

WRITE TRAITS® ADVANCED

© 2006 LEVEL I

correlated to

**Florida Sunshine State
Standards**

**Reading & Language Arts
Grades 9-10**

Great source®

A Division of Houghton Mifflin Company

TO CONTACT YOUR FLORIDA GREAT SOURCE REPRESENTATIVE, CALL:

800-289-4490, option 4

www.greatsource.com



A Division of Houghton Mifflin Company

Write Traits® Advanced © 2006 Level 1 Correlation to Florida Sunshine State Standards Reading & Language Arts Grades 9-10

WRITING PROCESS

Pre-Writing

The student will use prewriting strategies to generate ideas and formulate a plan.

Florida Reading/Language Arts Standard	Write Traits Advanced, Level 1
The student will prewrite by:	
LA.910.3.1.1 generate ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities);	Student Book: 7-10; 25-26; 215-258 Teacher's Guide: 11-16; 17-20; 247-250
LA.910.3.1.2 make a plan for writing that addresses purpose, audience, a controlling idea	Student Book: 12-15; 37-40; 85-88; 203-208 Teacher's Guide: 8-10; 37-40; 85-88; 199-202
LA.910.3.1.3 organizational strategies and tools (e.g. spreadsheet, outline, chart, table, graph, Venn, web, story map) to develop a personal style	Teacher's Guide: 17, 298

Drafting

The student will write a draft appropriate to the topic, audience, and purpose.

Florida Reading/Language Arts Standard	Write Traits Advanced, Level 1
The student will draft writing by:	
LA.910.3.2.1 developing ideas from pre-writing plan using primary and secondary sources appropriate to purpose and audience	Student Book: 12-13; 23-24; 107-108; 251-258 Teacher's Guide: 8-10; 19; 27-30; 97-106; 199-200; 247-250
LA.910.3.2.2 establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant	Student Book: 11-16; 59-64; 79-84 Teacher's Guide: 1-6; 7-10; 75-78; 305-306

Florida Reading/Language Arts Standard	Write Traits Advanced, Level 1
LA910.3.2.3 analyzing language techniques of professional authors (e.g. figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression	Student Book: 31-36; 59-64; 79-80; 165-172; 251-258 Teacher's Guide: 27-30; 56-58; 76-77; 161-164; 247-250

Revising

The student will revise and refine the draft for clarity and effectiveness.

Florida Reading/Language Arts Standard	Write Traits Advanced, Level 1
The student will revise by: LA.910.3.3.1 evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation	Student Book: 16; 22; 44-45; 117-122; 197 Teacher's Guide: 85-88; 113-116; 145-150; 197 Transparency: 1-24
LA.910.3.3.2 creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas	Student Book: 11; 69; 127-131; 155-160; 177-180 Teacher's Guide: 123-126; 151-154; 173-176
LA.910.3.3.3 creating precision and interest by elaborating ideas through supporting details (e.g. facts, statistics, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g. dictionary, thesaurus) to select more effective and precise language	Student Book: 21; 31-36; 82; 149; 165-172; 197 Teacher's Guide: 17; 21-30; 149; 165-172; 197
LA.910.3.3.4 applying appropriate tools or strategies to evaluate and refine the draft (e.g. peer review, checklists, rubrics)	Student Book: 5; 45; 53-54; 73-74; 84; 101-102; 120; 149-150; 197-198; 213-228; 235-240 Teacher's Guide: 5-6; 53-54; 67-68; 101-102; 149-150; 197-198; 209-212; 233-234; 245-246; 299-304; 308-316

Editing for Language Conventions

The student will edit and correct the draft for standard language conventions.

