



Teaching the Six Traits of Writing Through Mentor Texts (Part 1)

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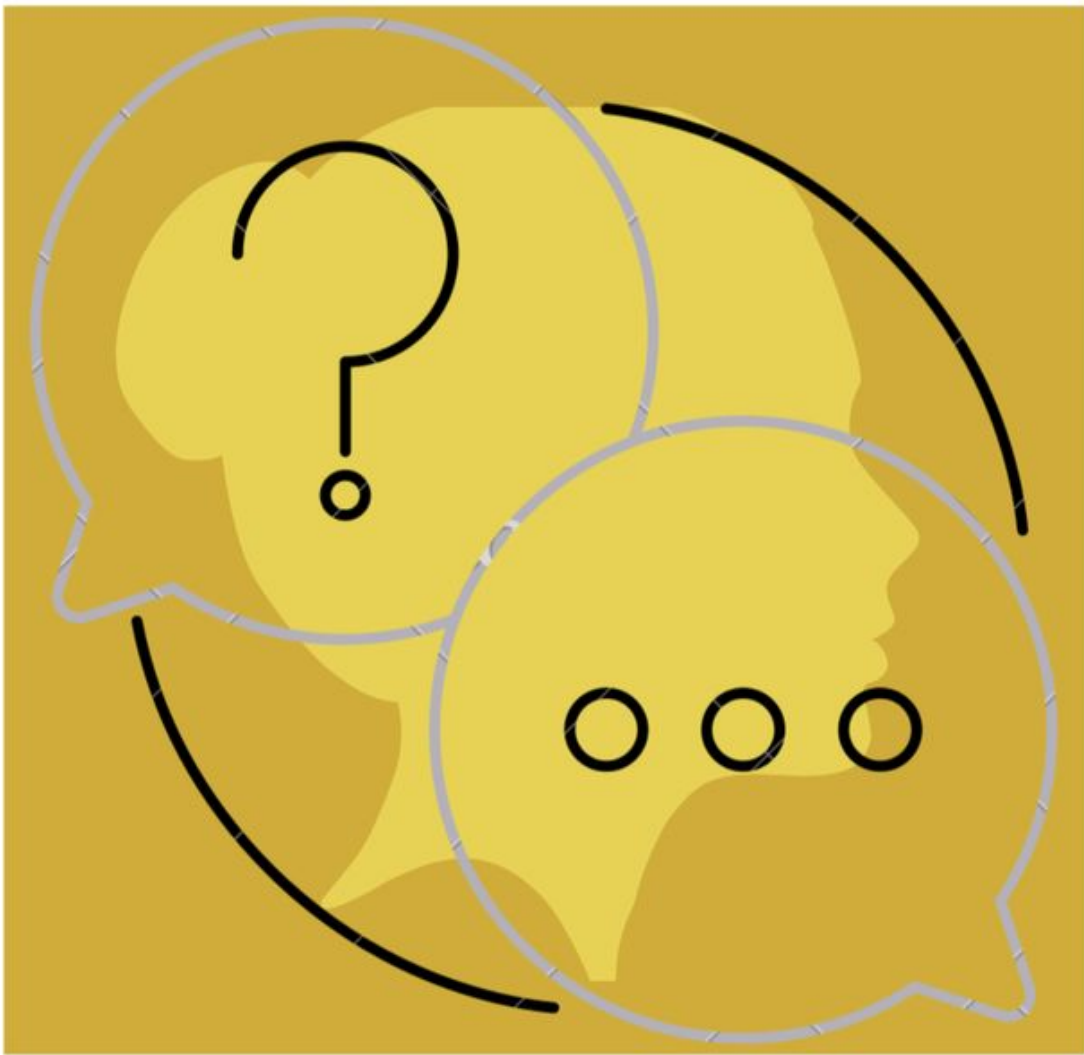


#ELAOK group

ELA Toolkit:
bit.ly/ELA-OAS



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2019 OKCTE FALL CONFERENCE
SPIRITED INQUIRY

OCTOBER 5, 2019 AT OSU STILLWATER
FEATURING KEYNOTE SPEAKER ANTERO GARCIA



Oklahoma Council of Teachers of English



Whova App

- Access handouts
- Up-to-date schedule
- Post photos
- Rank sessions

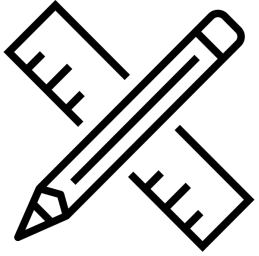


Alignment to Learning Forward Standards

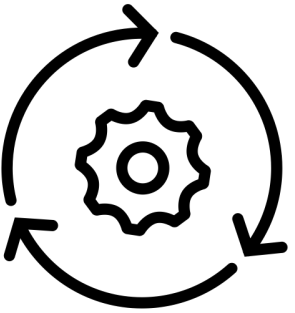
- The federal education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.
- Learning Forward, a national association recognized as leaders in professional learning, has established [standards for professional learning](#) that set a high bar for quality learning experiences.



