

# 6+1 Traits of Writing



## AN INTRODUCTION

# The 6+1 Traits of Effective Writing:



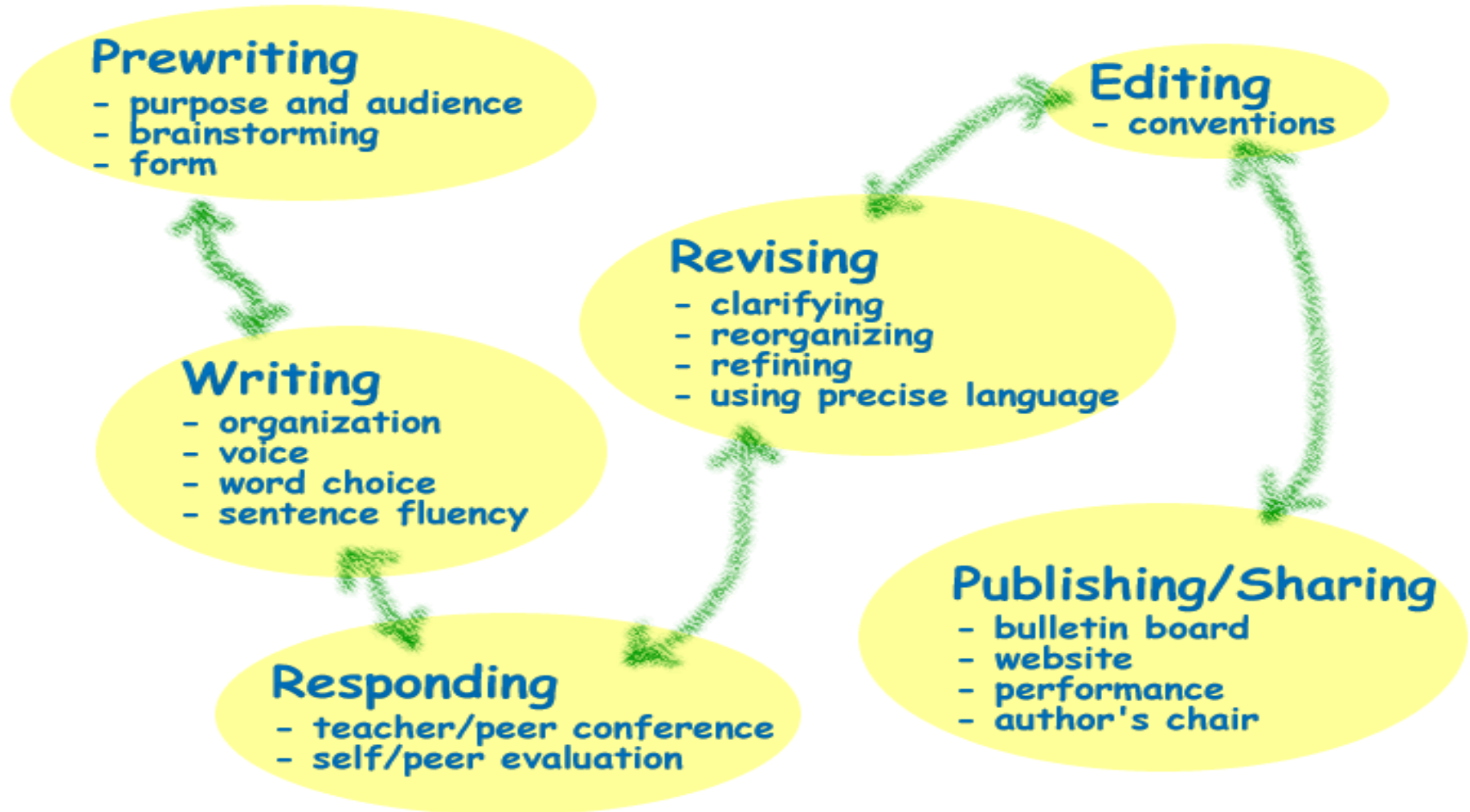
1. Ideas and Content
2. Organization
3. Voice
4. Word Choice
5. Sentence Fluency
6. Conventions
7. Presentation

Want a fun way to remember the 6 traits? -- **CSI Vow**

**C** – Conventions  
**S** – Sentence Fluency  
**I** – Ideas  
**V** – Voice  
**O** – Organization  
**W** – Word Choice



# The 6 + 1 Traits & The Writing Process



# 6+1 Traits of Writing



## 1. IDEAS AND CONTENT



# Ideas and Content



- Ideas are all about information.
- This information can come from a writer's own experience and observation, formal research, reading, or talking with others.
- Knowing a topic well is the first step to strong ideas.
- A writer must select details that paint a clear picture for the reader.

# Ideas and Content



- Ideas that work well:
  - A solid, main idea that is clear and identifiable (thesis)
  - Interesting, relevant, accurate, selected details and support
  - Clarity so the message makes sense and is easily understood
  - An idea that is fully developed, whole and insightful
  - Concise, to-the-point presentation that shows respect for reader

The ideas are the heart of the message,  
the content of the piece, the main  
theme, together with details that enrich  
and develop that theme.



**WHERE DO YOU GET IDEAS?**

**HOW DO YOU BEGIN TO WRITE?**



**This is called the  
“pre-writing” stage...  
Gathering ideas before you put  
pen to paper**



# Gathering Ideas



**HOW DO PROFESSIONAL  
WRITERS GET THEIR IDEAS?**

# Stephenie Meyer – the *Twilight* Saga



She got the idea of her vampire romance series from a vivid dream.

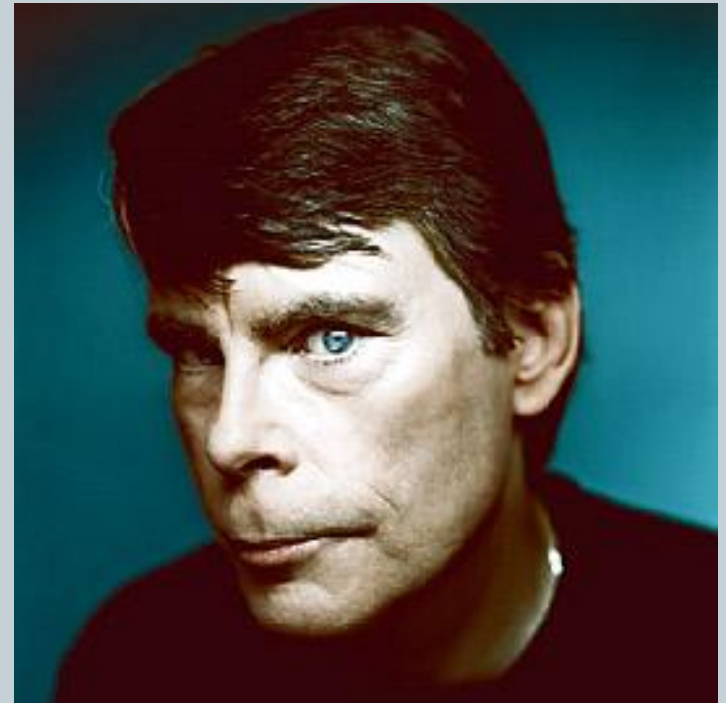
She awoke from this vivid dream, and although she had a million things to do, she began writing and couldn't stop.

# Stephen King – famous fiction writer



On his website [www.stephenking.com](http://www.stephenking.com) Stephen King says, 'I get my ideas from everywhere. But what all of my ideas boil down to is seeing maybe one thing, but in a lot of cases it's seeing two things and having them come together in some new and interesting way, and then adding the question 'What if?' 'What if' is always the key question.

Stephen King borrows from other works too, like his naming of a town in *Cujo*, Castle Rock – the name of the tribe's fort in *Lord of the Flies*.



# JRR Tolkien – *Lord of the Rings* series



Most of the roots or origins of Tolkien's stories can be found in the early Norse Mythology. Some of the dwarves names can be found there. The Scandanavian odes and stories were a definite influence.

Many of the other items came from his life experiences, including being bitten by a spider when he was young, seeing trees cut down and left to rot, and his service in the British Army in World War 1.

# JK Rowling – the *Harry Potter* series



J.K Rowling was riding in a train when the idea for Harry Potter popped into her head, and some of the other characters were still forming when she got off the train. She took some ideas from book she had read to make her number one best seller. GO J.K ROWLING!!!!!!!!!!!!

Rumour has it that she was unemployed when the idea evolved – how fortunate it turned out to be a success!

# Deirdre Kessler – Islander children's author



Deidre is a professor at UPEI, but took some time off to travel and attend writing workshops in Tasmania, an Australian island. While she was there she wrote a children's book that was inspired by her surroundings.



# Reporters



News reporters get their ideas, stories and leads from world events – often these are tragic, heroic, or speak to some part of human nature or interest.

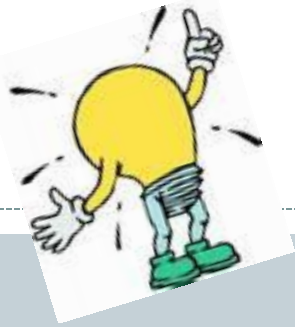


# Ways to get ideas:



- Brainstorming ideas (a visual list)
- Clustering ideas (linking ideas from one to the next)
- Freewriting (writing without a destination in mind, just simply putting pencil to paper to see what comes out)
- Sketching (doodling or drawing for inspiration)
- Watching tv (to see what catches your eye)
- Reading another text (for inspiration)
- Listen to music (for inspiration and ideas – even words and phrases can inspire a whole piece of writing)
- Life experiences (your own personal adventures, watching or listening to people interact)





## Example: The Ideal Classroom (Ideas)

- Bathroom use as needed
- Colorful walls
- Soft, quiet lighting
- Windows with tasteful curtains
- A library area with many novels, stories, reference materials...
- Tables for group work
- No desk
- A couch and other comfortable seating
- A sink and cupboards for art supplies
- Music playing in the background
- Plant life/ aquarium
- Several computers
- A television, dvd player, and lcd projector
- Lots of school supplies

# Ideas Activity 1



My favourites – Create a list of some of your favourite things (think places, activities, foods, people, songs, books, etc.)

Save this list in your writing folder.

# This is a list of my favourite things:



- Drinking hot chocolate with marshmallows on a snowy day while covered in a soft, comfy blanket
- Thunder storms
- Vacation
- Cuba
- Pop music (yes, by people like Lady Gaga, Beyonce, Pink and Rhianna)
- Fav song – Family Affair by Mary J. Blige or a song by Meredith Brooks (depending on what kind of mood I'm in)
- Romantic comedies
- My dogs (Gizmo and Onyx)
- The beach
- Spending time with my family
- A baby's giggle



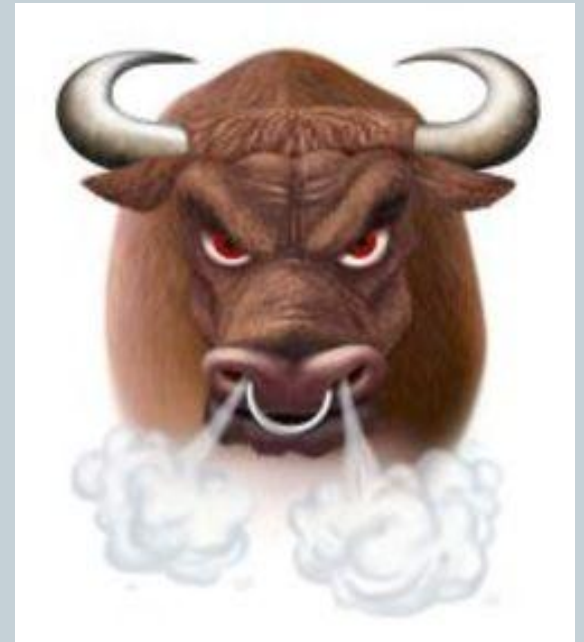
# Ideas Activity 2



“That makes me mad” – create a list of things that make you mad.

(Think – people who butt in line or complain too much, bad drivers, rain during a picnic, cheaters, cold coffee, etc)

Share your ideas, then save your list in your writing folder.



