

WRITE TRAITS[®]

correlated to

Florida Sunshine State Standards
Reading & Language Arts
Grades K-8



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Write Traits® Correlation to Florida Sunshine State Standards Reading & Language Arts Grade K

WRITING PROCESS

Pre-Writing

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

Florida Reading/Language Arts Standard	Write Traits, Kindergarten
The student will prewrite by: LA.K.3.1.1 connecting thoughts and oral language to generate ideas; and	Teacher's Guide: 1-6; 7-12; 13-18; 25-30; 31-36; 37-42; 43-48; 49-54; 61-66; 67-72; 73-78; 91-96; 103-108; 109-114; 133-138; 139-144; 145-150; 151-156; 157-162; 163-168
LA.K.3.1.2 drawing a picture about ideas from stories read aloud or generated through class discussion.	Teacher's Guide: 1-6; 7-12; 19-24; 25-30; 43-48; 49-54; 67-72; 73-78; 91-96; 103-108; 109-114; 133-138; 139-144; 145-150; 151-156

Drafting

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

Florida Reading/Language Arts Standard	Write Traits, Kindergarten
LA.K.3.2.1 drawing, telling, or writing about a familiar experience, topic or text; and	Teacher's Guide: 1-6; 7-12; 31-36; 43-48; 49-54; 55-60; 61-66; 67-72; 73-78; 91-96; 97-102; 103-108; 109-114; 133-138; 139-144; 145-150; 151-156; 157-162; 163-168
LA.K.3.2.2 creating a group draft, scripted by the teacher.	Teacher's Guide: 19-24; 25-30; 31-36; 43-48; 55-60; 73-78; 91-96; 103-108; 109-114; 133-138; 139-144; 145-150; 151-156; 157-162

Revising

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

Florida Reading/Language Arts Standard	Write Traits, Kindergarten
The student will revise by: LA.K.3.3.1 The student will revise the draft by adding additional details to the draft and checking for logical thinking with prompting.	Teacher's Guide: 7-12; 19-24; 25-30; 31-36; 55-60; 61-66; 67-72; 109-114; 115-120; 121-126; 133-138; 145-150; 157-162

Editing for Language Conventions

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

Florida Reading/Language Arts Standard	Write Traits, Kindergarten
The student will correctly use: LA.K.3.4.1 knowledge of letter/sound relationships to spell simple words;	Teacher's Guide: 85-90; 139-144; 145-150; 151-156
LA.K.3.4.2 capital letters to begin "important words;" and	Teacher's Guide: 1-6; 85-90; 139-144; 145-150
LA.K.3.4.3 end punctuation, including periods, question marks, and exclamation points.	Teacher's Guide: 19-24; 31-36; 85-90; 145-150

Publishing

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

Florida Reading/Language Arts Standard	Write Traits, Kindergarten
LA.K.3.5.1 The student will produce, illustrate and share a finished piece of writing.	Teacher's Guide: 25-30;49-54; 55-60; 73-78; 91-96; 97-102; 103-108; 133-138; 145-150; 151-156; 157-162

WRITING APPLICATIONS

Creative

Standard: The student develops and demonstrates creative writing.

Florida Reading/Language Arts Standard	Write Traits, Kindergarten
LA.K.4.1.1 create narratives by drawing, dictating, and/or using emergent writing; and	Teacher's Guide: 1-6; 13-18; 25-30; 49-54; 55-60; 67-72; 73-78; 91-96; 103-108; 133-138; 139-144; 145-150
LA.K.4.1.2 participate in writing simple stories, poems, rhymes, or song lyrics.	Teacher's Guide: 1-6; 13-18; 25-30; 73-78; 91-96; 133-138; 139-144; 145-150

Informative

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

Florida Reading/Language Arts Standard	Write Traits, Kindergarten
LA.K.4.2.1 participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing;	Teacher's Guide: 1-6; 7-12; 13-18; 25-30; 43-48; 67-72; 79-84; 91-96; 97-102; 115-120; 127-132; 139-144; 151-156; 157-162; 169-174; 175-180
LA.K.4.2.2 participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);	Teacher's Guide: 13-18; 43-48; 67-72; 79-84; 115-120; 127-132; 139-144; 157-162; 175-180
LA.K.4.2.3 participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details;	Teacher's Guide: 7-12; 25-30; 43-48; 79-84; 91-96; 97-102; 139-144; 151-156; 157-162; 175-180
LA.K.4.2.4 communications with teacher as scribe, including friendly letters and thank-you notes; and	Teacher's Guide: 55-60; 163-168
LA.K.4.2.5 draw a simple map of the classroom.	Teacher's Guide: 175-180

Persuasive

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

Florida Reading/Language Arts Standard	Write Traits, Kindergarten
L.A.K.4.3.1 The student will draw a picture and use it to explain why this item (food, pet, person) is their favorite.	Teacher's Guide: 43-48; 55-60; 67-72; 79-84; 91-96; 103-108; 151-156



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Write Traits® Correlation to Florida Sunshine State Standards Reading & Language Arts Grade 1

WRITING PROCESS

Pre-Writing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 1
<p>The student will prewrite by: LA.1.3.1.1 generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities);</p>	<p>Student Traitbook: 1-5; 6-9; 10-13; 18-22; 23-26; 27-30; 31-34; 35-39; 40-43; 48-51; 52-56; 57-60; 61-64; 65-68; 74-77; 78-81; 82-85</p> <p>Teacher’s Guide: 7-9; 10-12; 13-15; 25-27; 28-30; 31-33; 34-36; 43-45; 46-48; 52-54; 61-63; 64-66; 67-69; 70-71; 82-84; 85-87; 88-90</p>
<p>LA.1.3.1.2 discussing the purpose for a writing piece; and</p>	<p>Student Traitbook: 1-5; 27-30; 35-39; 40-43; 52-56; 65-68</p> <p>Teacher’s Guide: 7-9; 31-33; 43-45; 46-48; 61-63; 70-72</p>
<p>LA.1.3.1.3 organizing ideas using simple webs, maps, or lists.</p>	<p>Student Traitbook: 1-5; 6-9; 14-17; 18-22; 23-26; 35-39</p> <p>Teacher’s Guide: 7-9; 10-12; 16-18; 25-27; 28-30; 43-45</p>

Drafting

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

Florida Reading/Language Arts Standard	Write Traits, Grade 1
LA.1.3.2.1 maintaining focus on a single idea using supporting details; and	Student Traitbook: 6-9; 10-13; 14-17; 18-22; 23-26; 27-30; 40-43; 52-56; 65-68 Teacher's Guide: 10-12; 13-15; 16-18; 25-27; 28-30; 31-33; 46-48; 61-63; 70-72
LA.1.3.2.2 organizing details into a logical sequence that has a beginning, middle, and end.	Student Traitbook: 10-13; 23-26; 31-34; 69-73; 74-77 Teacher's Guide: 13-15; 28-30; 34-36; 79-81; 82-84

Revising

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

Florida Reading/Language Arts Standard	Write Traits, Grade 1
The student will revise by: LA.1.3.3.1 evaluating the draft for logical thinking and marking out repetitive text; and	Student Traitbook: 23-26; 27-30; 31-34; 65-68; 69-73; 74-77; 78-81 Teacher's Guide: 28-30; 31-33; 34-36; 70-72; 79-81; 81-84; 85-87
LA.1.3.3.2 creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words.	Student Traitbook: 23-26; 27-30; 40-43; 44-47; 48-51; 52-56; 57-60; 61-64; 65-68; 74-77; 86-90 Teacher's Guide: 28-30; 31-33; 46-48; 49-51; 52-54; 61-63; 64-66; 67-69; 70-72; 81-84; 97-99

Editing for Language Conventions

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

Florida Reading/Language Arts Standard	Write Traits, Grade 1
The student will correctly use: LA.1.3.4.1 common spelling patterns (e.g., onset and rimes, words families, and simple CVC words) and conventional spelling of high frequency words;	Student Traitbook: 99-102 Teacher's Guide: 106-108; 109

Florida Reading/Language Arts Standard	Write Traits, Grade 1
LA.1.3.4.2 capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year;	Student Traitbook: 69-73; 91-94 Teacher's Guide: 79-81; 100-102; 109
LA.1.3.4.3 commas in dates, items in a series;	Teacher's Guide: 109
LA.1.3.4.5 subject and verb agreement in simple sentences; and	Teacher's Guide: 109
LA.1.3.4.6 end punctuation for sentences, including periods, question marks, and exclamation points.	Student Traitbook: 69-73; 95-98 Teacher's Guide: 79-81; 103-105; 109

Publishing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 1
LA.1.3.5.1 The student will produce, illustrate, and share a variety of compositions.	Student Traitbook: 1-5; 10-13; 18-22; 23-26 Teacher's Guide: 7-9; 13-15; 25-27; 28-30

WRITING APPLICATIONS

Creative

Standard: The student develops and demonstrates creative writing.

