|  |  |
| --- | --- |
|

|  |
| --- |
| **6+1 Trait Writing Model : Building a paragraph for essay**Teacher Name: **Mrs. Frkovic** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | **5**  | **4**  | **3**  | **2**  |
| **Focus on Topic (Content)**  | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.  | Main idea is clear but the supporting information is general.  | Main idea is somewhat clear but there is a need for more supporting information.  | The main idea is not clear. There is a seemingly random collection of information.  |
| **Support for Topic (Content)**  | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.  | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.  | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.  | Supporting details and information are typically unclear or not related to the topic.  |
| **Transitions (Organization)**  | A variety of thoughtful transitions are used. They clearly show how ideas are connected.  | Transitions clearly show how ideas are connected, but there is little variety.  | Some transitions work well; but connections between other ideas are fuzzy.  | The transitions between ideas are unclear or nonexistent.  |
| **Conclusion (Organization)**  | The conclusion is strong and leaves the reader with a feeling that they understand what the writer is \"getting at.\"  | The conclusion is recognizable and ties up almost all the loose ends.  | The conclusion is recognizable, but does not tie up several loose ends.  | There is no clear conclusion, the paper just ends.  |
| **Grammar & Spelling (Conventions)**  | Writer makes no or 1-2 errors in grammar or spelling that distract the reader from the content.  | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.  | Writer makes 5-7errors in grammar or spelling that distract the reader from the content.  | Writer makes 8-9 errors in grammar or spelling that distract the reader from the content.  |

Date Created: **Dec 06, 2015 07:51 am (CST)**