# Ideas Activity 3



Read poem “I Cannot go to School Today”, then make a list of imaginary ailments you could use to convince your mother that you cannot go to school.



Like this  
kid!

# I Cannot Go To School Today by Shel Silverstein

"I cannot go to school today"  
Said little Peggy Ann McKay.  
"I have the measles and the mumps,  
A gash, a rash and purple bumps.

My mouth is wet, my throat is dry.  
I'm going blind in my right eye.  
My tonsils are as big as rocks,  
I've counted sixteen chicken pox.

And there's one more - that's  
seventeen,  
And don't you think my face looks  
green?  
My leg is cut, my eyes are blue,  
It might be the instamatic flu.

I cough and sneeze and gasp and  
choke,  
I'm sure that my left leg is broke.  
My hip hurts when I move my chin,  
My belly button's caving in.

My back is wrenched, my ankle's sprained,  
My 'pendix pains each time it rains.  
My toes are cold, my toes are numb,

I have a sliver in my thumb.

My neck is stiff, my voice is weak,  
I hardly whisper when I speak.  
My tongue is filling up my mouth,

I think my hair is falling out.

My elbow's bent, my spine ain't straight,  
My temperature is one-o-eight.  
My brain is shrunk, I cannot hear,

There's a hole inside my ear.

I have a hangnail, and my heart is ...  
What? What's that? What's that you say?  
You say today is ..... Saturday?

G'bye, I'm going out to play!"

# Ideas – Telling vs. Showing



- A piece that is strong in ideas moves beyond “telling” into the realm of “showing”.
- A book that is well-written sends you away with a feeling that you actually knew the characters or had seen the setting.
  - Example:
    - ✦ Jane dressed in a unusual way.
  - To:
    - ✦ Jane came to school today in pink and white polka dot leggings and a blue and green plaid shirt. The twelve inch purple feather sticking straight up from her orange hat almost kept me from noticing the army boots on her feet.

# Telling vs. Showing



“Aunt Mabel is nice” doesn’t mean much.

But suppose we discover that Mabel rarely loses her temper, even in heavy traffic; cooks dinner for the family, even when her feet hurt; grows her own flowers to make bouquets for her friends; and uses her day off to do volunteer work at the local park.

Now we’re beginning to feel we know Mabel a little – and can even predict what she might do in other situations.



# Some “showing” examples from popular authors:



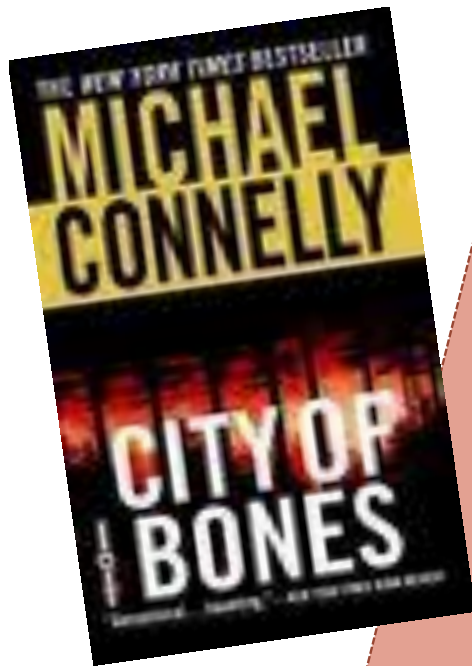
A sense of excitement rose like a palpable cloud over the campsite as the afternoon wore on. By dusk, the still summer air itself seemed to be quivering with anticipation, as a darkness spread like a curtain over the thousands of waiting wizards, the last vestiges of pretence disappeared: the Ministry seemed to have bowed to the inevitable, and stopped fighting the signs of blatant magic now breaking out everywhere.

*(Harry Potter and the Goblet of Fire by JK Rowling)*

Can you “tell” the main idea of this passage in one sentence?



# Some “showing” examples from popular authors:

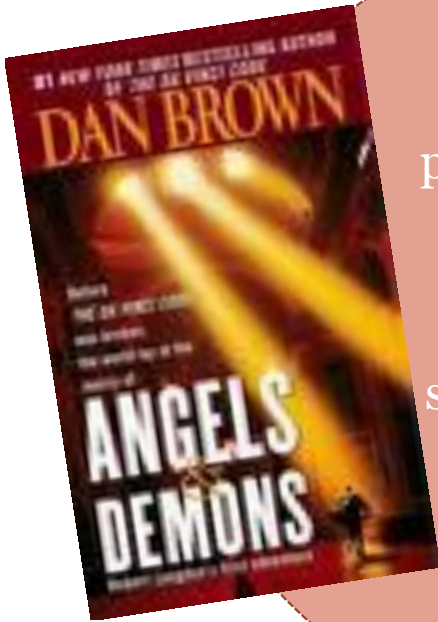


Can you “tell” the main idea of this passage in one sentence?

The woods were dark long before the sun disappeared. The overhead canopy created by a tall stand of Monterey pines blocked out most of the light before it got to the ground.

*(City of Bones by Michael Connelly)*

## Some “showing” examples from popular authors:



The camerlengo was nothing like the images of frail, beatific old men Langdon usually imagined roaming the Vatican. He wore no rosary beads or pendants. No heavy robes. He was dressed instead in a simple black cassock that seemed to amplify the solidity of his substantial frame. He looked to be in his late thirties, indeed a child by Vatican standards. He had a surprisingly handsome face, a swirl of coarse brown hair, and almost radiant green eyes that shone as if they were somehow fueled by the mysteries of the universe.....

*(Angels and Demons by Dan Brown)*

Can you “tell” the main idea of this passage in one sentence?

# Some “showing” examples from popular authors:



I turned my head sharply away from him, clenching my jaw against all the wild accusations I wanted to hurl at him. I gathered my books together, then stood and walked to the door. I meant to sweep dramatically out of the room, but of course I caught the toe of my boot on the doorjamb and dropped my books. I stood there for a moment, thinking about leaving them. Then I sighed and bent to pick them up. He was there; he'd already stacked them into a pile. He handed them to me, his face hard.

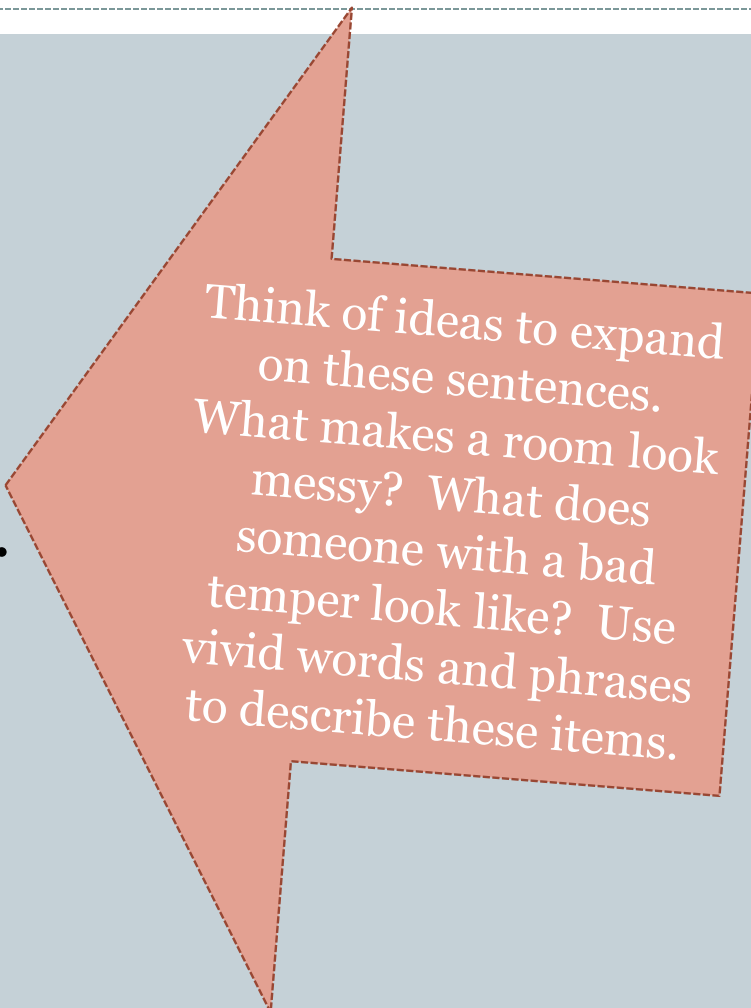
(p.75 *Twilight* by Stephenie Meyer)

Can you “tell” the main idea of this passage in one sentence?



Turn these into showing examples.  
Write a brief descriptive paragraph for each.

1. The room was a mess.
2. He had a temper.
3. The situation was frightening.
4. She was a kind person.



Think of ideas to expand on these sentences. What makes a room look messy? What does someone with a bad temper look like? Use vivid words and phrases to describe these items.

# A good writer should (for ideas):



- Understand that prewriting (the thinking before you put pen to paper) is important
- Generate ideas from thought and experience
- Borrow ideas from other writers, but use them in fresh and original ways
- Keep a writer's notebook of ideas
- Understand the purpose for writing (the expectations)
- Move from a broad topic to a more focused theme (have a purpose/direction for your writing)
- Use supporting details
- Learn to observe carefully
- Develop thinking skills (comparison, analysis, inference)

# Writing Evaluation Task



- Think of a favourite or memorable piece of writing. It could be a favourite book, special greeting card, poem, article, etc. It could be something you remember reading, receiving from someone else, or even something you have written yourself.
- Use this as a reading response log entry for this week.
  - Make sure to include the title and author of the piece, and to briefly introduce what type of writing it is and what it is about.
- Respond to the following questions about the piece of writing:
  - What makes this piece of writing special?
  - Why is it memorable?
  - What characteristics or special “traits” does it have?

# 6+1 Traits of Writing



## 2. ORGANIZATION





# Organization



- Organization is the internal structure, pattern, or design of a writing piece.
- It gives ideas direction, purpose and momentum, guiding the reader from point to point.
- Good organization holds a piece of writing together, making it easy to see the big picture (like a puzzle!).

# Organization that works well



- A basic beginning-middle-end structure (lead, expansion, conclusion)
- A lead/introduction that identifies purpose and gives a sense of direction
- Uses logical sequencing of ideas that flow from one to the next
- A conclusion that wraps up the discussion
- A structure that guides the reader's thinking, leading to logical conclusions

Organization is the internal structure of a piece of writing, the central meaning, the logical and intriguing pattern of the ideas.

# Organization Activity 1 – Where’s the Beef?



## Directions:

- You will be given a set of eight cards (in partners), each with a drawing of a “bull”.
- Organize the cards in the order you think the artist, Pablo Picasso, drew them in.
- Clue:
  - ✦ Beware. It may not be as you would “normally” think.
  - ✦ Picasso had some peculiar (creative) ideas about art.



# Pablo Picasso's Bull Lithographs



This is the original order of the lithograph plates created in 1945.

Picasso's have become a master class in how to develop an artwork from the academic to the abstract.

**“Picasso visually dissects the image of a bull to discover its essential presence through a progressive analysis of its form. Each plate is a successive stage in an investigation to find the absolute 'spirit' of the beast.”**

How did you do?  
Is that how you  
would have drawn  
a bull?

# Creating an Outline (pre-writing)

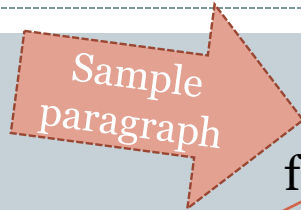


- Take your ideas (let's say for a paragraph about your first day of class)
- Organize them in a way that makes sense (what will go first, second, third, etc)
- Map out your written composition

## Paragraph on First Day of Class

- Walking in the door and seeing teacher
- Her odd behaviour
- The students' reactions to her
- What has happened since then

# Basic paragraph structure



- Topic sentence (introduces the topic of the piece)
- Supporting details (the details and examples that support the topic sentence)
- Concluding sentence (sentence that wraps it all up, sums up your main point)

The first day of class was a day I will never forget. As soon as I entered the room, there was my crazy teacher, balancing on a stool with an apple on her nose. When all the other students arrived, she continued to balance and stare at us, and everyone was scared to say anything. All of a sudden, the teacher opened her mouth, but instead of welcoming us, she began singing the national anthem. All the students rose from their seats, because it seemed like the right thing to do, but then she stopped, got off the stool, and sat at her desk. “Good morning class – why are you all standing there like fools? Sit down and get to work”. We were all too stunned to say anything, so we opened our books and pretended we knew what to do. Since then, everyone pretends like nothing strange happened, but it was a class I will never forget.

