

Write Traits® & Write Traits® Advanced, Level 1

correlated to

Texas Essential Knowledge and Skills
Grades K, 4, 7 & English II



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correlated to
Texas Essential Knowledge and Skills (TEKS)
Subchapter 110.2 English Language Arts
Kindergarten

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.

TEKS, Kindergarten	<i>Write Traits® Kindergarten</i>
The student is expected to:	
(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3)	The opportunity to address this objective available. Teacher’s Guide: See Mini-lessons, pp. xxvi-xxvii and xxviii-xxix, Modeling, p. 194, Reading Aloud, p. 195, and Using Literature, p. 196
(B) respond appropriately and courteously to directions and questions (K-3)	The opportunity to address this objective is available. Teacher’s Guide: See Let’s Vote! activities
(C) participate in rhymes, songs, conversations, and discussions (K-3)	The opportunity to explore poetry and share ideas is available in each lesson. Teacher’s Guide: See Literature Connection for each lesson (Also see Modeling, p. 194, Read Aloud, p. 195, and Incorporating Kinesthetic Activities, p. 196)
(D) listen critically to interpret and evaluate (K-3)	The opportunity to address this objective is available. Teacher’s Guide: See Extensions activities, pp. 35, 41 (Also see Mini-lessons, pp. xxvi-xxvii and xxviii-xxix)
(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3)	The opportunity to address this objective is available. Teacher’s Guide: See lesson activities throughout the program (Also see Modeling, p. 194, Reading Aloud, p. 195, Using Literature, p. 196)
(F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1)	The opportunity to address this objective is available. Teacher’s Guide: See Literature Connection at the end of each lesson (Also see Word Choice, p. 185, Modeling, p. 194, Read Aloud, p. 195, and Incorporating Kinesthetic Activities, p. 196)

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

TEKS, Kindergarten	Write Traits® Kindergarten
The student is expected to:	
(A) connect experiences and ideas with those of others through speaking and listening (K-3)	The opportunity to address this objective is available. Teacher's Guide: See Following the Lesson activities for sharing and responding at the end of each lesson (Also see Mini-lesson, pp. xxvi-xxvii, xxxviii-xxix)
(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3)	The opportunity to address this objective is available. Teacher's Guide: See Lesson 7, pp. 37-42, 163-168 (Also see Teaching Tips, pp. 39, 51, Extensions , p.165, and Follow-Up Writing Activity , pp. 42, 48, 102, 120)

(3) Listening/speaking/audience/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.

TEKS, Kindergarten	Write Traits® Kindergarten
The student is expected to:	
(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3)	The opportunity to address this objective is available. Teacher's Guide: See Following the Lesson activities for sharing and responding at the end of each lesson
(B) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3)	The opportunity to address this objective is available. Teacher's Guide: See Let's Vote! activities for each lesson (Also see Mini-lesson, xxviii-xxix and Suggested Strategies: Incorporating Kinesthetic Activities, p. 196)
(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3)	The opportunity to address this objective is available. Teacher's Guide: See Following the Lesson activities for sharing and responding at the end of each lesson
(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3)	The opportunity to address this objective is available. Teacher's Guide: See Follow-Up Writing Activity , pp. 24, 36, 42, 48, 72, 78, 90, 114, 126, 132, 138, 144, 162
(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3)	The opportunity to address this objective is available. Teacher's Guide: See Following the Lesson activities for sharing and responding at the end of each lesson

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.

TEKS, Kindergarten	<i>Write Traits® Kindergarten</i>
The student is expected to:	
(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1)	The opportunity to address this objective is available. Teacher’s Guide: See Word cards activities, pp. 79, 91, 109, 157, 169 (Also see Mini-lesson, xxxii-xxxiii, , xxxvi-xxxvii, and Emphasizing Vocabulary over Spelling, p. 198)
(B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3)	The opportunity to address this objective is available. Teacher’s Guide: See Extensions activities, pp. 17, 41, 59, 107, 137, 167 (Also see Voice, p. 184, and Word Choice, p. 185)
(C) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3)	The opportunity to address this objective is available. Teacher’s Guide: See Following the Lesson activities for sharing and responding and Follow-Up Writing Activity at the end of each lesson (Also see Suggested Strategies: Incorporating Kinesthetic Activities, p. 196)
(D) retell a spoken message by summarizing or clarifying (K-3)	The opportunity to address this objective is available. Teacher’s Guide: See Following the Lesson activities for sharing and responding at the end of each lesson (Also see Suggested Strategies: Encouraging the Non-writer, p. 198)

(5) Reading/print awareness. The student demonstrates knowledge of concepts of print.

