

WRITE TRAITS[®]

correlated to

Missouri

**Communication Arts
Writing Grade-Level
Expectations
Grades 1-8**

GReAT **SO**uR**CE**[®]

EDUCATION GROUP



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**correlated to
Missouri Communication Arts Writing Grade-Level Expectations
Grade 1**

Big Idea 1

Apply a writing process in composing text

Grade-Level Expectations, Grade 1	Write Traits® Grade 1
<p>Concept A Writing Process Follow a writing process to:</p> <ul style="list-style-type: none"> • brainstorm and record ideas in written form • generate a draft in written form • revise by adding detail and deleting unnecessary information, with assistance • edit and proofread for capitalization and punctuation in sentences, with assistance • publish writing with assistance 	<p>Teacher’s Guide: xxiv-xxv, xxvi, 8, 9, 11, 12, 14, 15, 17, 18, 19, 23, 26-27, 29-30, 32-33, 35-36, 37, 41, 44-45, 47-48, 50-51, 53-54, 55, 59, 62-63, 65-66, 68-69, 71-72, 73, 77, 80-81, 83-84, 86-87, 89-90, 91, 95, 98-99, 101-102, 104-105, 107-108, 110-113, 118-120, 121-123, 124-126, 127-129, 130-132, 133-135, 136-138, 139-141, 142-144, 145-147, 148-151, 151-153, 154-156, 157-159, 160-162, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180, 181-183, 184-186, 187-189</p>

Big Idea 2

Compose well-developed text using standard English conventions.

Grade-Level Expectations, Grade 1	Write Traits® Grade 1
<p>Concept A Handwriting Print upper- and lower-case letters legibly, using left-to-right, top-to-bottom directionality and correct spacing between letters and words</p>	<p>Teacher’s Guide: 95, 98-99, 110, 111-114, 178-180</p>
<p>Concept B Capitalization Capitalize names of people and beginning words of sentences</p>	<p>Teacher’s Guide: 95, 101-102, 110, 111-114, 181-183</p>
<p>Concept C Punctuation In composing text, use period at end of sentence</p>	<p>Teacher’s Guide: 95, 104-105, 110, 111-114, 184-186,</p>
<p>Concept D Parts of Speech Use parts of speech correctly in written text:</p> <ul style="list-style-type: none"> • naming words (nouns) • action words (verbs) 	<p>Teacher’s Guide: 59, 62-63, 65-66, 68-69, 71-72, 73, 81, 110, 111-114, 154-156, 157-159, 160-162, 163-165</p>

Grade-Level Expectations, Grade 1	Write Traits® Grade 1
<p>Concept E Spelling In writing, use correct spelling of CVC words and high-frequency words:</p> <ul style="list-style-type: none"> • phonetic spelling • classroom resources to verify correct spelling 	<p>Teacher's Guide: 95, 107-108, 110, 111-114, 187-189</p>
<p>Concept F Sentence Construction In composing text, write simple sentences</p>	<p>Teacher's Guide: 15, 30, 33, 71, 80-81, 104, 108, 166-168, 169-171, 172-174, 175-177</p>

Big Idea 3

Write effectively in various forms and types of writing

Grade-Level Expectations, Grade 1	Write Traits® Grade 1
<p>Concept A Narrative and Descriptive Writing Write narrative text that includes related sentences</p>	<p>Teacher's Guide: 9, 11, 12, 15, 17, 18, 27, 30, 33, 36, 45, 47, 48, 63, 69, 71, 77, 80-81, 83, 84, 90, 98, 102, 104, 108</p>
<p>Concept C Expository and Persuasive Writing Write informational text that includes related sentences</p>	<p>Teacher's Guide: 9, 11, 12, 15, 17, 18, 27, 30, 33, 36, 45, 47, 48, 63, 69, 71, 77, 80-81, 83, 84, 90, 98, 102, 104, 108</p>
<p>Concept E Audience and Purpose Identify:</p> <ul style="list-style-type: none"> • different forms of written communication (e.g., thank you notes, friendly letters, lists, poems, invitations) • audience and compose text, with assistance 	<p>Teacher's Guide: 44-45</p>



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**correlated to
Missouri Communication Arts Writing Grade-Level Expectations
Grade 2**