Florida Reading/Language Arts Standard	Write Traits, Grade 1
<p>LA.1.4.1.1 write narratives that include a main idea based on real or imagined events, characters, and a sequence of events; and</p>	<p>Student Traitbook: 1-5; 6-9; 14-17; 18-22; 23-26; 27-30; 31-34; 40-43; 65-68; 78-81</p> <p>Teacher's Guide: 7-9; 10-12; 16-18; 25-27; 28-30; 31-33; 34-36; 46-48; 70-72; 85-87</p> <p>Transparency: 1-4; 5-8; 9-12; 17-20</p>
<p>LA.1.4.1.2 participate in writing simple stories, poems, rhymes, or song lyrics.</p>	<p>Student Traitbook: 6-9; 14-17; 18-22; 23-26 18-22; 74-77</p> <p>Teacher's Guide: 10-12; 16-18; 25-27; 28-30; 25-27; 81-84</p> <p>Transparency: 1-4; 5-8; 9-12; 17-20</p>

Informative

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

Florida Reading/Language Arts Standard	Write Traits, Grade 1
<p>LA.1.4.2.1 Write in a variety of technical/informational forms (e.g., rules, summaries, recipes, notes/ messages, labels, instructions, graphs/tables);</p>	<p>Student Traitbook: 1-5; 6-9; 14-16; 23-26; 27-30; 40-43; 65-68; 74-77; 78-81</p> <p>Teacher's Guide: 7-9; 10-12; 16-18; 28-30; 31-33; 46-48; 70-72; 82-84; 85-87</p> <p>Transparency: 1-4; 5-8; 9-12; 17-20</p>
<p>LA.1.4.2.2 participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps);</p>	<p>Student Traitbook: 18-22</p> <p>Teacher's Guide: 25-27</p> <p>Transparency: 5-8</p>
<p>LA.1.4.2.3 write an informational/expository paragraph that contains a topic sentence and at least three details;</p>	<p>Student Traitbook: 18-22; 40-43</p> <p>Teacher's Guide: 25-27; 46-48</p> <p>Transparency: 5-8; 9-12</p>

Persuasive

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

Florida Reading/Language Arts Standard	Write Traits, Grade 1
<p>LA.1.4.3.1 The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.</p>	<p>Student Traitbook: 6-9; 14-17; 18-22; 40-43; 78-81 Teacher's Guide: 10-12; 16-18; 25-27; 46-48; 85-87 Transparency: 1-4; 5-8; 9-12; 17-20</p>



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Write Traits® Correlation to Florida Sunshine State Standards Reading & Language Arts Grade 2

WRITING PROCESS

Pre-Writing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 2
<p>The student will prewrite by:</p> <p>LA.2.3.1.1 generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer’s notebook, group discussion, other activities);</p>	<p>Student Traitbook: 1-5; 6-9; 10-13; 23-26; 35-39; 40-43; 48-51; 69-73; 74-77; 78-81</p> <p>Teacher’s Guide: 7-9; 10-12; 13-15; 28-30; 43-45; 46-48; 52-54; 79-81; 82-84; 85-87</p>
<p>LA.2.3.1.2 determines the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece; and</p>	<p>Student Traitbook: 14- 17; 40-43; 69-73</p> <p>Teacher’s Guide: 16-18; 45-47; 79-81</p>
<p>LA.2.3.1.3 making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).</p>	<p>Student Traitbook: 6-9; 14-17; 40-43; 69-73</p> <p>Teacher’s Guide: 10-12; 16-18; 46-48; 79-81</p>

Drafting

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

Florida Reading/Language Arts Standard	Write Traits, Grade 2
<p>LA.2.3.2.1 maintaining focus on a single idea and developing supporting details; and</p>	<p>Student Traitbook: 1-5; 6-9; 10-13; 14-17; 27-30; 48-51; 69-73</p> <p>Teacher’s Guide: 7-9; 10-12; 13-15; 16-18; 31-33; 52-54; 79-81</p>
<p>LA.2.3.2.2 organizing details into a logical sequence that has a clear beginning, middle and end and an awareness of audience.</p>	<p>Student Traitbook: 6-9; 10-13; 14-17; 18-22; 23-26; 27-30; 31-34; 40-43; 78-81; 82-85</p> <p>Teacher’s Guide: 10-12; 13-15; 16-18; 25-27; 28-30; 31-33; 34-36; 46-48; 85-87; 88-90</p>

Revising

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

Florida Reading/Language Arts Standard	Write Traits, Grade 2
<p>The student will revise by: LA.2.3.3.1 evaluating the draft for logical thinking and consistent point of view (first or third person) appropriate for the purpose and audience;</p>	<p>Student Traitbook: 18-22; 23-36; 27-30; 35-39; 40-43; 44-47; 69-73; 82-85</p> <p>Teacher’s Guide: 25-27; 28-30; 31-33; 43-45; 46-48; 49-51; 79-81; 88-90</p>
<p>LA.2.3.3.2 creating clarity by combining related simple sentences and sequencing new ideas into paragraphs;</p>	<p>Student Traitbook: 1-5; 31-34; 74-77; 82-85</p> <p>Teacher’s Guide: 7-9; 34-36; 82-84; 88-90</p>
<p>LA.2.3.3.3 creating interest by incorporating descriptive words and supporting details, such as sensory language; and</p>	<p>Student Traitbook: 1-5; 10-13; 35-39; 40-43; 44-47; 48-51; 52-56; 61-64; 69-73</p> <p>Teacher’s Guide: 7-9; 13-15; 43-45; 46-48; 49-51; 52-54; 61-63; 67-70; 79-81</p>
<p>LA.2.3.3.4 evaluating the composition, with the assistance of teacher, peer, checklist, or rubric.</p>	<p>Student Traitbook: 23-36; 27-30; 35-39; 61-64; 69-73; 74-77; 82-85; 91-94</p> <p>Teacher’s Guide: 28-30; 31-33; 43-45; 67-70; 79-81; 82-84; 88-90; 100-102</p>

Editing for Language Conventions

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

Florida Reading/Language Arts Standard	Write Traits, Grade 2
<p>The student will correctly use:</p> <p>LA.2.3.4.1 conventional spelling for high frequency words and common spelling patterns and generalizations (e.g., word families, simple CVC words, regular plurals, simple suffixes and simple prefixes) to determine how to spell new words;</p>	<p>Student Traitbook: 99-102 Teacher’s Guide: 106-108</p>
<p>LA.2.3.4.2 capitalization, including initial word in a sentence, the pronoun “I,” and proper names;</p>	<p>Student Traitbook: 95-98 Teacher’s Guide: 103-105</p>
<p>LA.2.3.4.3 commas in dates, items in a series, greetings and closings of letters, and compound sentences, colons to punctuate time, and apostrophes to correctly punctuate contractions;</p>	<p>Student Traitbook: 86-90 Teacher’s Guide: 97-99</p>
<p>LA.2.3.4.4 nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/minutes, his/her, hers);</p>	<p>Student Traitbook: 52-56 Teacher’s Guide: 61-63</p>
<p>LA.2.3.4.6 end punctuation for compound sentences, statements, questions, and exclamations.</p>	<p>Student Traitbook: 86-90 Teacher’s Guide: 97-99</p>

Publishing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 2
<p>LA.2.3.5.1 The student will produce, illustrate, and share a variety of compositions.</p>	<p>Student Traitbook: 1-5; 44-47; 52-56; 65-68; 69-73; 78-81 Teacher’s Guide: 7-10; 49-51; 61-63; 70-72; 79-81; 85-87</p>

WRITING APPLICATIONS

Creative

Standard: The student develops and demonstrates creative writing.

