

Writing Style Manual

**William V. Fisher Catholic High
School**

2010-2011 School Year

BASIC FORMAT RULES

GENERAL GUIDELINES

- Type your paper on a computer and print it out on standard, white 8.5 x 11 inch paper.
- Double-space the text of your paper, and use Times New Roman font (size 12).
- Leave two spaces after periods, one space after all other punctuation marks.
- Set the margins of your paper to one inch on all sides. Indent the first line of a paragraph one half-inch (five spaces or press tab once) from the left margin.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. Begin numbering pages with page one. Put your last name before the page number (Smith 1).

FORMATTING THE TITLE PAGE

Papers that are more than three pages long should include a title page on the front of the paper. The title page should contain the following information:

Name of Paper (not underlined or in quotation marks); all significant words in the title capitalized as well as the first word of the title.

Your Name

Name of the subject

Name of the teacher (with proper title; Mr. Mrs. Miss)

Date paper is due (day first then month then year-no punctuation).

This information should appear as follows:

The Life and Times of Albert Einstein

Althea Gibson
Physics
Mr. Matthew Walker
4 July 2006

FORMATTING THE FIRST PAGE OF YOUR PAPER

Papers of three pages or less should contain the following information in the upper left-hand corner of the first page:

Your name

Name of the subject

Name of the teacher (with proper title: Mr. Mrs. Miss)

Date (day month year no punctuation)

Double space each of these items. Double space again and write down the name of paper (not underlined or in quotation marks); all significant words in the title capitalized as well as the first word of the title. The title is centered on the page.

Physics

Mr. Matthew Walker

4 July 2006

The Life and Times of Albert Einstein

If you are using a title page, all you have to put on this first page is your last name and page number and the title of your paper. The information on the upper left would be omitted if you use a title page.

USING QUOTATION MARKS IN A PAPER

Three or more consecutive words used directly from another source is considered a **direct quotation**. Direct quotes are set off from your own words with the use of quotation marks. If the quote can stand by itself as a sentence, the first word of the quotation would be capitalized even if the quote does not start the sentence. If the quote can not stand by itself as a sentence, the first word would not be capitalized.

He said, "Those girls should put some sunblock on before they burn themselves."
When I wend home my little sister said she was scared of "the creepies and crawlies on the floor."

Notice that if the quote comes at the end of the sentence then the period goes inside of the quotation mark.

If your quote is more than 4 lines long you do not put it in quotation marks but indent the left side of the text five spaces (tab once). If there is punctuation used before the quote(a comma or a period) use a colon instead. Start a new line with the quote.

When Henry was a little boy his mother told him:

I lived on a farm back in Kansas and I had to get up at 4:30 every morning and milk the cows and feed the chickens. Then I had to get my little sister ready for school. We had to walk to school. It was a five mile walk to school, uphill the whole way and I had to carry my sister on my back because we only had one pair of shoes between us. Usually it snowed the whole way, even in July!

USE OF UNDERLINING

-Although italics is also acceptable, here at Fisher Catholic, you should underline throughout your essay the following:

- Books
- Plays
- Long poems published as books
- Pamphlet names
- Names of newspapers and magazines
- Films
- Television Programs
- CD's
- Names of ballets, operas or long musical compositions
- Paintings or sculptures

-Short stories, poems, names of songs and episode names of television shows should be put in quotation marks when you use them in your essay.

NOUN-PRONOUN AGREEMENT IN PAPERS

In the writing of a paper you strive to be grammatically correct as well as politically correct. Therefore, when referring to a person whose gender is unknown you must still make the noun match the pronoun in number but you must also represent both genders!

Incorrect- If a student studies every night, they will achieve greatness.

Incorrect- If a student studies every night, he will achieve greatness.

Correct- If a student studies every night, he or she will achieve greatness.

If you want to use the pronoun "they" then put your noun in the plural.

Correct- If students study every night, they will achieve greatness.

RULES FOR REFERENCING

If you use information from any source outside of your own head in the writing of a paper then you must give credit to that source in your paper.