Big Idea 1

Apply a writing process in composing text

Grade-Level Expectations, Grade 2	Write Traits® Grade 2
<p>Concept A Writing Process</p> <p>Follow a writing process to:</p> <ul style="list-style-type: none"> • independently use a simple graphic organizer in prewriting • generate a draft • reread and revise work (with/without assistance) • edit and proofread for capitalization and ending punctuation • publish writing with assistance 	<p>Teacher’s Guide: 5, 8-9, 11-12, 14-15, 17-18, 19, 23, 26-27, 29-30, 32-33, 35-36, 37, 41, 44-45, 47-48, 50-51, 53-54, 55, 59, 62-63, 65-66, 68-69, 71-72, 73, 77, 80-81, 83-84, 86-87, 89-90, 91, 95, 98-99, 101-102, 104-105, 107-109, 110, 111-113, 118-120, 121-124, 125-128, 129-132, 133-135, 136-138, 139-142, 143-145, 146-149, 150-152, 153-156, 157-160, 161-164, 165-168, 169-171, 172-175, 176-179, 180-182, 183-185, 186-188, 189-191, 192-194, 195-197, 198-200</p>

Big Idea 2

Compose well-developed text using standard English conventions.

Grade-Level Expectations, Grade 2	Write Traits® Grade 2
<p>Concept A Handwriting</p> <p>Create legible compositions with correct spacing between letters in words and words in sentences</p>	<p>Teacher’s Guide: 95, 101-102, 110, 111-113, 189-191, 192-194, 195-197, 198-200</p>
<p>Concept B Capitalization</p> <p>Use conventions of capitalization in written text:</p> <ul style="list-style-type: none"> • days of week • names of towns, cities, states 	<p>Teacher’s Guide: 95, 104-105, 110, 111-113, 189-191, 192-194, 195-197, 198-200</p>
<p>Concept C Punctuation</p> <p>In composing text, use:</p> <ul style="list-style-type: none"> • correct ending punctuation in declarative and interrogative sentences • comma in dates 	<p>Teacher’s Guide: 95, 98-99, 110, 111-113, 189-191, 192-194, 195-197, 198-200</p>

Grade-Level Expectations, Grade 2	Write Traits® Grade 2
<p>Concept D Parts of Speech Use parts of speech correctly in written text:</p> <ul style="list-style-type: none"> • descriptive words (adjectives) • substitute pronouns for nouns 	<p>Teacher’s Guide: 51, 54, 59, 71-72, 73, 80-81, 84</p>
<p>Concept E Spelling In writing, use:</p> <ul style="list-style-type: none"> • correct spelling of words with simple spelling patterns and high-frequency words • transitional spelling • classroom resources to verify spelling 	<p>Teacher’s Guide: 95, 107-109, 110, 111-113, 189-191, 192-194, 195-197, 198-200</p>
<p>Concept F Sentence Construction In composing text, identify and write sentences:</p> <ul style="list-style-type: none"> • declarative • interrogative 	<p>Teacher’s Guide: 9, 11, 14, 17, 30, 32, 48, 51, 63, 65, 80-81, 89, 98-99, 102, 108</p>

Big Idea 3

Write effectively in various forms and types of writing

Grade-Level Expectations, Grade 2	Write Traits® Grade 2
<p>Concept A Narrative and Descriptive Writing Write narrative text that:</p> <ul style="list-style-type: none"> • records a series of events in chronological order • contains story elements 	<p>Teacher’s Guide: 23, 27, 32, 35, 37, 41, 55, 59, 63, 73, 77, 81, 83, 91, 99, 102, 108, 111-113, 129-132, 136-138, 139-142, 146-149, 150-152, 153-154, 161-164, 183-185, 189-191, 198-200</p>
<p>Concept B Note-Taking Identify important elements in text</p>	<p>Teacher’s Guide: 10-12, 13-15, 37</p>
<p>Concept C Expository and Persuasive Writing Write expository text, with assistance, with:</p> <ul style="list-style-type: none"> • a main idea • supporting details 	<p>Teacher’s Guide: 5, 9, 11, 14, 17, 19, 23, 27, 30, 32, 37, 41, 51, 55, 59, 63, 65, 66, 71, 73, 77, 81, 83, 89, 91, 99, 102, 108, 111-113, 118-120, 121-124, 125-128, 133-135, 139-142, 143-145, 157-160, 165-168, 169-171, 172-175, 176-179, 180-182, 186-188, 192-194, 195-197</p>
<p>Concept E Audience and Purpose Write simple friendly letters, messages, and directions for making or doing something, considering a given audience</p>	<p>Teacher’s Guide: 9, 27, 48, 66, 81</p>