TEKS, Kindergarten	<i>Write Traits® Kindergarten</i>
The student is expected to:	
(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1)	Teacher’s Guide: pp. 57-58, p. 62, p. 148, p. 163-167 (Also see Mini-lesson, xxii-xxiii and Suggested Strategies: Using Environmental Print, p. 199)
(B) know that print moves left-to-right across the page and top-to-bottom (K-1)	Teacher’s Guide: pp. 1-6, 7-12, 19-24, 31-36, 43-48, 49-54, 55-60, 67-72, 85-90, 97-102, 103-108, 109-114, 115-120, 121-126, 133-138, 139-144, 145-150, 151-156, 163-168, 169-174, 175-180 (Also see Mini-lessons, pp. xxxiv-xxxv, Follow-Up Writing Activity, p. 6, and Sentence Fluency, p. 186, and Conventions, p. 187)

TEKS, Kindergarten	Write Traits® Kindergarten
The student is expected to:	
(C) understand that written words are separated by spaces (K-1)	Teacher’s Guide: pp. 1-6, 7-12, 19-24, 31-36, 43-48, 49-54, 55-60, 67-72, 85-90, 97-102, 103-108, 109-114, 115-120, 121-126, 133-138, 139-144, 145-150, 151-156, 163-168, 169-174, 175-180 (Also see Mini-lessons, pp. xxxiv-xxxv, and Word Choice, p. 185, Sentence Fluency, p. 186, and Conventions, p. 187)
(D) know the difference between individual letters and printed words (K-1)	Teacher’s Guide: pp. 1-6, 7-12, 19-24, 31-36, 43-48, 49-54, 55-60, 67-72, 85-90, 97-102, 103-108, 109-114, 115-120, 121-126, 133-138, 139-144, 145-150, 151-156, 163-168, 169-174, 175-180 (Also see Mini-lessons, pp. xxxiv-xxxv, Follow-Up Writing Activity , p. 66, and Word Choice, p. 185)
(E) know the difference between capital and lowercase letters (K-1)	Teacher’s Guide: pp. 1-6, 7-12, 19-24, 31-36, 43-48, 49-54, 55-60, 67-72, 85-90, 97-102, 103-108, 109-114, 115-120, 121-126, 133-138, 139-144, 145-150, 151-156, 163-168, 169-174, 175-180 (Also see Mini-lessons, pp. xxxiv-xxxv, and Word Choice, p. 185, and Conventions, p. 187)
(F) recognize how readers use capitalization and punctuation to comprehend (K-1)	Teacher’s Guide: pp. 61-66, 67-72, 73-78, 85-90, 97-102, 103-107, 109-114, 115-120, 121-126, 133-138, 139-144, 145-150, 163-168, 169-174, 175-180 (Also see Mini-lessons on editing, pp. xxx-xxxii, and spelling, pp. xxxvi-xxxvii; Sentence Fluency, p. 186 and Conventions, p. 187)
(G) understand that spoken words are represented in written language by specific sequences of letters (K-1)	The opportunity to address this objective is available in the writing activities throughout the program. Teacher’s Guide: See Mini-lesson on spelling, pp. xxxvi-xxxvi, Editing, p. 193, Modeling, p. 194, Interactive writing, p. 195, Emphasizing Vocabulary over Spelling, p. 198, Encouraging the non-Writer, p. 198, and Using Environmental Print, p. 199
(H) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1)	The opportunity to address this objective is available. Teacher’s Guide: See Extensions activities p. 11 (Also see Mini-lesson on picture books, pp. xxxii-xxxiii, Follow-Up Writing Activity , p. 66, and Making Books, p. 200)

(14) Writing/spelling/penmanship. The student develops the foundations of writing.