A source could be one of the following:

- book
- magazine
- newspaper
- interview with a person
- television or radio show
- pamphlet
- website
- song or poem

The common myth in writing research papers is that if you put the information in your own words then you do not have to give credit. This is not true. Any information that you get from another source should be credited to that source.

In your paper, you use information from another source in one of three ways:

-Quote directly

-Paraphrase (put it in your own words)

Summarize (take a lot of information and put only the highlights in your own words)

No matter which one you do you have to give credit to the source!

There is one exception to this rule. It is called the rule of Common Knowledge. If you can find the identical information in more than 3 sources you don't have to give credit to the source (Example: if you looked up in a book that told you that Venus was the second planet in our solar system closest to the sun; that is considered common knowledge).

WHAT DOES GIVING CREDIT TO THE SOURCE MEAN?

Giving credit to the source means:

-You are giving that source recognition for using that information.

-You are providing information in your paper about that source so that the reader of your paper, usually the teacher, can check the source to see if the information you provided is accurate and actually from that source.

-Not giving credit to the source or making up information from a source is considered **plagiarism**, which is a form of cheating.

HOW DO I GIVE CREDIT TO A SOURCE IN MY PAPER?

It is easy to give credit to a source in your paper. It involves doing the following:

-Work Cited Page (if only using one source) or Works Cited Page (if using more than one source)

-Using parenthetical references and/or lead-ins whenever you quote, paraphrase or summarize information in your paper from another source.

Lead-in: Putting information in the body of your work before you use a quote, paraphrase or summary that will identify the source that you used.

Parenthetical References: Putting information in the body of your work in parenthesis after you have used a quote paraphrase or summary from a source that will identify the source that you read. Any time that you use a source with a page number or numbers you will be putting that number or numbers in parenthesis at the end of the quote, paraphrase or summary. Internet pages are not considered to have page numbers.

In an article by Betty Adams in Time Magazine, she reports that older men look really cool riding on bicycles (22).

In an article called “Bicycling Is Fun,” Betty Adams says, “Older Men who ride bicycles down the street really look hip and cool” (22)!

“Older men who ride bicycles down the street really look hip and cool” (Adams 22)!

According to the Jones Bicycle Company website called “Jupiter Bicycles”, the Cobra brand bicycle is the best selling bicycle on the market.

The Jupiter Bicycle is the best selling bicycle on the market (“Jupiter Bicycles”).

According to the Jones Bicycle Company the Kabin Bicycle is more of an off-road vehicle (“Mongoose Bicycles”).

According to the Jones Bicycle Company website called “Kabin Bicycles”, the Mongoose is more of an off-road vehicle.

Betty Kelso says, “The Mongoose Bicycle is best for muddy roads” (Review of Mongoose Bicycles”).

“The Mongoose Bicycle is best for muddy roads” (Kelso).

The Martin Bicycle Company says in its brochure that it offers a two-year limited warranty on its Sabre Tooth Bicycles (Sabre Tooth Tiger Bicycles).

The Sabre Tooth Bicycle pamphlet says that their bicycles come with a two-year limited warranty (7).

In a telephone interview with Betty Gordon she says that she likes to ride bicycles in the early morning.

Gordon also says that the trails are quieter in the early morning.

Works Cited

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Bander, Betty. “Bicycling Is Really Fun.” *Flat Tire Magazine* November 2001: 43-49, 53, 57, 62,78.

Banner, Betty. “Bicycle Trips Through Portugal.” The Columbus Dispatch 21 April 2004: Final ed. A1.

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Dolan, Betty and Carl Jones. Really Great Bicycle Trips. Columbus, Ohio: Jones

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Company, 2001.

Gordon, Bett. Personal interview. 7 November 2001.

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Ingram, Betty. E-mail interview. 7 November 2001.

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“Jupiter Bicycles.” Jones Bicycle Company. 6 July 2002.

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Keslo, Betty. “Review of Mongoose Bicycles.” Bicycle Web Site. 7 July 2003.

<<http://bicycleweb.com/keslo/mongoose/sales>>

Lawler, Betty. “Bicycle Safety.” Newsweek 5 May 2003. 10 September 2003

<<http://newsweek.com/lawler/bicycles>>

Magnolia. Dir. Paul Michael Thomas. Orion Films, 1999.