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correlated to Missouri Communication Arts Writing Grade-Level Expectations Grade 3

Big Idea 1

Apply a writing process in composing text

Grade-Level Expectations, Grade 3	Write Traits® Grade 3
<p>Concept A Writing Process</p> <p>Follow a writing process to:</p> <ul style="list-style-type: none"> independently use a simple graphic organizer in prewriting generate a draft routinely reread and revise work routinely edit and proofread for capitalization and ending punctuation independently publish writing 	<p>Teacher's Guide: xv, xvi, 9, 15, 16, 17, 18, 19, 20, 21, 28, 29, 30, 31, 35, 36, 47, 53, 54, 67, 68, 69, 71, 72, 81, 84, 86, 87, 90, 98, 99, 101, 102, 104, 105, 107, 111, 112, 113, 114, 123, 129, 132, 141, 147, 168, 174, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187</p>

Big Idea 2

Compose well-developed text using standard English conventions.

Grade-Level Expectations, Grade 3	Write Traits® Grade 3
<p>Concept A Handwriting</p> <p>Create legible compositions with correct spacing between words in a sentence and in margins</p>	<p>Teacher's Guide: 92</p>
<p>Concept B Capitalization</p> <p>Use conventions of capitalization in written text:</p> <ul style="list-style-type: none"> months of year titles of individuals greeting and closing of letter 	<p>Teacher's Guide: 86, 92, 98, 99, 104</p>
<p>Concept C Punctuation</p> <p>In composing text, use:</p> <ul style="list-style-type: none"> correct ending punctuation in imperative and exclamatory sentences comma in the greeting and closing of a letter 	<p>Teacher's Guide: 86, 99, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187</p>

Grade-Level Expectations, Grade 3	Write Traits® Grade 3
<p>Concept D Parts of Speech Use parts of speech correctly in written text:</p> <ul style="list-style-type: none"> • verbs that agree with the subject • words that answer when, where, why and how questions (adverbs) • words to compare (adverbs) 	<p>Teacher’s Guide: 61, 62, 63, 73</p>
<p>Concept E Spelling In writing, use:</p> <ul style="list-style-type: none"> • correct spelling of simple compounds, homophones, contractions and words with affixes • standard spelling • classroom resources and dictionary to verify spelling 	<p>Teacher’s Guide: 92, 93, 176, 177</p>
<p>Concept F Sentence Construction In composing text, identify and write sentences:</p> <ul style="list-style-type: none"> • declarative • interrogative • imperative • exclamatory 	<p>Teacher’s Guide: 86, 87</p>

Big Idea 3

Write effectively in various forms and types of writing

Grade-Level Expectations, Grade 3	Write Traits® Grade 3
<p>Concept A Narrative and Descriptive Writing Write narrative text that contains:</p> <ul style="list-style-type: none"> • a beginning, middle, and end • relevant details to develop the main idea • a clear, controlling idea • precise and descriptive language 	<p>Teacher’s Guide: 9, 33, 84, 120, 123, 126, 135, 162, 168</p>
<p>Concept B Note-Taking Identify important information in written text to complete an organizer</p>	<p>Teacher’s Guide: 8, 9, 12, 14, 29, 30, 135</p>
<p>Concept C Expository and Persuasive Writing Write expository text with:</p> <ul style="list-style-type: none"> • a main idea • three or more supporting details 	<p>Teacher’s Guide: 15, 153</p>

Grade-Level Expectations, Grade 3	Write Traits® Grade 3
<p>Concept E Audience and Purpose Write informational reports, diary/journal entries and friendly letters that address an intended audience and purpose</p>	<p>Teacher's Guide: 15, 44, 45, 126</p>



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**correlated to
Missouri Communication Arts Writing Grade-Level Expectations
Grade 4**

Big Idea 1

Apply a writing process in composing text

Grade-Level Expectations, Grade 4	Write Traits® Grade 4
<p>Concept A Writing Process Follow a writing process to:</p> <ul style="list-style-type: none"> • independently use a simple graphic organizer in prewriting • generate a draft • routinely revise, edit and proofread • independently publish writing 	<p>Teacher's Guide: xv, xvi, xxvi, 7, 8, 9, 12, 14, 15, 20, 45, 50, 51, 53, 69, 71, 72, 80, 81, 84, 87, 90, 92, 98, 99, 101, 102, 105, 106, 107, 109, 110, 113, 115, 119, 134, 137, 140, 143, 146, 156, 169, 180, 181, 184, 185, 186, 188, 190, 191</p>

Big Idea 2

Compose well-developed text using standard English conventions.