Alignment to Learning Forward Standards



- **Learning Designs:** Professional learning that increases educator effectiveness and results for all students *integrates theories, research, and models of human learning to achieve its intended outcomes.*



- **Implementation:** Professional learning that increases educator effectiveness and results for all students *applies research on change and sustains support for implementation of professional learning for long-term change.*

Session Objectives

- Understand the six traits of writing
- Determine how to use a mentor text to teach three of the writing traits

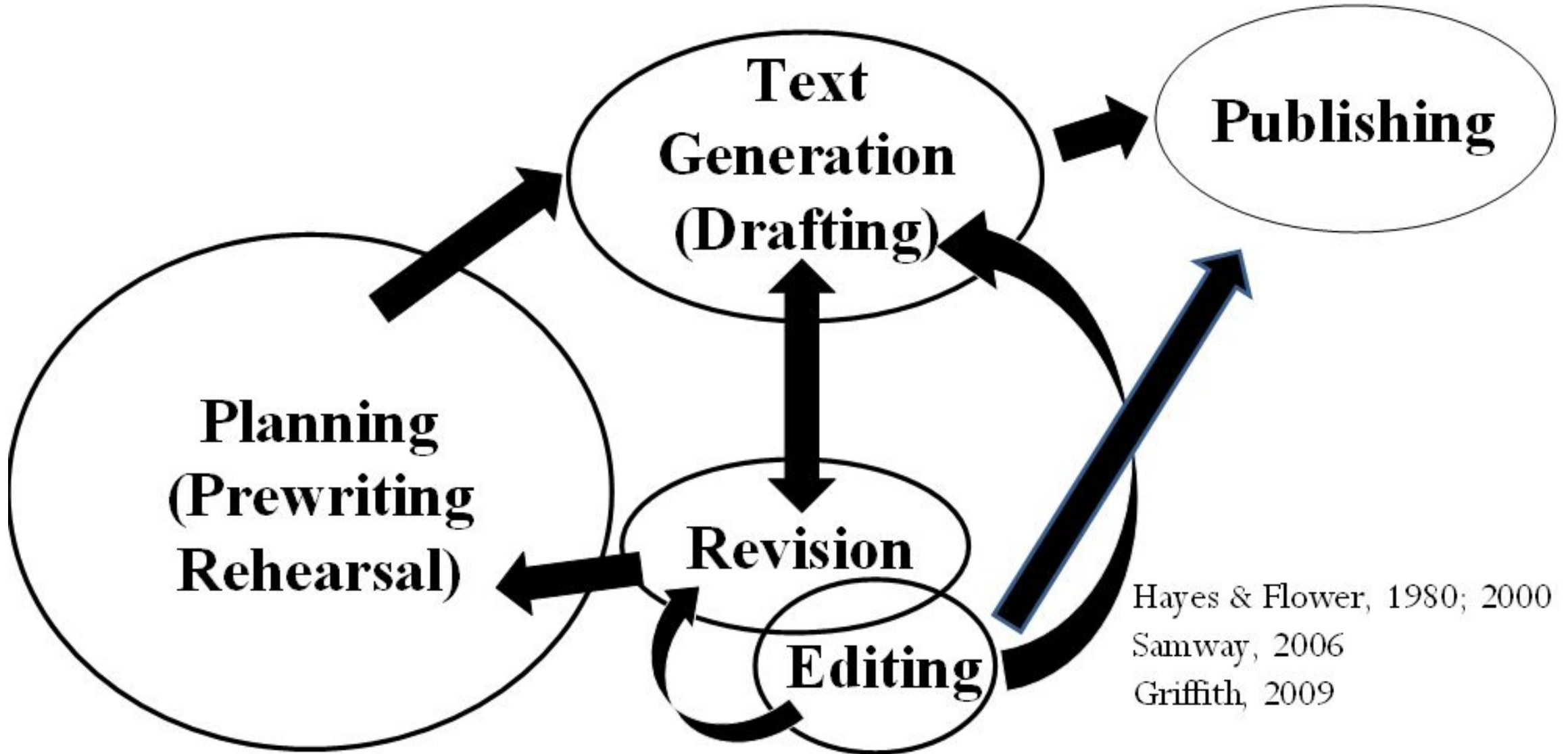


ELA Focus

Students must learn to communicate effectively through **writing** to be successful in school and life.



A Recursive Writing Process



Six Traits of Writing

1. Ideas
2. Organization
3. Word Choice
4. Sentence
Fluency
5. Conventions
6. Voice

**Part
One**

**Part
Two**

“Students will write for varied purposes and audiences in all modes, using fully developed **ideas**, strong **organization**, well-chosen **words**, fluent **sentences**, and appropriate **voice**.”



