

PART TWO

USING THE SIX TRAITS TO WRITE

WRITING WORKSHOP 1:

Using the Six Traits to Write Expository Text

Remember that the purpose of an expository text is to provide information. Your goal is to share knowledge, analyze relationships between ideas or events, or convey messages, instructions, and ideas.

PREWRITING In the prewriting stage, you identify and research a suitable topic and decide on a thesis and organizational pattern. *Three of the six traits will help you in the prewriting stage.*



IDEAS AND CONTENT

- **Choose a topic or subject.**

Use recent readings for school, your own experiences, newspapers, and the Internet to find appropriate and relevant topics.

Quick Tip!

In a test situation, an informational writing prompt will provide a specific topic, but you must still gather ideas and develop a thesis statement.

- **Consider your audience and your purpose for writing.**

Who is your likely audience? If readers do not already know something about your topic, you will need to provide background information. Even though your main purpose is to inform, but you may also have a secondary purpose—to compare and contrast, to explain a causal relationship, or to analyze a piece of literature.

- **Generate and evaluate your thesis.**

Do some deep reading. If you are analyzing a piece of literature, reread the piece carefully and then check out some literary criticism. If you are writing a research paper, consult several relevant and up-to-date sources. Use your research to create a thesis statement. Make sure you have enough material—details, evidence, and examples—to support your idea.



ORGANIZATION

- **Use your purpose and thesis to develop a coherent structure.**

Is there an organizational pattern that suits your purpose? For example, if you are comparing the way two types of media treat a particular issue, use a comparison and contrast structure. If you are analyzing a piece of literature, organize your ideas about theme, symbol, and character using order of importance. (For ideas on how to organize your paper, see p. 4.)



VOICE

- **Think about your audience and tone.**

Your voice should match your purpose and topic. In general, stick with a formal, informed, concerned voice that tells readers why you are interested in the topic (and why they should be, too). (For help with voice, see p. 8.)

WRITING In the writing stage, you transfer your ideas on to the page for the first time. *Four of the six traits will help you in the writing stage.*



IDEAS AND CONTENT

- ***Develop sentences and paragraphs that identify, explain, and elaborate on your ideas.***

Each sentence and paragraph should focus on one complete thought or idea. Provide definitions and background information about your topic, if necessary. Identify important sources by name.



ORGANIZATION

- ***Introduce the piece effectively and state your thesis or controlling idea early.***

Grab your readers' attention with an interesting statement. Make sure your thesis is stated clearly.

- ***Organize the writing coherently.***

As you write, consider the organizational pattern you decided on in the prewriting stage. If it does not work, try a different pattern. Introduce each point clearly and provide support.

- ***Conclude the paper so that it has a sense of closure.***

Summarize the information and restate your thesis. Close with an insight.



VOICE

- ***Maintain a voice that conveys respect for the topic and the audience.***

Use language that is appropriate and relevant to the topic. Consider the attitude you wish to convey. Do not be too informal.



WORD CHOICE

- ***Choose words that effectively convey your ideas***

If you use unfamiliar vocabulary or jargon, define the terms and use them properly. Consider the connotations of your words and what they reveal about you and your attitude toward your subject and audience.



SENTENCE FLUENCY

- ***Use sentences to connect ideas and create a sense of style.***

Include transitions between sentences that show connections between ideas. (For a list of effective transitional words and phrases, see p. 112.) Think about your sentence style. Do your sentences have rhythm?

Introduction

- Start with attention-grabbing opener.
- Provide background information.
- Provide a clear thesis statement.



Body

State the main points.

- Provide support for each point.
- Focus each paragraph on one point



Conclusion

- Summarize information.
- Restate thesis.
- Close with final impression or insight.

REVISING AND EVALUATING The revising and evaluating stage is where you make sure that your ideas, organization, and style are solid and that you are communicating your ideas clearly. *Five of the six traits will help you in the revising and evaluating stage.*



IDEAS AND CONTENT

- **Evaluate and revise the ideas and content of the paper.**

Make sure your ideas and details support your thesis. Use the Content and Organization Guidelines for Self-Evaluation and Peer Evaluation below to decide if you need to edit, revise, or delete any ideas or content.

Quick Tip!

Definition: Edit or Revise?