Grade-Level Expectations, Grade 4	Write Traits® Grade 4
<p>Concept B Capitalization Use conventions of capitalization in written text:</p> <ul style="list-style-type: none"> • holidays • names of counties and countries 	<p>Teacher's Guide: 103, 107, 180, 190, 191</p>
<p>Concept C Punctuation In composing text, use:</p> <ul style="list-style-type: none"> • comma in a series • comma between city and state • apostrophe in contractions • apostrophe in singular possessives, with assistance 	<p>Teacher's Guide: 87, 103, 107, 185, 190, 191</p>
<p>Concept D Parts of Speech Use parts of speech correctly in written text:</p> <ul style="list-style-type: none"> • verbs that agree with compound subject • connecting words to link ideas (conjunctions) 	<p>Teacher's Guide: 61, 62, 63, 83, 103, 159, 172</p>

Grade-Level Expectations, Grade 4	Write Traits® Grade 4
<p>Concept E Spelling</p> <p>In writing, use:</p> <ul style="list-style-type: none"> • correct spelling of grade-level frequently-used words • spelling strategies and patterns • classroom resources and dictionary to verify spelling 	<p>Teacher’s Guide: xvi, 92, 98, 105, 107, 109, 180, 185, 186, 190, 191</p>
<p>Concept F Sentence Construction</p> <p>In composing text:</p> <ul style="list-style-type: none"> • use complete declarative, interrogative, and exclamatory sentences • identify and write compound sentences 	<p>Teacher’s Guide: 74, 81, 103, 107, 185, 190, 191</p>

Big Idea 3

Write effectively in various forms and types of writing

Grade-Level Expectations, Grade 4	Write Traits® Grade 4
<p>Concept A Narrative and Descriptive Writing</p> <p>Write narrative text that:</p> <ul style="list-style-type: none"> • moves through a logical sequence of events • includes details to develop the plot, characters, and setting 	<p>Teacher’s Guide: xvi, xxvi, 2, 13, 17, 36, 50, 53, 69, 125, 156, 166, 172, 175</p>
<p>Concept B Note-Taking</p> <p>Identify concepts and ideas in written text to complete an organizer</p>	<p>Teacher’s Guide: 10, 11, 12, 14, 15, 28, 29, 33</p>
<p>Concept C Expository and Persuasive Writing</p> <p>Write expository and persuasive paragraphs with:</p> <ul style="list-style-type: none"> • a main idea or point to prove • three or more supporting details • a concluding sentence 	<p>Teacher’s Guide: 2, 11, 12, 14, 30, 33, 122, 131, 149</p>
<p>Concept E Audience and Purpose</p> <p>Write informational reports, diary/journal entries, organized friendly letters, thank-you letters and invitations in a format appropriate to an intended audience and purpose</p>	<p>Teacher’s Guide: 20, 27, 37, 38, 39, 45, 54, 56, 131, 140, 149, 153, 162, 172, 178, 181</p>



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**correlated to
Missouri Communication Arts Writing Grade-Level Expectations
Grade 5**

Big Idea 1

Apply a writing process in composing text

Grade-Level Expectations, Grade 5	Write Traits® Grade 5
<p>Concept A Writing Process Follow a writing process to:</p> <ul style="list-style-type: none"> • organize information in a graphic organizer • apply writing process to write effectively in various forms and types of writing 	<p>Teacher's Guide: xv, xvi, xvii, 8, 12, 14, 15, 26, 29, 30, 32, 45, 53, 54, 63, 68, 69, 98, 130, 139, 145, 154, 163, 166, 179</p>

Big Idea 2

Compose well-developed text using standard English conventions.