Sabre Tooth Tiger Bicycles. Columbus, Ohio: Martin Bicycle Company, 2001.

Six Traits of an Effective Writer



<p>What is the Trait of ideas?</p>	<ul style="list-style-type: none"> • Makes sense. • Gets and holds my attention. • Has a main idea, thesis, center, and sense of purpose. • Writer draws on experience. • Says something new, or says it in a fresh way. • Full of details that add interest and important information.
<p>What is the trait of organization?</p>	<ul style="list-style-type: none"> • The opening makes me want to keep reading. • Has a logical order or pattern (definition, proposal, problem solution, comparison-contrast, story unfolding over time). • I can follow the story or main points. • Sometimes I can predict – sometimes the writer surprises me. • Ends well. Ties up loose ends. Doesn't stop abruptly. • Doesn't end with "Then I woke up and it was all a dream!" • Doesn't repeat what I just read: "Now you know the three reasons we should fight pollution."
<p>What is the trait of voice?</p>	<ul style="list-style-type: none"> • Sounds like a person wrote it. • Sounds like this particular writer. • Writing has style, flavor. • Reaches out to me, the reader. Brings me "inside." • Makes me respond. Makes me feel.
<p>What is the trait of word choice?</p>	<ul style="list-style-type: none"> • Makes me say, "Yes, that's just the right word or phrase." • Long after reading, some words still tug at my memory. • Words are used correctly. • The writer chooses wisely, but isn't afraid to stretch. • This writer knows the language of the topic – but doesn't try to impress me with phony, bloated phrases. • Simple language is used when it gets the job done.
<p>What is the trait of sentence fluency?</p>	<ul style="list-style-type: none"> • It's smooth going – easy on the ear. • I could easily read this aloud. • Almost every sentence begins in a slightly different way OR • Repetition is rhythmic and stylistic, not annoying. • Some sentences are long. Some aren't. • Sentences aren't choppy. Yet they do not meander aimlessly.
<p>What is the trait of conventions?</p>	<ul style="list-style-type: none"> • The writing is clean and polished. It looks proofread. • Most things are done correctly. • Careful, controlled use of conventions makes meaning clear and reading easy. • There are no BIG errors. • Spelling, punctuation, grammar, capital letters, and paragraph indenting are all used properly.
<p style="text-align: center;"><i>Click here to use the six traits of writing checklists.</i></p>	

	<ul style="list-style-type: none">} structure.} Fragments are deliberate and add style and flair as suited to the topic and audience.} Question: Can you FEEL the words and phrases flow together as you read it aloud?
Conventions	<ul style="list-style-type: none">} Consider all these key components: spelling, punctuation, capitalization, grammar and usage, and paragraphing.} Spelling is a hot spot – beware!} The text should look clean, edited, and polished.} Question: How much editing would have to be done to be ready to share with an outside audience?



Fisher Catholic Expository Writing Rubric

Name _____

Attribute	5	4	3	2	1	Comments
Ideas	The essay is informative with a clear focus and specific details.	The essay is informative with a clear focus. More specific details are needed.	The focus of the essay needs to be clearer, and more specific details are needed.	The topic needs to be narrowed or expanded. Many more specific details are needed.	A new topic needs to be selected.	
Organization	The beginning is interesting. The middle supports the focus. The ending works well. Transitions are used.	The essay is divided into a beginning, middle, and an ending. Some transitions are used.	The beginning or ending is weak. The middle needs a paragraph for each main point. More transitions are needed.	The beginning, middle, and ending all run together. Paragraphs and transitions are needed.	The essay should be reorganized.	
Voice	The voice sounds knowledgeable and confident.	The voice sounds well-informed most of the time.	The voice sometimes sounds unsure.	The voice sounds unsure.	The voice cannot be heard.	
Word Choice	Specific nouns and action verbs make the essay clear and informative. Unfamiliar terms are defined.	Some nouns and verbs could be more specific. Unfamiliar terms are defined.	Too many general words are used. Specific nouns and verbs are needed. Some words need to be defined.	General or missing words make this essay hard to understand.	Many more specific words are needed.	
Sentence Fluency	The sentences read smoothly. A variety of sentences is used.	Most of the sentences read smoothly, but more variety is needed.	Many short, choppy sentences need to be combined to make better variety of sentences.	Many sentences are choppy or incomplete and need to be rewritten.	Most sentences need to be rewritten.	
Conventions	The essay has a few minor errors in punctuation, spelling, or grammar.	The essay has several errors in punctuation, spelling, or grammar.	Some errors cause confusion.	Many errors make the essay confusing and hard to read.	Help is needed to make corrections.	