The words **edit** and **revise** are interchangeable. Dictionaries define **edit** as “to revise and make a text ready for publication.” They define **revise** as “to correct and improve a text.” You may edit or revise your papers.



ORGANIZATION

- **Evaluate and revise the organization of the paper.**

Make sure you have organized your content in a way that supports the topic and makes sense to the reader. Use the Content and Organization Guidelines for Self-Evaluation and Peer Evaluation below to decide if you need to change your organizational structure.



VOICE

- **Consider your voice and tone.**

Evaluate your voice. Does it convey the attitude you want readers to see? (See p. 8 in this book for more on voice.)



WORD CHOICE

- **Evaluate and revise the words you use.**

Your choice of words reflects your attitude toward your subject and audience. Watch out for loaded language. (Also, see p. 11 for help with word choice.)



SENTENCE FLUENCY

- **Evaluate and revise your sentences to improve style and coherence.**

You may think the connections between your ideas are obvious, but you know your material better than the reader does. Use transitional words and phrases to show those connections. Also, use sentence variety to make your writing more interesting. (See pp. 14–16 for help with sentence fluency.)






Quick Tip!

Style Guideline - Using Parallel Structure

Create parallel structure in sentences by using the same grammatical form to express two or more equal ideas. For example, pair a noun with a noun, a phrase with a phrase, a clause with a clause, or an infinitive with an infinitive.

The guidelines below offer questions, tips, and techniques that will help you edit and revise your writing.

Content and Organization Guidelines for Self-Evaluation and Peer Evaluation

Evaluation Questions	Tip	Editing/Revision Techniques
 1. Does the introduction include a clear thesis statement? Does the conclusion summarize information and closes with an insight?	Underline the thesis statement. Ask whether it identifies a clear and interesting idea. Draw a box around the conclusion. Ask if it accurately reflects the content of your paper and includes an insight.	Add a clear thesis statement if one is missing. If the conclusion does not summarize your information, add a summary. If it does not have an insight, add one.
 2. Are the main points organized logically? Are the main points supported by details?	Number the main points. Bracket the supporting details.	Rearrange the ideas they appear in a logical order. Make sure each idea has at least one supporting detail.
 3. Is the voice of the paper appropriate for the audience?	In the margins, write an adjective that describes the voice in each paragraph.	If the tone changes abruptly or does not match the content or the audience, adjust word choice and phrasing to make it more appropriate.
 4. Do you use words that help readers understand your ideas? Do you use transitional words or phrases? Do your words add life to your writing?	Circle all the transitional words or phrases in each paragraph. Draw boxes around words or phrases that add "flavor" to your writing.	If a paragraph has no circled words, reread it and see where you can add transitional words or phrases. If no words are boxed, consult a thesaurus to find synonyms that have more flavor.
 5. Do you use a variety of sentence lengths and beginnings to create a sense of rhythm?	Highlight sentences that begin with phrases or clauses.	If no sentences are highlighted, rewrite a few sentences so that they begin with phrases or clauses for variety's sake.

PUBLISHING Publishing is the final stage in the writing process. In it, you prepare your paper for your actual readers. *As you prepare your paper for publication, consider four of the six traits.*



IDEAS AND CONTENT

- **Reflect on your completed paper.**

Consider how you might approach a similar writing assignment next time. Ask yourself the following questions:

- How well did I achieve the purpose of sharing information with my audience?
- Which part of my final draft was most effective? Which was the least?
- How will I use the skills of writing an informational paper in the future?



VOICE

- **Publish your paper for its intended audience.**

Think about the tone and attitude you convey in your paper. How would you describe your voice in this paper? Ask yourself if the voice you used really suited both your topic and your audience.



SENTENCE FLUENCY

- **Identify and correct errors in sentence construction.**

This is your last chance to fix any simple errors in your sentence constructions. For example, did you switch verb tense unintentionally in the middle of the paper? (Also, see pp. 14–16 for help with sentence fluency problems.)



CONVENTIONS

- **Proofread and edit the paper to catch and correct errors in paragraphing, spelling, capitalization, punctuation and grammar.**

Also, see the conventional errors checklist on p. 17.



ONE MORE TRAIT: PRESENTATION/PUBLICATION

A published paper should have a clean, pleasant appearance and should not contain visual elements that may distract the reader. Use the checklist below to make sure that your paper looks its best.