Grade-Level Expectations, Grade 5	Write Traits® Grade 5
<p>Concept B Capitalization Use conventions of capitalization in written text:</p> <ul style="list-style-type: none"> • titles (books, stories, poems) • proper nouns (departments of government, school subjects) 	<p>Teacher's Guide: 92, 101, 103, 110, 111</p>
<p>Concept C Punctuation In composing text, use:</p> <ul style="list-style-type: none"> • comma in compound sentences • comma between city and state • apostrophe in singular possessives 	<p>Teacher's Guide: 87, 92, 103, 106, 107, 110</p>
<p>Concept D Parts of Speech Use parts of speech correctly in written text:</p> <ul style="list-style-type: none"> • verb tense • adjective forms 	<p>Teacher's Guide: 62, 63, 157, 160, 163, 165</p>

Grade-Level Expectations, Grade 5	Write Traits® Grade 5
<p>Concept E Spelling In writing, use:</p> <ul style="list-style-type: none"> • correct spelling of grade-level frequently-used words • spelling strategies and patterns • classroom resources and dictionary to verify spelling 	Teacher’s Guide: 92, 101, 103, 110, 111
<p>Concept F Sentence Construction In composing text:</p> <ul style="list-style-type: none"> • write compound sentences • identify and eliminate fragments in writing 	Teacher’s Guide: 74, 79, 80, 81

Big Idea 3

Write effectively in various forms and types of writing

Grade-Level Expectations, Grade 5	Write Traits® Grade 5
<p>Concept A Narrative and Descriptive Writing Write personal narrative text that:</p> <ul style="list-style-type: none"> • chronicles a sequence of events • focuses on the development of a single event 	Teacher’s Guide: 12, 33, 36, 53, 130, 145, 163
<p>Concept B Note-Taking Use a note-taking system to organize information from written text</p>	Teacher’s Guide: 53, 54, 62, 68
<p>Concept C Expository and Persuasive Writing Write expository and persuasive paragraphs (emphasizing compare/contrast) with:</p> <ul style="list-style-type: none"> • an effective topic sentence or point to prove • three or more supporting sentences • a concluding sentence 	Teacher’s Guide: 32, 45, 139
<p>Concept D Summary Writing Write a summary/retell the main ideas of written text</p>	Teacher’s Guide: 2, 11, 121, 124, 127, 130
<p>Concept E Audience and Purpose Write well-organized communications in a selected form appropriate to a specific audience (e.g., parents, friend, younger child) and purpose</p>	Teacher’s Guide: 12, 14, 15, 20, 36, 44, 45, 54, 56, 87, 130, 139, 145, 166, 188



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**correlated to
Missouri Communication Arts Writing Grade-Level Expectations
Grade 6**

Big Idea 1

Apply a writing process in composing text

Grade-Level Expectations, Grade 6	Write Traits® Grade 6
<p>Concept A Writing Process</p> <p>Follow a writing process to:</p> <ul style="list-style-type: none"> • choose and use an appropriate graphic organizer • apply writing process to write effectively in various forms and types of writing 	<p>Teacher's Guide: 2, 3, 4-5, 7-9, 11-12, 14-15, 17-18, 22-23, 26-27, 29-30, 32-33, 35-36, 40-41, 44-45, 47-48, 49, 50-51, 52, 53-54, 56, 58-59, 62-63, 65-66, 69, 70, 71-72, 73, 76-77, 81, 82, 83-84, 86-87, 89-90, 91, 92, 94-95, 98-99, 100, 101-103, 104, 105-107, 114-115, 121, 123, 124, 126, 129-130, 133, 136, 138-139, 141-142, 144-145, 147-148, 150-151, 153-154, 156-157, 159-160, 162-163, 165-166, 168-169, 171-172, 174-175, 177-178, 180-181, 183-184, 186-187, 189-190, 194-205</p>

Big Idea 2

Compose well-developed text using standard English conventions.