Fisher Catholic Persuasive Writing Rubric

Name _____

Attribute	5	4	3	2	1	Comments
Ideas	The essay has a clear opinion statement. Persuasive reasons support the opinion.	The opinion statement is clear, and most reasons support the opinion.	The opinion statement is clear. More persuasive reasons are needed.	The opinion statement is unclear. Persuasive reasons are needed.	An opinion statement, reasons, and details are needed.	
Organization	The beginning contains the opinion statement. The middle provides clear support. The ending reinforces the opinion.	The writing has a clear beginning, middle, and ending, but one of those parts needs to be strengthened.	The writing has a beginning, middle, and ending, but two of those parts are weak.	The beginning, middle, and ending run together.	The organization is unclear and confusing.	
Voice	The voice is confident and persuasive.	The voice is confident, but it needs to be more persuasive.	The voice needs to be more confident and persuasive.	The voice rambles on and lacks confidence.	The voice cannot be heard.	
Word Choice	Precise words create a clear message and fit the purpose.	Accurate words create a message. More persuasive words are needed.	More precise and accurate words are needed to create a clear message.	The words do not create a clear message.	Word choice has not been considered.	
Sentence Fluency	Variety is seen in both the types of sentences and their beginnings.	Varied sentence beginnings are used. Sentence variety and would make the essay more interesting to read.	Varied sentence beginnings are needed. Sentence variety would make the essay more interesting.	Most of the sentences begin the same way. Most sentences are simple. Some compound sentences are needed.	Sentence fluency has not been established. Ideas do not flow smoothly.	
Conventions	Grammar and punctuation errors are few and are not distracting.	Grammar and punctuation errors are seen in a few sentences and are distracting where they appear.	Some errors cause confusion.	Frequent errors make the essay difficult to read.	Nearly every sentence contains errors.	



Fisher Catholic Response to Literature Rubric

Name _____

Attribute	5	4	3	2	1	Comments
Ideas	The essay has a clear focus statement and all the necessary details.	The essay has a clear focus statement. Unnecessary details need to be cut.	The focus statement is too broad. Unnecessary details need to be cut.	The focus statement is unclear. More details are needed.	The essay needs a focus statement and details.	
Organization	The organization pattern fits the topic and purpose. The beginning, middle, and ending are well developed.	The organization pattern fits the topic and purpose. One part (beginning, middle, or ending) needs better development.	The organization fits the essay's purpose. Some parts (beginning, middle, ending) need more development.	The organization doesn't fit the purpose.	A plan needs to be followed.	
Voice	The voice expresses interest in and understanding of the topic.	The voice expresses interest but needs to show more understanding.	The voice needs to be more interesting and expresses more understanding.	The voice does not show interest in or understanding of the topic.	The voice cannot be heard.	
Word Choice	The word choice, including the use of literary terms, creates a clear message.	The word choice is clear, but more literary terms would improve the essay.	The word choice is too general, and more literary terms are needed.	Much more attention should be given to word choice.	Thought should be given to word choice.	
Sentence Fluency	The sentences are skillfully written and interesting to read.	No sentence problems exist. More sentence variety is needed.	A few sentence problems need to be corrected.	The essay has many sentence problems.	Most sentences need to be rewritten.	
Conventions	The essay has one or two errors that do not interfere with understanding.	The essay has a few careless errors in punctuation and grammar.	The errors in the essay are confusing.	The number of errors makes the essay hard to read.	Help is needed to make corrections.	