# A good writer should (regarding organization):



- Use a lead that hooks the reader
- Use organization that is smooth
- Place supporting details so they fit/make sense
- Give information at just the right moment
- Use organization that enhances the central idea
- Use smooth transitions that help ideas flow together
- Use logical and effective structure, order, and sequence
- Use a conclusion that gives the reader a sense of resolution and ties the ideas together

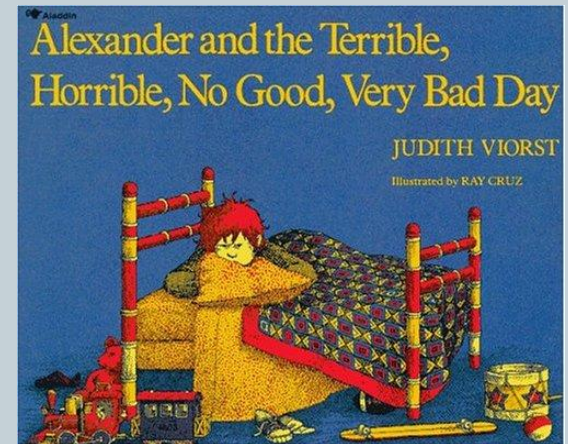
# Organization Reading Response and Discussion



We are going to read aloud Judith Viorst's children's story, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

Respond to the following questions about the reading:

- What kind of order is the story written in?
- Why do you think it was written that way?
- Would it be as amusing written in a different way? Explain why or why not, or offer another suggestion for organization.
- Why is organization important in writing?





# Different methods of organization



- Sequential/chronological/ step-by-step
  - Arranges ideas by time or the order in which they occurred
- Spatial or geographical
  - Arranges ideas according to their position (here, there)
- Compare/contrast
- Cause and effect
- Problem and solution
- Pros and cons
- Order of importance (example: weakest to strongest argument )
- Beginning/middle/end
- Logical
  - Arranges ideas in an order that appeals to common logic

# Organization Activity 2



In small groups, look at the piece of writing in front of you entitled “The Goal Post”. Try and put the piece in the proper order.

When you feel you have the proper order, read the piece through to see if it makes sense, then respond to the following questions:

- Was it easy to put it in proper order?
- What made it easy?
- Where there any hints in the text that made organizing the piece of writing easier? What were the hints?
- What was challenging about the activity?

# Transitions (aiding organization)



In writing, your goal is to convey information clearly and concisely, if not to convert the reader to your way of thinking.

Transitions help you achieve these goals by establishing **logical connections** between sentences, paragraphs and ideas.

In other words, transitions tell readers what to do with the information you present them.

Whether single words, quick phrases or full sentences, they function as signs for readers to tell them **how to think about, organize, and react to old and new ideas** as they read through what you have written.



# Common Transitional Phrases

Purpose/Relationship	Examples
Cause and effect	Because...then, with the result that, consequently, as a result, therefore, thus, then
Showing similarity	Similarly, likewise, in a similar manner, also, as, like
Showing contrast	In contrast, on the other hand, an opposing view, in summary, but, however, instead, nevertheless, though, although, still, unfortunately, that being said
Drawing conclusion	Therefore, finally, hence, together these, to sum it up, in short, for these reasons, in conclusion
Showing emphasis	Chiefly, mainly, the primary..., especially, above all, in fact, most importantly, in other words
Making additional points	In addition, also, as well, and, furthermore, besides, finally
Showing time	Then, afterwards, eventually, next, immediately, meanwhile, previously
Showing space	Next to, across from, below, nearby, inside, beyond, between, surrounding
Providing examples	For example, for instance
Showing progression	First, second, third, it follows that

# Transitional Phrases in Action

showing  
contrast

Even though this class can be noisy, it is full of young, enthusiastic minds of respectful students.

providing example

making  
additional  
points

This class can be noisy. For instance, the students often talk so loudly the neighbouring class has to knock on the wall to warn us to be quieter. Also, it is difficult to get the attention of the students, especially when they are busy talking to one another. Although it might be noisy, it is awfully enjoyable to teach this class.

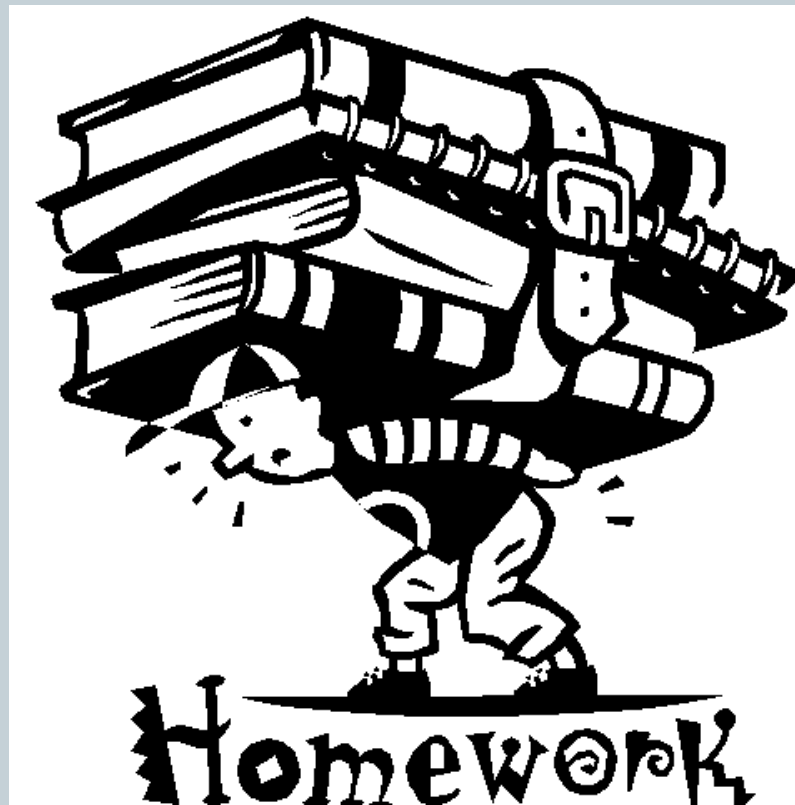
showing  
emphasis

showing  
contrast

# Transitions – Homework Sheet



- Complete the handout sheet for homework.



# Organization Activity 3



In partners, group the comic in the order you see fit, then write a brief story that tells what is happening.

**Next**, break your written piece into sections, one that would go with each picture.

**Then**, trade your pieces with another group.

What types of words are highlighted in **yellow**? What function do they serve?

Can the other group figure out your intended order?

What clues help them do so?

Did you include transitional words to aid in the organization process?

# Organization Activity 4: Headless Stories



We will be reading aloud a few pieces from newspapers and magazines, but the one thing these stories are missing are their headlines.



Brainstorm and then choose possible headlines for each news story. See how creative you can be, and whether you can come close to the original, or maybe come up with a better idea.



# Headless Story 1

(Taken from *National Enquirer.Com* Feb/2010)

What does  
the headline  
read?



A surveillance  
photo of  
James  
Alborg  
sealed  
his fate

When Roberta Alborg looked at a surveillance photo of a bank heist, the robber looked very familiar. It was her son!

She was so appalled by his crime that she immediately turned him in to police. “She’s a remarkably honest woman,” Detective Donald Gmitter of the Uniontown, Pa., Police Dept. told *The ENQUIRER*.

James D. Alborg, 41, robbed three banks. At the time of the heists, Alborg was living with his mother in Republic, Pa. “He told her he’d won the money playing the lottery,” said state trooper James Garlick.

After the third robbery, cops released a bank surveillance photo to a local newspaper, which his mom saw.

“She contacted us and told us she thought it was her son,” said Garlick. “She positively identified him as her son.”

“She knew he had a gun and was afraid for his safety. Either somebody was going to hurt him – or he was going to harm somebody with the weapon.”

“I’m sure it was a very difficult thing for her. She must have been torn.”

When cops told him his mom had turned him in, “I was expecting him to be mad,” said Garlick, “but he wasn’t. You can’t get a better person to ID somebody than his own mother!”

Alborg apologized for the robberies, pleaded guilty, and in September he was sentenced to nine to 30 years in prison.

# Headless Story 2

(Taken from the Huffington Post, Feb 2010)



MIAMI — The New Orleans Saints turned the Super Bowl's postgame celebration into something out of the French Quarter.

From the trophy podium on the field, Drew Brees blew kisses and caught confetti raining down as Dr. John and Professor Longhair blared from the stadium speakers. Sean Payton hung over the railing clapping and shouting down to the crowd as if he were rolling on a Mardi Gras float, then waved a newspaper with the banner headline "WORLD CHAMPS."

Who are the champions? The New Orleans Saints, dat's who.

The Saints overcame an early 10-point deficit, pulled off a risky onside kick and won their first NFL title by beating the Indianapolis Colts 31-17 Sunday night. Brees tied a Super Bowl record for completions and was voted the game's MVP, while the Saints held Peyton Manning to a single score in the final three quarters, intercepting him for a touchdown that sealed the victory.

New Orleans knows how to celebrate, but for the beleaguered city and its long-bedraggled NFL franchise, the championship touched off a new kind of joy.

"Four years ago, who ever thought this would be happening when 85 percent of the city was under water?" Brees said. "Most people left not knowing if New Orleans would ever come back, or if the organization would ever come back. We just all looked at one another and said, 'We are going to rebuild together. We are going to lean on each other.' This is the culmination in all that belief."

Nearly an hour after the game, Saints rooters kept chanting their rally cry, Who Dat? One player climbed into the stands, others tossed their sweaty padding to souvenir seekers, and coach Payton held up the Lombardi Trophy so fans along the railing could touch it.

"I just wish we could split it up in a lot of little pieces," Payton said.

With the city still recovering from Hurricane Katrina, an NFL title is sure to accelerate the healing. It was the Saints' first appearance in a Super Bowl, and few outside of Louisiana foresaw a victory, with Indy a 5-point favorite.

What does  
the headline  
read?



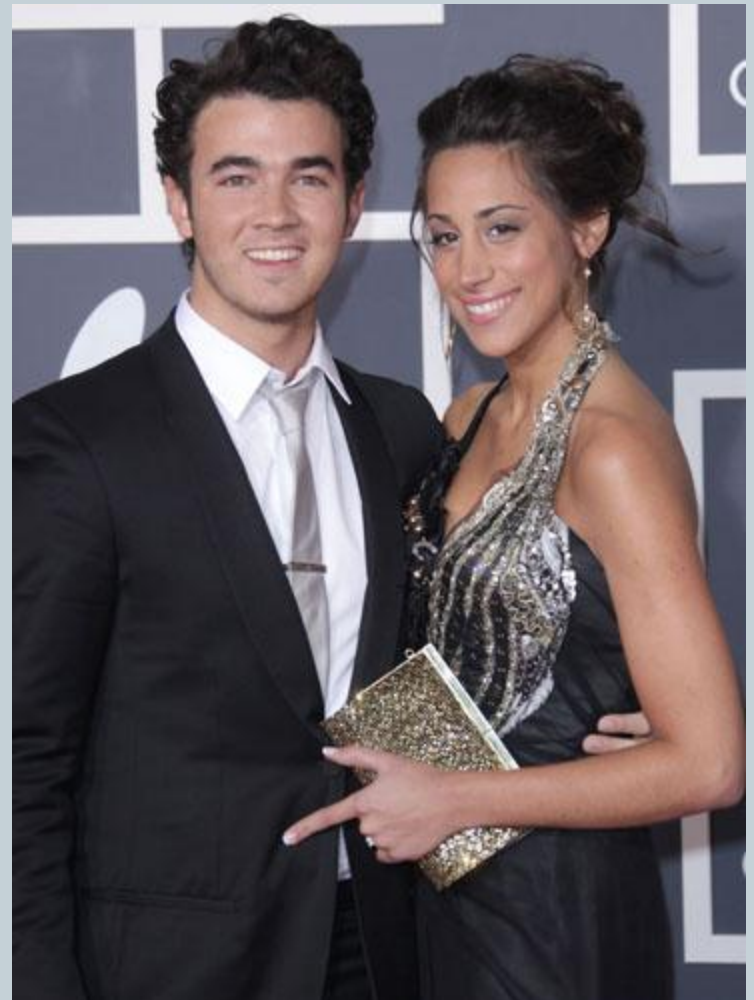
# Headless Story 3

(Taken from *National Enquirer.Com* Feb/2010)

“Stop [texting](#) and calling me, dudes!” Newly married KEVIN JONAS just laid down the law to kid brothers JOE and NICK, who’ve been driving new sister-in-law DANIELLE *nuts* with incessant dialing/[messaging](#) that apparently ruins romantic moments.