- ✓ If handwritten, your letters are consistently and clearly formed, spacing is reasonable and uniform, and the words are easy to see and read.
- ✓ If typed or word-processed, your letters and words appear in a font and size that is easy to read.
- ✓ There is a balance of white space (margins, spaces between words and paragraphs) and text on the page that allows the reader to focus on the text.
- ✓ Any titles, subheadings, page numbers, bullets, and other graphics are the appropriate size and boldness. They help readers follow the flow of ideas. They do not distract readers from the words or the message of the text.

WRITING WORKSHOP 2:

Using the Six Traits to Write Persuasive Text

The purpose of persuasive writing is to state a clear opinion and support it with convincing evidence. Persuasive writing attempts to influence readers' thoughts, opinions, feelings, and actions.

PREWRITING In the prewriting stage, you should identify a compelling issue, develop an opinion, and find evidence to support it. *Three of the six traits will help you here.*



IDEAS AND CONTENT

- **Explore ideas and choose an issue.**

Listen to the news and read the editorial section in the newspaper. Consider issues that are important to you, your family, and your community.

Quick Tip!

In a test situation, a writing prompt may provide you with an issue and even a point of view to argue. Even though you may not feel strongly about the issue, you must write persuasively. Choose the strongest stance and argue it logically.

- **Create a position statement, or proposition.**

A position statement, or proposition, states the issue and your opinion. A position statement may also include a call to action.

Example: Our community must do all it can to prevent unwanted cats and dogs from being euthanized in local animal shelters.

- **Consider your audience.**

Assume that your readers will disagree with your position and will need strong evidence before they change their minds.

- **Consider the types of appeals.**

Three types of appeals work in persuasive writing—logical, emotional, and ethical. Logical appeals are highly recommended because they speak to the reader's ability to think. Emotional appeals stir up readers' feelings. Ethical appeals establish your authority and sense of fairness.

- **Deal with the opposing points of view.**

Include refutations or responses that acknowledge and counter another point of view. If the opposing view has merit, acknowledge its worth. By conceding the point, you build your own credibility.



ORGANIZATION

- **Organize the ideas and details logically.**

Organize your ideas in a logical fashion. Consider order of importance, cause and effect, comparison and contrast, or problem-solution.



VOICE

- **Consider your tone of voice.**

The tone of your essay can make or break your argument. Should you sound sarcastic, knowing, earnest, or concerned? Think about your audience and your topic before choosing a voice.

WRITING The writing stage is when you put your ideas down on paper. *Five of the six traits will help you with writing your persuasive paper.*



IDEAS AND CONTENT

- ***Develop sentences and paragraphs that identify your position and support it with persuasive evidence.***

Make sure you have enough reasons and evidence. Include at least three reasons, each with at least two pieces of evidence to support it.



ORGANIZATION

- ***Attract readers' attention and provide background.***

Focus readers' attention on the issue by beginning with an interesting fact or statistic, a meaningful quotation, or a relevant anecdote. Provide background information readers will need in order to follow your argument.

- ***State your opinion up front.***

Tell your readers exactly what you think about the issue. Sound confident!

- ***Build your case with appeals.***

Support your position with a combination of logical, emotional, and ethical appeal. Think of logical support as the meat of your argument. Use emotional and ethical appeal as the seasonings.

- ***End the paper with a call to action.***

Restate your opinion and your reasons. Then close with a call to action—tell readers what you want them to do or think.



VOICE

- ***Use your voice to convey the importance of the issue.***

Make sure your voice reflects the seriousness of the topic. Use a voice that conveys respect and intelligence. Using the first-person makes readers understand the depth of your convictions.



WORD CHOICE

- ***As you write, use language that effectively conveys your ideas.***

Choose words that accurately describe the issue. If you use jargon or technical terms, define them. Consider the connotations of the language you use.



SENTENCE FLUENCY

- ***Provide clear transitions between ideas.***

Clear transitional words and phrases help readers follow the flow of ideas and see the connections between them. (For a list of effective transitional words and phrases, see p. 112.) Also, don't show off with lots of long, complicated sentences. Use sentences that are clear and succinct.

Introduction

- Capture readers' attention.
- Provide background information.
- State your position.