TEKS, Kindergarten	Write Traits® Kindergarten
The student is expected to:	
(A) write his/her own name and other important words (K-1)	Teacher's Guide: pp. 1-6, 55-60, 61-66, 79-84, 91-96, 97-102, 103-108, 109-114, 127-132, 151-156, 157-162, 163-168, 169-174 175-180 (Also see Mini-lessons, pp. xviii-xix, pp. xxii-xxiii, xxxvi-xxxvii, and Word Choice, 185)
(B) write each letter of the alphabet, both capital and lowercase (K)	The opportunity to address this objective is available in the writing activities throughout the program.
(C) use phonological knowledge to map sounds to letters to write messages (K-1)	The opportunity to address this objective is available. Teacher's Guide: See Mini-lesson, pp. xxxvi-xxxvii, and Using Resources, p. 197, Stretching Words, p. 197, and Emphasizing Vocabulary over Spelling., p 198
(D) write messages that move left-to-right and top-to-bottom on the page (K-1)	The opportunity to address this objective is available. Teacher's Guide: See Writing a Note, pp. 55-60, and Thank You, pp. 16-168 (Also see Mini-lesson, pp. xviii-xix)
(E) gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke (K)	The opportunity to address this objective is available. Teacher's Guide: See Mini-lessons on tools for writers, pp. xiv-xv, holding a pencil, pp. xviii-xix, sitting to write, pp. xx-xxi, writing, pp. xxii-xxiii, xxiv-xxv, and editing, pp. xxxiv-xxxv

(15) Writing/composition. The student composes original texts.

TEKS, Kindergarten	Write Traits® Kindergarten
The student is expected to:	
(A) dictate messages such as news and stories for others to write (K-1)	The opportunity to address this objective is available. Teacher's Guide: See Just for Today lesson activities, pp. 133-138 (Also see Writing Process, pp. 188-189, Modeling, p. 194, and Interactive Writing, p. 195)
(B) write labels, notes, and captions for illustrations, possessions, charts, centers (K-1)	Teacher's Guide: pp. 55-60, 163-168 (Also see Mini-lesson, pp. xxxii-xxxiii, Writing Process, pp. 188-193, Encouraging Art, p. 195, Reading Aloud, p. 195, and Expanding the Audience, p. 199)
(C) write to record ideas and reflections (K-3)	Teacher's Guide: Ideas lessons, pp. 1-6, 25-30, 73-78, 91-96, and Revising Ideas lesson, pp. 121-126 (Also see Mini-lesson, pp. xviii-xix, Teaching Tip, p. 33, Ideas, p. 182, and Writing Process, pp. 188-190)

TEKS, Kindergarten	Write Traits® Kindergarten
The student is expected to:	
(D) generate ideas before writing on self-selected topics (K-1)	The opportunity to address this objective is available. Teacher's Guide: See Extensions activities for each lesson (Also see Ideas, p. 182, Writing Process: Prewriting, p. 189, and Interactive Writing, p. 195)
(E) generate ideas before writing on assigned tasks (K-1)	The opportunity to address this objective is available. Teacher's Guide: See Writing Center and Extensions activities for each lesson (Also see Ideas, p. 182, Writing Process: Prewriting, p. 189, and Interactive Writing, p. 195)
(F) use available technology to compose text (K-3)	The opportunity to address this objective is available. Teacher's Guide: See Mini-lessons, pp. xiv-xv, xvi-xvii., Writing Process: Drafting, p. 190, and Encouraging Art, p. 195

(16) Writing/inquiry/research. The student uses writing as a tool for learning and research.

TEKS, Kindergarten	Write Traits® Kindergarten
The student is expected to:	
(A) record or dictate questions for investigating (K-1)	Teacher's Guide: pp. 67-73, 73-78, 169-174 (Also see Prewriting, p. 189 and Modeling, p. 195)
(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3)	The opportunity to address this objective is readily available. Teacher's Guide: See lessons on sequencing, pp. 7-12 and 97-102, word order, pp. 31-36, illustrating, pp. 49-54, writing sentences, pp. 85-90, recording and drawing details, pp. 91-96, 151-156, connecting sentences, pp. 115-120, revising details, pp. 121-126, listing, pp. 127-132, 157-162, writing multiple sentences on a topic, pp. 145-150, writing word problems in math, 169-174, and using logical order, 175-180 (Also see Mini-lesson, pp. xxx-xxxi, 6-Trait Writing, pp. 182-187, Writing Process, pp. 188-193, Reading Aloud, p. 195, and Interactive Writing, p. 195)



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Subchapter 110.6 English Language Arts
Grade 4

(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.