*Guiding Principle of the Writing Strand
for Standard 3 Critical Reading & Writing*



OSDE Grade 8 Writing Rubric

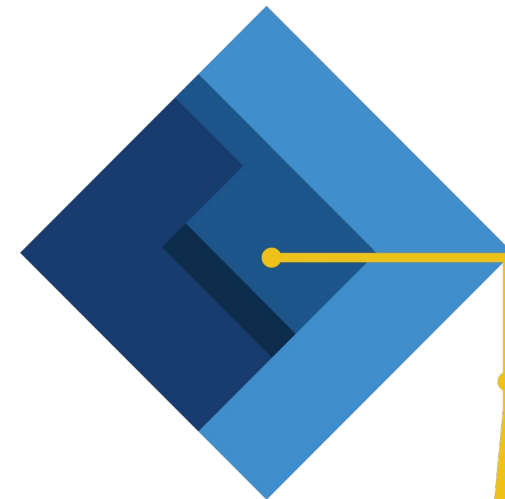
Ideas & Development

Organization, Unity, & Coherence

Word Choice

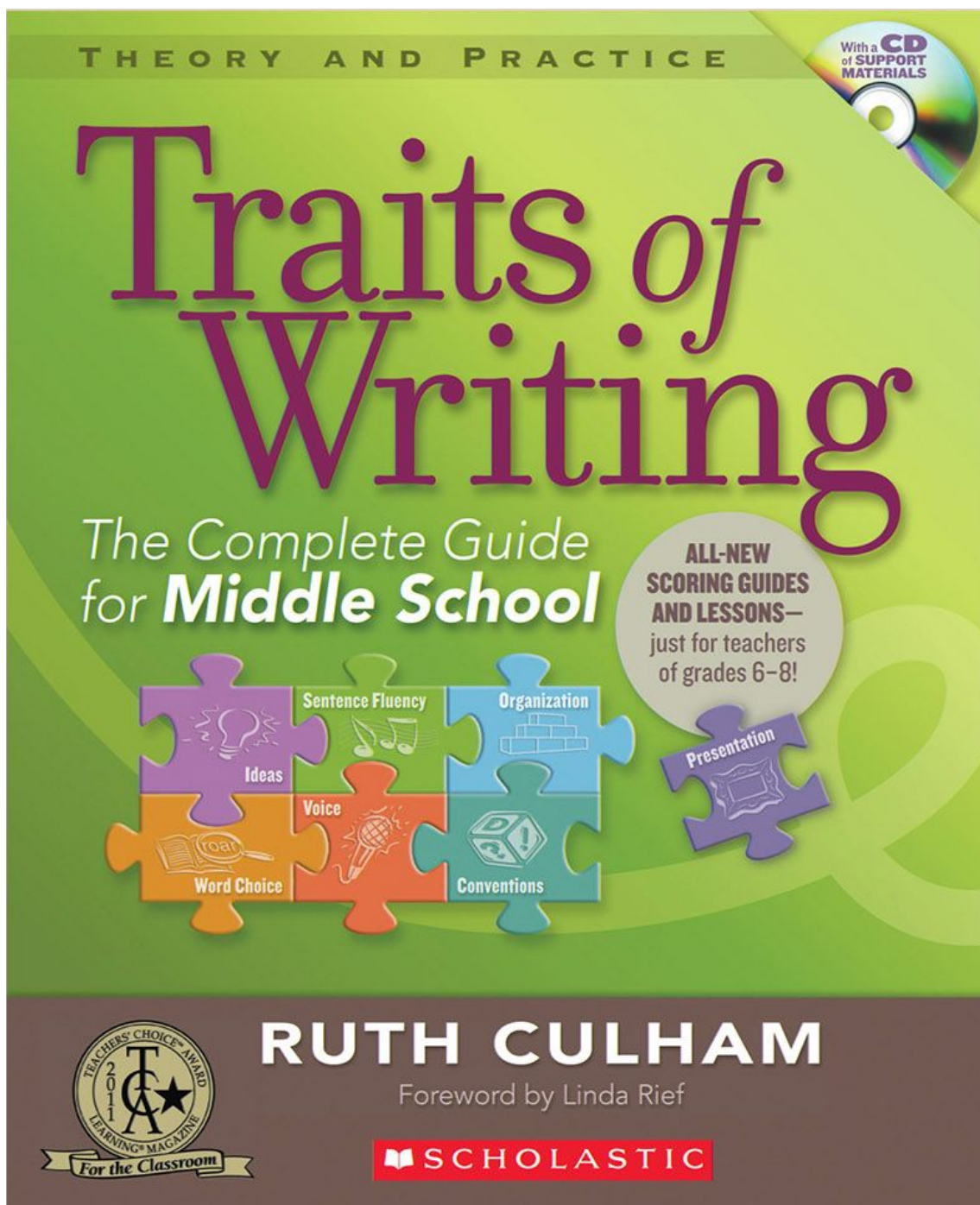
Sentences & Paragraphs

Grammar, Usage, & Mechanics



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

engageok
ON THE ROAD



Six Traits of Writing

Ideas