Grade-Level Expectations, Grade 6	Write Traits® Grade 6
<p>Concept B Capitalization</p> <p>Use conventions of capitalization in written text:</p> <ul style="list-style-type: none"> • proper nouns (team names, companies, schools, and institutions) • proper adjectives • first word of direct quotation 	<p>Teacher's Guide: 84, 92, 102, 105-107, 109-111, 180-181, 183-184, 186-187, 189-190, 199, 205</p>
<p>Concept C Punctuation</p> <p>In composing text, use:</p> <ul style="list-style-type: none"> • apostrophe in irregular and plural possessives • quotation marks in dialogue, with assistance 	<p>Teacher's Guide: 84, 102, 105-107, 109-111, 151, 154, 177-178, 180-181, 183-184, 186-187, 189-190, 199, 205</p>
<p>Concept D Parts of Speech</p> <p>Use parts of speech correctly in written text:</p> <ul style="list-style-type: none"> • prepositional phrases • appositives 	<p>Teacher's Guide: 65</p>

Grade-Level Expectations, Grade 6	Write Traits® Grade 6
<p>Concept E Spelling</p> <p>In writing, use:</p> <ul style="list-style-type: none"> • correct spelling of grade-level frequently-used words • classroom resources and dictionary to verify spelling 	<p>Teacher’s Guide: 65, 92, 105-107, 109-111, 180-181, 183-184, 186-187, 189-190, 199, 205</p>
<p>Concept F Sentence Construction</p> <p>In composing text:</p> <ul style="list-style-type: none"> • a variety of sentence structures • precise and vivid language 	<p>Teacher’s Guide: 67, 68-69, 74, 75, 79, 80-81, 82, 83-84, 86-87, 91, 168-169, 171-172, 174-175, 177-178, 198, 204</p>

Big Idea 3

Write effectively in various forms and types of writing

Grade-Level Expectations, Grade 6	Write Traits® Grade 6
<p>Concept A Narrative and Descriptive Writing</p> <p>Write personal narrative text that:</p> <ul style="list-style-type: none"> • chronicles a sequence of three or more events • includes sensory detail and dialogue 	<p>Teacher’s Guide: 4, 5, 8-9, 11-12, 14-15, 17-18, 19, 25, 27, 30, 34, 35-36, 54, 61, 63, 67, 69, 73, 74, 121, 123, 124, 127, 129-130, 133, 151, 154, 157, 160, 166, 172, 178, 194, 197, 200, 203</p>
<p>Concept B Note-Taking</p> <p>Use a note-taking system to organize information from oral presentations and written text</p>	<p>Teacher’s Guide: 4-5, 14, 15, 17-18, 22-23, 40-41, 58-59, 62-63, 76-77, 94-95, 118, 192-199</p>
<p>Concept C Expository and Persuasive Writing</p> <p>Write expository and persuasive:</p> <ul style="list-style-type: none"> • paragraphs (including cause/effect) with a strong controlling idea, supporting and concluding sentences, appropriate logical sequence, relevant details facts and/or examples from one or more sources • multi-paragraph essays 	<p>Teacher’s Guide: 4, 5, 26-27, 29-30, 46, 47-48, 127, 139, 194, 200</p>
<p>Concept D Summary Writing</p> <p>Write summaries of text from magazines, newspapers and/or informational articles</p>	<p>Teacher’s Guide: 90</p>
<p>Concept E Audience and Purpose</p> <p>Summarize information and construct a workplace communication, such as a memo or set of simple instructions, appropriate to topic and specific audience</p>	<p>Teacher’s Guide: 49, 50-51, 63</p>



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correlated to Missouri Communication Arts Writing Grade-Level Expectations Grade 7

Big Idea 1

Apply a writing process in composing text

Grade-Level Expectations, Grade 7	Write Traits® Grade 7
<p>Concept A Writing Process</p> <p>Follow a writing process to:</p> <ul style="list-style-type: none"> • create appropriate graphic organizers to provide a structure for information • apply writing process to write effectively in various forms and types of writing 	<p>Teacher's Guide: 2, 4-5, 7-9, 10-12, 13-15, 16-18, 19, 20, 22-23, 25-27, 28-30, 31-33, 34-36, 37, 38, 40-41, 43-45, 46-48, 49-51, 52-54, 55, 56, 58-59, 61-63, 64-66, 67-69, 70-72, 73, 74, 76-77, 79-81, 82-84, 85-87, 88-90, 91, 92, 94-95, 97-99, 104-107, 108-111, 112, 113, 114-115, 117, 120-121, 123-124, 126-127, 129-130, 132-133, 135-136, 138-139, 141-142, 144-145, 147-148, 150-151, 154-155, 157-158, 160-161, 163-164, 166-167, 169-170, 172-173, 175-176, 178-179, 181-182, 184-185, 187-188, 190-191, 193-199, 200-205</p>

Big Idea 2

Compose well-developed text using standard English conventions.