Florida Reading/Language Arts Standard	Write Traits, Grade 2
<p>LA.2.4.1.1 write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details; and</p>	<p>Student Traitbook: 6-9; 10-13; 14-17; 18-22; 23-26; 31-34; 35-39; 40-43; 44-47; 52-56</p> <p>Teacher’s Guide: 10-12; 13-15; 16-18; 25-27; 28-30; 34-36; 43-45; 45-47; 49-51; 61-63</p> <p>Transparency: 1-4; 5-8; 9-12</p>
<p>LA.2.4.1.2 compose simple stories, poems, riddles, rhymes, or song lyrics.</p>	<p>Student Traitbook: 1-5; 44-47; 65-68; 69-73; 78-81</p> <p>Teacher’s Guide: 7-9; 49-51; 70-72; 79-81; 85-87</p> <p>Transparency: 1-4; 9-12; 13-16; 17-20</p>

Informative

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

Florida Reading/Language Arts Standard	Write Traits, Grade 2
<p>LA.2.4.2.1 Write in a variety of technical/informational forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables);</p>	<p>Student Traitbook: 6-9; 10-13; 14-17; 31-34; 44-47; 57-60; 74-77</p> <p>Teacher’s Guide: 10-12; 13-15; 16-18; 34-36; 49-51; 64-66; 82-84</p> <p>Transparency: 1-4; 5-8; 13-16; 17-20</p>
<p>LA.2.4.2.3 write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;</p>	<p>Student Traitbook: 14-17; 44-47; 74-77</p> <p>Teacher’s Guide: 16-18; 49-51; 82-84</p> <p>Transparency: 1-4; 17-20</p>
<p>LA.2.4.2.5 write simple directions to familiar locations using “left and right,” and create a map that matches the directions.</p>	<p>Student Traitbook: 18-22; 23-26</p> <p>Teacher’s Guide: 25-27; 28-30</p> <p>Transparency: 5-8</p>

Persuasive

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

Florida Reading/Language Arts Standard	Write Traits, Grade 2
LA.2.4.3.1 The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.	Student Traitbook: 6-9; 10-13; 14-17; 18-22; 31-34; 35-39; 40-43; 44-47; 57-60; 65-68; 69-73; 74-77; 78-81 Teacher's Guide: 10-12; 13-15; 16-18; 25-27; 34-36; 43-45; 46-48; 49-51; 64-66; 70-72; 79-81; 82-84; 85-87 Transparency: 1-4; 5-8; 9-12; 13-16; 17-20



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Write Traits® Correlation to Florida Sunshine State Standards Reading & Language Arts Grade 3

WRITING PROCESS

Pre-Writing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 3
<p>The student will prewrite by:</p> <p>LA.3.3.1.1 generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;</p>	<p>Student Traitbook: 7-11; 12-15; 16-19; 20-23; 25-28; 29-32; 33-36; 37-40; 42-45; 46-49; 50-53; 54-57; 67-70; 76-79; 80-83</p> <p>Teacher’s Guide: 7-9; 10-12; 13-15; 16-18; 25-27; 28-30; 31-33; 34-36; 43-45; 46-48; 49-51; 52-54; 67-69; 79-81; 82-84</p>
<p>LA.3.3.1.2 determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece; and</p>	<p>Student Traitbook: 12-15; 42-45</p> <p>Teacher’s Guide: 10-12; 43-45</p>
<p>LA.3.3.1.3 using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea.</p>	<p>Student Traitbook: 7-11; 12-15; 20-23; 29-32; 33-36</p> <p>Teacher’s Guide: 7-9; 10-12; 16-18; 28-30; 31-33</p>

Drafting

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

Florida Reading/Language Arts Standard	Write Traits, Grade 3
<p>LA.3.3.2.1 using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions; and</p>	<p>Student Traitbook: 7-15; 20-23; 25-28; 29-32; 42-45; 67-70</p> <p>Teacher’s Guide: 7-9; 10-12; 13-15; 16-18; 25-27; 28-30; 43-45; 67-79</p>
<p>LA.3.3.2.2 organizing information into a logical sequence through the use of time-order words and cause / effect transitions.</p>	<p>Student Traitbook: 29-32</p> <p>Teacher’s Guide: 28-30</p>

Revising

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

Florida Reading/Language Arts Standard	Write Traits, Grade 3
<p>The student will revise by:</p> <p>LA.3.3.3.1 evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice;</p>	<p>Student Traitbook: 16-19; 20-23; 25-28; 29-32; 33-36; 37-40; 42-45; 46-49; 50-53; 54-57; 63-66; 67-70</p> <p>Teacher’s Guide: 13-15; 16-18; 25-27; 28-30; 31-33; 34-36; 43-45; 46-48; 49-51; 52-54; 64-66; 67-69</p>
<p>LA.3.3.3.2 creating clarity by using a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning;</p>	<p>Student Traitbook: 29-32; 63-66; 67-70; 76-79; 80-83</p> <p>Teacher’s Guide: 28-30; 64-66; 67-69; 79-81; 82-84</p>
<p>LA.3.3.3.3 creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p>	<p>Student Traitbook: 16-19; 20-23; 33-36; 59-62; 63-66; 67-70</p> <p>Teacher’s Guide: 13-15; 16-18; 31-33; 61-63; 64-66; 67-69</p>
<p>LA.3.3.3.4 applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p>	<p>Student Traitbook: 16-19; 20-23; 25-28; 29-32; 33-36; 37-40; 42-45; 46-49; 59-62; 63-66; 67-70; 76-79; 80-83; 93-96; 97-100; 101-104; 105-107</p> <p>Teacher’s Guide: 13-15; 16-18; 25-27; 28-30; 31-33; 34-36; 43-45; 46-48; 61-63; 64-66; 67-69; 79-81; 82-84; 97-99; 100-102; 103-105; 106-108</p>

Editing for Language Conventions

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

Florida Reading/Language Arts Standard	Write Traits, Grade 3
<p>The student will correctly use:</p> <p>LA.3.3.4.1 spelling, using spelling patterns and generalizations (e.g., word families, diphthong, consonant digraphs, CVC words, CCVC words, CVCC words, affixes) and using a dictionary or other resources as necessary;</p>	<p>Student Traitbook: 93-96; 97-100; 101-104; 105-107</p> <p>Teacher's Guide: 97-99; 100-102; 106-108</p>
<p>LA.3.3.4.2 capitalization for proper nouns, including holidays, product names, titles used with someone's name, initials, and geographic locations;</p>	<p>Student Traitbook: 84-87; 93-96; 97-100; 101-104; 105-107</p> <p>Teacher's Guide: 85-87; 97-99; 100-102; 106-108</p>
<p>LA.3.3.4.3 punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;</p>	<p>Student Traitbook: 76-79; 84-87; 88-91; 93-96; 97-100; 101-104; 105-107</p> <p>Teacher's Guide: 79-81; 85-87; 88-90; 97-99; 100-102; 106-108</p>
<p>LA.3.3.4.4 present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns;</p>	<p>Student Traitbook: 59-62; 93-96; 97-100; 101-104; 105-107</p> <p>Teacher's Guide: 61-63; 97-99; 100-102; 106-108</p>
<p>LA.3.3.4.5 subject/verb and noun/pronoun agreement in simple and compound sentences; and</p>	<p>Student Traitbook: 59-62; 76-79; 93-96; 97-100; 101-104; 105-107</p> <p>Teacher's Guide: 61-63; 79-81; 97-99; 100-102; 106-108</p>
<p>LA.3.3.4.6 end punctuation for compound, declarative, interrogative, and exclamatory sentences.</p>	<p>Student Traitbook: 76-79; 84-87; 88-91; 93-96; 97-100; 101-104; 105-107</p> <p>Teacher's Guide: 79-81; 85-87; 88-90; 97-99; 100-102; 106-108</p>

Publishing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 3
<p>LA.3.3.5.1 prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</p>	<p>Student Traitbook: 29-32; 50-53 Teacher's Guide: 28-30; 49-51</p>
<p>LA.3.3.5.3 share the writing with the intended audience.</p>	<p>Student Traitbook: 20-23; 25-28; 29-32; 50-53 Teacher's Guide: 16-18; 25-27; 28-30; 49-51</p>

WRITING APPLICATIONS

Creative

Standard: The student develops and demonstrates creative writing.