The tight-knit bro’s, who were in constant [communication](#) while growing up Jonas, just can’t get it through their youthful skulls that Mr. Kevin needs...er, downtime with Wifey.

Kevin is busily enjoying his...extended honeymoon. DANIELLE’S NEW RULE: No calls after nine, you little Munchkins!



# 6+1 Traits of Writing



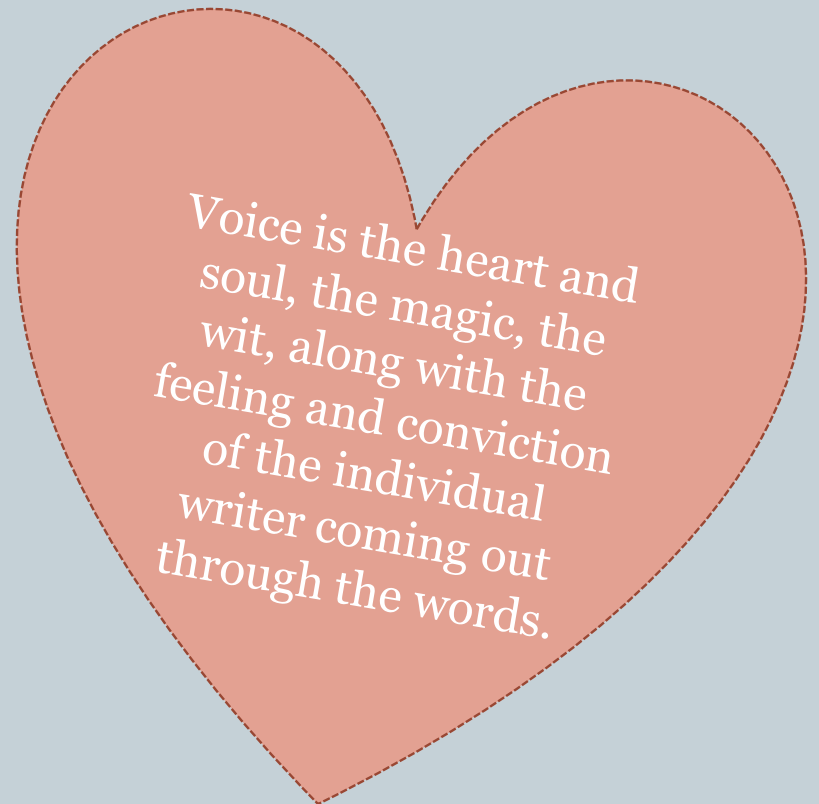
## 3. VOICE



# Voice



- Voice is a writer's personality and individuality translated on paper
- It is the enthusiasm, energy, curiosity, and commitment behind the writing
- Voice shows that a writer cares about his/her audience and topic



# Voice Activity 1: Celebrity Quote Matching



Don't have  
a cow, man!

With a partner, read over the Celebrity Quote matching sheet. What you are trying to do is match the quote with the celebrity you think said it. Think about the person saying it and how he/she might express him/herself. Choose the best options.

# How do I include voice in my writing?



- Notice voice in the writing of others and analyze their strategies
- Read aloud to hear the voice in a piece
- Know the topic that you are writing about, which will help to create a confident voice
- Choose topics about which you feel curious or enthusiastic
- Using strong imagery or sensory details to bring a scene to life (description)
- Write with honesty
- Keep the audience in mind and respond to their needs or anticipate questions you think they might have
- Use a voice appropriate for the context/situation

# A good writer should (when considering voice):



- Write to be read
- Connect with the reader
- Write honestly and from the heart
- Care about what he/she has written
- Share his/her feelings about the topic
- Use expression and language that brings the topic to life for the reader
- Give the reader a sense of the person behind the words
- Speak to the reader, without using the word “you”



# Voice



- Voice should be individual and engaging
- It should ache with caring
- It should be honest, committed and responsive
- It should suit the audience and the topic
- It should show a strong interaction with the reader

# Samples of student writing rich in voice:

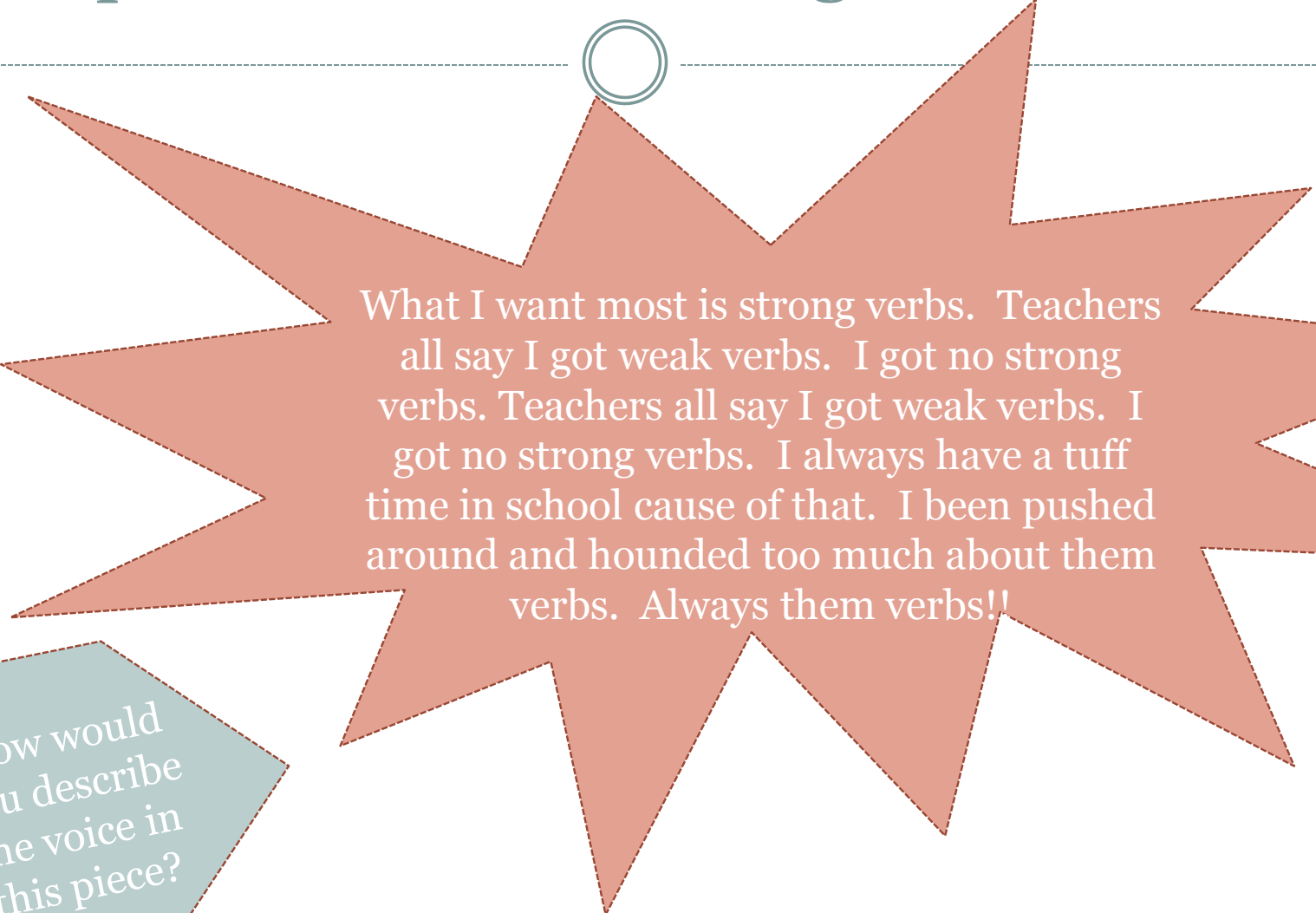


I will never forget my Aunt Leisa. She loved to bead. She made earrings, necklaces, and bracelets. She was free spirited. She even swam with the dolphins once. On the horrible date of November 13<sup>th</sup> her spirit was released from her body.

How would you describe the voice in these pieces?

You want me to tell you what I expect from high school and how my expectations compare to reality? Ha! You're going to love this. If I was gambling in Las Vega, all of my money would be gone in half an hour – I was that far off!

# Samples of student writing rich in voice:



What I want most is strong verbs. Teachers all say I got weak verbs. I got no strong verbs. Teachers all say I got weak verbs. I got no strong verbs. I always have a tuff time in school cause of that. I been pushed around and hounded too much about them verbs. Always them verbs!!



How would you describe the voice in this piece?

# Voice Activity 2: Evaluating Greeting Cards



What occasion would this card be best for/what kind of card is it?  
Who might you give it to?  
How would you describe the voice used? (touching, humorous, sad, encouraging, professional, passionate, thoughtful, mean-spirited, angry, charming, eloquent, etc?)

# Voice Activity 2: Evaluating Greeting Cards



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How would you describe the voice used?  
(touching, humorous, sad, encouraging, professional, passionate, thoughtful, mean-spirited, angry, charming, eloquent, etc?)

# Voice Activity 2: Evaluating Greeting Cards



*brightest birthday wishes*

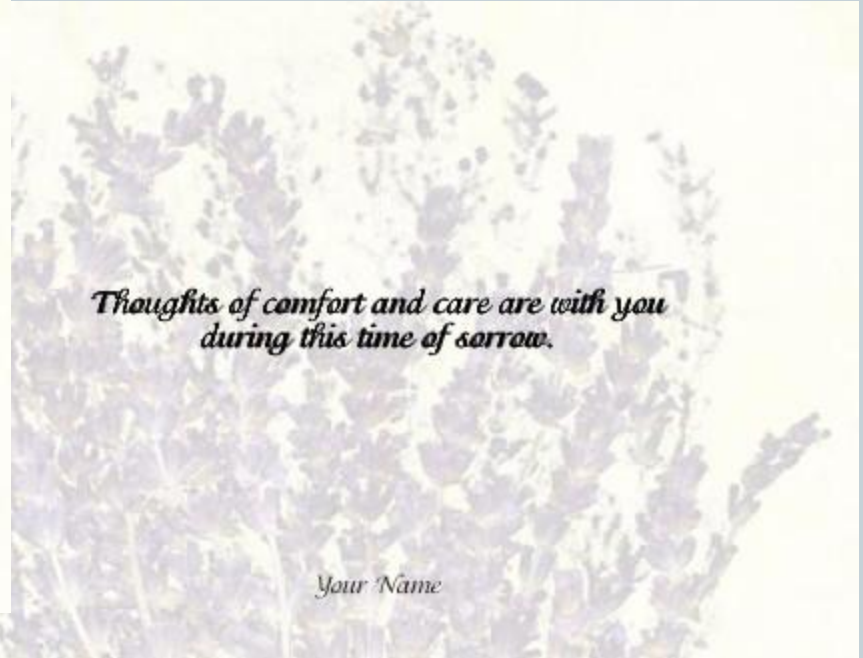
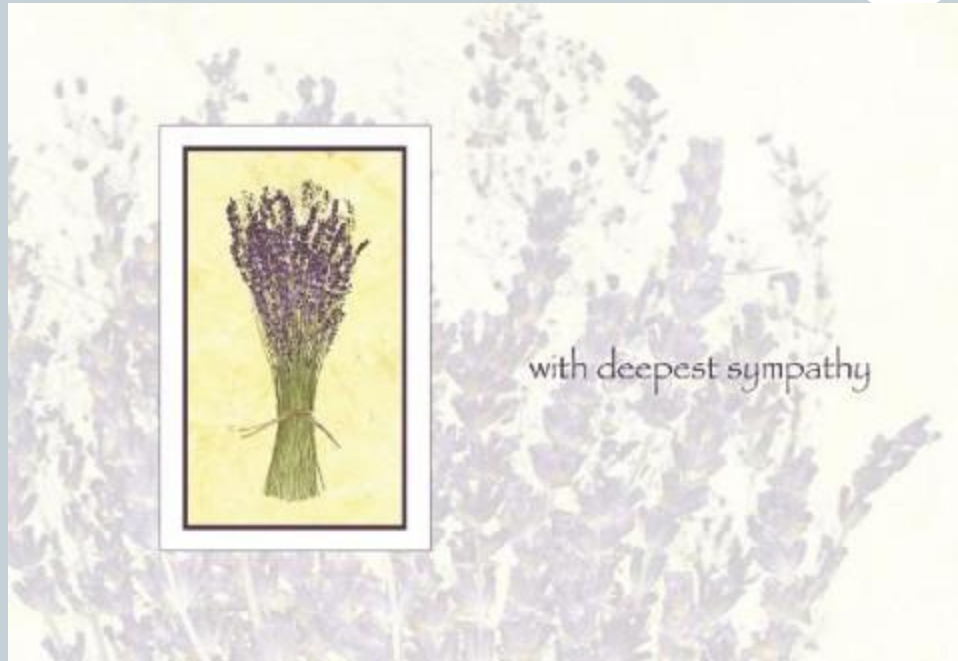