Fisher Catholic Narrative Writing Rubric

Name _____

Attribute	5	4	3	2	1	Comments
Ideas	An interesting experience is shared with details that help create the interest.	This interesting experience needs more details.	The narrative needs to focus on one experience. Some details do not fit the narrative.	The narrative needs to focus on one experience. Details are needed.	The narrative needs to share an experience and use details.	
Organization	The narrative is well organized, with a clear beginning, middle, and ending. Transitions are used well.	The narrative is well organized. Most of the transitions are helpful.	The order of events needs to be corrected. More transitions need to be used. One part (beginning, middle, or ending) of the narrative is weak.	The beginning, middle, and ending all run together. The order of events is unclear.	The narrative needs to be reorganized.	
Voice	The personal voice creates interest in the narrative. Dialogue is used.	The voice creates interest in the narrative. More dialogue is needed.	The voice can usually be heard. More dialogue is needed.	The voice is weak. Dialogue is needed.	The voice shows no involvement in the narrative. Dialogue is needed.	
Word Choice	Specific nouns, strong verbs, and well-chosen modifiers create vivid pictures and express clear feelings.	Specific nouns and strong verbs are used. Modifiers are needed to create a clearer picture.	Strong nouns, verbs, and modifiers are needed to create a clear picture.	General and overused words do not create a clear picture.	Word choice has not been considered.	
Sentence Fluency	The sentences show variety and are easy to read and understand.	The sentences are varied, but some should flow more smoothly.	A better variety of sentence is needed. Sentences do not read smoothly.	Many short or incomplete sentences need to be combined to keep the writing from being choppy.	Most sentences need to be rewritten. Help is needed.	
Conventions	The narrative has a few minor errors in punctuation, spelling, or grammar.	The narrative has several errors in punctuation, spelling, or grammar.	Some errors cause confusion.	Many errors make the narrative confusing and hard to read.	Help is needed to make corrections.	



Fisher Catholic Research Report Rubric

Name _____

Attribute	6	5	4	3	2	1	Comments
Ideas	The topic, focus, and supporting details make the report truly memorable. A great variety of sources is used.	The report is informative with a clear focus. Supporting details come from many sources.	The report is informative with a clear focus and supporting details, but a greater variety of sources is needed.	The focus of the report needs to be clearer. More supporting details are needed, and more types of sources should be used.	The topic needs to be narrowed or expanded. The report needs to show the research that was done.	A new topic needs to be selected, and research needs to be done.	
Organization	The organization makes the report very informative and makes sources easy to find.	The beginning is interesting. The middle supports the focus. The ending works well. Text citations are correct and match the works-cited page.	The report is divided into a beginning, a middle, and an ending. Some text citations are used. A works-cited page is included, and most entries are correctly formatted.	The beginning or ending is weak. The middle needs a paragraph for each main point. More citations should be used, and their form should be correct. The works-cited in the report.	The beginning, middle, and ending all run together. Text citations and a works-cited page are needed.	The report should be reorganized.	
Voice	The voice sounds confident, knowledgeable, and enthusiastic. Quotations from other sources demonstrate strong understanding.	The voice sounds knowledgeable and confident, and sources are quoted appropriately.	The voice sounds well-informed most of the time. The report uses too many or too few quotations from other sources.	The voice sometimes sounds unsure. Some quotations from other sources are inappropriate or awkward.	The voice sounds unsure and needs to quote other sources.	The voice cannot be heard.	
Word Choice	The word choice makes the report very clear, informative, and enjoyable to read.	Specific nouns and action verbs make the report clear and informative. Unfamiliar terms are defined.	Some nouns and verbs could be more specific. Unfamiliar terms are defined.	Too many general words are used. Specific nouns and verbs are needed. Some words need to be defined.	General or missing words make this report hard to understand.	Many more specific words are needed.	
Sentence Fluency	The sentences flow smoothly and are enjoyable to read.	The sentences read smoothly. A variety of sentences is used.	Most of the sentences read smoothly, but more variety is needed.	Many short, choppy sentences need to be combined to make a better variety of sentences.	Many sentences are choppy or incomplete and need to be rewritten.	Most sentences need to be rewritten.	
Conventions	Punctuation and grammar are correct. Spelling is correct.	The report has a few minor errors in punctuation, spelling, or grammar.	The report has several errors in punctuation, spelling, or grammar.	Some errors are confusing.	Many errors make the report confusing and hard to read.	Help is needed to make corrections.	