Florida Reading/Language Arts Standard	Write Traits Advanced, Level 1
<p>The student will correctly use:</p> <p>LA.910.3.4.1 spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English;</p>	<p>Student Book: 289-296</p> <p>Teacher’s Guide: 283-287</p>
<p>LA.910.3.4.2 punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;</p>	<p>Student Book: 223-228; 263-270; 275-282</p> <p>Teacher’s Guide: 219-222; 259-262; 271-274</p>
<p>LA.910.3.4.3 possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement</p>	<p>Student Book: 177-180; 289-296</p> <p>Teacher’s Guide: 173-176; 283-287</p>
<p>LA.910.3.4.4 sentence formation, including absolutes and absolute phrases, infinitives and infinitives phrases, and the use of fragments for effect</p>	<p>Student Book: 289-296</p> <p>Teacher’s Guide: 283-287</p>

Publishing

The student will write a final product for the intended audience.

Florida Reading/Language Arts Standard	Write Traits Advanced, Level 1
<p>LA.910.3.5.3 Sharing with others, or submitting for publication</p>	<p>Teacher’s Guide: Transparency 1-24</p>

WRITING APPLICATIONS

Creative

The student develops and demonstrates creative writing.

Florida Reading/Language Arts Standard	Write Traits Advanced, Level 1
LA.910.4.1.1 an engaging plot that uses a range of appropriate strategies and specific narrative techniques (e.g. dialogue, internal monologue, point of view.), employ literary devices (e.g., irony, conceit, imagery, flashback, foreshadowing, symbolism, allusion) and sensory description	<p>Student Book: 127-132</p> <p>Teacher’s Guide: 123-126</p> <p>Transparency: 5a-c; 6a-b; 13a-b; 14 a-b; 19a-b; 20a-b</p>
LA.910.4.1.2 incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format	<p>Student Book: 149; 223-228</p> <p>Teacher’s Guide: 149; 219-222</p>

Informative

The student develops and demonstrates technical writing that provides information related to real world tasks.

Florida Reading/Language Arts Standard	Write Traits Advanced, Level 1
LA.910.4.2.1 - write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);	<p>Student Book: 11-16; 107-112</p> <p>Teacher’s Guide: 7-10; 103-107; 229-232</p> <p>Transparency: 15; 16</p>
LA.910.4.2.2- record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;	<p>Student Book: 13; 251-258; 263-270</p> <p>Teacher’s Guide: 247-250; 259-262</p>
LA.910.4.2.3- write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;	<p>Student Book: 21-26; 69-74; 107-112; 118-119; 121-122</p> <p>Teacher’s Guide: 17-20; 65-68; 103-107; 113-116</p> <p>Transparency: 1a-b; 2a-b; 9a-c; 10a-b; 17 a-b; 18 a-b</p>

Florida Reading/Language Arts Standard	Write Traits Advanced, Level 1
LA.910.4.2.4- write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);	Student Book: 91-96; 139-144 Teacher’s Guide: 37-40; 85-88; 133-136 Transparency: 3; 4a-b
LA.910.4.2.6 - write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).	Student Book: 91-96; 182; 187-192 Teacher’s Guide: 37-40; 85-88; 181-184 Transparency: 23a-b; 24 a-b

Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

Florida Reading/Language Arts Standard	Write Traits Advanced, Level 1
<p>The student will write persuasive compositions (e.g. speech, editorial, letter to the editor, public service announcement) that:</p> <p>LA.910.4.3.1 state a position or claim, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments; and</p>	Student Book: 21-26; 69-74; 118-119; 165-172 Teacher’s Guide: 17-20; 65-68; 113-116; 161-164 Transparency: 7; 8a-c; 11a-b; 12a-c; 21a-b; 22a-c
<p>LA.910.4.3.2 include persuasive techniques (e.g. word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, symbols, card stacking, bandwagon, image association, and transfer)</p>	Student Book: 118-119; 165-172; 213-218; 263-270 Teacher’s Guide: 113-116; 161-164; 209-212; 259-262 Transparency: 7; 8a-c; 11a-b; 12a-c; 21a-b; 22a-c



A Division of Houghton Mifflin Company