

## ***Write Traits Classroom Kits Research Base and Related Resources***

**The development of the six traits of effective writing as a framework for writing assessment is based on the independent research of teachers in the Beaverton, OR and Portland Public Schools and was influenced by the research of Paul Diederich, Donald Murray, and Alan Purves.**

Diederich, P. (1974). *Measuring growth in english*. Urbana, IL: National Council of Teachers of English.

Jarner, D., Kozol, M., Nelson, S., & Salsberry, T. (Fall/Winter 2000). Six-trait writing model improves scores at Jennie Wilson Elementary. *Journal of School Improvement*. [www.ncacasi.org/jsi/2000v1i2/six\\_trait\\_model.adp](http://www.ncacasi.org/jsi/2000v1i2/six_trait_model.adp)

Murray, D. M. (1982). *Learning by teaching*. Portsmouth, NH: Boynton/Cook.

Purves, A.C. (1992, February). Reflections on research and assessment in written composition. *Research in the Teaching of English*, 26.

Spandel, V. (2001). *Creating writers through 6-trait writing assessment and instruction*. (3<sup>rd</sup> ed.) Boston: Addison Wesley Longman.

**Student achievement is higher when writing is taught as a process. The *Write Traits Classroom Kits* teach students how to evaluate and improve their work within the writing process.**

Hillocks, G., Jr. (1986). Research on written composition: New directions for teaching. Urbana, IL: *ERIC Clearinghouse on Reading and Communication Skills* [ED 265 552]

Holdzkom, D., Reed, L., Porter, H.J., & Rubin, D.L. (1982). *Research within reach: Oral and written communication*. St. Louis, MO: Cemrel, Inc.

Keech, C., & Thomas, S. (1979). *Compendium of promising practices in composition instruction. Evaluation of the bay area writing project*. Berkeley, CA: California University School of Education.

Parsons, G. (1985). *Hand in hand: The writing process and the microcomputer. Two revolutions in the teaching of writing. A manual for secondary teachers*. Juneau, AK: Alaska Department of Education. [ED 264 598].

Wesdorp, H. (1983.) *On the identification of critical variables in written composition instruction*. Amsterdam: Amsterdam University. [ED 258 167].

**The six traits offer an assessment model that is meaningful and effective because it is aligned with the learning goal of producing better writing.**

Bransford, J.D., Brown, A.L., & Cocking, RR. (eds.). (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington, DC: National Research Council.

Stiggins, R.J. (1996). *Student-centered classroom assessment*. 2nd ed. Columbus, OH: Merrill Education/Prentice Hall.

Strickland, K. & Strickland, J. (1998). *Reflections on assessment*. Portsmouth, NH: Boynton/Cook.

**The *Write Traits Classroom Kits* teach students to be self-assessors who are able monitor their own progress as writers thereby improving their ability to transfer their knowledge to new learning situations.**

Flavell, J.H.. (1973). Metacognitive aspects of problem-solving. In *The Nature of Intelligence*, L.B. Resnick, ed. Hillsdale, NJ: Erlbaum.

Graesser, A. (Ed.). (1998). SMART environments that support monitoring, reflection, and revision. In *Metacognition in Educational Theory and Practice*. Mahwah, NJ: Erlbaum.

Stiggins, R.J. (1996). *Student-centered classroom assessment*. 2nd ed. Columbus, OH: Merrill Education/Prentice Hall.

Strickland, K. & Strickland, J. (1998). *Reflections on assessment*. Portsmouth, NH: Boynton/Cook.

**The six traits are taught in the order of ideas, organization, voice, word choice, sentence fluency, and conventions so that students will be able to develop fluency and complex thinking before they address issues of punctuation and grammar which can hinder the creativity and idea development of young writers.**

Graves, D. H. (1983). *Writing: Teachers and children at work*. Portsmouth, NH: Heinemann.

Routman, R. (2000). *Conversations: Strategies for teaching, learning, and evaluating*. Portsmouth, NH: Heinemann.

Weaver, C. (1996). *Teaching grammar in context*. Portsmouth, NH: Heinemann.

**Grammar and editing are taught as part of the writing process rather than as a separate lesson. Research shows that teaching grammar out of context has no positive effect on student writing ability.**

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.

Graves, D. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.

Hillocks, G., Jr., & Mavrogenes, N. (1986). Sentence combining. In G. Hillocks, Jr., *Research on Written Composition: New Directions for Teaching*. (pp. 142-146). Urbana, IL: ERIC Clearinghouse on Reading and Composition Skills and the National Conference on Research in English. Distributed by the National Conference on Research.