Grade-Level Expectations, Grade 7	Write Traits® Grade 7
<p>Concept B Capitalization</p> <p>Use conventions of capitalization in written text:</p> <ul style="list-style-type: none"> • titles (magazines, newspapers, songs, works of art) • proper nouns (brand names of products, nationalities) 	<p>Teacher's Guide: 92, 94-95, 98, 100-103, 105, 106, 109-111, 112, 182, 185, 188, 191</p>
<p>Concept C Punctuation</p> <p>In composing text, use:</p> <ul style="list-style-type: none"> • comma rules for punctuating various sentence structures • correct format in writing titles • quotation marks in dialogue • colons in business letter salutations 	<p>Teacher's Guide: 92, 94-95, 98, 100-103, 105, 106, 109-111, 112, 115, 145, 158, 173, 179, 182, 185, 188, 191</p>
<p>Concept D Parts of Speech</p> <p>Use parts of speech correctly in written text:</p> <ul style="list-style-type: none"> • pronouns and antecedents • consistent verb tense 	<p>Teacher's Guide: 62-63, 127, 158, 161</p>

Grade-Level Expectations, Grade 7	Write Traits® Grade 7
<p>Concept E Spelling In writing, use dictionary, spell-check and other resources to spell correctly</p>	<p>Teacher’s Guide: 92, 98, 100-103, 106, 109-110, 112, 182, 185, 188, 191</p>
<p>Concept F Sentence Construction In composing text:</p> <ul style="list-style-type: none"> • complex sentences • precise and vivid language • editing to eliminate run-on sentences • cohesive devices (transitions) 	<p>Teacher’s Guide: 27, 31-33, 36, 37, 51, 52, 62-63, 65-66, 73, 76-77, 80, 81, 83-84, 85-87, 88-90, 91, 127, 136, 158, 164, 167, 170, 173, 176, 179</p>

Big Idea 3

Write effectively in various forms and types of writing

Grade-Level Expectations, Grade 7	Write Traits® Grade 7
<p>Concept A Narrative and Descriptive Writing Write about personal experiences and revise by adding details and literary devices such as metaphors, analogies and symbols</p>	<p>Teacher’s Guide: 15, 30, 33, 36, 66, 127, 130, 136, 188</p>
<p>Concept B Note-Taking Use a variety of note-taking methods to organize information</p>	<p>Teacher’s Guide: 4-5, 11, 15, 17, 18, 19, 22-23, 37, 40-41, 55, 73, 76-77, 91, 94-95, 112, 142, 118, 192-199</p>
<p>Concept C Expository and Persuasive Writing Write expository and persuasive:</p> <ul style="list-style-type: none"> • paragraphs (including compare/contrast and cause/effect) with a strong controlling idea, supporting and concluding sentences, appropriate logical sequence, effective writing techniques (e.g., imagery, humor, point of view and voice) • multi-paragraph essays drawing from a variety of sources • responses to literature that show an understanding of theme and characters, using details/examples from the text as support 	<p>Teacher’s Guide: 30, 33, 36, 51, 66, 124, 133, 139, 142, 155, 167</p>

Grade-Level Expectations, Grade 7	Write Traits® Grade 7
<p>Concept E Audience and Purpose Compose texts:</p> <ul style="list-style-type: none"> • that contain a created chart, graph and/or other graphic organizer based on printed information • including a formal business letter and address an envelope • that address two different audiences and purposes using appropriate forms (e.g., explain the differences between seventh grade and second grade to a parent and a second grader) 	<p>Teacher's Guide: 11, 53-54, 148, 151, 164</p>



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**correlated to
Missouri Communication Arts Writing Grade-Level Expectations
Grade 8**