Florida Reading/Language Arts Standard	Write Traits, Grade 3
<p>LA.3.4.1.1 write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; and</p>	<p>Student Traitbook: 7-15; 16-19; 20-23; 25-28; 37-40; 42-45; 54-57; 67-70 Teacher's Guide: 7-9; 10-12; 13-15; 16-18; 25-27; 34-36; 43-45; 52-54; 67-69 Transparency: 1-4; 5-8; 9-12; 13-16</p>
<p>LA.3.4.1.2 write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format.</p>	<p>Student Traitbook: 12-15; 25-28; 37-40; 42-45; 46-49; 67-70; 88-91 Teacher's Guide: 10-12; 25-27; 34-36; 43-45; 46-48; 67-69; 88-90 Transparency: 1-4; 5-8; 9-12; 13-16; 17-20; 21-24</p>

Informative

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

Florida Reading/Language Arts Standard	Write Traits, Grade 3
<p>LA.3.4.2.1 Write in a variety of technical/informational forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics);</p>	<p>Student Traitbook: 7-15; 16-19; 20-23; 25-28; 54-57</p> <p>Teacher’s Guide: 7-9; 10-12; 13-15; 16-18; 25-27; 52-54</p> <p>Transparency: 1-4; 5-8; 9-12; 13-16; 17-20; 21-24</p>
<p>LA.3.4.2.3 write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information;</p>	<p>Student Traitbook: 16-19; 20-23; 25-28; 37-40</p> <p>Teacher’s Guide: 13-15; 16-18; 25-27; 34-36</p> <p>Transparency: 1-4; 5-8</p>
<p>LA.3.4.2.4 write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations); and</p>	<p>Student Traitbook: 54-57; 67-70</p> <p>Teacher’s Guide: 52-54; 67-69</p> <p>Transparency: 9-12; 13-16</p>

Persuasive

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

Florida Reading/Language Arts Standard	Write Traits, Grade 3
<p>LA.3.4.3.1 The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.</p>	<p>Student Traitbook: 7-15; 20-23; 33-36; 42-45; 54-57; 67-70</p> <p>Teacher’s Guide: 7-9; 10-12; 16-18; 31-33; 43-45; 52-54; 67-69</p> <p>Transparency: 1-4; 5-8; 9-12; 13-16; 17-20; 21-24</p>



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Write Traits® Correlation to Florida Sunshine State Standards Reading & Language Arts Grade 4

WRITING PROCESS

Pre-Writing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 4
<p>The student will prewrite by:</p> <p>LA.4.3.1.1 generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;</p>	<p>Student Traitbook: 8-11; 25-28;42-45; 46-49; 50-53; 54-57; 59-62; 76-79; 84-87</p> <p>Teacher’s Guide: 7-9; 25-27; 43-35; 46-48; 49-51; 52-54; 61-63; 79-81; 85-87</p>
<p>LA.4.3.1.2 determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece; and</p>	<p>Student Traitbook: 20-23; 42-45; 46-49; 50-53</p> <p>Teacher’s Guide: 16-18; 43-45; 46-48; 49-51</p>
<p>LA.4.3.1.3 organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.</p>	<p>Student Traitbook: 8-11; 12-15; 25-28; 29-32</p> <p>Teacher’s Guide: 7-9; 10-12; 25-27; 28-30</p>

Drafting

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

Florida Reading/Language Arts Standard	Write Traits, Grade 4
<p>LA.4.3.2.1 using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions;</p>	<p>Student Traitbook: 8-11; 12-15; 16-19; 54-57 Teacher’s Guide: 7-9; 10-12; 13-15; 52-54</p>
<p>LA.4.3.2.2 organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and</p>	<p>Student Traitbook: 16-19; 20-23; 29-32; 33-36; 71-74 Teacher’s Guide: 13-15; 16-18; 28-30; 31-33; 70-72</p>
<p>LA.4.3.2.3 creating interesting leads through the use of quotations, questions, or descriptions.</p>	<p>Student Traitbook: 25-28; 29-32; 42-45; 50-53; 54-57; 84-87 Teacher’s Guide: 25-27; 28-30; 43-45; 49-51; 52-54; 85-87</p>

Revising

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

Florida Reading/Language Arts Standard	Write Traits, Grade 4
<p>The student will revise by: LA.4.3.3.1 evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation;</p>	<p>Student Traitbook: 8-11; 12-15; 16-19; 29-32; 33-36; 37-40; 42-45; 46-49; 50-53; 54-57; 59-62; 71-74; 76-79; 80-83; 84-87; 93-96; 101-103; 104-106 Teacher’s Guide: 7-9; 10-12; 13-15; 28-30; 31-33; 34-36; 43-45; 46-48; 49-51; 52-54; 61-63; 70-72; 79-81; 82-84; 85-87; 97-99; 104-107; 108-110</p>
<p>LA.4.3.3.2 creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis);</p>	<p>Student Traitbook: 16-19; 20-23; 25-27; 33-36; 37-40; 42-45; 50-53; 71-74; 80-83; 93-96; 101-103 Teacher’s Guide: 13-15; 16-18; 25-27; 31-33; 34-36; 43-45; 49-51; 70-72; 83-84; 97-99; 104-107; 108-110</p>
<p>LA.4.3.3.3 creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p>	<p>Student Traitbook: 29-32; 33-36; 42-45; 46-49; 50-53; 54-57; 59-62; 63-66; 71-74; 84-87; 93-96; 101-103 Teacher’s Guide: 28-30; 31-33; 43-45; 46-48; 49-51; 52-54; 61-63; 64-66; 70-72; 85-87; 97-99; 104-107; 108-110</p>

Florida Reading/Language Arts Standard	Write Traits, Grade 4
<p>LA.4.3.3.4 applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p>	<p>Student Traitbook: 8-11; 16-19; 20-23; 25-28; 29-32; 33-36; 37-40; 42-45; 46-49; 50-53; 54-57; 63-66; 71-74; 80-83; 84-87; 88-91; 93-96; 101-103</p> <p>Teacher’s Guide: 7-9; 13-15; 16-18; 25-27; 28-30; 31-33; 34-36; 43-45; 46-48; 49-51; 52-54; 64-66; 70-72; 82-84; 85-87; 88-91; 97-99; 104-107; 108-110</p>

Editing for Language Conventions

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

Florida Reading/Language Arts Standard	Write Traits, Grade 4
<p>The student will correctly use:</p> <p>LA.4.3.4.1 spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in –y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary;</p>	<p>Student Traitbook: 59-62; 63-66; 93-96; 97-100; 101-103</p> <p>Teacher’s Guide: 61-63; 64-66; 97-99; 104-107; 108-110</p>
<p>LA.4.3.4.2 capitalization for proper nouns, including titles used with someone’s name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.);</p>	<p>Student Traitbook: 93-96; 97-100; 101-103</p> <p>Teacher’s Guide: 97-99; 100-102; 104-107; 108-110</p>
<p>LA.4.3.4.3 punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;</p>	<p>Student Traitbook: 84-87; 93-96; 97-100; 101-103</p> <p>Teacher’s Guide: 85-87; 97-99; 100-102; 104-107; 108-110</p>
<p>LA.4.3.4.4 present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions;</p>	<p>Student Traitbook: 93-96; 97-100; 101-103</p> <p>Teacher’s Guide: 97-99; 100-102; 104-107; 108-110</p>
<p>LA.4.3.4.5 subject/verb and noun/pronoun agreement in simple and compound sentences; and</p>	<p>Student Traitbook: 93-96; 97-100; 101-103</p> <p>Teacher’s Guide: 97-99; 100-102; 104-107; 108-110</p>
<p>LA.4.3.4.6 end punctuation for declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>Student Traitbook: 76-79; 93-96; 97-100; 101-103</p> <p>Teacher’s Guide: 79-81; 97-99; 100-102; 104-107; 108-110</p>

Publishing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 4
LA.4.3.5.3 share the writing with the intended audience.	<p>Student Traitbook: 29-32; 46-49; 50-53; 54-57; 88-91; 101-103</p> <p>Teacher's Guide: 28-30; 46-48; 49-51; 52-54; 88-90</p>

WRITING APPLICATIONS

Creative

Standard: The student develops and demonstrates creative writing.