Body

- Support your position.
- Use logical, emotional, and ethical appeals.
- Concede or refute opposing positions.



Conclusion

- Restate your position.
- Summarize your strongest points.
- Call readers to take action, if appropriate.

REVISING AND EVALUATING The revising and evaluating stage is the most important in the process of writing a persuasive paper. It is where you figure out if your ideas, organization, and style are working and that you are communicating your ideas clearly. *Five of the six traits will help you here.*



IDEAS AND CONTENT

- **Evaluate and revise your opinion and evidence.**

Ask yourself if your opinion is reasonable and adequately supported by your reasons and evidence. Use the Content and Organization Guidelines for Self-Evaluation and Peer Evaluation on the next page. They will help you decide if you need to edit or revise any of your ideas and content.



ORGANIZATION

- **Evaluate and revise the organization of the paper.**

Ask yourself if you have organized your argument in a way that makes sense to the reader and suits the issue. Use the Content and Organization Guidelines for Self-Evaluation and Peer Evaluation on the next page. They will help you decide if you need to change your organizational structure.



VOICE

- **Refine the style of the paper so that it suits the audience and purpose and conveys the appropriate voice.**

Ask yourself if you have struck the right tone for your audience and your issue.



WORD CHOICE

- **Evaluate and revise the words you use.**

Your choice of words should reflect your attitude toward the issue and your audience. As you revise, make sure that you have used loaded language sparingly. Make sure you know the connotations of the words you use.

Quick Tip!

Style Guideline - Using Repetition for Persuasive Effect

Repetition of words and phrases are effective in persuasion. It emphasizes ideas, establishes a rhythm, and makes your ideas memorable. Notice the repetition in this excerpt from a speech by Sir Winston Churchill.

"We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing strength and growing confidence in the air, we shall defend our island whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we fight in the hills; we shall never surrender."








SENTENCE FLUENCY

- **Evaluate and revise the way you connect ideas in your sentences and paragraphs.**

Make sure your transitional words and phrases are clear. Keep your sentences simple, but interesting. (Also, see pp. 14–16 for help with sentence fluency.)

The guidelines below offer questions, tips, and techniques that will help you edit and revise your persuasive writing.

Content and Organization Guidelines for Self-Evaluation and Peer Evaluation

Evaluation Questions	Tip	Editing/Revision Techniques
 1. Does the introduction include a clear opinion statement and the conclusion restate the opinion have a call to action?	Underline the opinion. Draw a box around the conclusion. If there is no opinion, restate or call to action, revise.	Add a clear opinion. If the conclusion does not summarize your reasons, add a summary. If it does not have a call to action, add one.
 2. Does the writer give at least three reasons and support each with two pieces of evidence? Does the paper contain appropriate emotional and ethical appeals? Is the paper organized clearly and logically?	Mark each reason with an R and each piece of evidence with an E . If there are not at least three R 's and six E 's, revise. Mark each emotional appeal EM and each ethical appeal ETH . Revise if either or both or missing. Number the main idea of each paragraph. If the ideas do not flow logically, revise.	Add reasons backed by evidence. Elaborate on existing reasons by supplying additional evidence. Add details with emotional impact. Replace neutral words. Add statements that establish your credibility. Rearrange the reasons using an appropriate organizational pattern.
 3. Is the tone of the paper appropriate for the audience?	In the margins, write an adjective that describes the tone of voice in each paragraph.	If the tone changes abruptly or does not match the content or the audience, adjust the language to make it more appropriate.
 4. Do you use repetition of words and phrases to emphasize a point and create style?	Draw boxes around the essay's most important points. Place check marks over words and phrases that are repeated within these boxes. If there are no check marks, revise.	Repeat words and phrases that emphasize important points.
 5. Do transitions help flow ideas together logically and coherently?	Mark transitional words or phrases with stars .	Add transitional words or phrases if needed.

PUBLISHING Publishing is the final stage of the writing process. You prepare your paper for your readers. *As you prepare your paper for publication, consider four of the six traits.*



IDEAS AND CONTENT

- ***Reflect on your completed paper.***

Consider how you might approach a similar writing assignment next time. Ask yourself the following questions:

- Did my position on the issue change as I gathered information and wrote my paper? If so, how did I adjust my writing?
- Which type of appeal—logical, emotional, or ethical—did I use most effectively? Why do I think so?
- What did I learn about the power of persuasion by writing this paper?
- Could my writing have been more convincing? Why or why not?