Organization

Word Choice

Sentence Fluency

Conventions

Voice



OSDE Grade 8 Writing Rubric

Six Traits of Writing

Ideas & Development

Ideas

Organization, Unity, & Coherence

Organization

Word Choice

Word Choice

Sentences & Paragraphs

Sentence Fluency

Grammar, Usage, & Mechanics

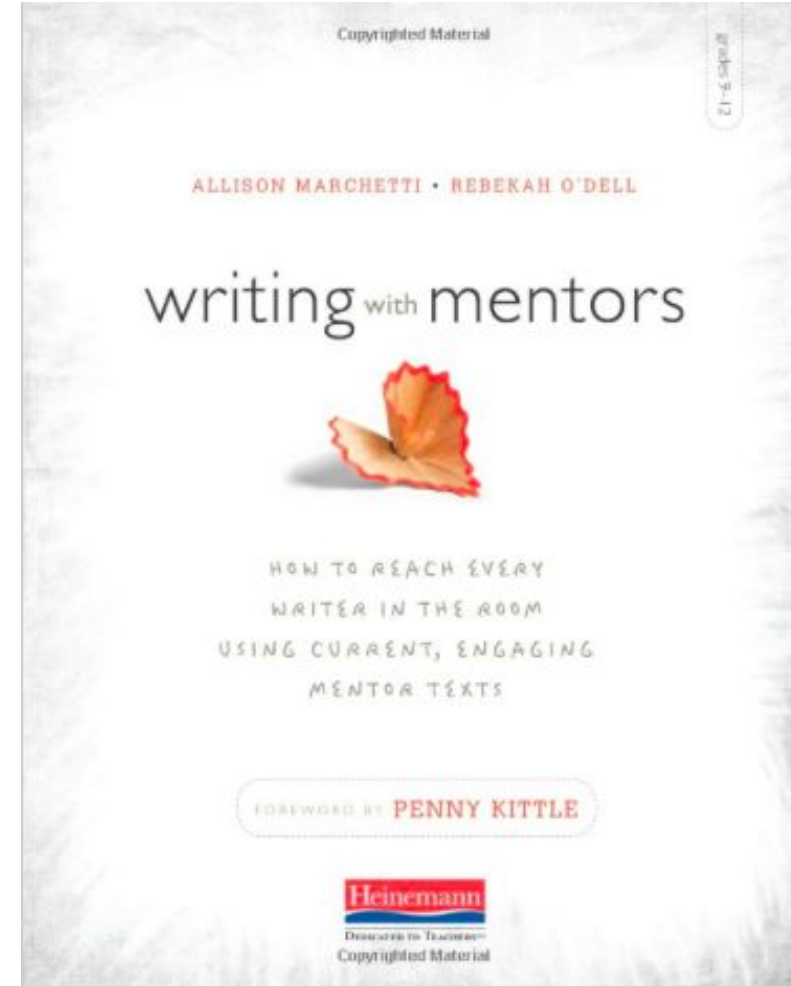
Conventions

Voice

Mentor Text

A piece of writing for students to study and emulate written by a ...

