in their writing. The following are guidelines for the Voice trait:

1. The manner of the writing shows that the reader is interested in the topic, which engages the reader.
2. The reader feels “connected” to the writer.
3. The writers' personality is evident in the writing
4. Expository or persuasive writing shows evidence of a commitment of the writer to the topic.
5. Narrative writing is honest, appealing, personal and engages the reader. The reader reacts to the writing.

Writing Activities for Children to focus on the Voice Trait:

- Practice writing letters to family, loved ones, or friends.*
- Have the student write a paragraph about a topic they are really interested in. Review and edit the paragraph with the Voice Checklist.*

- *Read a story from the recommended book list. Talk about the Voice in the stories. What does the story tell you about the writer?*
- *Encourage students to say what they mean in writing. Often children can verbally express their thoughts and ideas. Tell them to verbally state an idea, and then put those words down onto paper.*

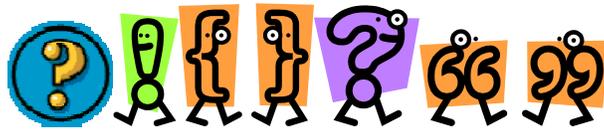
Recommended Books for the Voice Trait:

- *Yours Truly, Goldilocks*, by Alma Flor Ada
- *The Jolly Pocket Postman*, Janet & Allan
- *Stellaluna*, by Janell Cannon
- *Chrysanthemum*, by Kevin Henkes
- *Little Red Cowboy*, by Susan Lowell
- *Thank You, Mr. Falker* by Patricia Polacco
- *The Teacher From the Black Lagoon*, by Mike Thaler
- *Sleeping Ugly*, by Jane Yolen
- *No David*, by David Shannon
- *Fly Away Home*, by Eve Bunting

Voice Checklist For Writing

<p style="text-align: center;">Style- ISAT Voice-Six-Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Puts voice throughout the text<input type="checkbox"/> Writes with personal style<input type="checkbox"/> Uses appropriate punctuation marks to enhance words<input type="checkbox"/> Writes with voice that is easy to describe: Joyful Funny Fearful Angry Serious <p>Name: _____ Number of checks: _____</p>	<p style="text-align: center;">Style- ISAT Voice-Six-Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Puts voice throughout the text<input type="checkbox"/> Writes with personal style<input type="checkbox"/> Uses appropriate punctuation marks to enhance words<input type="checkbox"/> Writes with voice that is easy to describe: Joyful Funny Fearful Angry Serious <p>Name: _____ Number of checks: _____</p>
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Conventions



Conventions in writing are the editing process. This includes spelling, indentation, punctuation, grammar, capitalization and paragraphing. When conventions are used accurately, they allow the reader to follow the text and gain meaning from it. The age and grade level of a student should also be considered when assessing the conventions in writing. The following are guidelines for the Conventions trait:

1. Writing is left to right and up to down orientation
2. Spacing between words is adequate.
3. Spelling is generally correct.
4. Punctuation is accurate and appropriate for the grade level.
5. Capitalization is consistent throughout the writing.
6. Proper use of grammar that helps to clarify the piece.
7. Appropriate use of paragraphing within the writing. Indentation is used correctly.
8. The use of conventions adds style to the writing.

Writing Activities for Children to focus on the Conventions Trait:

- Read one of the books from the recommended book list. Point out the conventions and how they are used to enhance the story and add meaning.*

- Have the student write a paragraph. Use the checklist provided to edit their writing.*
- Write a paragraph with incorrect punctuation, grammar, and capitalization. Have the students edit the paragraph to find the mistakes.*

Recommended Books for the Conventions Trait:

Pig Pigger Piggest by Rick Walton

Aunt Isbel Tells a Good One by Kate Duke

The Day I Swapped My Dad for Two Goldfish by Neil Gaiman

Yo! Yes by Chris Raschka

Ring! Yo? by Chris Raschka

<p>Conventions ISAT and Six Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Uses capital and lower case letters with consistency.<input type="checkbox"/> Uses periods, commas, exclamation points, question marks correctly.<input type="checkbox"/> Correctly spells sight words and words previously taught in spelling<input type="checkbox"/> Consistently edits texts<input type="checkbox"/> Writes text using indentation, correct spacing, and margin space <p>Name: _____ Number of checks: _____</p>	<p>Conventions ISAT and Six Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Uses capital and lower case letters with consistency.<input type="checkbox"/> Uses periods, commas, exclamation points, question marks correctly.<input type="checkbox"/> Correctly spells sight words and words previously taught in spelling<input type="checkbox"/> Consistently edits texts<input type="checkbox"/> Writes text using indentation, correct spacing, and margin space <p>Name: _____ Number of checks: _____</p>
<p>Conventions ISAT and Six Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Uses capital and lower case letters with consistency.<input type="checkbox"/> Uses periods, commas, exclamation points, question marks correctly.<input type="checkbox"/> Correctly spells sight words and words previously taught in spelling<input type="checkbox"/> Consistently edits texts<input type="checkbox"/> Writes text using indentation, correct spacing, and margin space <p>Name: _____ Number of checks: _____</p>	<p>Conventions ISAT and Six Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Uses capital and lower case letters with consistency.<input type="checkbox"/> Uses periods, commas, exclamation points, question marks correctly.<input type="checkbox"/> Correctly spells sight words and words previously taught in spelling<input type="checkbox"/> Consistently edits texts<input type="checkbox"/> Writes text using indentation, correct spacing, and margin space <p>Name: _____ Number of checks: _____</p>

Early Elementary Expository Rubric

	Style	Focus	Organization	Elaboration	Conventions
4	<ul style="list-style-type: none"> Creates writing that is enjoyable to read. Creates pictures in the readers' mind. Consistency uses interesting/descriptive words. Consistency uses words or phrases to make the meaning clear. Writes to inform. 	<ul style="list-style-type: none"> Exhibits in depth understanding of the topic. Makes effective personal connections. Flows smoothly from beginning to end. Consistently uses details to enhance meaning. 	<ul style="list-style-type: none"> Consistency uses appropriate transition words to begin a paragraph. Uses transition words within the paragraph. Orders all ideas logically. Writes an introduction and conclusion that are unique but connected. 	<ul style="list-style-type: none"> Consistently uses multiple sentences to enrich ideas or extend the topic. Varies the length of sentences. Creates text that sounds fluent when read aloud. Varies the beginning of sentences. 	<ul style="list-style-type: none"> Creates easy to read text with few errors. Spells high frequency words and words previously taught in spelling correctly. Consistency checks and edits own text for conventions.
3	<ul style="list-style-type: none"> Creates writing that is enjoyable to read. Some areas are better developed than others. Explains in a manner that is mostly clear. Create pictures in the readers' mind. Uses many interesting/descriptive words. Uses many words and phrases to make the meaning clear. Writes to inform. 	<ul style="list-style-type: none"> Exhibits an understanding of the topic. Makes personal connections. Flows from beginning to end. Includes some details to enhance meaning. 	<ul style="list-style-type: none"> Uses many appropriate transition words to begin a paragraph. Uses many transition words within a paragraph. Orders most ideas logically. Writes an introduction and conclusion, but they may rephrase the same ideas. 	<ul style="list-style-type: none"> Includes many sentences that enrich ideas or extend the topic. Varies the length of most sentences. Creates text that sounds mostly fluent when read aloud. Varies the beginning of the sentences most of the time. 	<ul style="list-style-type: none"> Creates text with some errors. Spells high frequency words and most words previously taught in spelling correctly. Checks and edits own text for many conventions.

2	<ul style="list-style-type: none"> Creates writing that is somewhat enjoyable to read. Many areas need to be further developed. Explains in a manner that is somewhat clear. Attempts to create pictures in the readers' mind. Uses few interesting/descriptive words. 	<ul style="list-style-type: none"> Exhibits some understanding of the topic. Makes few personal connections. Writes about different topics or changes main idea. Includes few details to enhance meaning. 	<ul style="list-style-type: none"> Uses few transition words to begin paragraphs. Uses few transition words within a paragraph. Orders some ideas logically. Writes an introduction and conclusion. 	<ul style="list-style-type: none"> Uses few sentences to enrich ideas or extend the topic. Exhibits little sentence length variety. Creates text that often does not sound fluent when read aloud. Writes sentence beginnings that do not display variety. 	<ul style="list-style-type: none"> Creates text with many errors. Spells high frequency words correctly some of the time and some words previously taught in spelling correctly. Checks and edits own text for few conventions.
1	<ul style="list-style-type: none"> Writes in a confusing manner. Uses few or no descriptive techniques. 	<ul style="list-style-type: none"> Exhibits very little understanding of the topic. Makes no personal connections. Writes in a confusing manner. 	<ul style="list-style-type: none"> Uses few or no transitions words. Writes in a confusing manner. Does not include an introduction or conclusion. 	<ul style="list-style-type: none"> Exhibits few or no sentences that enrich ideas, extend the topic, or display sentence variety. Composes simple sentences with similar beginnings that are the same length and interfere with fluency when read aloud. 	<ul style="list-style-type: none"> Creates text with many spelling and grammar errors that interfere with the readers' understanding.