VOICE

- ***Publish your paper for its intended audience.***

How would you describe your voice? Think about the tone and attitude you convey in your paper. Ask yourself if the voice you used really suited both your issue and your audience.



SENTENCE FLUENCY

- ***Identify and correct errors in sentence construction.***

This is your last chance to fix any simple sentence construction problems in your paper. For example, have you used the same subject-verb-object construction in every sentence? You should change a few sentences for variety's sake. (Also, see pp. 14–16 for help with sentence fluency.)



CONVENTIONS

- ***Proofread and edit the paper to catch and correct errors in paragraphing, spelling, capitalization, punctuation and grammar.***

Also, see the conventional errors checklist on p. 17.



ONE MORE TRAIT: PRESENTATION/PUBLICATION

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- ✓ If typed or word-processed, your letters and words appear in a font and size that is easy to read.
- ✓ There is a balance of white space (margins, spaces between words and paragraphs) and text on the page that allows the reader to focus on the text.
- ✓ Any titles, subheadings, page numbers, bullets, and other graphics are the appropriate size and boldness. They help readers follow the flow of ideas. They do not distract readers from the words or the message of the text.

WRITING WORKSHOP 3:

Using the Six Traits to Write Narrative Text

The purpose of a narrative is to tell a story. In a narrative text, you retell events in the order they occurred, using interesting dialogue, images, and characters to convey a theme. A theme is an important, universal idea about the human experience or condition.

PREWRITING Prewriting is when you do the work of choosing an experience or event to retell. *Three of the six traits will help you here.*



IDEAS AND CONTENT

- **Reflect on life's experiences and choose a significant event.**

Personal narratives are stories from your past. Historical narratives or eyewitness accounts retell historical or recent events. If you are writing about your own past, reread old journals or look in photo albums. If you are writing about history, think about past events or heroes that interest you. Remember that a conflict or problem is essential to a good narrative. Select an event that you do not mind sharing with others. (For help brainstorming, see on p. 94.)

Quick Tip!

Remember to show—not tell—your readers what is happening. It is much more interesting to actually recreate an incident for readers than to simply tell about it.

- **Think about your audience and your purpose for writing.**

In a personal narrative, your main purpose is to express yourself by telling about something that happened to you. Your audience will expect you to write in the first person, to tell events in order, and to reveal your feelings. Can your audience handle it? If not, change your topic.



ORGANIZATION

- **Create a time line.**

Most narratives are told in chronological order, the order in which events took place. Often flashbacks are effective. They allow you to start the narrative in the middle and then “flash back” in time to provide background. (For ideas on how to organize your paper, see p. 4.)



VOICE

- **Think about your audience—what voice should you use?**

You get to express your individual voice in a personal narrative. Use a voice that suits your narrative. For example, if you are writing about something that happened when you were four, you might use the voice of a young child. For a historical narratives or eyewitness accounts, a serious, formal voice is best. (For help with voice, see p. 8.)

WRITING In the writing stage, you put your ideas down on paper for the first time. *Four of the six traits will help you here.*



IDEAS AND CONTENT

- **Frame your event.**

Think about where your narrative will begin and where it will end. As you write, think about your purpose in sharing the story. Every narrative says something, either directly or indirectly, about the writer or the world.



ORGANIZATION

- **Tell events in the order they happened.**

You can jazz things up by using flashbacks, or build suspense by using a flash-forward, but use these techniques only if they enhance the narrative. Make sure the meaning of the experience gets expressed.



VOICE

- **Make sure your voice rings loud and clear.**

You are the narrator in a personal narrative, so make sure your voice reflects your “character” at that point in your life. If you are young and naïve in your narrative, your voice should reflect that. If you are a cynical teen, make your voice reflect those qualities. Personal narratives are one form of writing that really lets a writer develop his or her own voice.



WORD CHOICE

- **As you write, choose language that best reflects your characters.**

Narrative writers incorporate dialogue that lets characters speak directly to the readers and in their own words. Feel free to use slang, informal language and jargon—if that is what your narrator and characters would use.

Quick Tip!

Using dialogue helps your narrative come alive. Try to make dialogue sound as natural as possible.