**Hope your day is filled with sweetness and light!**

Your Name

What occasion would this card be best for/what kind of card is it?  
Who might you give it to?  
How would you describe the voice used? (touching, humorous, sad, encouraging, professional, passionate, thoughtful, mean-spirited, angry, charming, eloquent, etc?)

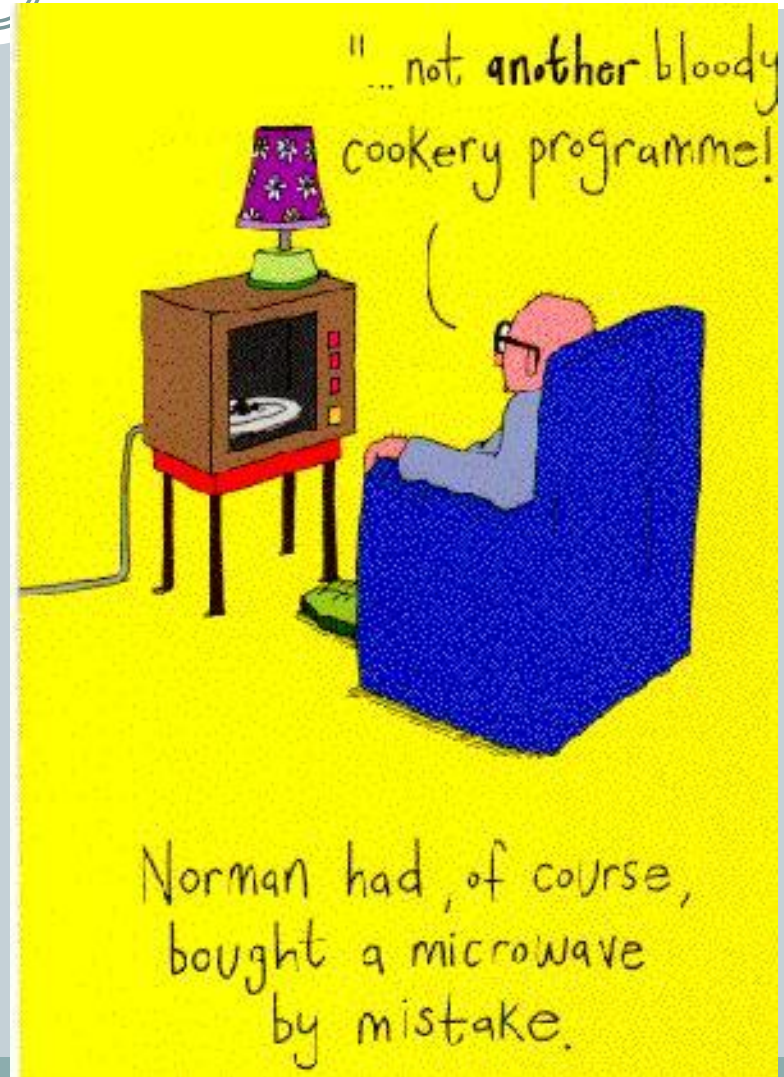
# Voice Activity 2: Evaluating Greeting Cards



What occasion would this card be best for/what kind of card is it?  
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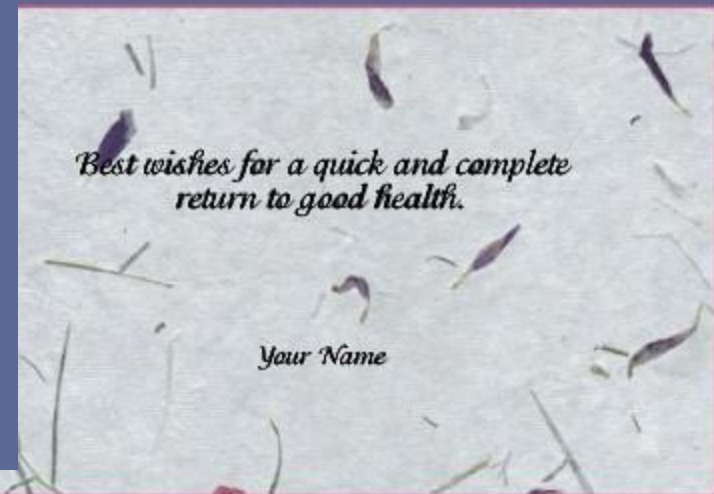
# Voice Activity 2: Evaluating Greeting Cards

What occasion would this card be best for/what kind of card is it?  
Who might you give it to?  
How would you describe the voice used? (touching, humorous, sad, encouraging, professional, passionate, thoughtful, mean-spirited, angry, charming, eloquent, etc?)



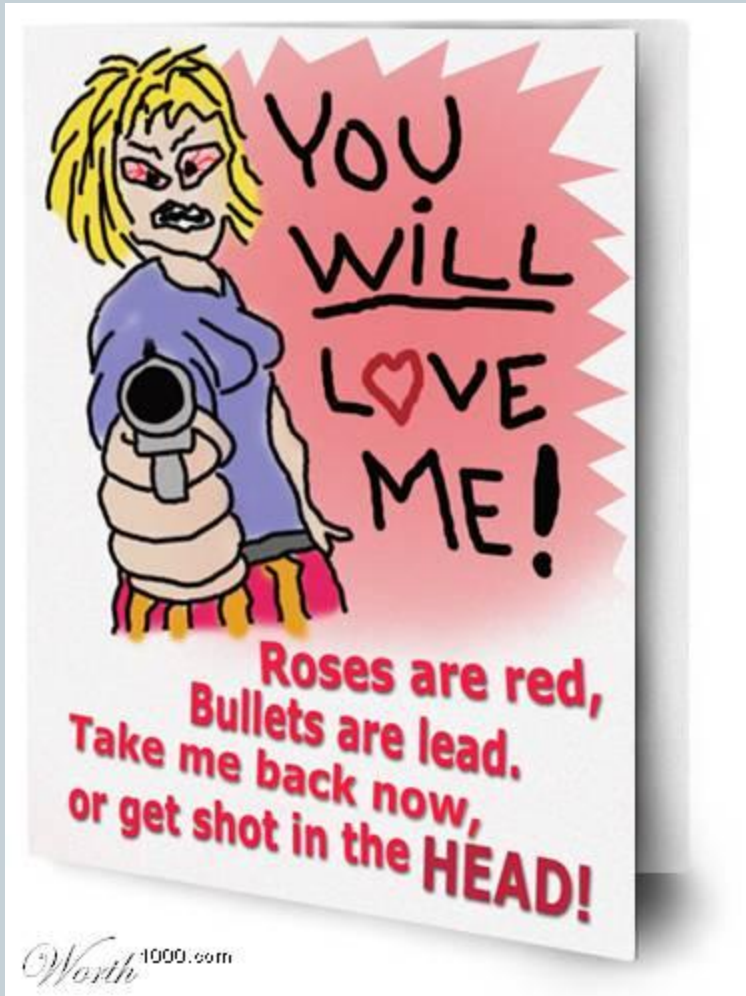


# Voice Activity 2: Evaluating Greeting Cards



What occasion would this card be best for/what kind of card is it?  
Who might you give it to?  
How would you describe the voice used? (touching, humorous, sad, encouraging, professional, passionate, thoughtful, mean-spirited, angry, charming, eloquent, etc?)

# Voice Activity 2: Evaluating Greeting Cards



What occasion would this card be best for/what kind of card is it?

Who might you give it to?

How would you describe the voice used? (touching, humorous, sad, encouraging, professional, passionate, thoughtful, mean-spirited, angry, charming, eloquent, etc?)

# Voice Activity 2: Evaluating Greeting Cards



What occasion would this card be best for/what kind of card is it?  
Who might you give it to?  
How would you describe the voice used? (touching, humorous, sad, encouraging, professional, passionate, thoughtful, mean-spirited, angry, charming, eloquent, etc?)

# Voice Activity 2: Evaluating Greeting Cards



What occasion would this card be best for/what kind of card is it?  
Who might you give it to?  
How would you describe the voice used? (touching, humourous, sad, encouraging, professional, passionate, thoughtful, mean-spirited, angry, charming, eloquent, etc?)

# Voice Activity 2: Evaluating Greeting Cards



- Respond to the following questions about the greeting cards you have just viewed:
  - What makes them different?
  - Why are different cards appropriate for different occasions or different people? (Think audience)
  - How do the greeting cards help to illustrate different voice?

# More about voice



Voice is you coming through your writing. It's what gives your writing personality, flavour, style – a sound all its own. Only you can give your writing this special touch because no one else sees the world quite the way you do. Pretty neat, huh! Your voice is as unique as your fingerprint.

Honesty is important to create voice in your writing. You must say what you truly think and feel – not what you think someone else might want to hear. This takes courage. You must write from the inside out – from the part of you that's in touch with your feelings. This means you need to know yourself, listen to yourself, and trust those thoughts and feelings. Sometimes, the very act of writing will help you discover what you truly think and feel. It's risky, a bit scary, and exciting too!



# Voice –Freewriting Activity “I Am...”



You are about to encounter your first round of freewriting in this class.



## How to freewrite:

- Take out a blank piece of paper.
- Write today’s date on the paper.
- Begin to write, starting with whatever is on your mind.
- Today’s freewrite activity must be in response to the statement “I am ...”. Each sentence must begin with “I am”, then you fill in the blanks. Use the song to inspire your thoughts.
- In a freewrite, you must not lift your pencil from the paper or stop writing until the time limit has been met.

Response will be written to R. Kelly’s song, *I Am*.

# More on voice



Think about your reader as you write. Write directly to that person just as if he or she were standing there talking to you. Be yourself. Don't try to impress the reader. Readers will respond to your sincerity, honesty and conviction.

Are you doing a paper on sea urchins? Bungee jumping? Geometric shapes? Lightning? Dancing? Write with confidence, as if you know what you're talking about and it is utterly fascinating; your enthusiasm will be contagious and will draw the reader in to your writer's web of ideas and feelings.

Good writing is supposed to evoke sensation in the reader – not the fact that it's raining, but the feel of being rained upon.

-- E. L. Doctorow





# Analyzing Voice in Writing



- Activity sheet.

