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**Course Title:** *6 Traits: Building a Foundation for Writing (Primary)*

**Instructor:** *Instructors of Record – Dr. Tim Ham*

**Course Description:**

6 Traits: Building a Foundation for Writing is an interactive, online, and in-person course designed for primary teachers who are currently using or preparing to use the 6 Traits Model in their classrooms and schools.

The 6 Traits are an assessment model that works within the writing curriculum to guide instruction so that all students can successfully meet their writing goals. The seven online sessions of the course focus on determining primary writers' developmental abilities, learning to use analytical assessment, exploring the six writing traits, and implementing trait-based writing activities.

Throughout this course, learners will explore strategies to effectively implement the elements of good writing assessment and instruction based on the 6 Traits Model. The first session addresses three critical concerns for writing classrooms: speaking a common language, nurturing process learning, and using criteria to set the standard. The remaining sessions each focus on one of the six writing traits: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. The course concludes with ideas to prepare students to share their writing and indicators that students are ready to transition to the assessment model for upper-elementary grades.

**Course Objective/Goals:**

On completing this course, you will be able to:

- Develop and apply a common vocabulary for writing.
- Use scoring guides to accurately assess student writing and determine instructional needs.
- Give trait-specific feedback during the revision and editing stages of the writing process.
- Teach trait-based lessons within the writing process.
- Use picture books to develop students' understandings of key qualities of the traits.

**Course Outline:**

**Session 1      Getting Started With the Traits**

- 1.1      Speaking a Common Language
- 1.2      Blending the Writing Process With the Traits
- 1.3      Using Criteria to Set the Standard

**Session 2 Inspiring Ideas**

- 2.1 Getting Started With Ideas
- 2.2 Assessing Student Work for Ideas
- 2.3 Teaching With the Ideas Trait
- 2.4 Strengthening Ideas With Picture Books

**Session 3 Shaping Organization**

- 3.1 Getting Started With Organization
- 3.2 Assessing Student Work for Organization
- 3.3 Teaching With the Organization Trait
- 3.4 Supporting Organization With Picture Books

**Session 4 Sparking Voice**

- 4.1 Getting Started With Voice
- 4.2 Assessing Student Work for Voice
- 4.3 Teaching With the Voice Trait
- 4.4 Supporting Voice With Picture Books

**Session 5 Expanding Word Choice**

- 5.1 Getting Started With Word Choice
- 5.2 Assessing Student Work for Word Choice
- 5.3 Teaching With the Word Choice Trait
- 5.4 Supporting Word Choice With Picture Books

**Session 6 Developing Sentence Fluency**

- 6.1 Getting Started With Sentence Fluency
- 6.2 Assessing Student Work for Sentence Fluency
- 6.3 Teaching With the Sentence Fluency Trait
- 6.4 Supporting Sentence Fluency With Picture Books

**Session 7 Strengthening Conventions and Spotlighting Presentation**

- 7.1 Getting Started With Conventions
- 7.2 Assessing Student Work for Conventions
- 7.3 Teaching With the Conventions Trait
- 7.4 Supporting Conventions With Picture Books
- 7.5 Ideas for Presentation
- 7.6 Time to Transition

**Method of Evaluating Student’s Performance:**

Each participant will be evaluated on the basis of successfully completing the following activities, work products and tests. The evaluation process will be conducted through analysis of the following assignments:

<i><b>Description</b></i>	<i><b>Estimated Time</b></i>	<i><b>Participation Hours</b></i>
<i>Self-paced instruction includes the relevant reading research base. Participation in interactive simulations for practice of research-based strategies. Video modeling by teachers.</i>	<i>1 hour per session plus additional time to revisit concepts and key activities for ongoing practice.</i>	<i>7</i>
<i>Reflection on learned and applied skills; sharing of ideas and student work; lesson planning; facilitator modeling, in-person instruction and in-class coaching.</i>	<i>2 hours x 4 study groups; 3 hours in-class coaching</i>	<i>11</i>
<i>Personal journal writing in response to session-specific topics and prompts.</i>	<i>10 minutes per session (Excluding Introduction, Session 1)</i>	<i>1</i>
<i>Collaborative discussions with colleagues and advice/feedback from reading specialist.</i>	<i>10 minutes per session (Excluding Introduction, Session 1)</i>	<i>1</i>
<i>Relevant articles to read study and connect to learning and classroom application.</i>	<i>1 hour per session</i>	<i>7</i>
<i>Print and review online resources (lesson plans, management tools, graphic organizers, etc.) – for planning and application in classroom.</i>	<i>1 hour per session</i>	<i>7</i>
<i>Preparation for application of learned skills and strategies utilizing tested lesson plans and student resources</i>	<i>1 hour per strategy; 1 strategy per week</i>	<i>7</i>
<i>Preparation and presentation of course learning.</i>	<i>2 hours</i>	<i>1</i>
<i>Setting goals and incorporating into Professional Improvement Plan.</i>	<i>2 hours</i>	<i>1</i>
<i>Review online correlations to standards and reading programs. Use online correlations in preparing lesson plans for classroom application.</i>	<i>2 hours</i>	<i>2</i>
<b>Total Hours</b>		<i>45</i>

**End-of-Course Assessment:** The final assessment for this course will assesses your ability to demonstrate an in-depth understanding of the course material and your final grade will be based on this assessment as follows:

Grade	Score
A	18-20
B	16-17
C	14-15
D	12-13
F	11 and below

**Textbooks and/or Other Materials:**

*All instructional materials are provided by Scholastic Red, professional development for raising student achievement*

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**Instructor Background:**

*See attached Resumes' for Dr. Tim Ham and Dr. Vicente M. Ontiveros*

**MAIL TO:** Professional Development Center, 855 Howe Ave., Sacramento, CA 95825-3912

**PHONE:** (916) 561-1968

**E-MAIL TO:** [sjpotter@chapman.edu](mailto:sjpotter@chapman.edu)