1. Published Author
2. Teacher
3. Past Student
4. Current Student



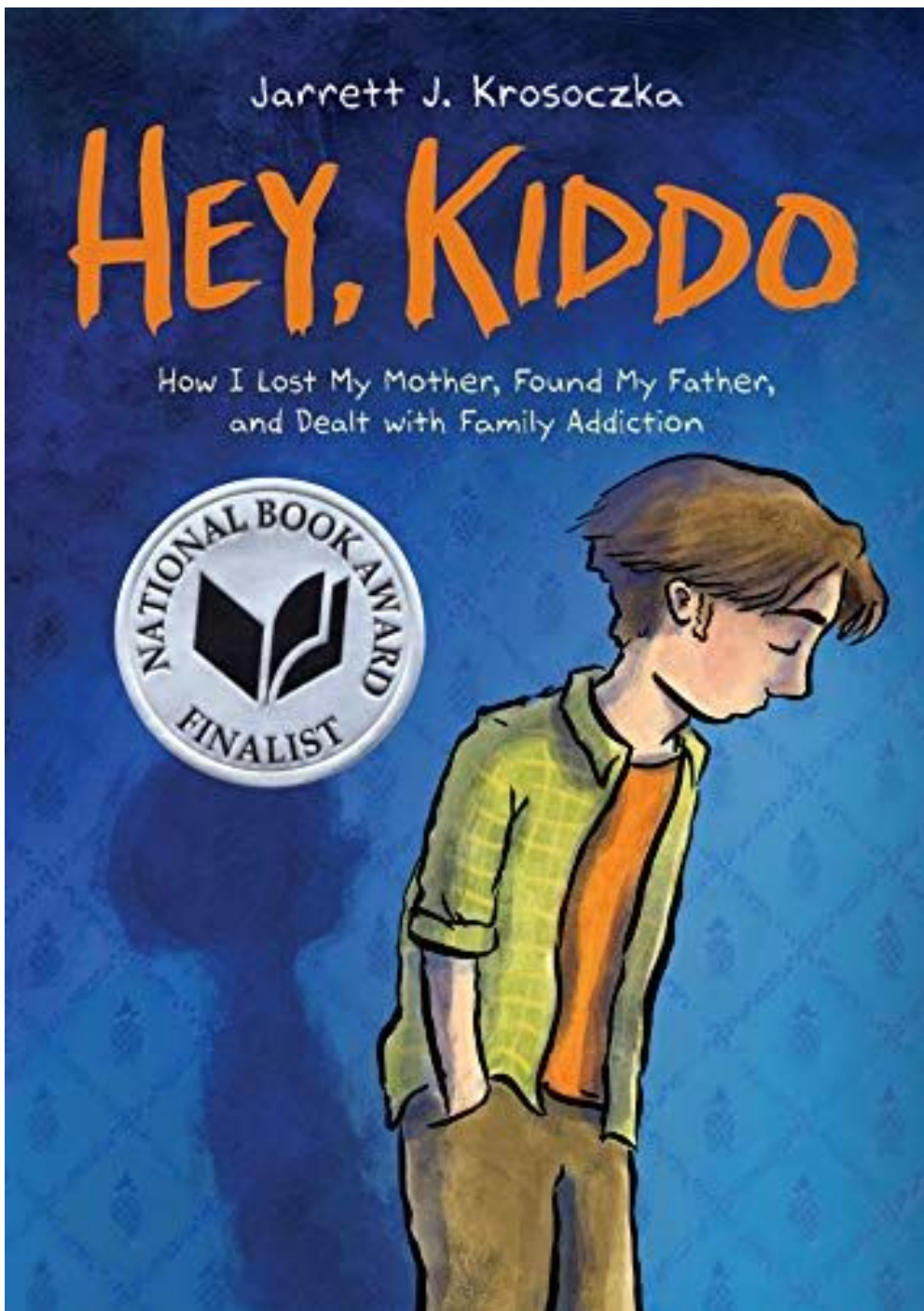
Ideas

The main message

- Clear and focused
- Holds the reader's attention
- Relevant anecdotes
- Details enrich the central theme

Questions

- What is my main message?
- Is my message clear?
- Did I make my message interesting?
- Do I have enough information?



