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

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#ELAOK group

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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

Planning (Prewriting Rehearsal) → Text Generation (Drafting) → Revision → Editing → Publishing

Hayes & Flower, 1980; 2000
Samway, 2006
Griffith, 2009
Six Traits of Writing

1. Ideas
2. Organization
3. Word Choice
4. Sentence Fluency
5. Conventions
6. Voice
“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
# Six Traits of Writing

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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
Sentence Fluency

The rhythm and flow of the language

- Sentences have an easy flow, rhythm, and cadence
- Sentences are well built with strong, varied structure
Questions

• Did I use complete sentences?
• Do my sentences begin in different ways?
• Did I use a variety of sentence lengths?
• Does my piece sound smooth as I listen to it?
Sentence Fluency

Aristotle & Dante Discover the Secrets of the Universe

Young Adult Literature
Guiding Question

How do the sentences in this passage change, depending on if they are action, thoughts, or dialogue?
Highlighters
My cousins Jordan and Abby, my sister, and I duck through the barbed wire fence and walk toward the creek. The red dirt, covered in yellow weeds, is littered with cow patties baked into white crusts. As we approach the creek bank, sweat droplets form on my back. I carefully plant my ten-year-old feet, navigating the descent to the water’s edge. I jump in with my sister and cousins. We float up and down the stream, laughing and splashing each other. Murky water conceals the creek’s floor, and gnarled tree branches reach out from the murky water like the arms of a malevolent monster.
Jordan turns and eyes the offending parasite. “It’s a leech!” she screams.

“Ooo! Gross!” I exclaim. “Look. You have more. They’re all over you!”

The leeches pepper Jordan’s legs, creating connect-the-dots of creek-dwelling critters.

“If I have them, I bet you do too,” Jordan says. She turns the hose from herself and onto us. Streams of water dissolve the dirt and reveal the families of leeches that have hitched rides on our bodies.

“Aaaaaghh!” we scream in unison, flailing our arms and legs. Leeches still sticking to us, we ask Jordan what to do.
Voice

The personal tone and flavor of the piece

• Speaks directly to the reader
• Is individual, compelling, and engaging
• Awareness of and respect to the audience and the purpose of writing
Questions

• Did I really like this piece?
• Does this writing sound like me?
• How do I want my readers to feel?
• My favorite part is __________________________.
Voice

Simon vs. the Homo Sapiens Agenda

emails
Guiding Question

How do these two characters, written by the same author, sound different from one another?
Voice Strategies

- Addressing the reader
- Italicized emphasis
- Afterthought
- Parenthetical aside
- Dashed information
- Punctuated phrasing and pausing
- Paragraphed emphasis
Voice Strategies

- Conversational Interjections
- Speech Pause with a Colon
- Listing out an Idea
- Slang in a Serious Text
- Correcting Oneself
- Narrative Commentary
- Responding to a Reader’s Thinking
Conventions

The mechanical correctness

• Shows a good grasp of standard writing conventions
• Uses conventions effectively to enhance readability
• Errors so few that just minor touch-ups would get this piece ready to publish
Questions

• Do I have a title?
• Did I use spell check?
• Did I use punctuation?
• Could another person read my piece?
Conventions

The Storied Life of A.J. Fikrey

novel
Guiding Question

Based on the conventions (including the punctuation) used in this passage, how would you describe the narrator?
How do writing traits connect with the writing process?

**Traits of Writing**
- Sentence Fluency
- Voice
- Conventions

**Writing Process**
- Prewriting
- Drafting
- Revising
- Editing
- Publishing
Reminder to Yourself

Which mentor text will you use to teach sentence fluency, voice, or conventions?
Sources


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