TEKS, Grade 4	Write Traits® Grade 4
The student is expected to:	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	Teacher’s Guide: See Using Traits with the Writing Process , pp. xv-xvii and Writing, Sharing, and Extending the Lesson activities throughout the program
(B) write to influence such as to persuade, argue, and request (4-8)	Teacher’s Guide: See Organization , pp. 20-24, lesson activities, pp. 25-36, and Voice , pp. 38-42, lesson activities, pp. 43-54 Student Traitbook: pp. 25-28, 42-45
(C) write to inform such as to explain, describe, report, and narrate (4-8)	The opportunity to address this objective is available. Teacher’s Guide: See Extending the Lesson , activities, pp. 9, 12, 27, 30, 33, 69, and 72
(D) write to entertain such as to compose humorous poems or short stories (4-8)	The opportunity to address this objective is available. Teacher’s Guide: See Extending the Lesson activities, pp. 51, 48, and 54
(E) exhibit an identifiable voice in personal narratives and in stories (4-5)	The opportunity to address this objective is available. Teacher’s Guide: See Voice , pp. 38-39, Rubrics, pp. 40-41, and Sample Papers, 142-154
(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5)	The opportunity to address this objective is available. Teacher’s Guide: See Extending the Lesson activities, p. 30 (expository writing) and p. 54 (friendly letter)

(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.

TEKS, Grade 4	Write Traits® Grade 4
The student is expected to:	
(A) write legibly by selecting cursive or manuscript as appropriate (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Using Traits with the Writing Process , Publishing/Sharing, pp. xvi-xvii
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)	This objective is specifically addressed in the Conventions lessons. Teacher's Guide: See Overview to Conventions Unit 6, pp. 92-96, and lessons on pp. 97-99, 100-103, 104-107, 108-110 (Also see Sample Papers , pp. 180-191)

(17) Writing/spelling. The student spells proficiently.

TEKS, Grade 4	Write Traits® Grade 4
The student is expected to:	
(A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)	The opportunity to address this objective is available. Teacher's Guide: See Overview to Conventions Unit 6, pp. 92-96, and lessons on pp. 97-99, 100-103, 104-107, 108-110 (Also see Sample Papers , pp. 180-191)
(B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)	The opportunity to address this objective is available. Teacher's Guide: See Overview to Conventions Unit 6, pp. 92-96, and lessons on pp. 97-99, 100-103, 104-107, 108-110 (Also see Sample Papers , pp. 180-191)
(C) use resources to find correct spellings (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Overview to Conventions Unit 6, pp. 92-96, and lessons on pp. 97-99, 100-103, 104-107, 108-110 (Also see Sample Papers , pp. 180-191)
(D) spell accurately in final drafts (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Overview to Conventions Unit 6, pp. 92-96, and lessons on pp. 97-99, 100-103, 104-107, 108-110 (Also see Sample Papers , pp. 180-191)

(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

TEKS, Grade 4	Write Traits® Grade 4
The student is expected to:	
(A) use regular and irregular plurals correctly (4-6)	The opportunity to address this objective is available. Teacher's Guide: See Word Choice "Verbs of Steel," pp. 61-64, "Using Context," pp. 64-66 and Conventions "My Very Own Editing Checklist," pp. 108-110
(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5)	The opportunity to address this objective is available. Teacher's Guide: See Sentence Fluency , 74-78, "Just Say No To Run-ons," pp. 82-84, and Sample Paper, pp. 171-173
(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Word Choice , pp. 56-60, "Verbs of Steel," pp. 61-63, and Sample Paper, pp. 155-157
(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Word Choice , pp. 56-60, "Painting Word Pictures," pp. 67-69, and Sample Paper, pp. 165-167
(E) use prepositional phrases to elaborate written ideas (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Sentence Fluency , pp. 74-78, "Read and Rank," pp. 88-90, and Sample Paper, 177-179
(F) use conjunctions to connect ideas meaningfully (4-5)	The opportunity to address this objective is available. Teacher's Guide: See Sentence Fluency , pp. 74-78, "Read and Rank," pp. 88-90, Sample Paper, 177-179
(G) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Conventions , pp. 92-96, "What's the Difference?" pp. 97-99, and Sample Paper, pp. 180-182
(H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5)	The opportunity to address this objective is available in the writing activities throughout the program.

