

Title: Writing: 6 + 1 Traits of Writing

Learning Intention/Description of Learning Activity:

This assessment is for a unit on writing development. Officially known as the 6+1 Traits Writing Model, this framework identifies six qualities of good writing: Ideas (main message), Organization (layout), Word Choice, (vocabulary use), Sentence Fluency (flow of thoughts), Voice (perspective of writer), and Conventions (grammar & mechanics). Students worked at completing worksheets involving the reading of information and responding in writing to questions about what was read. Towards the end of Grade One we cover the first three traits.

The Ministry of Education feels that understanding the nature and uses of print, is an important precursor to literacy development. The structure of simple sentences and common practices in punctuation (e.g., the use of a period or question mark at end of sentence) and in capitalization (e.g., capitalizing the first letter of the first word at the start of a sentence, people's names, and the pronoun I) is important but so also understanding that in writing there is a process to follow. Developing ideas, organizing ideas and writing coherent sentences which will also include a beginning, middle and end to a story are all starting points for beginner writers.

Teacher Comments/Feedback:

NAME is currently at an "emerging" level of understanding for grade-level expectations.

HE/SHE often required reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. One-to-one support was given in order to complete many of the 6 + 1 Traits of Writing activity worksheets. At times he/she becomes distracted and will wander away from his/her desk and needs to be prompted to return to the task at hand. He/She struggles with the concepts of creating story ideas, organizing his/her thoughts into sentences and writing with sentence fluency.

NAME is currently at an "developing" level of understanding for grade-level expectations.

HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. Some occasional one-to-one support was given in order to complete

some of the 6 + 1 Traits of Writing worksheet activities. He/She is demonstrating an initial understanding of the concepts involved in creating writing ideas, organizing his/her ideas into sentences and writing with sentence fluency. He/She is still developing his/her competency in relation to the expected learning standards.

NAME is currently at an “proficient” level of understanding for grade-level expectations.

HE/SHE was also able to watch and listen to the instructional videos and teacher directions for the 6 + 1 Traits of Writing worksheet activities appropriately and demonstrated a proficient understanding of the concepts taught in these lessons. HE/SHE consistently and independently was able to create his/her own writing ideas, organize his/her ideas into sentences and writing with sentence fluency.

NAME is currently at an “extending” level of understanding for grade-level expectations.

HE/SHE was also able to watch and listen to the instructional videos and teacher directions for the 6 + 1 Traits of Writing worksheet activities appropriately and demonstrated a proficient understanding of the concepts taught in these lessons. HE/SHE consistently and independently was able to create his/her own writing ideas, organize his/her ideas into sentences and writing with sentence fluency. HE/SHE was often willing to accept more challenging work considered to be above grade level expectations and was able to demonstrate skills that showed an understanding beyond the learning outcomes.

Unfortunately, NAME was absent for most or all the 6 + 1 Traits of Writing program. There is insufficient data in which to assess HIM/HER at this time.

NAME is recognized as an English Language Learner (ELL) student who is currently at a reception level/developing level in HIS/HER understanding of the English language. Because English is an additional language (EAL) for HIM/HER, HE/SHE needs extra support/assistance with many of the 6 + 1 Traits of Writing worksheet activities. HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most/some of the writing activities in his/her workbook.

Next steps:

The main goal for Grade One when it comes to writing is for students to understand that a sentence is an "idea". That a sentence needs to start with a capital letter and end with punctuation such as a period (or full stop). Several sentences can be used to create a story but should all stay on topic. A story should consist of a beginning, middle and end. When your child is writing at home prompt him/her to add to his/her story by asking him/her questions that he/she could answer in his/her written piece. "What happens next?" "How will your story end?" "Are there other characters in your story?" "Where does the story take place?" Have him/her reread his/her story out loud. Does it make sense or is there a need to correct some of the sentence fluency? Continue to practice writing at home with a Writing Notebook (Journal), or using an app such as Book Creator.

Continue to provide support by scribing for them. Encourage writing without the concern of whether the words are spelled correctly or not. Keep in mind that often the stronger the reader the stronger the writer, so keep reading with your child on a daily basis.

Student Self Reflection:

Proficiency Scale

Emerging	Developing	Proficient	Extending
Beginning to or not yet demonstrating learning in relation to standards. Emerging is not failing	Demonstrating learning in relation to learning standards with growing consistency. Developing is not failing	Showing competence and consistency when demonstrating learning in relation to the learning standards. Proficient is not perfect.	Showing increasing depth and complexity and demonstrating learning in a variety of contexts. Extending is not bonus or accelerated work.

Emerging	Developing	Proficient	Extending
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