Florida Reading/Language Arts Standard	Write Traits, Grade 4
LA.4.4.1.1 write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience; and	<p>Student Traitbook: 16-19; 25-28; 33-36; 37-40; 42-45; 46-49; 50-53; 54-57; 59-62; 67-70; 71-74; 76-79; 93-96</p> <p>Teacher's Guide: 13-15; 25-28; 31-33; 34-36; 43-45; 46-48; 49-51; 52-54; 61-63; 67-69; 70-72; 79-81; 97-99</p> <p>Transparency: 1-4; 5-8; 9-12; 13-16; 21-24</p>
LA.4.4.1.2 write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.	<p>Student Traitbook: 29-32; 37-40; 42-45; 46-49; 50-53; 54-57; 67-70; 71-74; 76-79; 84-87; 93-96</p> <p>Teacher's Guide: 28-30; 34-36; 43-45; 46-48; 49-51; 52-54; 67-69; 70-72; 79-81; 85-87; 97-99</p> <p>Transparency: 5-8; 9-12; 13-16; 17-20; 21-24</p>

Informative

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

Florida Reading/Language Arts Standard	Write Traits, Grade 4
LA.4.4.2.1 Write in a variety of technical/informational forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals);	<p>Student Traitbook: 20-23; 29-32; 67-70; 93-96</p> <p>Teacher's Guide: 16-18; 28-30; 67-69; 97-99</p> <p>Transparency: 1-4; 5-8; 13-16</p>

Florida Reading/Language Arts Standard	Write Traits, Grade 4
LA.4.4.2.2 record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;	Student Traitbook: 93-96 Teacher's Guide: 97-99
LA.4.4.2.3 write informational/expository essays that contain introductory, body, and concluding paragraphs;	Student Traitbook: 20-23; 29-32; 54-57; 93-96 Teacher's Guide: 16-18; 28-30; 52-54; 97-99 Transparency: 1-4; 5-8; 9-12; 21-24
LA.4.4.2.4 write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and	Student Traitbook: 33-36; 50-53; 54-57; 71-74; 93-96 Teacher's Guide: 31-33; 49-51; 52-54; 70-72; 97-99 Transparency: 5-8; 9-12; 21-24
LA.4.4.2.5 write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.	Student Traitbook: 29-32; 33-36; 93-96 Teacher's Guide: 28-30; 31-33; 97-99 Transparency: 5-8, 21-24

Persuasive

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

Florida Reading/Language Arts Standard	Write Traits, Grade 4
LA.4.4.3.1 write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence; and	Student Traitbook: 50-53; 54-57; 71-74; 76-79; 93-96 Teacher's Guide: 49-51; 52-54; 70-72; 79-81; 97-99 Transparency: 9-12; 17-20; 21-24
LA.4.4.3.2 include persuasive techniques (e.g., word choice, repetition, emotional appeal).	Student Traitbook: 50-53; 54-57; 71-74; 76-79; 93-96 Teacher's Guide: 49-51; 52-54; 70-72; 79-81; 97-99 Transparency: 9-12; 17-20; 21-24



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Write Traits® Correlation to Florida Sunshine State Standards Reading & Language Arts Grade 5

WRITING PROCESS

Pre-Writing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 5
LA.5.3.1.1 generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;	Student Traitbook: 7-11; 20-23; 24-28; 41-45; 50-53; 54-57; 67-70 Teacher’s Guide: 7-9; 16-18; 25-27; 43-45; 49-51; 52-54; 67-69
LA.5.3.1.2 determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece; and	Student Traitbook: 41-45; 46-49; 54-57 Teacher’s Guide: 43-45; 46-48; 52-54
LA.5.3.1.3 organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log).	Student Traitbook: 7-11; 29-32 Teacher’s Guide: 7-9; 28-30

Drafting

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

Florida Reading/Language Arts Standard	Write Traits, Grade 5
LA.5.3.2.1 using a prewriting plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood	Student Traitbook: 12-15; 20-23; 29-32; 33-36; 46-49; 54-57; 63-66; 67-70 Teacher’s Guide: 10-12; 16-18; 28-30; 31-33; 46-48; 52-54; 64-66; 67-69

Florida Reading/Language Arts Standard	Write Traits, Grade 5
<p>LA.5.3.2.2 organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and</p>	<p>Student Traitbook: 12-15; 16-19; 20-23; 29-32; 33-36; 75-79; 80-83; 84-87; 88-90</p> <p>Teacher’s Guide: 10-12; 13-15; 16-18; 28-30; 31-33; 79-81; 82-84; 85-87; 88-90</p>
<p>LA.5.3.2.3 creating interesting leads by studying the leads of professional authors and experimenting with various types of leads (e.g., an astonishing fact, a dramatic scene).</p>	<p>Student Traitbook: 12-15; 20-23; 24-28; 33-36; 41-45; 50-53; 54-57; 63-66; 67-70; 75-79; 84-87; 88-90</p> <p>Teacher’s Guide: 10-12; 13-15; 16-18; 25-27; 31-33; 43-45; 49-51; 52-54; 64-66; 67-69; 79-81; 85-87; 88-90</p>

Revising

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

Florida Reading/Language Arts Standard	Write Traits, Grade 5
<p>LA.5.3.3.1 evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;</p>	<p>Student Traitbook: 20-23; 24-28; 29-32; 33-36; 41-45; 46-49; 50-53; 54-57; 58-62; 63-66; 67-70; 71-74; 75-79; 80-83; 88-90; 91-95; 96-99; 100-102; 103-105</p> <p>Teacher’s Guide: 16-18; 25-27; 28-30; 31-33; 43-45; 46-48; 49-51; 52-54; 61-63; 64-66; 67-69; 70-72; 79-81; 81-84; 88-90; 97-99; 100-103; 104-107; 108-110</p>
<p>LA.5.3.3.2 creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;</p>	<p>Student Traitbook: 16-19; 24-28; 29-32; 33-36; 37-40; 58-62; 63-66; 67-70; 71-74; 75-79; 80-83; 88-90; 91-95; 96-99; 100-102; 103-105</p> <p>Teacher’s Guide: 13-15; 25-27; 28-30; 31-33; 34-36; 61-63; 64-66; 67-69; 70-72; 79-81; 82-84; 88-90; 97-99; 100-103; 104-107; 108-110</p>
<p>LA.5.3.3.3 creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p>	<p>Student Traitbook: 33-36; 41-45; 46-49; 50-53; 54-57; 58-62; 63-66; 67-70; 71-74; 75-79; 80-83; 84-87; 88-90; 91-95; 96-99; 100-102; 103-105</p> <p>Teacher’s Guide: 31-33; 43-45; 46-48; 49-51; 52-54; 61-63; 64-66; 67-69; 70-72; 79-81; 82-84; 85-87; 88-90; 97-99; 100-103; 104-107; 108-110</p>

Florida Reading/Language Arts Standard	Write Traits, Grade 5
<p>LA.5.3.3.4 applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p>	<p>Student Traitbook: 12-15; 24-28; 29-32; 33-36; 37-40; 41-45; 46-49; 50-53; 54-57; 58-62; 63-66; 67-70; 71-74; 75-79; 80-83; 84-87; 88-90; 91-95; 96-99; 100-102; 103-105</p> <p>Teacher’s Guide: 10-12; 25-27; 28-30; 31-33; 34-36; 43-45; 46-48; 49-51; 52-54; 61-63; 64-66; 67-69; 70-72; 79-81; 82-84; 85-87; 88-90; 97-99; 100-103; 104-107; 108-110</p>

Editing for Language Conventions

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

Florida Reading/Language Arts Standard	Write Traits, Grade 5
<p>LA.5.3.4.1 spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;</p>	<p>Student Traitbook: 58-62; 63-66; 91-95; 96-99; 100-102; 103-105</p> <p>Teacher’s Guide: 61-63; 64-66; 97-99; 100-103; 104-107; 108-110</p>
<p>LA.5.3.4.2 capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places</p>	<p>Student Traitbook: 91-95; 96-99; 100-102; 103-105</p> <p>Teacher’s Guide: 97-99; 100-103; 104-107; 108-110</p>
<p>LA.5.3.4.3 punctuation, including commas in clauses, hyphens, and in cited sources, including quotations for exact words from sources;</p>	<p>Student Traitbook: 84-87; 91-95; 96-99; 100-102; 103-105</p> <p>Teacher’s Guide: 85-87; 97-99 100-103; 104-107; 108-110</p>
<p>LA.5.3.4.4 the four basic parts of speech (nouns, verbs, adjectives, adverbs), and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns; and</p>	<p>Student Traitbook: 58-62; 91-95; 96-99; 100-102; 103-105</p> <p>Teacher’s Guide: 61-63; 97-99 100-103; 104-107; 108-110</p>
<p>LA.5.3.4.5 subject/verb and noun/pronoun agreement in simple and compound sentences</p>	<p>Student Traitbook: 91-95; 96-99; 100-102; 103-105</p> <p>Teacher’s Guide: 97-99; 100-103; 104-107; 108-110</p>

Publishing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 5
LA.5.3.5.3 share the writing with the intended audience.	<p>Student Traitbook: 20-23; 24; 37-40; 54-57; 88-90</p> <p>Teacher's Guide: 16-18; 20-24; 34-36; 52-54; 88-90</p>

WRITING APPLICATIONS

Creative

Standard: The student develops and demonstrates creative writing.

