Six Traits Writing Workshop
WNY School Support Center UB Buffalo Public Schools

Jim Collins

The Writing Traits at Work
Grade 8 Prompt

30 How was Martha Washington’s role as First Lady different from that of Eleanor Roosevelt? Use information from “American First Ladies” in your answer.
Martha Washington’s role as first lady was different from that of Eleanor Roosevelt. Martha was called “hostess for the nation” because she was with her husband during social occasions. But she didn’t do anything to help her husband or the U.S. greatly. Eleanor Roosevelt did help a lot. She held the first press conference ever given by a presidential wife. She was always there with suggestions, proposals, and ideas. After Franklin Roosevelt contracted polio, she traveled for him and helped him out. Martha and Eleanor had very different ways of being “First Lady.”
Low Scoring Response

I guess Martha’s role was different cause she wanted to be equal partners with her husband. And Eleanor had a strong Influences on her husband.
Ideas are the heart of the message. They reflect the purpose, the theme, the primary content, the main point, or the main story line of the piece, together with the documented support, elaboration, anecdotes, images, or carefully selected details that build understanding or hold a reader’s attention.
Ideas

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Organization is the internal structure of the piece. Think of it as being like an animal’s skeleton, or the framework of a building under construction. Organization holds the whole thing together. That’s why it’s such an important trait. Many students say it is also one of the hardest traits to master. Maybe so. Isn’t it hard sometimes to organize your room? Attic? Garage? A trip? Absolutely! Organizing your writing is much the same. You have to ask: Where do I begin? What comes next? After that? Which things go together? Which can be left out? How do I tie ideas together?
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Voice

Voice is reader-writer connection – that something that makes a reader feel, respond, and want more. It gives writing life, energy, individuality, and zest. Writing that’s alive with voice is hard to put down; voiceless writing is a chore to read. Voice is the personal imprint of the writer on the page, and is so different with each writer. Each voice is unique. Voice is part concern for the reader, part enthusiasm for the topic, and part personal style. Voice also differs with purpose and audience.
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Word Choice is the skillful use of language to create meaning. Careful writers seldom settle for the first word that comes to mind. They constantly search for the “just right” word or phrase. Consider the word ‘big.’ Just think of the many different meanings you could create if you wrote….massive, enormous, considerable, numerous, momentous, prominent, conspicuous, or self-important. Notice that these words do NOT all have the same meaning. Yet each of them could mean big.
Word Choice

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Sentence Fluency is the rhythm and beat of the language you hear in your head. Writing that’s fluent is graceful, varied, rhythmic – almost musical. It’s easy to read aloud. Sentences are well built. They move. They vary in structure and length. Each seems to flow right out of the one before.
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Almost anything a copy editor would deal with comes under the heading of conventions. This includes punctuation, spelling, grammar, and usage, capitalization, and paragraph indentation. When a paper is strong in conventions, it looks polished and edited. In a strong paper, the conventions are handled so skillfully, the reader doesn’t really need to think of them. (You might find some if you look carefully, but they’re rare). Correct conventions made reading easier, and so enhance meaning.
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I guess Martha’s role was different cause she wanted to be equal partners with her husband. And Eleanor had a strong Influences on her husband.
I guess Martha’s role was different cause she wanted to be equal partners with her husband.

Decide you need to do:

<table>
<thead>
<tr>
<th>How was the role different?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does “equal partners” mean?</td>
</tr>
<tr>
<td>Write what the text says:</td>
</tr>
<tr>
<td>Student words here</td>
</tr>
</tbody>
</table>

Rewrite the sentence:

Student’s first try at revising the sentence.