

Fox Point - Bayside School District

Step-Up/6 Traits Writing Instructional Sequence

This document is based upon input gathered during the 2002-05 school years, Step skill sequence suggestions, and the work of Aileen Colburn Elementary School, 2201 Heller Ave. Atwater, VA 95301.

Grade/ Month	Writing Benchmark	Step Activity	Assess
K5	Emphasis on Oral Language Use topic sentence given by teacher to complete an oral paragraph.	Use stories to construct oral paragraph. Model group paragraph using topic sentence and transitions provided by teacher. Give an oral presentation for activities like journal sharing and math sharing.	
One October	Emphasis on Direct Step Instruction Accordion Paragraph with the teacher Color-code paragraphs following teacher's directions.	Introduce terms: <i>power word</i> (fluorescent green) <i>transitions</i> (fluorescent yellow) <i>first, then, also, finally, many</i> on word wall (Circus Day)	
Nov.	Read topic sentences aloud Introduce color code and writing strips Copy simple conclusions provided by teacher.	Students given green power statement, transition words (<i>first, second, another thing, finally</i>) on strips to complete. Add <i>second, another, several</i> to word wall (Thanksgiving writing).	
Dec.	Use practice guides to write paragraphs; topic sentences and transitions provided by teacher Students add own conclusion.	Students given green power statement, transition words (<i>first, next, finally</i>) on strips to complete. Add <i>next</i> to word wall. Add number words as power words (Pet Care).	
January	Process writing using strips.	George Shrinks	Human body or Milwaukee
Jan./ Feb.	Students complete story on strips.	Students given green power statement. Review transition and conclusion words from word wall. (Snow Writing).	
Feb.	Students given power statement, write a body using transitions. Conclusion is provided.	Students given power statement and complete 3 yellows on own. Select last yellow and last green depending upon groundhog's	

		shadow (Groundhog Writing). Frog & Toad Writing													
Grade/ Month	Emphasis on Direct Instruction in Step Writing	Step Activity	Assess												
March	Introduce pink strips	Students given power statement, asked to use transitions <i>first, next, finally</i> , and conclusion is provided. (Dollar Writing).													
April	Only power statement given.	Drop of Water Writing:													
May	Independent writing.	Group brainstorm and list. Strong writers add pink strips (Mexico).	Animal writing												
Two	<p>Add explanations, elaboration and examples with direction from teacher (<i>Pink Power</i>).</p> <p>Identifies parts of paragraph</p> <p>Offers suggestions for proper color when coding paragraphs as a group</p> <p>Recognize conclusions when prompted by teacher</p> <p>Copy informal outlines following teacher's instruction/examples.</p> <p>File folder organizer for reports</p> <p>6 Traits vocabulary introduced</p>	<p>Brainstorm topic using story webs.</p> <p>Transition words: <i>first, next, then, in addition to</i></p> <table border="1"> <thead> <tr> <th>TOPICS I will Write about (yellow/ pink)</th> <th>TRANSITION WORDS I choose to use (yellow)</th> <th>Others (green)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>1.</td> <td>Topic Sentence Starter Power Statement /Occasion Position</td> </tr> <tr> <td>2.</td> <td>2.</td> <td>Conclusion Starter</td> </tr> <tr> <td>3.</td> <td>3.</td> <td></td> </tr> </tbody> </table>	TOPICS I will Write about (yellow/ pink)	TRANSITION WORDS I choose to use (yellow)	Others (green)	1.	1.	Topic Sentence Starter Power Statement /Occasion Position	2.	2.	Conclusion Starter	3.	3.		?
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Three	<p>Traffic Signal (Green, red, yellow)</p> <p>Use 5, then 8 sentence paragraphs.</p> <p>Evaluate quality and quantity of explanations/elaboration</p> <p>Work with teacher to turn informal outlines into paragraph</p> <p>Introduce <i>Occasion/Position statements</i></p> <p>Introduce Burrito fold summaries</p>	<p>Write paragraph with</p> <ul style="list-style-type: none"> • indent • topic sentence with number power word, • 3 reasons, details, or facts, using a transition, explain each detail, • file folder organizer for reports • use concluding sentence at end. <p>Transitions: <i>a good, a better, the best, first, another, next, one example, another example,</i> <i>Occasion/Position statements: after, although, even though, since, unless, whenever, while.</i></p>	?												

Grade/ Month	Emphasis on 6 Traits of Writing Concepts & Skills	Step-Up-To-Writing Skills & Application	Assess
Four	<p>General introduction to all 6 Traits, to be aware of them in published writing and student writing</p> <p>Introduction to use of 6 Traits to guide writing process</p> <p>Primary Focus/Emphasis: Word Choice and Voice</p> <p>Attention to conventions & organization: ongoing</p> <p>Strengthen understanding of STEPS of writing PROCESS from planning through revision, editing, etc.</p>	<p>Review/practice accordion paragraph structure, colors, use of basic sentence frames to guide writing, power statements.</p> <p>Write paragraphs in all subject areas. Write 8 sentence paragraphs with and without frames.</p> <p>Write multi-paragraph projects with green introductory sentence for whole piece, yellows becoming transition sentences for each paragraph beyond the first, and red detail filling out the separate paragraphs, with a single shared green closing at end of final paragraph.</p> <p>Know several ways to write topic sentences. Use half-frames to complete O/P sentences; gradual increase in listed O/P words to use. Add interesting / effective examples, explanation, and elaboration. Select transitions carefully. Experiment / select appropriate transitions (2-65 through 2-68)</p> <p>Gain awareness of Expository vs. Narrative: (2-3, 2-4) main idea/supporting detail vs. beginning/middle/end</p> <p>Writing Comparison Paragraph (pioneer & modern, for example)</p> <p>Build conclusions related to 1st power statement</p> <p>Introduce concept of “blue” background/umbrella information at start of multi-paragraph project.</p> <p>Take Two-Column Notes.</p>	<p>Sept. review</p> <p>Feedback 3 Grade periods</p>