Ideas

Hey, Kiddo

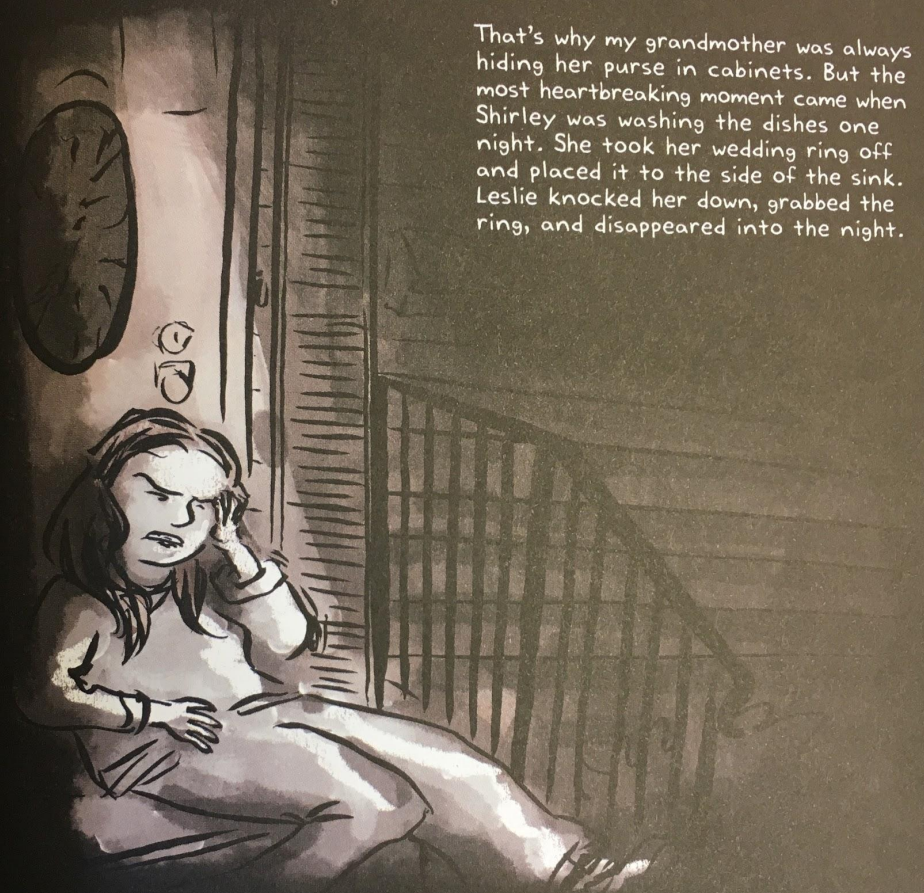
graphic memoir

She'd steal anything to sell it for heroin. She'd walk into a store with a trash bag, fill it with batteries, and then run out of the store—selling the batteries on the black market to fuel her addiction.



She'd shoplift from TJ Maxx and then have her unsuspecting baby sisters return the merchandise for cash. They had no idea the goods were stolen. They thought they were just running errands for their big sister.

And Leslie would steal from Joe and Shirl—all the time. One time, Grandma had her purse sitting out on the kitchen table. Leslie grabbed it and ran. Shirley chased her down the street, but it was no use. She had to go out and get a brand-new license and cancel her credit cards.



That's why my grandmother was always hiding her purse in cabinets. But the most heartbreaking moment came when Shirley was washing the dishes one night. She took her wedding ring off and placed it to the side of the sink. Leslie knocked her down, grabbed the ring, and disappeared into the night.

On nights that she would return, she wasn't let into the house. Leslie banged on the door until it cracked. The only time that Leslie didn't use was when she got pregnant with me. I was lucky not to be born addicted to heroin. And I was told that—often. But after I came into the world, Leslie started using again. And again and again. My grandfather swooped in, gaining legal custody of me so that I wouldn't become a ward of the state. Leslie tried halfway homes, attempting to recover. But nothing worked. She always went back to that poison.

Guiding Question

How do the ideas in this passage develop the claim in the first sentence?

Question Flood: Before

The cool November air sweeps across the prairie as my older cousin Jordan, my sister Lynn, and I scan the dirt for arrowheads and rose rock. Will and Abby, Jordan's younger siblings, are still at their house back in Hobart, but we aren't waiting on them to start another adventure. We clomp through the yellow weeds and red dirt on an acre east of my grandparents' house.

- Is it important to know about Will and Abby?
- How old are you when this happened?
- Was this over Thanksgiving break?
- Was this your grandparents' land or someone else's?

Teacher Mentor Text

Question Flood: After

More than stuffing, more than cherry pie, going to Hobart for Thanksgiving means seeing my cousins, especially Jordan. I literally and metaphorically look up to her. The oldest cousin, she was the first to drive. She cooked up gross drinking dares comprised of pickle juice, hot sauce, mayonnaise, and a green bean. She even convinced all of us cousins to form a human chain to see if the electricity from a hot wire fence would pass through all of us. (It did.)

Teacher Mentor Text

Question Flood: After

Now I could drive, and it was Jordan's senior year of high school. We had time to kill before another meal, so we decided to go exploring. **The cool November air swept across the prairie as Jordan, my sister Lynn, and I scanned the ground for arrowheads and rose rock. We clomped through the yellow weeds and red dirt on an acre east of my grandparents' house.** We could have stayed on our grandparents' land, but this neighbor, according to Ma-ma, had more rose rock. No one bothered asking permission. Besides, there was a strong chance that we were related to the owner anyway.

Teacher Mentor Text

Organization

The internal structure of the piece

- Enhances and showcases the central idea or theme
- Is compelling and moves the reader through the text

Questions

- How does my piece begin?
- Did I organize by chronology, logic, or another method?
- Did I link everything to my message?
- How does my piece end?

RESOLUTIONS



GRANT SNIDER

Organization

“Resolutions”

comic

NEW YEAR'S RESOLUTIONS



GRANT SNIDER FOR EVERNOTE

Organization

“New Year’s Resolutions”

comic

RESOLUTIONS



GRANT SNIDER

NEW YEAR'S RESOLUTIONS



GRANT SNIDER FOR EVERNOTE

29

Guiding Question

How are the two comics similar and different in their organization of panels?

Word Choice

The vocabulary a writer chooses to convey meaning

- Words convey the intended message
- Words are precise, interesting, and natural
- Words are powerful and engaging

Questions

- Have I used some words I really love?
- Can my reader tell what my words mean?
- Have I used any new words?
- Did I use a variety of words?

Word Choice “Baby Cages” poem



Guiding Question

Which parts of speech in this poem / passage create the strongest images?