SENTENCE FLUENCY

- **Play with sentence length and even break the rules.**

In narratives, writers often use sentence fragments to convey what real speech sounds like. Experiment with sentence fragments in your narrative.

Introduction

- Engage readers' attention.
- Supply necessary background information about the “characters.”
- Make sure that the conflict or problem is clear.



Body

- Describe the first event and details.
- Describe the second event and details (and so on).
- Make sure events point to a theme or message.



Conclusion

- Explain how the conflict gets resolved.
- Explain the meaning of the experience for the narrator

REVISING AND EVALUATING The revising and evaluating stage is the most important in the process of writing a narrative paper. It is where you figure out if your ideas, organization, and style are working and that you are communicating your ideas clearly. *Five of the six traits will help you here.*



IDEAS AND CONTENT

- **Evaluate and revise the ideas and content of the paper. Have you told too much?**

Have you focused on the most important events in the narrative? Do you need to trim out a few? What theme do you express in the narrative? Use the Content and Organization Guidelines for Self-Evaluation and Peer Evaluation below. They will help you decide if you need to edit or revise any of your ideas and content.



ORGANIZATION

- **Evaluate and revise the organization of the paper.**

Have you told events in a logical order? Use the Content and Organization Guidelines for Self-Evaluation and Peer Evaluation below. They will help you decide if you need to change your organizational structure.



VOICE

- **Refine the style of the paper so that it suits the audience and purpose and conveys the appropriate voice.**

Does your narrator's voice engage readers and sound "real"? (Also, see pp. 8–10 in this book for help with voice.)



WORD CHOICE

- **Evaluate and revise the words you use.**

Your choice of words should help the narrative come alive and make the voices sound real. Read your narrative aloud to see how the dialogue sounds. (Also see pp. 11–13 for help with word choice.)

Quick Tip!

Style Guideline—Eliminating Weak Modifiers

Some modifying adverbs and adjectives get overused in speech and in writing: *very, really, suddenly, super, nice, mean, bad, great, awesome*. Avoid weak modifiers. Replace them with powerful verbs, vivid adjectives and adverbs, and figures of speech.

Weak: She quickly opened the door and **suddenly** felt her heart beat **really** fast.

Strong: She flung the door open and felt her heart race like a young colt.








SENTENCE FLUENCY

- **Evaluate and revise your sentences and paragraphs.**

In narrative writing, paragraphs are often shorter and interrupted by dialogue. Make sure that you are breaking sentences and paragraphs correctly and that your sentences are natural sounding. (Also, see pp. 14–16 for help with sentence fluency.)

The guidelines below offer questions, tips, and techniques that will help you edit and revise your persuasive writing.

Content and Organization Guidelines for Self-Evaluation and Peer Evaluation

Evaluation Questions	Tip	Editing/Revision Techniques
 <p>1. Does the beginning grab the audience's attention and set the scene?</p> <p>Does the narrative convey an important message at the end?</p>	<p>Put stars next to quotations, details, or statements that interest the audience. Circle details about when and where the experience happened.</p> <p>Underline the writer's statement of why the experience is meaningful.</p>	<p>If needed, add a quotation, surprising detail, or interesting statement. Add details about when and where the event happened.</p> <p>Add a statement that explains the narrative's importance, if necessary.</p>
 <p>2. Are the events in chronological order?</p>	<p>Number the events as they appear in the paper. Compare the numbered events to the actual order of events.</p>	<p>Rearrange the order of events, if necessary.</p>
 <p>3. Is the voice in the paper appropriate for the story and the audience?</p>	<p>In the margins, write an adjective that describes the voice in the story.</p>	<p>If the tone changes abruptly or does not match the content or the audience, adjust word choice and phrasing to make it more appropriate.</p>
 <p>4. Do the words used by the narrator and any characters in the narrative sound "true"?</p>	<p>Circle all the words or phrases that you think sound "true" to the narrator or characters' voices.</p>	<p>If a paragraph has no circled words, reread it and see where you can add words or phrases that sound natural. Consult a thesaurus to find synonyms that have more flavor.</p>
 <p>5. Do the sentences lengths create a sense of rhythm and style? Do they convey the writer's emotions?</p>	<p>Place stars next to sentences that really create rhythm or style.</p> <p>Write the emotion they help convey in the margin.</p>	<p>Adjust sentence lengths to create a certain rhythm, emotion, or style.</p>