The Six Traits of Effective Writing

IDEA DEVELOPMENT: The heart, main idea, or thesis of a text; refers to the details, examples, or images that develop and support the main idea.	ORGANIZATION: The internal structure of ideas. Effective organization begins with a purposeful lead and moves toward a logical, thoughtful ending.	VOICE: You hear the writer's heart and soul, conviction and wit; the text has energy and connects you to both the writing and the writer.
<p>5 <i>Text is clear and focused; captures reader's attention.</i></p> <ul style="list-style-type: none"> ⊖ Topic is narrow and manageable. ⊖ Details are relevant, interesting, vivid, accurate. ⊖ Point is clear; tells whole story; no trivia. ⊖ Details support the paper's main idea. ⊖ Ideas engage, inspire, or intrigue reader. <p>3 <i>Text's ideas are focused but general, obvious.</i></p> <ul style="list-style-type: none"> ⊖ Topic is fairly broad, but understandable. ⊖ Details are loosely related, obvious, or dull. ⊖ Point vague; gives general idea; incomplete. ⊖ Details provide weak support for main idea. ⊖ Ideas leave reader guessing; not specific. <p>1 <i>Text lacks clear idea, purpose, and details.</i></p> <ul style="list-style-type: none"> ⊖ Topic lacking; no evident focus or purpose. ⊖ Details are missing, incorrect, or unclear. ⊖ Makes no point; cannot identify main idea. ⊖ Details repeat each other; seem random. ⊖ Ideas confuse and frustrate the reader. 	<p>5 <i>Order compels, enhances, and moves ideas.</i></p> <ul style="list-style-type: none"> ⊖ Introduction intrigues, invites; conclusion resolves. ⊖ Thoughtful transitions show how ideas connect. ⊖ Sequencing is logical and effective. ⊖ Pacing is well controlled and purposeful. ⊖ Organization flows smoothly; matches purpose. <p>3 <i>Order moves reader through with confusion.</i></p> <ul style="list-style-type: none"> ⊖ Introduction and conclusion are evident, weak. ⊖ Transitions often work well; connections are vague. ⊖ Sequencing shows some logic but lacks control. ⊖ Pacing is inconsistent but fairly well controlled. ⊖ Organization offers limited support; inappropriate. <p>1 <i>Order is missing or random; no identifiable structure.</i></p> <ul style="list-style-type: none"> ⊖ Introduction and conclusion ineffective/missing. ⊖ Transitions and connections absent or confusing. ⊖ Sequencing is random; lacks any purpose. ⊖ Pacing is awkward, frustrating, or missing. ⊖ Organization makes it hard to identify main idea. 	<p>5 <i>Writing is compelling, engaging; aware of audience.</i></p> <ul style="list-style-type: none"> ⊖ Tone is interesting and appropriate for audience and the purpose. ⊖ Author's presence is evident, powerful. ⊖ Expository writing is committed, persuasive. ⊖ Narrative writing is honest, engaging, personal. <p>3 <i>Writing seems sincere but not engaged; it's plain.</i></p> <ul style="list-style-type: none"> ⊖ Tone is nondescript; shows limited awareness of audience; not very appropriate for purpose. ⊖ Author sounds earnest and pleasing, but safe. ⊖ Expository writing shows minimal commitment. ⊖ Narrative writing is reasonably sincere but plain. <p>1 <i>Writer is indifferent, distanced from topic/audience.</i></p> <ul style="list-style-type: none"> ⊖ Tone shows no awareness of audience, inappropriate for the audience or purpose. ⊖ Author sounds monotone, flat, even bored. ⊖ Expository writing lacks any commitment. ⊖ Narrative writing shows no attempt at voice.