Grade/ Month	Emphasis on 6 Traits of Writing Concepts & Skills	Step-Up-To-Writing Skills & Application	Assess
Five	<p>Organization Conclusion reminds reader of topic Recognize paragraph parts Write several kinds of expository and narrative paragraphs: compare/contrast, summary, opinion, dialogue, descriptive, persuasive, letters (e.g. Step Up to Writing paragraph frames – Highlighters)</p> <p>Sentence Fluency Write simple, compound, and complex topic and supporting sentences – flow (e.g. What Is an American?- New Year’s Resolution)</p> <p>Ideas and content Add background information (blue) to paragraph – interesting and original ideas Select specific reasons, details, or facts to support topic sentence (e.g. The “3Rs” – Future Famous American)</p> <p>Voice Writing reflects individual style- point of view – personal touch (e.g. Thanksgiving Turkey – Conversation Hearts)</p> <p>Word Choice Use everyday words – create picture- avoids repeating words (e.g. Said Is Dead- Add a Little Color – Poetry Packet)</p> <p>Conventions Student proofreads own work – peer edit Uses correct spelling, grammar, and punctuation (e.g. Peer editing – Dictionary work – Write Source)</p>	<p>Write several kinds of expository and narrative paragraphs: compare/ contrast (3-30 & 3-31), summary (3-3), opinion, dialogue, descriptive, persuasive, friendly letters, business letters</p> <p>Colored strips minimized; move to yellow, green, pink, and blue highlighters for use in all classes.</p> <p>Hamburger, hot dog, two column & burrito folds (1-3) used in all classes.</p> <p>8 sentence (2-24) paragraph sheets: short assignments and projects; 14 sentence (2-25&2-26) paragraph frames: long assignments - essay writing.</p> <p>Review tools in notebook Stop sign (2-19), Transition sheets (2-66 & 2-67), Conclusions sheets (2-76 & 2-82), Occasion/Position Statements (2-39 through 2-43), Power Statements (2-44)</p> <p>Introduce summary paragraphs (shared reading: Four Step Summary Paragraph (3-3 & 3-4) Name It, Verb It strategy for summaries.</p> <p>Introduce Sticky notes strategy (!= Wow!) (?=I Don’t Understand) (X=important info.)</p>	?

	<p>Presentation Follow “Neat Paper Rules” guide Neat appearance of all final copies- cursive writing - manuscript printing – follow directions on typed assignments - other visual media neatly presented- oral presentations rehearsed and ready (e.g. Neat Paper Rules – Cursive packet – UltraKey)</p>		
<p>Six 1st group to have pervious Step Training</p>	<p>Quickly create informal outline for topics in all subject areas Include enough examples, evidence, explanation, and elaboration to support topic and key ideas. Write memorable conclusions; summaries; persuasive, encouraging or thoughtful paragraphs. Demonstrate confidence in paragraph writing. Evaluate own paragraph and others, judge them for organization, content, style, grammar, and mechanics.</p>	<p>Yellow, green, pink, and blue highlighters available as needed. Review tools in notebook 8 and 14 sentence paragraph frames available at all times. However Statements (2-45) Get Their Attention (2-51) And, But, Or Statements (2-46) Strong Verbs (6-36 & 6-37) Strong Feelings (6-38) Abstract Nouns (6-40 & 6-41)</p>	?
<p>Seven</p>	<p>Introduce note taking using 2- and 3-column notes</p>	<p>Research paper using <i>STRETCH approach</i> <i>Quick notes</i> for science and social studies papers Short Story Planning Sheet <i>Quick Sketch Method</i> Short story transitions/starters/ smooth conclusion Transitions for expository</p>	?
<p>Eight</p>	<p>Peer editing guided by the traits Word Choice: 1st person pronouns; usage; present tense in reference to literature</p>	<p>Strips to organize 5 paragraph essays Variety of thesis/topic sentences Transition words <i>Quick notes</i> for science and social studies papers 1,2,3 notes Citations (author, year) for literature & sources for Science Fair Science Fair Papers</p>	?

Fox Point-Bayside School District 3-8 Writing Rubric

Student Name: _____

Date: _____

CATEGORY	ADVANCED	PROFICIENT	BASIC	MINIMAL
Grammar, Mechanics & Spelling	Writer makes no errors in grammar, mechanics or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar, mechanics or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar, mechanics or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar, mechanics or spelling that distract the reader from the content.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning or are used incorrectly.
Sentence Structure (fluency)	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.	Sentences lack structure and appear incomplete or rambling.
Legibility (conventions)	Paper is neatly written or typed with no distracting corrections.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out; words written over).	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable OR there are several distracting corrections.
Flow & Rhythm (sentence fluency)	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
Support for Topic (content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported or is obvious/predictable.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic or insufficient in amount.
Introduction	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Conclusion	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Sequencing (organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions (organization)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Adding personality (voice)	The writer seems to be writing from knowledge or experience. The author has taken ideas and made them "his own." The writing is engaging.	The writer seems to be drawing on knowledge or experience, but there is some copying of facts. The writing successfully engages the reader.	The writer relates some of his own knowledge or experience, but adds unattached facts related to the topic. The writing is somewhat engaging.	The writer has not tried to express some of his own knowledge or experience.