33 Nouns

In those **days** little city **apartments** were considered too stuffy for **babies**, so a portable **cage** was invented. **Infants** were suspended from open **windows** in **bonnets** and **sweaters** or, in **summer**, without any **clothes**. Fresh **air** was required to purify the **blood** and exposing **children** to cold **weather** was supposed to improve **immunity**. In **London**, under **smog**, wire **cages** were attached to tenant **buildings**, one **brand** boasting an insulated **roof**. In **photos**, caged **babies** float over **trees** and **avenues**, amid **pigeons** and **windows**, on **blankets**, clutching **rattles**. They might be wingless **angels** caught in lobster **pots**, featherless **birds** imprisoned in the **sky**.

25 Verbs

In those days little city apartments **were considered** too stuffy for babies, so a portable cage **was invented**. Infants **were suspended** from open windows in bonnets and sweaters or, in summer, without any clothes. Fresh air **was required to purify** the blood and **exposing** children to cold weather **was supposed to improve** immunity. In London, under smog, wire cages **were attached** to tenant buildings, one brand **boasting** an insulated roof. In photos, caged babies **float** over trees and avenues, amid pigeons and windows, on blankets, **clutching** rattles. They **might be wingless** angels **caught** in lobster pots, featherless birds **imprisoned** in the sky.

15 Adjectives

In those days **little city** apartments were considered too **stuffy** for babies, so a **portable** cage was invented. Infants were suspended from **open** windows in bonnets and sweaters or, in summer, without **any** clothes. **Fresh** air was required to purify the blood and exposing children to **cold** weather was supposed to improve immunity. In London, under smog, **wire** cages were attached to **tenant** buildings, **one** brand boasting an **insulated** roof. In photos, **caged** babies float over trees and avenues, amid pigeons and windows, on blankets, clutching rattles. They might be wingless angels caught in **lobster** pots, **featherless** birds imprisoned in the sky.

33 Nouns, 25 Verbs, 15 Adjectives

In those days little city apartments were considered too stuffy for babies, so a portable cage was invented. Infants were suspended from open windows in bonnets and sweaters or, in summer, without any clothes. Fresh air was required to purify the blood and exposing children to cold weather was supposed to improve immunity. In London, under smog, wire cages were attached to tenant buildings, one brand boasting an insulated roof. In photos, caged babies float over trees and avenues, amid pigeons and windows, on blankets, clutching rattles. They might be wingless angels caught in lobster pots, featherless birds imprisoned in the sky.

Other Parts of Speech

In **those** days little city apartments were considered **too** stuffy **for** babies, **so** **a** portable cage was invented. Infants were suspended **from** open windows **in** bonnets **and** sweaters **or**, **in** summer, **without** any clothes. Fresh air was required to purify **the** blood **and** exposing children **to** cold weather was supposed to improve immunity. **In** London, **under** smog, wire cages were attached **to** tenant buildings, one brand boasting **an** insulated roof. **In** photos, caged babies float **over** trees **and** avenues, **amid** pigeons **and** windows, **on** blankets, clutching rattles. **They** might be wingless angels caught **in** lobster pots, featherless birds imprisoned **in** **the** sky.

- **16 Prepositions**
- **6 Conjunctions**
- **4 article**
- **adjectives**
- **2 pronouns**
- **1 adverb**

All Parts of Speech

In those days little city apartments were considered too stuffy for babies, so a portable cage was invented. Infants were suspended from open windows in bonnets and sweaters or, in summer, without any clothes. Fresh air was required to purify the blood and exposing children to cold weather was supposed to improve immunity. In London, under smog, wire cages were attached to tenant buildings, one brand boasting an insulated roof. In photos, caged babies float over trees and avenues, amid pigeons and windows, on blankets, clutching rattles. They might be wingless angels caught in lobster pots, featherless birds imprisoned in the sky.

- 33 Nouns
- 25 Verbs
- 15 Adjectives
- 16 Prepositions
- 6 Conjunctions
- 4 article
adjectives
- 2 pronouns
- 1 adverb

Word Choice
Warm Up:
**Which verb
completes the
blank?**

“Popcorn Can Cover” by Lorine Niedecker

Popcorn-can cover
screwed to the wall
over a hole
so the cold
can't mouse in

[Source](#)