(19) Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing.

TEKS, Grade 4	Write Traits® Grade 4
The student is expected to:	
(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8)	<p>Teacher’s Guide: pp. 7-9, 52-54, 61-63, 67-69 (Also see Using Traits with the Writing Process, pp. xv-xvii and Teacher Resources, pp. xviii-xix)</p> <p>Student Traitbook: pp. 8-11, 54-57, 59-62, 67-70</p>
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8)	<p>Teacher’s Guide: pp. 10-12, 20-37 (Also see Using Traits with the Writing Process, pp. xv-xvii and Teacher Resources, pp. xviii-xix)</p> <p>Student Traitbook: pp. 12-15, 25-40</p>
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8)	<p>Teacher’s Guide: pp. 13-15, 16-18, 20-37 (Also see Using Traits with the Writing Process, pp. xv-xvii and Teacher Resources, pp. xviii-xix)</p> <p>Student Traitbook: pp. 16-19, 20-23, 25-40</p>
(D) revise drafts for coherence, progression, and logical support of ideas (4-8)	<p>Teacher’s Guide: pp. 20-37 (Also see Using Traits with the Writing Process, pp. xv-xvii and Teacher Resources, pp. xviii-xix)</p> <p>Student Traitbook: pp. 25-40</p>
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8)	<p>Teacher’s Guide: pp. 56-73, 74-91, 92-113 (Also see Using Traits with the Writing Process, pp. xv-xvii and Teacher Resources, pp. xviii-xix)</p> <p>Student Traitbook: pp. 59-74, 76-91, 93-106</p>
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8)	<p>The opportunity to address this objective is available.</p> <p>Teacher’s Guide: See Using the Traits with the Writing Process, pp. xvi-xvii (Also see Teacher Resources, pp. xviii-xix)</p>
(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8)	<p>The opportunity to address this objective is available.</p> <p>Teacher’s Guide: See Using the Traits with the Writing Process, pp. xvi-xvii (Also see Teacher Resources, pp. xviii-xix)</p>
(H) proofread his/her own writing and that of others (4-8)	<p>Teacher’s Guide: pp. 92-114 and Sample Papers, pp. 180-191</p> <p>Student Traitbook: pp. 93-106</p>
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8)	<p>Teacher’s Guide: Editing reference, pp. 108-110</p> <p>Student Traitbook: pp. 104-106</p>

(20) Writing/evaluation. The student evaluates his/her own writing and the writings of others.

TEKS, Grade 4	Write Traits® Grade 4
The student is expected to:	
(A) apply criteria to evaluate writing (4-8);	The opportunity to address this objective is available. Teacher’s Guide: See Rubrics, pp. 4-5, 22-23, 40-41, 58-59, 76-77, 94-95 and Sample Papers, pp. 115-191 (Also see Appendix , pp. 192-213)
(B) respond in constructive ways to others' writings (4-8)	The opportunity to address this objective is available. Teacher’s Guide: See Warm-Up Activities, pp. xxiv-xxv and Sample Papers, pp. 115-191
(C) evaluate how well his/her own writing achieves its purposes (4-8)	The opportunity to address this objective is available. Teacher’s Guide: See lesson activities, pp. 14-15, 18, 27, 30, 33, 36, 45, 51, 54, 63, 66, 69, 71-72, 81, 84, 87, 90, 99, 102, 106, 109-110
(D) analyze published examples as models for writing (4-8)	The opportunity to address this objective is available. Teacher’s Guide: See Sample Papers, pp. 115-191
(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8)	The opportunity to address this objective is available. Teacher’s Guide: See Warm-up Activities , pp. xxiv-xxvi, and Sample Papers, Ideas pp. 120, 123, 126, 129, Organization pp. 132, 135, 138, 141, Voice pp. 144, 147, 150-151, 154, Word Choice pp. 157, 160, 163-164, 167, Sentence Fluency pp. 170, 173, 176, 179, and Conventions pp. 182, 185, 188, 191

(21) Writing/inquiry/research. The student uses writing as a tool for learning and research.