Routman, R. (2000). *Conversations: Strategies for teaching, learning, and evaluating*. Portsmouth, NH: Heinemann.

Weaver, C. (1996). *Teaching grammar in context*. Portsmouth, NH: Heinemann.

**Students learn what good writing is by reading sample pieces and evaluating them. Because of the close link between reading and writing, reading is an effective way to develop good writing skills.**

Fox, M. (1993). *Radical reflections*. New York: Harcourt Brace.

Stotsky, S. (1983). Research and reading/writing relationships: A synthesis and suggested directions. *Language Arts*, 60: 627-642.

Calkins, L. M. (1994). *The art of teaching writing*, (rev. ed.) Portsmouth, NH: Heinemann.

## **Related Resources**

Amiran, E., & Mann, J. (1982). *Written composition, grades K-12: Literature synthesis and report*. Portland, OR: Northwest Regional Educational Laboratory.

Aronie, N. S. (1998). *Writing from the heart: tapping the power of your inner voice*. New York: Hyperion.

Atwell, N. (1987). *In the middle: Writing, reading, and learning with adolescents*. Portsmouth, NH: Boynton/Cook.

Ballenger, B. (1998). *The curious researcher*. New York: Allyn and Bacon.

Black, P. & Dylan, W. (1998, October). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 139-148.

Blake, G. & Bly, R. (1993). *The elements of technical writing*. New York: MacMillan.

Brandt, R. (1993, September). On teaching for understanding: A conversation with Howard Gardner. *Educational Leadership* 50, 4-7

Brown, J. S. (1991, January-February). Research that reinvents the corporation. *Harvard Business Review*, 102-111.

Bruno, B.J. (1981). The effect of sentence-combining on the writing of ninth graders. *Dissertation Abstracts International* 41: 4352A.

Burke, J. (1999). *The english teacher's companion*. Portsmouth, NH: Heinemann.

Chin, B. A. (1996). Personal interview. Boston, MA, NCTE Conference.

Claggett, F. (1996). *A measure of success*. Portsmouth, NH: Heinemann.

Collins, J. L. (1998). *Strategies for teaching struggling writers*. New York: The Guilford Press.

Cotton, K. (1988, February). Teaching composition: Research on effective practices. *School Improvement Research Series*. NW Regional Educational Laboratory. [www.nwmrel.org/scpd/sirs/2/topsyn2.html](http://www.nwmrel.org/scpd/sirs/2/topsyn2.html)

Cramer, R. L. (2001). *Creative power: The nature and nurture of children's writing*. NY: Addison Wesley Longman.

Elbow, P. (1986). *Embracing contraries*. New York: Oxford University Press.

Fletcher, R. (1993). *What a writer needs*. Portsmouth, NH: Heinemann.

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.

Frank, M. (1995). *If you're trying to teach kids how to write . . . you've gotta have this book!* (2nd ed.) Nashville, TN: Incentive Publications, Inc.

Fraser, J. & Skolnick, D. (1994). *On their way: celebrating second graders as they read and write*. Portsmouth, NH: Heinemann.

Galler, Barbara Ann (1995.) Original curriculum based on 6-trait writing. Issaquah, Washington.

Gardner, H. (1993, July). Educating for understanding. *The American School Board Journal*, 20-24.

Garnett, Sammie (1998). Personal curriculum based on 6-trait writing. Panama City, Florida.

Gerson, S. J. & Steven, M. G. (1997). *Technical writing: Process and product*. Upper Saddle River, NJ: Simon and Schuster.

Graves, D. H. (1999). *Bring life into learning*. Portsmouth, NH: Heinemann.

Graves, D. H. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.

Graves, D. H. & Stuart, V. (1987). *Write from the start: Tapping your child's natural writing ability*. New York: NAL Penguin.

Hairston, M. (1986). *On not being a composition slave. Training the new teacher of college composition*. Ed. Charles W. Bridges. Urbana, IL: NCTE.

Heard, G. (1995). *Writing toward home*. Portsmouth, NH: Heinemann.

Hillocks, G., Jr. (1986). Research on written composition: New directions for teaching. Urbana, IL: *ERIC Clearinghouse on Reading and Communication Skills*.

Holdzkom, D., Reed, L., Porter, H.J., Rubin, D.L. (1982). *Research within reach: Oral and written communication*. St. Louis, MO: Cemrel, Inc.