# 6+1 Traits of Writing



## 4. WORD CHOICE

# Word Choice



- Word choice is the careful selection of words to fit the audience, topic, and purpose.
- Well-chosen words create vivid images and/or clarify meaning.
- Secrets to successful word choice: simplicity, use of powerful verbs, sensitivity to needs and knowledge of audience, and restraint.
- Aim for using the “just right” words that convey the message clearly.

# A good writer should (for word choice):



- Be concise
- Avoid repetition
- Use words correctly
- Use powerful, action verbs
- Use specific, descriptive nouns and adjectives
- Use slang and clichés sparingly
- Use language that is natural and not overdone
- Use words that create a mental picture for the reader

## Word Choice Activity 1: Variety is the Spice of Life



### WALKING

Make a list of all of the ways someone or something could be walking (example: scurried)

After you have created a list, add adverbs to the verbs (example: hurriedly, slowly)

Compare these verb/adverb combinations with the simple word “walking”. Is there a difference in what you “see”?

# More on Word Choice



- Use strong vocabulary
- Use natural words
- Make good choices
- Use energetic verbs
- Use specific nouns
- Use effective words and phrases
- Minimal use of slang, cliches, and repetition

Word choice is the use of rich, colourful, precise language that moves and enlightens the reader.



# Word Choice Activity 2: Tired Words



Tired words	Replacement Words
Nice	
Pretty	
Big	
Really	
Fun	
Things/stuff	
A lot	
Neat	
Stupid	
boring	

Write the above chart in your scribbler, then brainstorm at least 2 suggestions to replace each of these tired words.

# Word Choice Activity 3: Creative Captions



Look at the captions to the following pictures. You will then be asked to write a creative caption for each of the pictures that follow.

Think about word choice here – How do writers use cleverly phrased captions to entice readers?

**Paris: She's a Sweetheart**







[Justin: On Crowd Control](#)

**Dude, check it!**



**My ol' bell-bottoms still fit!**

# Forward Thinking



**Dumbledore's not dead!**



**He's on tour!**





## ***Breaking News***

**LIVE** Monorail Squirrel collision. Passengers go nuts.  
Details at 11:00.

**TVN**  
EXCLUSIVE



Pic 1: What should the caption read?

Pic 2: What should the caption read?





Pic 3: What should the caption read?



# Word Choice – Can you see it?



The black asphalt was crumbling off at the sides, and the paint on the court was chipping and wearing out, proof that there wasn't a day this court didn't go unused. The hoops were almost opposite. One was older, bent, the backboard slightly cracked, and leaning a hair to the right...

# Word Choice – Can you see it?



Then I leapt. I flew straightforward with my arms outstretched, my glove facing up. When I was at the pinnacle of my flight, the ball dropped into the palm of my glove and I dropped like a sack of potatoes on wet lawn.

It is a mild summer night and there is a deluge of rain that makes the strawberry red track glisten, as the lights surrounding the track gleam upon it.

# Word Choice

Deliciously used everyday words -- Word smithery and word pictures  
-- Precision and growth with language




## What does the following thought mean?

- “When promulgating your esoteric cogitations or articulating your superficial sentimentalities and amicable philosophical and psychological observations, beware of platitudinous ponderosity. Let your verbal evaporations have lucidity, intelligibility and veracious vivacity without rodomontade or thespian bombast. Sedulously avoid all polysyllabic profundity, pompous propensity and sophomoric vacuity.”

-- C.R., Syracuse, NY

**DON'T USE BIG WORDS!**

A photograph of a person's torso wearing a white t-shirt. The t-shirt has a message printed on it in a dark red, cursive font. The message reads: "Don't use a big word where a diminutive one will suffice." There is a faint, circular watermark on the lower right side of the t-shirt.

*Don't use a big  
word where a  
diminutive one  
will suffice.*

# Don't use big words!



Keep the vocabulary natural.

Never write to impress or you'll end up with sentences like:

- “He cultivated his way into the kitchen”
- or “Our friendship was highly lucrative”.

See what happened? In an attempt to use words that are bigger, these writers forgot to make sure they make sense!

A thesaurus can be a good friend to a writer, but only if used sparingly and with thought.

# More on Word Choice



As you read and listen to other people speak, you cultivate a rich vocabulary of precise and colourful words that let you say exactly what you want – not come close, but nail it on the head. This is the essence of good word choice. Every new word increases your writing power.

But there are so many words! Learn to develop a critical eye toward the verbs in your work. Are they active, powerful, and full of energy and pizzazz?

Your writing works best with specific words, carefully chosen to create a vivid picture in the reader's mind. Play around with words until they sound good. Don't say "The dog was big and mean" but instead "A hundred pounds of snarling yellow fur launched itself from the porch, straining at a rope thin as spaghetti". Now that's something we can see happening!

# Word Choice Activity 4:

## Replace Vague Vocabulary with Precise Words



**Directions:** The sentences below contain vague, dull, and non-descriptive words. Rewrite each sentence using better word choice. Remove the vague vocabulary and replace it with words that are more precise and descriptive.

**Example:**

- The room did not smell good.

**Revision:**

- The science lab reeked of something hideous and rotten.

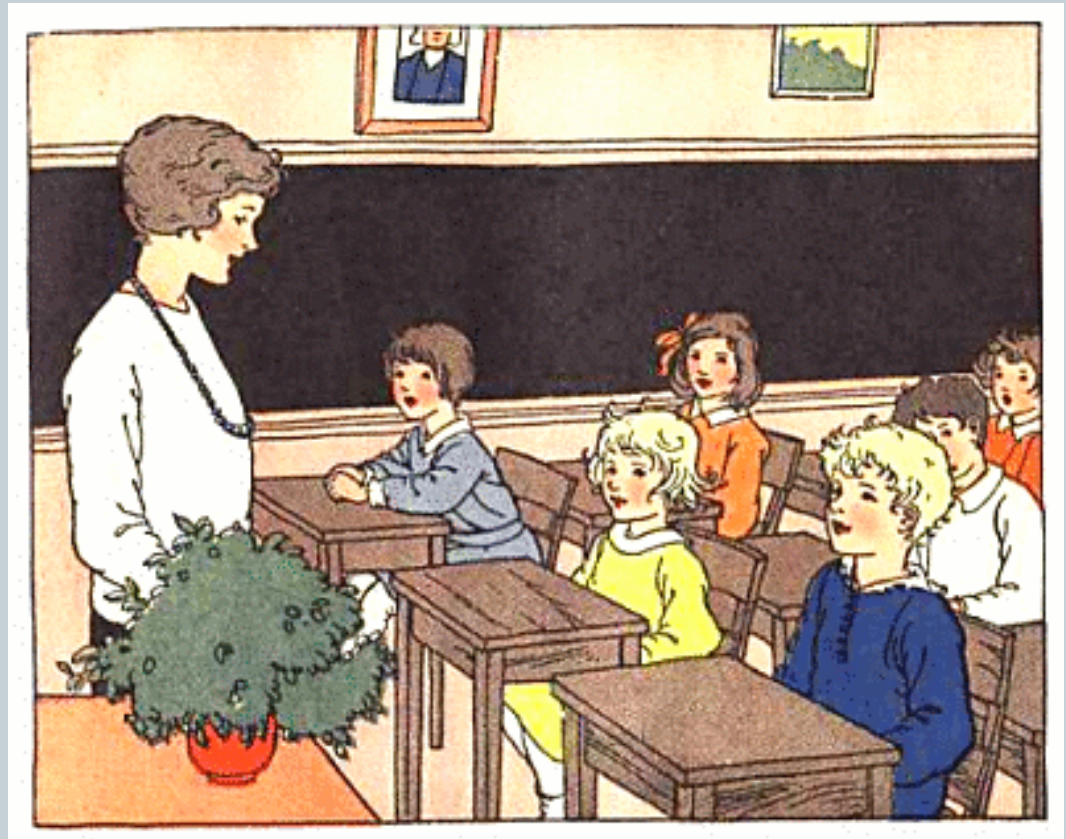
1. The man went down the street.
2. She cooked a dessert.
3. The teacher said something to four boys.
4. The dog barked at something.
5. I was so happy.
6. The cat made a noise.
7. The child cried when he dropped his ice cream cone.
8. The man made a good meal.
9. The girl looked nice.
10. We were afraid when we looked down.



# Descriptive Paragraph Assignment



- See handout.



# 6+1 Traits of Writing



## 5. SENTENCE FLUENCY



# Sentence Fluency



- Sentence fluency is about the sound and rhythm of language
- The way in which sentences are woven together affects not only the overall tone and voice of a piece, but also the clarity and meaning.
- Different depending on the purpose (business – may rely on short, direct, succinct sentences, narrative – may have a poetic, almost musical sound to it)

# A good writer should (in regard to sentence fluency):



- Use different sentence lengths, structures, and beginnings
- Use language that sounds natural
- Give the writing an easy flow and rhythm
- Invite expressive oral language of the text
- Use complete sentences – fragments must add to the meaning of the text

# 6+1 Traits of Writing



## 6. CONVENTIONS

# Conventions



- Spelling
- Grammar and Usage
- Punctuation
- Capitalization
- Paragraphing

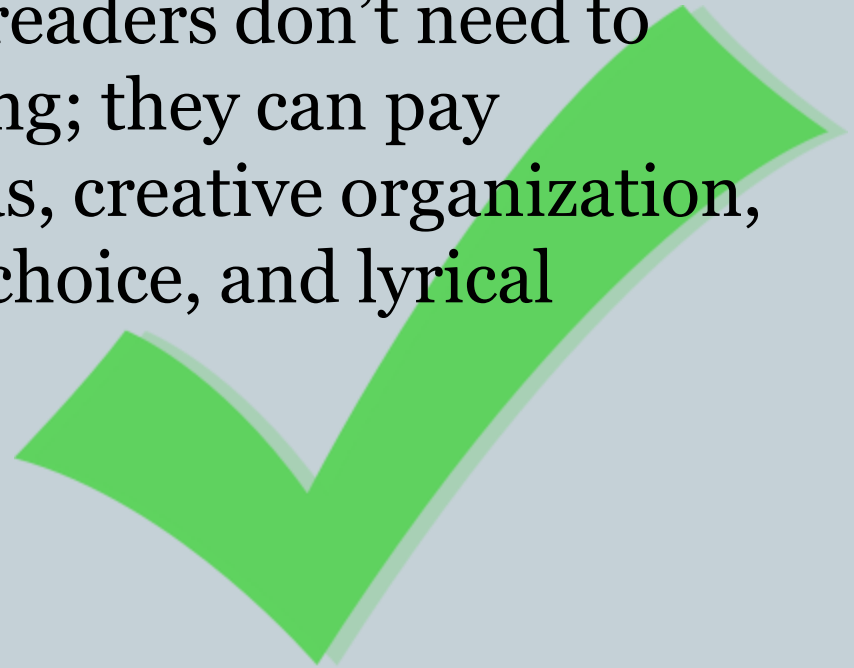


Conventions are the mechanical correctness of a piece of writing.

# Editing



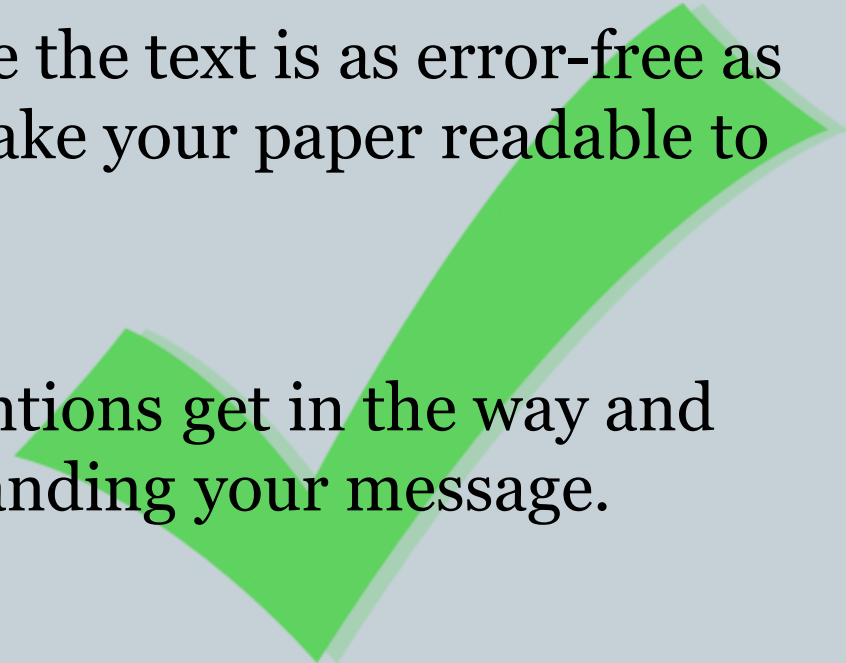
- Conventions are the rules of the language that make your text correct and easy for others to read.
- When you follow the rules, readers don't need to waste energy mentally editing; they can pay attention to your clever ideas, creative organization, unique voice, vibrant word choice, and lyrical fluency.