Florida Reading/Language Arts Standard	Write Traits, Grade 5
LA.5.4.1.1 write narratives that establish a situation and plot with rising action, conflict, and resolution; and	<p>Student Traitbook: 20-23; 29-32; 37-40; 67-70; 71-74; 75-79; 88-90</p> <p>Teacher's Guide: 16-18; 28-30; 34-36; 67-69; 70-72; 79-81; 88-90</p> <p>Transparency: 1-4; 5-8; 13-16; 17-20; 21-24</p>
LA.5.4.1.2 write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format.	<p>Student Traitbook: 20-23; 50-53; 54-57; 58-62; 67-70; 75-79; 84-87</p> <p>Teacher's Guide: 16-18; 49-51; 52-54; 61-63; 67-69; 79-81; 85-87</p> <p>Transparency: 1-4; 9-12; 13-16; 17-20; 21-24</p>

I n f o r m a t i v e

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

Florida Reading/Language Arts Standard	Write Traits, Grade 5
<p>LA.5.4.2.1 write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);</p>	<p>Student Traitbook: 16-19; 29-32; 41-45; 54-57; 67-70; 71-74; 75-79; 88-90</p> <p>Teacher’s Guide: 13-15; 28-30; 43-45; 52-54; 67-69; 70-72; 79-81; 88-90</p> <p>Transparency: 1-4; 5-8; 9-12; 13-16; 17-20; 21-24</p>
<p>LA.5.4.2.2 record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;</p>	<p>Student Traitbook: 29-32</p> <p>Teacher’s Guide: 28-30</p> <p>Transparency: 5-8; 21-24</p>
<p>LA.5.4.2.3 write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs</p>	<p>Student Traitbook: 33-36; 37-40; 41-45; 54-57; 71-74; 75-79; 88-90</p> <p>Teacher’s Guide: 31-33; 34-36; 43-45; 52-54; 70-72; 79-81; 88-90</p> <p>Transparency: 5-8; 9-12; 13-16; 17-20; 21-24</p>
<p>LA.5.4.2.4 write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p>	<p>Student Traitbook: 41-45; 54-57; 75-79; 88-90</p> <p>Teacher’s Guide: 43-45; 52-54; 79-81; 88-90</p> <p>Transparency: 9-12; 17-20; 21-24</p>
<p>LA.5.4.2.5 write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map</p>	<p>Student Traitbook: 33-36</p> <p>Teacher’s Guide: 31-33</p> <p>Transparency: 5-8; 21-24</p>

Persuasive

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

Florida Reading/Language Arts Standard	Write Traits, Grade 5
LA.5.4.3.1 write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and	Student Traitbook: 75-79 Teacher's Guide: 79-81 Transparency: 17-20; 21-24
LA.5.4.3.2 include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole).	Student Traitbook: 75-79 Teacher's Guide: 79-81 Transparency: 17-20; 21-24



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Write Traits® Correlation to Florida Sunshine State Standards Reading & Language Arts Grade 6

WRITING PROCESS

Pre-Writing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 6
<p>The student will prewrite by:</p> <p>LA.6.3.1.1 generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;</p>	<p>Student Traitbook: 7-11; 54-57; 58-62; 63-66; 76-79</p> <p>Teacher’s Guide: 7-9; 52-54; 61-63; 64-66; 79-81</p>
<p>LA.6.3.1.2 making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and</p>	<p>Student Traitbook: 7-11; 12-15; 54-57; 58-62</p> <p>Teacher’s Guide: 7-9; 10-12; 52-54; 61-63</p>
<p>LA.6.3.1.3 using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).</p>	<p>Student Traitbook: 7-11; 24-28; 29-32; 33-36; 37-40; 58-62</p> <p>Teacher’s Guide: 7-9; 20-24; 25-27; 28-30; 31-33; 34-36; 61-63</p>

Drafting

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

Florida Reading/Language Arts Standard	Write Traits, Grade 6
<p>LA.6.3.2.1 developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;</p>	<p>Student Traitbook: 7-11; 37-40; 50-53 Teacher's Guide: 7-9; 34-36; 49-51</p>
<p>LA.6.3.2.2 organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and</p>	<p>Student Traitbook: 7-11; 12-15; 37-40; 71-74; 84-87 Teacher's Guide: 7-9; 10-12; 34-36; 70-72; 85-87</p>
<p>LA.6.3.2.3 analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.</p>	<p>Student Traitbook: 7-11; 33-36; 37-40; 41-45; 50-53; 63-66; 67-70; 71-74; 76-79; 84-87 Teacher's Guide: 7-9; 31-33; 34-36; 43-45; 49-51; 64-66; 67-69; 70-72; 79-81; 82-84</p>

Revising

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

Florida Reading/Language Arts Standard	Write Traits, Grade 6
<p>The student will revise by:</p> <p>LA.6.3.3.1 evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;</p>	<p>Student Traitbook: 16-19; 33-36; 37-40; 41-45; 46-49; 50-53; 58-62; 63-66; 67-70; 71-74; 76-79; 80-83; 84-87; 88-91 Teacher's Guide: 13-15; 31-33; 34-36; 43-45; 46-48; 49-51; 61-63; 64-66; 67-69; 70-72; 79-81; 82-84; 85-87; 88-90</p>
<p>LA.6.3.3.2 creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);</p>	<p>Student Traitbook: 16-19; 20-23; 29-32; 33-36; 37-40; 46-49; 50-53; 58-62; 63-66; 67-70; 80-83; 88-91 Teacher's Guide: 13-15; 16-18; 28-30; 31-33; 34-36; 46-48; 49-51; 61-63; 62-64; 67-69; 82-84; 88-90</p>

Florida Reading/Language Arts Standard	Write Traits, Grade 6
<p>LA.6.3.3.3 creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p>	<p>Student Traitbook: 16-19; 20-23; 37-40; 58-62; 63-66; 67-70; 71-74</p> <p>Teacher’s Guide: 13-15; 16-18; 34-36; 61-63; 64-66; 67-69; 70-72</p>
<p>LA.6.3.3.4 applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p>	<p>Student Traitbook: 16-19; 20-23; 29-32; 33-36; 37-40; 50-53; 58-62; 63-66; 71-74; 76-79; 80-83; 88-91; 92-96; 97-100; 101-103; 104-106</p> <p>Teacher’s Guide: 13-15; 16-18; 28-30; 31-33; 34-36; 49-51; 61-63; 64-66; 70-72; 79-81; 82-84; 88-90; 92-99; 100-103; 104-107; 108-111; 112</p>

Editing for Language Conventions

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

Florida Reading/Language Arts Standard	Write Traits,, Grade 6
<p>The student will correctly use:</p> <p>LA.6.3.4.1 spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;</p>	<p>Student Traitbook: 63-66; 67-70; 92-96; 97-100; 101-103; 104-106</p> <p>Teacher’s Guide: 64-66; 92-99; 100-103; 104-107; 108-111; 112</p>
<p>LA.6.3.4.2 capitalization, including major words in titles of books, plays, movies, and television programs;</p>	<p>Student Traitbook: 92-96; 97-100; 101-103; 104-106</p> <p>Teacher’s Guide: 92-99; 100-103; 104-107; 108-111; 112</p>
<p>LA.6.3.4.3 punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;</p>	<p>Student Traitbook: 92-96; 97-100; 101-103; 104-106</p> <p>Teacher’s Guide: 92-99; 100-103; 104-107; 108-111; 112</p>
<p>LA.6.3.4.4 the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and</p>	<p>Student Traitbook: 92-96; 97-100; 101-103; 104-106</p> <p>Teacher’s Guide: 92-99; 100-103; 104-107; 108-111; 112</p>

Florida Reading/Language Arts Standard	Write Traits,, Grade 6
LA.6.3.4.5 consistency in verb tense in simple, compound, and complex sentences.	Student Traitbook: 80-83; 92-96; 97-100; 101-103; 104-106 Teacher’s Guide: 82-84; 92-99; 100-103; 104-107; 108-111; 112

Publishing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 6
LA.6.3.5.2 use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and	Student Traitbook: 88-91 Teacher’s Guide: 88-90

WRITING APPLICATIONS

Creative

Standard: The student develops and demonstrates creative writing.