Early Elementary Narrative Rubric					
	Style	Focus	Organization	Elaboration	Conventions
4	<ul style="list-style-type: none"> Creates writing that is enjoyable to read using interesting/de scriptive words. Creates voice that is easy to recognize: humorous, sad, angry, etc. Consistently uses accurate wording including many strong action verbs. Creates pictures in the readers' mind. 	<ul style="list-style-type: none"> Remains focused on the prompt. Makes effective personal connections. Flows smoothly from beginning to end. Consistently includes details to enhance meaning. 	<ul style="list-style-type: none"> Includes characters, settings, and feelings in each paragraph. Consistently uses appropriate time transitions to connect story from beginning to end. (Second Grade) Follows logical sequence. Writes an introduction and conclusion that are unique but connected. 	<ul style="list-style-type: none"> Uses multiple sentences to enrich ideas or extend the story. Varies the length of sentences. Creates text that sounds fluent when read aloud. Varies the beginning of sentences. 	<ul style="list-style-type: none"> Creates easy to read text with few errors. Spells high frequency words and words previously taught in spelling correctly. Consistently checks and edits conventions.
3	<ul style="list-style-type: none"> Uses many interesting/de scriptive words. Creates voice: humorous, sad, angry, etc. Uses some accurate wording including many strong action verbs. Often creates pictures in the readers' mind. 	<ul style="list-style-type: none"> Remains mostly focused on the prompt. Makes many personal connections. Flows from beginning to end. Includes details to enhance meaning. 	<ul style="list-style-type: none"> Includes characters, settings, and feelings in most paragraphs. Often uses appropriate time transitions to connect the story from the beginning to the end. (Second Grade) Orders most ideas logically. Writes an introduction and conclusion, but some important details may have not been included. 	<ul style="list-style-type: none"> Often writes sentences that enrich ideas or extend the topic. Often varies the length of sentences. Creates text that sounds mostly fluent when read aloud. Often varies the beginning of sentences. 	<ul style="list-style-type: none"> Creates text with some errors. Spells high frequency words and most words previously taught in spelling correctly. Checks and edits own text for many conventions.

2	<ul style="list-style-type: none"> • Uses some interesting/de scriptive words. • Attempts to use voice: humorous, sad, angry, etc. • Uses some accurate wording and few action verbs. • Attempts to create pictures in the readers' mind. 	<ul style="list-style-type: none"> • Writes with little focus to the prompt. • Makes few personal connections. • Includes few details to enhance meaning. 	<ul style="list-style-type: none"> • Includes little information regarding characters, setting, or feeling in most paragraphs. • Uses some time transitions to connect the story from the beginning to the end. (Second Grade) • Orders some ideas logically. • Writes an introduction and conclusion that lacks important details. 	<ul style="list-style-type: none"> • Uses few sentences to enrich ideas or extend the topic. • Exhibits little sentence variety. • Creates text that does not sound fluent when read aloud. • Writes sentence beginnings that do not display variety. 	<ul style="list-style-type: none"> • Creates text with many errors. • Spells some high frequency words and some words previously taught in spelling correctly. • Checks and edits own text for few conventions.
1	<ul style="list-style-type: none"> • Writes in a confusing manner. • Uses few interesting/de scriptive words. 	<ul style="list-style-type: none"> • Writes in a confusing manner that is unrelated to the prompt. • Makes no personal connections. 	<ul style="list-style-type: none"> • Writes in a confusing manner. • Uses few or no transitions words to connect paragraphs or ideas within paragraphs. • Forgets to include an introduction or conclusion. 	<ul style="list-style-type: none"> • Exhibits few or no sentences that enrich ideas, extend the topic, or display sentence variety. • Composes simple sentences that are the same length and interfere with fluency when read aloud. 	<ul style="list-style-type: none"> • Creates text with many spelling and grammar errors that interfere with the readers' understanding.