# Notes on conventions

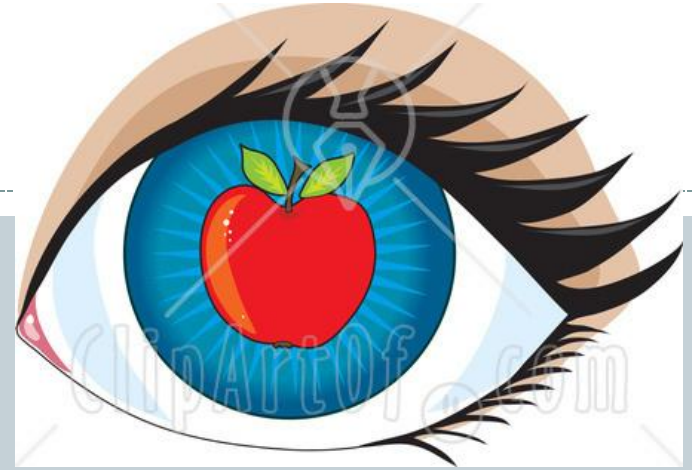


- Conventions are different than the first 5 traits because, to improve those traits, you have been learning to revise – how to rethink and re-see your work.
- Editing is fixing – making sure the text is as error-free as possible. The purpose is to make your paper readable to someone else.
- Sometimes mistakes in conventions get in the way and keep the reader from understanding your message.





# Developing a Proof-Reader's Eye:



- Check everything
- Then check it again
- It's often hard to spot your own mistakes.
- Try reading it aloud; it makes you slow down.
- Have someone else look at your work.
- To be a good editor, you must practice.
- Teach yourself to read slowly, and with care.
- Be honest – dare to see what is!



- One of the hardest tasks of the writer is to read what is on the page, not what the writer hoped would be on the page.
  - DONALD MURRAY

# Conventions



- Conventions are partly about correctness – following the rules of the language.
- Cover a wide range of concerns: spelling, punctuation, grammar and usage, capitalization, paragraphing, and presentation on a page.
- Conventions are also about style –formal or informal, depending on purpose.
- Following language conventions increases the readability, making text easier to process.

# A good writer should (for conventions):



- Use capitalization correctly
- Proofread and edit work
- Use correct spelling
- Use grammar that contributes to clarity and style
- Reinforce organization with good paragraphing
- Write a long enough piece to show a wide range of skills
- Guide the reader through the paper with correct punctuation

# 6+1 Traits of Writing



## **+1. PRESENTATION**

# Presentation



- **Refers to:**
  - the sharing phase in the writing process (which may come in many different forms)
  - the placement of the text, graphics and other images
  - how pleasing the writing piece is to the eye
  - Pieces of writing can be shared in many ways, depending upon the purpose (essay, poster, brochure, typed or written...)
  - Not all writing makes it to a presentation stage, but it will in this class.



## Some things to consider when preparing your writing :



- font size and style
- appropriate format (Powerpoint presentation, essay, poster, etc.)
- spacing and layout
- clarity of information
- clarity of purpose of text and graphics
- alignment between text and visuals
- creativity and originality

# Does the look of a piece really make a difference?



- Let's look at a few different presentation samples of the same piece of writing.
- As we look – think about:
  - Which one is more appealing to the eye?
  - Does appearance make a difference in how the reader perceives the piece?
  - Does one show more effort and/or creativity than another?



# Different forms of writing



- Depending on the task, and the expectations, writing can take on many different forms:
  - Paragraph
  - Essay
  - Novel
  - Textbook
  - Pamphlet
  - Powerpoint presentation
  - Children's book
  - Letter (friendly or business)
  - Recipe
  - Newspaper article
  - Speech

**Some forms are more effective for certain tasks than others... for example, putting class notes into a Powerpoint presentation may be more effective than a textbook or lecture form**

# Paragraph



I believe I have the best class going. Writing 421 is a bright and vibrant atmosphere full of potential. The 30 students that comprise the class are some of the most motivated and intelligent students in grade 10 at Colonel Gray High School. Each day, in our class, we focus on a different and unique aspect of the writing process. Students have the opportunity to experiment with many different writing forms and genres, while learning the importance of the traits of writing. They participate in peer revision, discussions with their classmates, and many writing and word games. Some of the work produced by students in this class is particularly remarkable and surprising. I look forward to coming to class every day to teach, but also to learn from the many minds available.

# Essay

Peter Nguyen  
Mr. Farlow  
6-01-2000  
Honors English

## Biography: Walt Whitman

I chose Walt Whitman for my biography report because Mr. Farlow said that if I wasn't going to take this class seriously and pick a real poet I might as well not come to class anymore. Walt Whitman was an awful child molester who was born in ancient Hong Kong. He is over 3,000 years old and remembers the names of all the forgotten Gods.

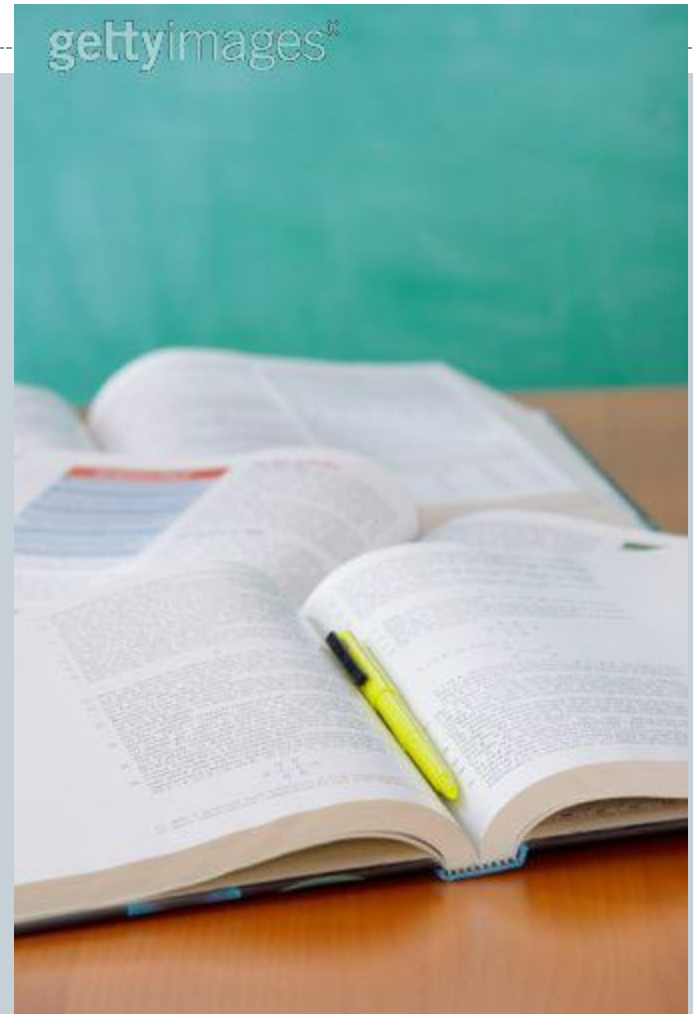
Walt Whitman is 90 stories tall, and his adventures are legendary. With his blue Ox, Emily Dickenson, Walt Whitman traveled across young America and helped the nation grow into the angry powerhouse it is today. He dropped his mighty axe, forming the Grand Canyon; the apple cores he would spit from his mighty mouth planted apple trees all across the country; and the stomp of his mighty boot caused the stock market to crash. He and his friend, Huck Finn, traveled down the Mississippi river and freed the slaves. Walt Whitman believed that the only good China man was a dead China man, so he went to Tiananmen Square and gave them all candy. Except instead of candy he killed them.

Walt Whitman's might seem like a real cool guy but in reality he's a whiny ass pussy. His Livejournal, which he doesn't think anyone knows about is full of whiny goth poetry. His Current Mood is always "Apathetic" and his music is always some obscure punk band that no one has ever heard of. Some people who pretended to be his friend so they could get access to his "friends only" posts grabbed some of poetry and made a book from them, and called it "Ode to Faggotry." When they found out other goth kids would actually read it, they changed the name to "Leaves of Grass" and it sold like gothcakes. Walt Whitman to this day doesn't know they're selling his poems and making a fortune off him. They still don't invite him to any parties though, because no one likes him.

Walt Whitman died a lonely man in Walt Disney Land. He was on the gondola ride, and he fell out because he wasn't fastened properly to the restraint. Thanks to his dumb ass, now none of us can ride it anymore. Thanks a lot Walt Whitman.

*Peter, please see me.*

# Novel or Textbook



# Pamphlet



# SMART

**SLOPE  
MANAGEMENT  
AND  
RISK TRACKING  
SYSTEM**



**JABATAN KERJA RAYA MALAYSIA**  
CAWANGAN KEJURUTERAAN CERUN  
PUBLIC WORKS DEPARTMENT MALAYSIA  
SLOPE ENGINEERING BRANCH

Tel: 03-2691 9011 Fax: 03-2696 8708 Web: <http://www.jkr.gov.my>

## WHAT IS SMART?

SMART stands for Slope Management And Risk Tracking and is an essential tool for slope management. The system aims to provide an engineering management tool for prioritizing and organizing remedial as well as maintenance works for slopes along specific routes. An added advantage of the SMART System is its ability to disseminate information to the general public.

The SMART System has been developed based on a comprehensive study carried out along the Tamparuli-Sandakan Road, Federal Route 22, in Sabah.

The System can support multiusers with different login levels simultaneously. There are 4 user levels in the system:

- (1) Standard: User only has access to the catalog menu bar, primarily for data storage
- (2) Expert: Access to all functions in menu bar except mapping, administrative settings and tools
- (3) Super: Allowed to view and edit all functions
- (4) Executive: User is allowed to view all functions but cannot carry out any editing

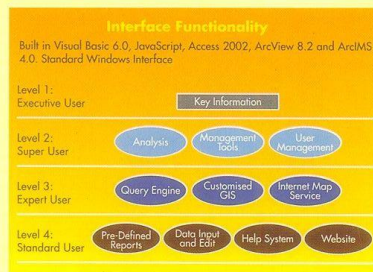


Figure 1: User levels in the SMART System

SMART System is more than just a software package. It also provides data collection procedure, training aid, database, library of reports and data, and a web publishing tool for dissemination of information. At the same time, the system helps to answer simple and complicated questions pertaining to slope management because it consists of a comprehensive database of slopes and slope data integration, processing and analysis.

You can use the system to obtain a variety of information, reports and analysis. From there you can use the data to produce maps, etc. For example, you have the following questions:

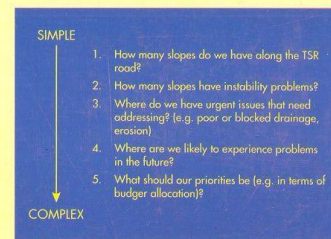


Figure 2: Example of questions

The system is the tool to help answer such questions. So what do we have? First, we have the statistics.