WORD CHOICE: The right word, used in the right way, at the right time. The writer chooses words that create the intended effect, impression, or mood.	SENTENCE FLUENCY: Language that flows with rhythm and grace, logic and music. Sentences are well-crafted and want to be read aloud.	CONVENTIONS: Includes punctuation, spelling, grammar, and usage. It does not include layout, formatting, or handwriting. The final editing phase.
<p>5 <i>Words are precise, interesting, engaging, powerful.</i></p> <ul style="list-style-type: none"> ⊖ Words are specific, accurate; meaning is clear. ⊖ Words and phrases are striking and memorable. ⊖ Language is natural, effective, and appropriate. ⊖ Verbs are lively, nouns precise, modifiers effective. ⊖ Choices enhance meaning and clarify meaning. <p>3 <i>Words are common and obvious; they lack energy.</i></p> <ul style="list-style-type: none"> ⊖ Words are adequate and correct in a general sense. ⊖ Words and phrases convey; but aren't memorable. ⊖ Language reaches for color; thesaurus overload. ⊖ Verbs are passive; nouns common; modifiers dull. ⊖ Choices are random; first word that came to mind. <p>1 <i>Words are simple or vague; limited in scope.</i></p> <ul style="list-style-type: none"> ⊖ Words are nonspecific, distracting, and vague. ⊖ Words and phrases are dull; detract from meaning. ⊖ Language is used incorrectly, carelessly. ⊖ Verbs, nouns, adjectives show limited vocabulary. ⊖ Jargon or clichés distract, mislead; redundancy. 	<p>5 <i>Writing flows with rhythm and cadence. Elegant.</i></p> <ul style="list-style-type: none"> ⊖ Sentences are constructed to enhance meaning. ⊖ Sentences vary in length and structure. ⊖ Sentences use purposeful, varied beginnings. ⊖ Connecting words join and build on other words. ⊖ Writing has cadence; it moves, has a music to it. <p>3 <i>Writing moves along but feels more business-like.</i></p> <ul style="list-style-type: none"> ⊖ Sentences are routine; they lack craft and music. ⊖ Sentences are usually constructed correctly. ⊖ Sentences are not <i>all</i> alike; there is some variety. ⊖ Connecting words absent; reader hunts for clues. ⊖ Parts invite reading aloud; choppy, awkward, stiff. <p>1 <i>Writing lacks flow; it is difficult to read.</i></p> <ul style="list-style-type: none"> ⊖ Sentences ramble, are incomplete or awkward. ⊖ Sentences do not connect to each other at all. ⊖ Sentences begin the same way; monotonous. ⊖ Endless or <i>no</i> connectives (<i>and, so then, because</i>). ⊖ The text does invite reading aloud; no music. 	<p>5 <i>Observes and uses standard conventions; few errors.</i></p> <ul style="list-style-type: none"> ⊖ Spelling is mostly correct, even on difficult words. ⊖ Punctuation is accurate, even creative and effective. ⊖ Capitalization skills are evident and consistent. ⊖ Grammar and usage are correct and enhance the text. ⊖ Paragraphing is sound; reinforces organization. ⊖ Writer may manipulate conventions for style. <p>3 <i>Reasonable control of conventions; distracting errors.</i></p> <ul style="list-style-type: none"> ⊖ Spelling mostly correct; errors on difficult words. ⊖ End punctuation mostly correct; internal errors. ⊖ Capitalization generally correct; some errors. ⊖ Grammar and usage problems are not serious. ⊖ Paragraphing lacks cohesion and organizations. <p>1 <i>Errors distract the reader and make reading difficult.</i></p> <ul style="list-style-type: none"> ⊖ Spelling errors are frequent and distracting. ⊖ Punctuation is often missing or incorrect. ⊖ Capitalization is random; only easiest are correct. ⊖ Grammar and usage errors are obvious and serious. ⊖ Paragraphing is missing, irregular, or frequent.

Adapted by Jim Burke. See *Creating Writers* (Addison Wesley Longman) by Vicki Spandel for complete exploration of the Six Traits model.