Florida Reading/Language Arts Standard	Write Traits, Grade 6
LA.6.4.1.1 write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and	Student Traitbook: 12-15; 33-36; 41-45; 58-62; 58-62; 71-74; 76-79; 84-87 Teacher’s Guide: 10-12; 31-33; 43-45; 61-63; 61-63; 70-72; 79-81; 85-87 Transparency: 1-4; 5-8; 9-12; 13-16; 17-20; 21-24
LA.6.4.1.2 write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.	Student Traitbook: 20-23; 33-36; 41-45; 58-62; 71-74; 84-87 Teacher’s Guide: 16-18; 31-33; 43-45; 61-63; 79-81; 85-87 Transparency: 1-4; 5-8; 9-12; 13-16; 17-20; 21-24

I n f o r m a t i v e

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

Florida Reading/Language Arts Standard	Write Traits, Grade 6
<p>LA.6.4.2.1 Write in a variety of technical/informational forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);</p>	<p>Student Traitbook: 20-23; 25-28; 41-45; 46-49; 54-57; 76-79; 84-87</p> <p>Teacher’s Guide: 16-18; 25-27; 43-45; 46-48; 52-54; 79-81; 85-87</p> <p>Transparency: 1-4; 5-8; 9-12; 17-20; 21-24</p>
<p>LA.6.4.2.2 record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;</p>	<p>Student Traitbook: 25-28; 46-49</p> <p>Teacher’s Guide: 25-27; 46-48</p> <p>Transparency: 5-8; 9-12; 21-24</p>
<p>LA.6.4.2.3 write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;</p>	<p>Student Traitbook: 25-28; 37-40; 46-49; 54-57; 76-79; 84-87</p> <p>Teacher’s Guide: 25-27; 34-36; 46-48; 52-54; 79-81; 85-87</p> <p>Transparency: 5-8; 9-12; 17-20; 21-24</p>
<p>LA.6.4.2.4 write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p>	<p>Student Traitbook: 37-40; 46-49</p> <p>Teacher’s Guide: 34-36; 46-48</p> <p>Transparency: 5-8; 9-12; 21-24</p>
<p>LA.6.4.2.5 write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.</p>	<p>Student Traitbook: 46-49</p> <p>Teacher’s Guide: 46-48</p> <p>Transparency: 9-12; 21-24</p>

P e r s u a s i v e

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

Florida Reading/Language Arts Standard	Write Traits, Grade 6
<p>LA.6.4.3.1 write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and</p>	<p>Student Traitbook: 46-49; 58-62; 76-79; 84-87</p> <p>Teacher’s Guide: 46-48; 61-63; 79-81; 85-87</p> <p>Transparency: 9-12; 13-16; 17-20; 21-24</p>
<p>LA.6.4.3.2 include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).</p>	<p>Student Traitbook: 46-49; 58-62</p> <p>Teacher’s Guide: 46-48; 61-63</p> <p>Transparency: 9-12; 13-16; 21-24</p>



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Write Traits® Correlation to Florida Sunshine State Standards Reading & Language Arts Grade 7

WRITING PROCESS

Pre-Writing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 7
<p>The student will prewrite by:</p> <p>LA.7.3.1.1 generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;</p>	<p>Student Traitbook: 12-15; 16-19; 37-40; 41-45</p> <p>Teacher’s Guide: 10-12; 13-15; 34-36; 43-45</p>
<p>LA.7.3.1.2 making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and</p>	<p>Student Traitbook: 7-11; 29-32; 46-49; 54-57; 88-90</p> <p>Teacher’s Guide: 7-9; 28-30; 46-48; 52-54; 88-90</p>
<p>LA.7.3.1.3 using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.</p>	<p>Student Traitbook: 7-11; 29-32</p> <p>Teacher’s Guide: 28-30</p>

Drafting

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

Florida Reading/Language Arts Standard	Write Traits, Grade 7
<p>LA.7.3.2.1 developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;</p>	<p>Student Traitbook: 37-40; 88-90</p> <p>Teacher’s Guide: 34-36; 88-90</p>
<p>LA.7.3.2.2 organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and</p>	<p>Student Traitbook: 7-11; 12-15; 20-23; 29-32; 37-40; 80-83; 84-87; 88-90</p> <p>Teacher’s Guide: 7-9; 10-12; 16-18; 28-30; 34-36; 82-84; 85-87; 88-90</p>
<p>LA.7.3.2.3 analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.</p>	<p>Student Traitbook: 12-15; 16-19; 20-23; 41-45; 46-49; 50-53; 54-57; 58-62; 63-66; 67-70; 75-79; 80-83; 84-87; 88-90</p> <p>Teacher’s Guide: 10-12; 13-15; 16-18; 43-45; 46-48; 49-51; 52-54; 61-63; 64-66; 67-69; 79-81; 82-84; 85-87; 88-90</p>

Revising

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

Florida Reading/Language Arts Standard	Write Traits, Grade 7
<p>The student will revise by:</p> <p>LA.7.3.3.1 evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;</p>	<p>Student Traitbook: 12-15; 20-23; 29-32; 37-40; 41-45; 46-49; 50-53; 54-57; 58-62; 63-66; 67-70; 71-74; 75-79; 80-83; 84-87; 88-90; 91-95; 96-99</p> <p>Teacher’s Guide: 10-12; 16-18; 28-30; 34-36; 43-45; 46-48; 49-51; 52-54; 61-63; 64-66; 67-69; 70-72; 79-81; 82-84; 85-87; 88-90; 97-99; 100-102</p>
<p>LA.7.3.3.2 creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;</p>	<p>Student Traitbook: 12-15; 20-23; 29-32; 46-49; 50-53; 54-57; 63-66; 67-70; 71-74; 75-79; 80-83; 84-87; 88-90; 91-95; 96-99</p> <p>Teacher’s Guide: 10-12; 16-18; 28-30; 43-45; 49-51; 52-54; 64-66; 67-69; 70-72; 79-81; 82-84; 85-87; 88-90; 97-99; 100-102</p>

Florida Reading/Language Arts Standard	Write Traits, Grade 7
<p>LA.7.3.3.3 creating precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g. dictionary, thesaurus); and</p>	<p>Student Traitbook: 16-19; 20-23; 33-36; 41-45; 58-62; 63-66; 71-74; 75-79; 80-83; 84-87; 88-90; 91-95; 96-99</p> <p>Teacher’s Guide: 13-15; 16-18; 31-33; 43-45; 61-63; 64-66; 70-72; 79-81; 82-84; 85-87; 88-90; 97-99; 100-102</p>
<p>LA.7.3.3.4 applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p>	<p>Student Traitbook: 7-11; 12-15; 20-23; 29-32; 37-40; 46-49; 54-57; 67-70; 71-74; 75-79; 80-83; 84-87; 88-90; 91-95; 96-99</p> <p>Teacher’s Guide: 7-9; 10-12; 16-18; 28-30; 34-36; 46-48; 52-54; 67-69; 70-72; 79-81; 82-84; 85-87; 88-90; 97-99; 100-102</p>

Editing for Language Conventions

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

Florida Reading/Language Arts Standard	Write Traits, Grade 7
<p>The student will correctly use:</p> <p>LA.7.3.4.1 spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;</p>	<p>Student Traitbook: 58-62; 63-66; 91-95; 96-99; 100-103; 104-107</p> <p>Teacher’s Guide: 61-63; 64-66; 97-99; 100-102; 103-105; 108-110</p>
<p>LA.7.3.4.2 capitalization, including regional names (e.g., East Coast), historical events and documents;</p>	<p>Student Traitbook: 91-95; 96-99; 100-103; 104-107</p> <p>Teacher’s Guide: 97-99; 100-102; 103-105; 108-110</p>
<p>LA.7.3.4.3 punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives</p>	<p>Student Traitbook: 88-90; 91-95; 96-99; 100-102; 104-107</p> <p>Teacher’s Guide: 88-90; 97-99; 100-102; 103-105; 108-110</p>
<p>LA.7.3.4.4 the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and</p>	<p>Student Traitbook: 91-95; 96-99; 100-102; 104-107</p> <p>Teacher’s Guide: 97-99; 100-102; 103-105; 108-110</p>

Florida Reading/Language Arts Standard	Write Traits, Grade 7
LA.7.3.4.5 consistency in verb tense in simple, compound, and complex sentences	Student Traitbook: 88-90; 91-95; 96-99; 100-103; 104-107 Teacher's Guide: 88-90; 97-99; 100-102; 103-105; 108-110

Publishing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 7
LA.7.3.5.3 share the writing with the intended audience.	Student Traitbook: 54-57 Teacher's Guide: 52-54

WRITING APPLICATIONS

Creative

Standard: The student develops and demonstrates creative writing.

