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| **Concept:** | **Image** |  | **Definition** | **Example** |
| “6 *Traits* of *Effective* Writing” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Synonyms:* **Traits** = attribute or characteristic**Effective** = successful or powerful | There, there… I can write well! |  | [ ]  Idea Development [ ] Organization[ ] Voice[ ] Word Choice[ ] Sentence Fluency[ ] Conventions (grammar) | Good writing is…[ ]  **Clear (grammar, organization)**and[ ]  ***Interesting***(voice, word choice, sentence fluency)to its[ ]  **Particular Audience** (Idea Development)**It requires that all 6 traits work together in unison to achieve effective writing** |
| I can teach someone about this!!! | I think I understand this concept. |  | I am struggling to understand | I do not understand this at all |

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| **Concept:** | **Image** |  | **Definition** | **Example** |
| RevisionStrategies *Synonyms:* **Revise** = reassess, alter, change, rephrase, rewrite**Strategy** = plan of action, plan of attack | :imgres.jpg |  | 1) **To increase sentence fluency highlight the first word of every sentence** and look for new ways to start sentences.**2)** **Circle and** **Delete worn out words**: a lot, very, nice, really, so, well, big, fun, got**3)** **Add transition words:**In addition, furthermore, moreover, in particular, for instance, ultimately, to begin | **4)** Use **“It’s possible that”** to test for complete sentences and fragments and correct them.**5)** **Combine sentences** using the semi-colon **(;)** dash **(---)** or comma FANBOYSfor, and, nor, but (use however), or, yet, so**6) Replace “you”** with an individual, one, people, a person, or the name of the specific group—students etc; |
| I can teach someone about this!!! | I think I understand this. |  | I am struggling to understand. | I do not understand this at all. |