Johnson, B. (1999). *Never too early to write*. Gainesville, FL: Maupin House Publishing, Inc.

Keech, C., & Thomas, S. (1979). *Compendium of promising practices in composition instruction. Evaluation of the bay area writing project*. Berkeley, CA: California University School of Education.

Kohn, A. (1993). *Punished by rewards*. New York: Houghton Mifflin.

Korda, M. (1999, September). Editing explained. *Sky Magazine*, 106-112.

Lamott, A. (1995). *Bird by bird*. New York: Bantam Doubleday Dell Publishing Group, Inc.

Lane, B. (1996). Quality in writing. *Writing Teacher*, 9 (3), 3-8.

Lane, B. (1999). *Reviser's toolbox*. Shoreham, VT: Discover Writing Press.

Lane, B. (1997). *Writing as a road to self-discovery*. Shoreham, VT: Discover Writing Press.

Lane, B. & Bernabei, G. (2001). *Why we must run with scissors: Voice lessons in persuasive writing*. Shoreham, VT: Discover Writing Press.

Lehr, F. (1995). Revision in the writing process. *ERIC Digest* [ED 379 664].

Murray, D. M. (1990). *Shoptalk*. Portsmouth, NH: Boynton/Cook.

- Murray, D. M. (1984). *Write to learn*. New York: Holt, Rinehart and Winston.
- Murray, D. M. (1985). *A writer teaches writing*. 2nd edition. Boston: Houghton Mifflin.  
Northwest Regional Educational Laboratory. (1992-1993). *School centers for classroom assessment final report*.
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass Publishers.
- Parsons, G. (1985). *Hand in hand: The writing process and the microcomputer. Two revolutions in the teaching of writing. A manual for secondary teachers*. Juneau, AK: Alaska Department of Education. [ED 264 598].
- r.w.t. Magazine for writing teachers* K-8. San Antonio, TX: ECS Learning Systems, Inc.
- Routman, R. (1996). *Literacy at the crossroads*. Portsmouth, NH: Heinemann.
- Sachar, Louis. Keynote address: Author's Luncheon. Florida Reading Association. Orlando. October 16, 1999.
- Sebranek, P., Meyer, V. Kemper, D. & Van Rys, J. (1996). *School to work*. Wilmington, MA: Great Source Education Group.
- Sebranek, P., et al. *The write source handbooks for students*. Wilmington, MA: Great Source Education Group.
- Steele, B. (1998). *Draw me a story*. Winnipeg, Manitoba, Canada: Peguis Publishers.
- Stotsky, S. (1983). Research and reading/writing relationships: A synthesis and suggested directions. *Language Arts*. 60: 627-642.
- Strong, R., Silver, H. F. & Robinson, A. (1995). What do students want? *Educational Leadership* 53 (September), pp. 8-12.
- Strunk, W., Jr. & E. B. White. (2000). *The elements of style*, 4th edition. Boston: Allyn and Bacon.
- Tatalias, Ellen (1996). Personal curriculum based on 6-trait writing. New Tripoli, PA.
- Thomason, T. (1993). *More than a writing teacher*. Commerce, TX: Bridge Press.
- Thomason, T. (1998). *Writer to writer: How to conference young authors*. Norwood, MA: Christopher-Gordon Publishers.
- Thomason, T. & York, C. (2000). *Write on target: Preparing young writers to succeed on state writing achievement tests*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Tredway, L. (1995, September). Socratic seminars: Engaging students in intellectual discourse. *Educational Leadership* (53) 26-29.
- Wallace, Jennifer (2000). Personal curriculum based on 6-trait writing. Bellevue, Washington.
- Wasserstein, P. (1995, September). What middle schoolers say about their schoolwork. *Educational Leadership* (53) 26-29.
- Wesdorp, H. (1983.) On the identification of critical variables in written composition instruction. Amsterdam: Amsterdam University. [ED 258 167]
- Wiggins, G. (1992, May). Creating tests worth taking. *Educational Leadership*. 26-33.
- Will, G. (December 25, 1995-January 1, 1996). Oh, what a revolution. *Newsweek*, 136.
- Wolcott, W., & Legg, S.M. (1998). *An overview of writing assessment: theory, research, and practice*. Urbana, IL: NCTE.
- Woodruff, Ronda. (1989). Personal curriculum based on 6-trait writing. Beaverton, Oregon.
- Zorfass, J. & Copel, H. (1995, September). The i-search: Guiding students toward relevant research. *Educational Leadership* (53) 48-51.