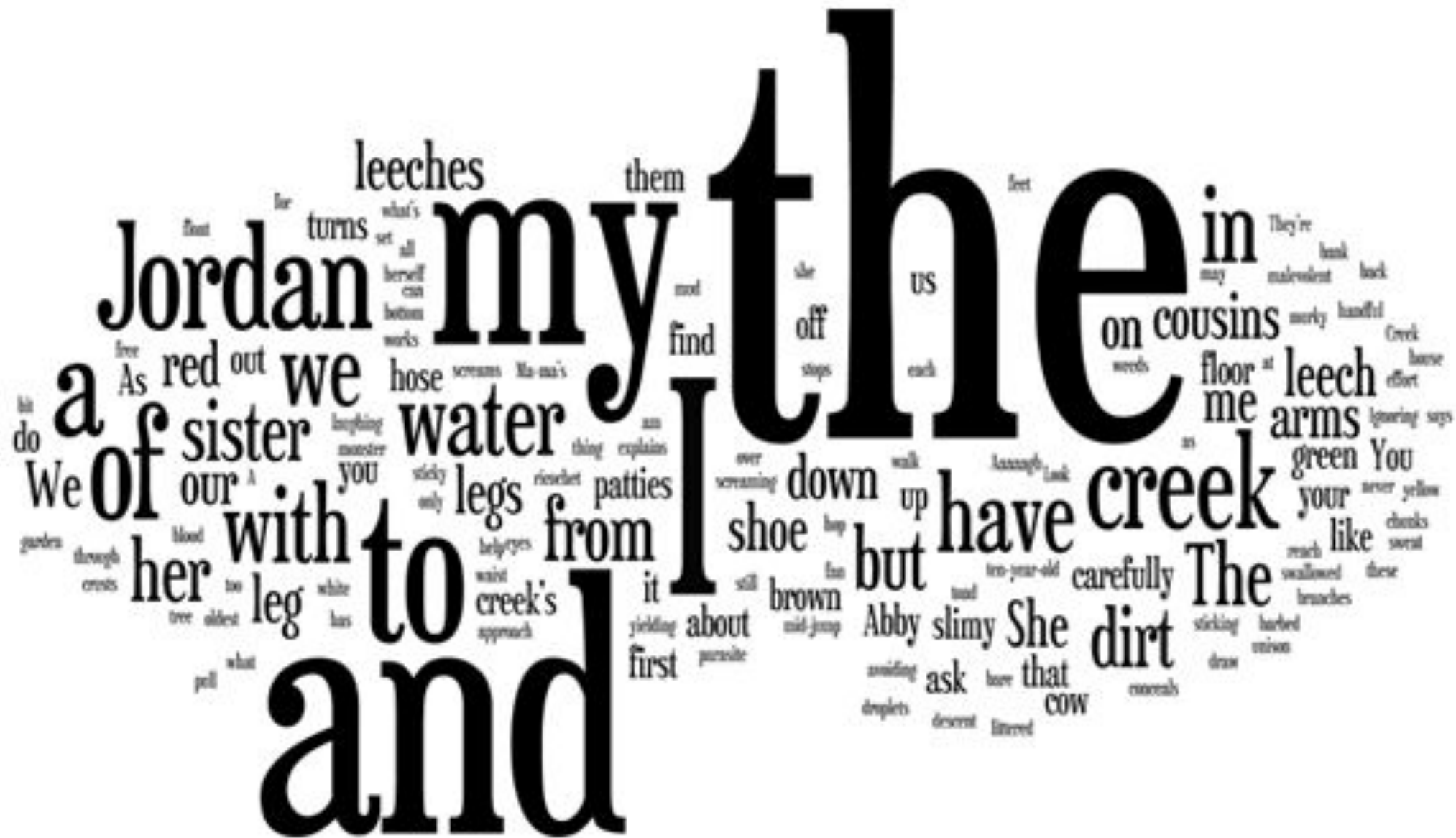
Wordle



Source

How could this tool help students with word choice?

Wordle



“Red Thread” by Ezri G. (12th grader)

There's an old legend
That every person in this world
Has an invisible red string tied to their finger
And on the end of that string is your soulmate
I always wondered how far the string could go
How many things it could wrap around
I wondered if it was something infinite
Or if it would eventually grow tension from being stretched
At what point could this string snap and break
I wondered how many strings you could have
Or if once the other part no longer existed,
You would never find another
Or fall down into the deepest parts of the ocean
And still end up being pulled back to you

Student Mentor Text

Would you use this poem to teach **ideas**, **organization**, or **word choice**?

How do writing traits connect with the writing process?

Traits of Writing

- Ideas
- Organization
- Word Choice

Writing Process

- Prewriting
- Drafting
- Revising
- Editing
- Publishing



Later Today...

Teaching the Six Traits of Writing Through Mentor Texts (Part 2)

Sentence Fluency via a YA novel excerpt

Conventions via a novel excerpt

Voice via emails

Reminder to Yourself

Which mentor text
will you use to teach
ideas, organization,
or word choice?

Sources

Culham, Ruth. *6 + 1 Traits of Writing: The Complete Guide, Grades 3 and Up*. © 2003.

Krosoczka, Jarrett. *Hey, Kiddo*. © 2018.

Marchetti, Allison & Rebekah O'Dell. *Writing with Mentors*. © 2015.

Shearin, Faith. *Darwin's Daughter*. © 2018

Snider, Grant. *The Shape of Ideas*. © 2017

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