PUBLISHING Publishing is the stage in the writing process where you make your paper ready for your actual readers. *As you prepare your paper for publication, consider four of the six traits.*



IDEAS AND CONTENT

- **Reflect on your completed paper.**

Consider how you might approach a similar writing assignment next time. Ask yourself the following questions:

- What was the clearest or most exciting detail in my narrative? Why do I think so?
- Was I able to find meaning in my experience as I wrote about it?
- What was the hardest part of writing the narrative—setting the scene? writing the dialogue? creating style with my sentences?



VOICE

- **Publish your paper for its intended audience.**

How would you describe your voice in your narrative? Ask yourself if were able to create the voice you wanted.



SENTENCE FLUENCY

- **Identify and correct errors in sentence construction.**

This is your last chance to fix any simple sentence construction problems in your paper. For example, you might double-check that you have not included any run-on or stringy sentences in your narrative. Also, see pp. 14-16 for help with sentence fluency problems.



CONVENTIONS

- **Proofread and edit the paper to catch and correct errors in paragraphing, spelling, capitalization, punctuation and grammar.**

Also, see the conventional errors checklist on p. 118.



ONE MORE TRAIT: PRESENTATION/PUBLICATION

Your published paper should have a clean, pleasant appearance and should not contain visual elements that may distract the reader. Use the checklist below to make sure that your paper looks its best:

- ✓ If handwritten, your letters are consistently and clearly formed, spacing is reasonable and uniform, and the words are easy to see and read.
- ✓ If typed or word-processed, your letters and words appear in a font and size that is easy to read.
- ✓ There is a balance of white space (margins, spaces between words and paragraphs) and text on the page that allows the reader to focus on the text.
- ✓ Any titles, subheadings, page numbers, bullets, and other graphics are the appropriate size and boldness. They help readers follow the flow of ideas. They do not distract readers from the words or the message of the text.

The following chart shows how to integrate the instruction and features in *Elements of Language* and the *Six Traits*.

At-a-Glance: The Six Traits of Writing and the Writing Process

SIX TRAITS	Elements of Language			
	Prewriting	Writing	Revising and Editing	Publishing (Proofreading and editing)
Ideas and Content	Explore ideas and choose a topic Gather ideas and details to develop the topic Evaluate ideas using Writing or Critical-Thinking Mini-Lessons	Develop sentences and paragraphs that explain and elaborate on the writer's ideas, referring to the Framework and A Writer's Model for suggestions and examples	Evaluate and revise the content of the piece using Content and Organization Guidelines for Peer and Self-Evaluation	Reflect on the completed piece. Consider, for example, how to approach a similar piece next time
Organization	Develop a thesis, opinion statement, or controlling idea Organize the ideas and details into a coherent structure	Decide how to introduce the piece effectively State the thesis or controlling idea Organize the piece so that it is coherent, referring to the Framework for directions and explanations Conclude the piece so that it has a sense of closure	Evaluate and revise the organization of the piece using Content and Organization Guidelines for Peer and Self-Evaluation	
Voice	Think about audience, purpose and tone, using Thinking It Through and Writing or Critical Thinking Mini-Lessons	Include cues that signal tone and make the audience aware of the piece's purpose	Use Style Guidelines to refine the style of the piece so that it suits the audience and purpose and conveys the writer's voice	Publish the piece for its intended audience

SIX TRAITS	Elements of Language			
	Prewriting	Writing	Revising and Editing	Publishing (Proofreading and editing)
Word Choice		Refer to A Writer's Model for examples of using language effectively to convey ideas	Evaluate and revise the style of piece in Style Guidelines or Focus on Word Choice	
Sentence Fluency		Use suggestions in Framework to build effective transitions between sentences	Evaluate and revise the style of piece in Style Guidelines or Focus on Sentences	Use Proofreading Guidelines to identify and correct errors in sentence construction
Conventions				Proofread the piece to catch and correct errors in spelling, capitalization, punctuation and grammar—using Guidelines for Proofreading and the instruction and practice in Grammar Link
One More Trait: Presentation/Publishing				Determine how to share the piece with the intended audience Format the piece for presentation using suggestions in Designing Your Writing