

INTERVENTION SUMMARY—Goal 2

<p><i>Name of the intervention and 1-2 sentence summary.</i></p> <p>Name: Six Traits of Writing</p> <p>The Six Traits of Writing is a method that emphasizes process in writing by using the six traits of ideas, organization, voice, word choice, sentence fluency, and conventions. We will initially focus on ideas, organization, and word choice.</p>	
<p><i>Research Base (Use more than one research article or summary).</i></p> <p>1. P.C. Bellamy¹, in his <i>Research on Writing with the 6+1 Traits</i>, emphasizes the importance of process in writing. He cites several studies (Britton, 1970; Emig, 1971; Graves, 1975) which reduce the thinking processes for young writers to three: conception or prewriting, incubation or composing, and production or postwriting. Bellamy also acknowledges the watershed work of Hillocks (1987) in defining the six instructional strategies that are the foundation of 6+1 Writing Traits: grammar, models, sentence combining, scales, inquiry and free writing.</p> <p>2. The NCA <u>Journal of School Improvement</u>, in an article by Jarmer, et al (2000)², entitled <i>Six-Trait Writing Model Improves Scores at Jennie Wilson Elementary</i>, points out that the 6+1 Writing Traits model was created by teachers and is based on their extensive study of student writing samples. This article identifies the six elements of the 6+1 Writing Traits as ideas, organization, voice, word choice, sentence fluency, and conventions, with presentation later added as the +1.</p> <p>3. Kozlow and Bellamy (2004)³, in their <i>Experimental Study on the Impact of the 6+1 Trait Writing Model on Student Achievement in Writing</i>, stressed the importance of teachers’ professional development in improving student achievement. Again, emphasis is placed on the writing process, with the 6+1 Writing Traits offered as an ideal tool to teach this process to students.</p> <p>4. In their article on <i>The Impact of Training Students to Be Self-Assessors of Writing</i>, Arter, et al (1994)⁴, point out that assessors of students’ 6+1 Writing Traits products learn a lot about writing while they are scoring them. They go on to suggest that teaching students to self-assess their own writing can result in greater understanding of the writing process and lead to better quality student writing.</p>	
<p><i>Describe <u>exactly</u> what the teacher does in using this intervention—use an example and narrative of a lesson.</i></p> <p>In any lesson, the teacher would focus on the three 6+1 Writing Traits elements we have chosen to emphasize: ideas (details, development, and focus), organization (internal structure), and word choice (precise language and phrasing).</p> <p>In writing an analysis of a process, the teacher could first discuss with the students</p>	<p><i>Describe <u>exactly</u> what the student does in using this intervention—use an example and narrative of a lesson.</i></p> <p>Students will always draw from 6+1 Writing Traits in their writing, specifically the three elements we have chosen to emphasize: ideas, organization, and word choice.</p> <p>In writing an analysis of a process, the students would brainstorm with the teacher and list the various steps in the process that</p>

<p>the various steps in the process and have them list the stages. Either as a class or in smaller groups, the teacher could then guide the students in a discussion of the terms they will need in order to write about their process.</p> <p>In writing an analysis of a text, the teacher could guide discussion of the book the students have already read, emphasizing the <i>6+1 Writing Traits</i> element the students will work on in their analysis. After the discussion, the students could begin writing.</p>	<p>they will write about. They would then discuss any new terms they will use in their writing.</p> <p>In writing an analysis of a text, the students would read the book, participate in the class or group discussions that emphasize the <i>6+1 Writing Traits</i> element they are focusing on, and apply the <i>6+1 Writing Traits</i> process in their writing.</p>
<p><i>Describe how the teacher provides direct feedback to the student during the use of the intervention—use an example and narrative of a lesson.</i></p> <p>Teacher meets one-on-one with students to provide feedback Teacher watches group and gives feedback Teacher provides mini lesson</p>	
<p><i>As part of your Monitoring Plan, you will be collecting samples from each teacher. Describe exactly what the sample will “look like.”</i></p> <p>There will be a mixture of sample types – some prompts, some analysis of text, a description of a process, and others</p>	
<p><i>Additional information</i></p> <p>The articles referenced in the “Research Base” section can be found at the following websites:</p> <p>¹http://www.nwrel.org/assessment/pdfGeneral/Research_On_61traits_Bellamy.pdf ²http://www.ncacasi.org/jsi/2000v1i2/six_trait_model ³http://www.nwrel.org/assessment/pdfGeneral/Student_Achievement_in_Writing.pdf ⁴http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/a6/99.pdf</p>	