Florida Reading/Language Arts Standard	Write Traits, Level 7
LA.7.4.1.1 write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and	Student Traitbook: 20-23; 41-45; 58-62; 63-66; 67-70; 88-90 Teacher's Guide: 16-18; 43-45; 61-63; 64-66; 67-69; 88-90 Transparency: 1-4; 9-12; 13-16; 17-20; 21-24
LA.7.4.1.2 write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.	Student Traitbook: 16-19; 41-45; 54-57; 58-62; 88-90 Teacher's Guide: 13-15; 43-45; 52-54; 61-63; 88-90 Transparency: 1-4; 9-12; 13-16; 17-20; 21-24

I n f o r m a t i v e

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

Florida Reading/Language Arts Standard	Write Traits, Level 7
<p>LA.7.4.2.1 write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);</p>	<p>Student Traitbook: 37-40; 46-49; 54-57; 63-66 Teacher’s Guide: 34-36; 46-48; 52-54; 64-66 Transparency: 9-12; 13-16; 17-20, 21-24</p>
<p>LA.7.4.2.2 record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;</p>	<p>Student Traitbook: 37-40 Teacher’s Guide: 34-36 Transparency: 9-12; 13-16; 17-20</p>
<p>LA.7.4.2.3 write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;</p>	<p>Student Traitbook: 16-19; 37-40; 46-49; 54-57; 63-66; 88-90 Teacher’s Guide: 13-15; 34-36; 47-49; 52-54; 64-66; 88-90 Transparency: 9-12; 13-16; 17-20; 21-24</p>
<p>LA.7.4.2.4 write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p>	<p>Student Traitbook: 54-57; 63-66 Teacher’s Guide: 52-54; 64-66 Transparency: 9-12; 13-16; 21-24</p>

P e r s u a s i v e

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

Florida Reading/Language Arts Standard	Write Traits, Level 7
<p>LA.7.4.3.1 write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and</p>	<p>Student Traitbook: 46-49; 54-57 Teacher’s Guide: 46-48; 52-54 Transparency: 9-12; 13-16; 21-24</p>

Florida Reading/Language Arts Standard	Write Traits, Level 7
<p>LA.7.4.3.2 include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).</p>	<p>Student Traitbook: 54-57; 63-66 Teacher's Guide: 52-54; 64-66 Transparency: 9-12; 13-16; 21-24</p>



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Write Traits® Correlation to Florida Sunshine State Standards Reading & Language Arts Grade 8

WRITING PROCESS

Pre-Writing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 8
<p>The student will prewrite by:</p> <p>LA.8.3.1.1 generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;</p>	<p>Student Traitbook: 7-11; 24-28; 37-40; 41-45; 67-70; 75-79; 91-95</p> <p>Teacher’s Guide: 7-9; 25-27; 34-36; 43-45; 67-69; 79-81; 97-99</p>
<p>LA.8.3.1.2 making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and</p>	<p>Student Traitbook: 7-11; 24-28; 29-32; 50-53</p> <p>Teacher’s Guide: 7-9; 25-27; 28-30; 49-51</p>
<p>LA.8.3.1.3 using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.</p>	<p>Student Traitbook: 12-15; 24-28; 37-40</p> <p>Teacher’s Guide: 10-12; 25-27; 36-38</p> <p>Transparency: 1-4; 5-8</p>

Drafting

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

Florida Reading/Language Arts Standard	Write Traits, Grade 8
<p>LA.8.3.2.3 analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.</p>	<p>Student Traitbook: 7-11; 16-19; 20-23; 24-28; 41-45; 50-53; 54-57; 58-62; 75-79; 80-83; 84-87</p> <p>Teacher's Guide: 7-10; 13-16; 16-18; 25-27; 43-45; 49-51; 52-54; 61-63; 79-81; 82-84; 85-87</p> <p>Transparency: 9-12; 17-20</p>

Revising

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

Florida Reading/Language Arts Standard	Write Traits, Grade 8
<p>The student will revise by:</p> <p>LA.8.3.3.1 evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;</p>	<p>Student Traitbook: 16-19; 29-32; 37-40; 46-49; 54-57; 63-66; 67-70; 71-74; 75-79; 80-83; 84-87; 88-90; 91-95; 96-99</p> <p>Teacher's Guide: 13-15; 28-30; 36-38; 46-48; 52-55; 64-66; 67-69; 70-72; 79-81; 82-84; 85-87; 88-90; 97-99; 100-102</p> <p>Transparency: 5-8; 9-12; 17-20</p>
<p>LA.8.3.3.2 creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;</p>	<p>Student Traitbook: 7-11; 16-19; 29-32; 37-40; 88-90; 91-95; 96-99</p> <p>Teacher's Guide: 13-15; 28-30; 36-38; 88-90; 97-99; 100-103</p> <p>Transparency: 1-4; 5-8; 7-10; 17-20</p>
<p>LA.8.3.3.3 creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p>	<p>Student Traitbook: 20-23; 33-36; 37-40; 46-49; 54-57; 63-66; 67-70; 71-74; 75-79; 88-90; 91-95; 96-99</p> <p>Teacher's Guide: 16-18; 31-33; 36-38; 46-48; 52-54; 64-66; 67-69; 70-72; 79-81; 88-90; 97-99; 100-102</p> <p>Transparency: 1-4; 5-8; 9-12; 17-20</p>

Florida Reading/Language Arts Standard	Write Traits, Grade 8
<p>LA.8.3.3.4 applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, Checklists, rubrics).</p>	<p>Student Traitbook: 20-23; 33-36; 37-40; 50-53; 67-70; 71-74; 75-79; 80-83; 84-87; 88-90; 91-95; 96-99; 100-103</p> <p>Teacher’s Guide: 16-18; 31-33; 36-38; 49-51; 67-69; 70-72; 79-81; 82-84; 85-87; 88-90; 97-99; 100-102; 103-105</p> <p>Transparency: 1-4; 5-8; 9-12; 17-20</p>

Editing for Language Conventions

Standard: The Student will edit and correct the draft for standard language conventions.

Florida Reading/Language Arts Standard	Write Traits, Grade 8
<p>The student will correctly use:</p> <p>LA.8.3.4.1 spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;</p>	<p>Student Traitbook: 58-62; 63-66; 91-95; 100-103; 104-107</p> <p>Teacher’s Guide: 61-63; 64-66; 97-99; 103-105; 107-111</p> <p>Transparency: 21-24</p>
<p>LA.8.3.4.2 capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);</p>	<p>Student Traitbook: 91-95; 100-103; 104-107</p> <p>Teacher’s Guide: 97-99; 103-105; 107-111</p> <p>Transparency: 21-24</p>
<p>LA.8.3.4.3 punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;</p>	<p>Student Traitbook: 84-87; 88-90; 91-95; 100-103; 104-107</p> <p>Teacher’s Guide: 85-87; 88-90; 97-99; 103-105; 107-111</p> <p>Transparency: 21-24</p>
<p>LA.8.3.4.4 the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and</p>	<p>Student Traitbook: 58-62; 63-66; 88-90; 91-95; 100-103; 104-107</p> <p>Teacher’s Guide: 61-63; 64-66; 88-90; 97-99; 103-105; 107-111</p> <p>Transparency: 21-24</p>

Florida Reading/Language Arts Standard	Write Traits, Grade 8
LA.8.3.4.5 subject/verb agreement, noun/pronoun agreement.	Student Traitbook: 91-95; 100-103; 104-107 Teacher's Guide: 97-99; 103-105; 107-111 Transparency: 21-24

Publishing

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

Florida Reading/Language Arts Standard	Write Traits, Grade 8
LA.8.3.5.1 prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	Student Traitbook: 50-53 Teacher's Guide: 49-51
LA.8.3.5.3 share the writing with the intended audience.	Student Traitbook: 50-53; 88-90 Teacher's Guide: 49-51; 88-90 Transparency: 17-20

WRITING APPLICATIONS

Creative

Standard: The student develops and demonstrates creative writing.

Florida Reading/Language Arts Standard	Write Traits, Grade 8
LA.8.4.1.1 write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and	Student Traitbook: 54-57; 63-66; 71-74; 88-90 Teacher's Guide: 52-54; 64-66; 70-72; 88-90 Transparency: 17-20
LA.8.4.1.2 incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.	Student Traitbook: 41-45; 46-49; 50-53; 88-90 Teacher's Guide: 43-45; 46-48; 49-51; 88-90 Transparency: 17-20

Informative

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

Florida Reading/Language Arts Standard	Write Traits, Grade 8
<p>LA.8.4.2.1 write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);</p>	<p>Student Traitbook: 29-32; 27-40; 46-49; 50-53 Teacher's Guide: 28-30; 34-36; 46-48; 49-51</p>
<p>LA.8.4.2.3 write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;</p>	<p>Student Traitbook: 24-28; 29-32; 27-40; 46-49; 50-53 Teacher's Guide: 25-27; 34-36; 46-48; 49-51</p>
<p>LA.8.4.2.4 write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p>	<p>Student Traitbook: 29-32 Teacher's Guide: 28-30</p>

Persuasive

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

Florida Reading/Language Arts Standard	Write Traits, Grade 8
<p>LA.8.4.3.1 The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.</p>	<p>Student Traitbook: 71-74 Teacher's Guide: 70-72</p>



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