Big Idea 1

Apply a writing process in composing text

Grade-Level Expectations, Grade 8	Write Traits® Grade 8
<p>Concept A Writing Process Follow a writing process to:</p> <ul style="list-style-type: none"> • create a variety of graphic organizers • apply writing process to write effectively in various forms and types of writing 	<p>Teacher's Guide: 2, 4-5, 7-9, 10-12, 13-15, 16-18, 19, 20, 22-23, 25-27, 28-30, 31-33, 34-36, 37, 38, 40-41, 43-45, 46-48, 49-51, 52-54, 55, 56, 58-59, 61-63, 64-66, 67-69, 70-72, 73, 74, 76-77, 79-81, 82-84, 85-87, 88-90, 91, 92, 94-95, 97-99, 100-102, 103-106, 107-111, 112, 120-121, 123-124, 126-127, 129-130, 132-133, 135-136, 138-139, 141-142, 144-145, 147-148, 150-151, 153-154, 156-157, 159-160, 162-163, 165-166, 168-169, 171-172, 174-175, 177-178, 180-181, 183-184, 186-187, 189-190, 193-198, 199-204</p>

Big Idea 2

Compose well-developed text using standard English conventions.

Grade-Level Expectations, Grade 8	Write Traits® Grade 8
<p>Concept B Capitalization Use conventions of capitalization in written text:</p> <ul style="list-style-type: none"> • within divided quotes • for historical period and events • geological eras • scientific terms 	<p>Teacher's Guide: 92, 97-99, 101-102, 104-106, 108-110, 180-181, 183-184, 186-187, 189-190</p>
<p>Concept C Punctuation In composing text, use:</p> <ul style="list-style-type: none"> • colon and semi-colon • hyphens to divide words into syllables at the end of line 	<p>Teacher's Guide: 87, 92, 97-99, 101-102, 104-106, 108-110, 178, 180-181, 183-184, 186-187, 189-190</p>
<p>Concept D Parts of Speech Use parts of speech correctly in written text:</p> <ul style="list-style-type: none"> • pronoun case • adverb forms 	<p>Teacher's Guide: 62, 63, 166, 175, 180-181, 183-184, 186-187, 189-190</p>

Grade-Level Expectations, Grade 8	Write Traits® Grade 8
<p>Concept E Spelling In writing, use dictionary, spell-check and other resources to spell correctly</p>	<p>Teacher’s Guide: 92, 97-99, 101-102, 104-106, 108-110, 180-181, 183-184, 186-187, 189-190</p>
<p>Concept F Sentence Construction In composing text:</p> <ul style="list-style-type: none"> • precise and vivid language • cohesive devices (e.g., transitions, repetition, parallelism) • edit to eliminate fragments • repetition for effect • parallel structure 	<p>Teacher’s Guide: 15, 18, 31-33, 34-36, 37, 63, 64-66, 67-69, 72, 73, 74, 82-84, 86-87, 89-90, 91, 127, 136, 142, 145, 154, 157, 160, 163, 166, 169, 172, 178</p>

Big Idea 3

Write effectively in various forms and types of writing

Grade-Level Expectations, Grade 8	Write Traits® Grade 8
<p>Concept A Narrative and Descriptive Writing Write about personal experiences and revise by adding details and literary devices such as metaphors, analogies and symbols</p>	<p>Teacher’s Guide: 30, 48, 64-66, 67-69, 121, 127, 145, 160</p>
<p>Concept B Note-Taking Select and use an appropriate method for note-taking</p>	<p>Teacher’s Guide: 4-5, 19, 22-23, 37, 40-41, 51, 55, 58-59, 62, 73, 76-77, 91, 94-95, 112, 118, 184, 192-198</p>
<p>Concept C Expository and Persuasive Writing Write:</p> <ul style="list-style-type: none"> • multi-paragraph expository and persuasive essays (including problem/solution) with a thesis statement, supporting details/examples, and evidence that readers’ concerns and arguments have been anticipated and addressed. • effective multi-paragraph expository essays drawing from as variety of sources • a logical response to a newspaper/magazine article, editorial, advertisement, political cartoon or news program that includes supporting evidence form text 	<p>Teacher’s Guide: 35-36</p>

Grade-Level Expectations, Grade 8	Write Traits® Grade 8
<p>Concept E Audience and Purpose Compose texts:</p> <ul style="list-style-type: none"> • for a workplace communication (e.g., memo or letter) that includes summaries, directives, meeting minutes and or complaints/concerns • that address the same topic from two different points of view, using appropriate forms (e.g., interpret a school rule from the perspective of an adult and a student) 	<p>Teacher's Guide: 49-51, 55</p>



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