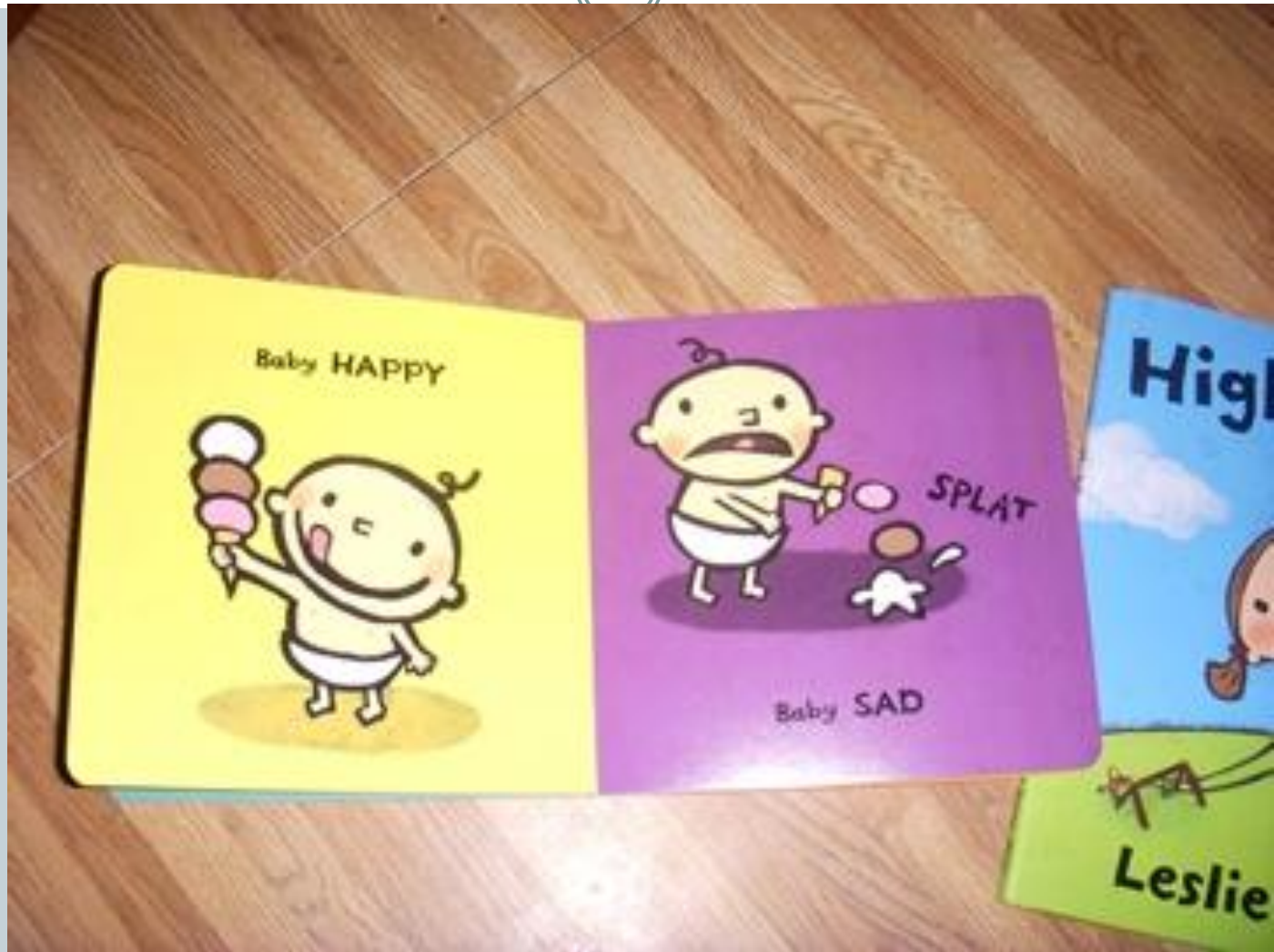
RISK SCORE CATEGORY	NUMBER OF SLOPES
VERY HIGH	4
HIGH	16
MEDIUM	84
LOW	323
VERY LOW	2528

Figure 3: Slope statistics

Next, you can create work prioritization based on its risk analysis. You can also obtain supporting information such to strengthen your report.

Thus SMART System can be a guide to solve management-related issues such maintenance (condition of drains, erosion severity, location of cracks, etc) and upgrading (identification of problem, quantification of problem, prioritization of problem, etc)

# Children's Book



# Letter

THE WHITE HOUSE  
WASHINGTON

January 15, 1942.

My dear Judge:-

Thank you for yours of January fourteenth. As you will, of course, realize the final decision about the baseball season must rest with you and the Baseball Club owners -- so what I am going to say is solely a personal and not an official point of view.

I honestly feel that it would be best for the country to keep baseball going. There will be fewer people unemployed and everybody will work longer hours and harder than ever before.

And that means that they ought to have a chance for recreation and for taking their minds off their work even more than before.

Baseball provides a recreation which does not last over two hours or two hours and a half, and which can be got for very little cost. And, incidentally, I hope that night games can be extended because it gives an opportunity to the day shift to see a game occasionally.

As to the players themselves, I know you agree with me that individual players who are of active military or naval age should go, without question, into the services. Even if the actual quality of the teams is lowered by the greater use of older players, this will not dampen the popularity of the sport. Of course, if any individual has some particular aptitude in a trade or profession, he ought to serve the Government. That, however, is a matter which I know you can handle with complete justice.

Here is another way of looking at it -- if 300 teams use 5,000 or 6,000 players, these players are a definite recreational asset to at least 20,000,000 of their fellow citizens -- and that in my judgment is thoroughly worthwhile.

With every best wish,

Very sincerely yours,

Hon. Kenesaw M. Landis,  
333 North Michigan Avenue,  
Chicago,  
Illinois.



# Recipe



## BEEF STIR-FRY WITH GREEN BEANS & NOODLES

1 Lb. Beef, Boneless Sirloin Steak  
Cut 3/4" Thick  
3/4 Lb. Green Beans, Cut Into 2" Pieces,  
or 2 Cups Frozen Cut Green Beans  
2 Pkgs. (3 oz. each) Instant Ramen Noodles  
1 Tbsp. Vegetable Oil  
1 Can (8 oz.) Sliced Water Chestnuts, Drained  
1/2 Cup Ready-To-Serve Beef Broth

### MARINADE

1/4 Cup Soy Sauce  
1 Tbsp. Cornstarch  
1 Tbsp. Dark Sesame Oil  
2 Tsp. Fresh Minced Ginger or  
1/2 Tsp. Ground Ginger

Trim fat from steak. Cut steak lengthwise in half and then crosswise into 1/8 inch thick strips. In a medium bowl, combine marinade ingredients. Add the beef, stirring to coat. In a wok or large skillet, bring 1/2 cup water to a boil over medium-high heat. Add green beans, cover and cook 8 to 10 minutes until the beans are tender. Remove beans with slotted spoon; keep warm. Add 3 cups water to pan; bring to a boil. Add noodles (broken up) without seasoning packets and cook 3 minutes. Drain and rinse noodles; keep warm. Remove beef from marinade; reserve marinade. Heat oil in the same wok until hot. Add beef (half at a time) and stir-fry 1 to 2 minutes or until outside surface is no longer pink. (Do not overcook) Remove from skillet with slotted spoon and keep warm. Return beef and green beans to the pan and add water chestnuts, broth, and reserve marinade; cook and stir until sauce is thickened and bubbly. Add noodles; mix lightly. Makes 4 servings.



# Newspaper Article



Educator Margaret Gornik explains her memory concepts at a demonstration to parents at Saint Leo College Tuesday night.

## Teacher's tricks make memory fun

By LISA DEMER  
Tribune Staff Writer

SAN ANTONIO — Can you name all of the U.S. presidents — in order? How about reciting the 50 states alphabetically? Their capitals, too?

Pupils can at Saint Anthony School, a private Catholic school in San Antonio with about 200 kindergarten-through-eighth grade pupils.

Sister Roberta Bailey, school principal, credits educator Margaret Gornik with teaching the children memory skills that enable them to rattle off facts at ever-increasing speeds.

"She's dynamic," the principal said.

Gornik's technique seems to stress confidence-building as much as memory-building.

"Who can say the presidents in under a minute? We need to say them fast," Gornik asks a class of enthusiastic fifth-graders. One student not only recites the presidents quickly, but also says the list backward.

"That's very good," Gornik said, leading the class in applause. "All of you can do them backwards. You

just haven't discovered that yet."

Gornik, who has traveled across the country splitting her time between teaching and tennis, has been drilling facts into the heads of Saint Anthony pupils through pictures and songs on a volunteer basis for several weeks.

A public school teacher and reading specialist in Cleveland for seven years, Gornik switched to tutoring children privately in 1977. She attracts pupils by sparking their parents' interest through her volunteer work at schools and by word of mouth.

Her self-designed approach draws on Evelyn Wood's speed-reading techniques and Dale Carnegie's self-improvement philosophies, among others.

"I've gathered eclectically the best I could get together on memory, self-esteem, motivation, and listening skills," Gornik said. "I'm still not done."

She readily acknowledges her time outside schools does not come cheap. She charges \$85 an hour for one-on-one lessons and \$35 an hour

See MEMORY, Page 8

# Speech



# Focusing on expectations:



- Generally, when a teacher gives an assignment, he or she also identifies the expectations. These expectations may be listed, spoken verbally, or appear in a rubric. It is your responsibility as a student to focus on how the piece is to be presented.
- Things to consider:
  - Cover page
  - Class information
  - Length (words or pages)
  - Line spacing
  - Font size and colour?
  - Images? Charts? Bulleted lists?

# Presentation



- Presentation is about sharing information.
- Pieces of writing can be shared in many ways, depending upon the purpose (essay, poster, brochure, typed or written...)
- Not all writing makes it to a presentation stage.

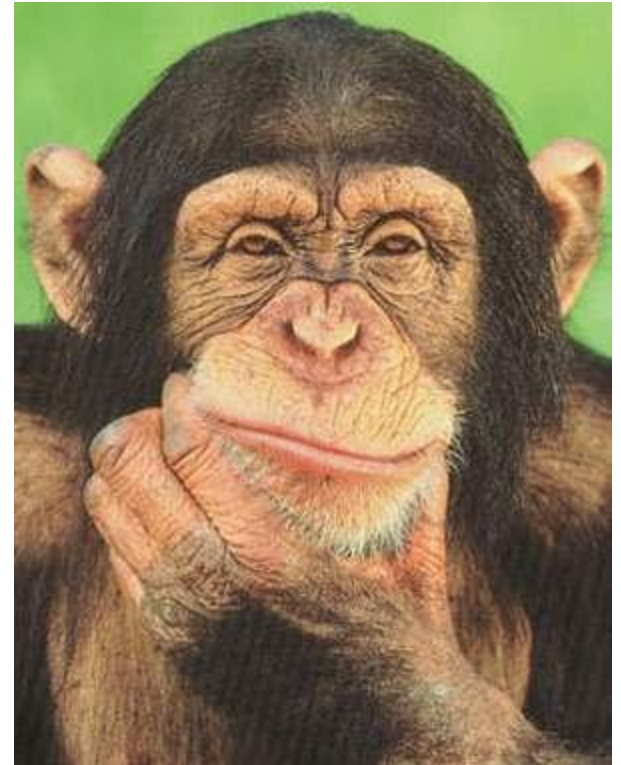
# A good writer should (when considering presentation):



- Maintain neatness
- Use appropriate spacing
- Use clearly formed or typed letters
- Use appropriate font and size
- Use appropriate style sheet as directed
- Use white space to allow reader to focus on text
- Use illustrations effectively and when appropriate
- Use form and presentation to enhance the meaning
- Use titles, bullets, numbering and other markers effectively

# Final Thoughts

## 6+1 TRAITS OF WRITING



# Think of the 6 Traits like a closet



Ideas and Content

Organization

Conventions  
(undergarments)



Sentence Fluency  
(different lengths and colours of skirts)

Voice

Word Choice



# An analogy to help you remember the 6 Traits



## Think of the 6 Traits as a closet:

- Ideas and Content – outfits on hangers
- Organization – how the closet is arranged
- Voice – t-shirts with personality and attitude
- Sentence Fluency – pants: shorts, mid-length (capris) and long (patterned or plain)
- Conventions – underwear – foundation garments that make an outfit, but do not show
- Word Choice – shoes – need to match the outfit