TEKS, Grade 4	Write Traits® Grade 4
The student is expected to:	
(A) frame questions to direct research (4-8)	The opportunity to address this objective is available. Teacher’s Guide: See Ideas , “Thumbs Up, Thumbs Down,” pp. 13-15 and “Unpacking to Stay in Focus,” pp. 16-18
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8)	The opportunity to address this objective is available. Teacher’s Guide: See Organization , pp. 20-24, “Writing a Strong Lead,” pp. 25-27 and “Wrapping It Up,” pp. 34-36

TEKS, Grade 4	Write Traits® Grade 4
The student is expected to:	
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches	<u>This objective is not specifically addressed.</u>
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Organization , pp. 20-24, and Extending the Lesson activities, pp. 27, 30, 33, 36
(E) present information in various forms using available technology (4-8)	The opportunity to address this objective is available in the writing activities throughout the program.
(F) evaluate his/her own research and raise new questions for further investigation (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Ideas , pp. 2-3, Organization , pp. 20-21 and Student Rubrics, pp. 5 and 23

(22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

TEKS, Grade 4	Write Traits® Grade 4
The student is expected to:	
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Writing/Sharing/Comparing activities, pp. 14, 18, 33, 45, 47-48, 51, 63, 69, 71-72, 81, 84, 87
(B) correspond with peers or others via e-mail or conventional mail (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Extending the Lesson , p. 54



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Subchapter 110.23 English Language Arts
Grade 7

(15) Listening/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.

TEKS, Grade 7	Write Traits® Grade 7
The student is expected to:	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Extending the Lesson activities, pp. 18, 27, 30, 36, 51, 66, 69, and 72 (Also see Objective for Sample Papers, pp. 120, 132, 136, 138, 141)
(B) write to influence such as to persuade, argue, and request (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Sample Paper, pp. 154-156
(C) write to inform such as to explain, describe, report, and narrate (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Extending the Lesson activities, pp. 18, 27, 30, 36, 51, 66, 69, and 72 (Also see Objective for Sample Papers, pp. 120, 132, 136, 138, 141)
(D) write to entertain such as to compose humorous poems or short stories (4-8)	The opportunity to address this objective is available in the independent writing activities throughout the program
(E) select and use voice and style appropriate to audience and purpose (6-8)	The opportunity to address this objective is available. Teacher's Guide: Voice, pp. 46-48, 52-54 (Also see Sample Papers, pp. 147-149, 154-156)
(F) choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8)	The opportunity to address this objective is available in the independent writing activities throughout the program

TEKS, Grade 7	Write Traits® Grade 7
The student is expected to:	
(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8)	The opportunity to address this objective is available. Teacher's Guide: See pp. 61-63, 64-66, 67-69 (Also see Sample Papers, pp. 157-159, 160-162, 163-165)
(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8)	The opportunity to address this objective is available. Teacher's Guide: 31-33 (Also see Rubrics, pp. 22-23 and Sample Paper, pp. 138-140)

(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly.

TEKS, Grade 7	Write Traits® Grade 7
The student is expected to:	
(A) write legibly by selecting cursive or manuscript as appropriate (4-8)	The opportunity to address this objective is available in the independent writing activities throughout the program
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)	Teacher's Guide: pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 181-192) Student Traitbook: pp. 91-107
(C) spell derivatives correctly by applying the spellings of bases and affixes (7-8)	Teacher's Guide: pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 181-192) Student Traitbook: pp. 91-107
(D) spell frequently misspelled words correctly such as their, they're, and there (7-8)	The opportunity to address this objective is available. Teacher's Guide: See pp. xvi, 92, 96, 112
(E) use resources to find correct spellings (4-8)	The opportunity to address this objective is available. Teacher's Guide: See pp. xvi, 61-63, 92, 96, 108-111
(F) spell accurately in final drafts (4-8)	The opportunity to address this objective is available. Teacher's Guide: See pp. 92-112 (Also see Rubrics, pp. 94-95)
(G) understand the influence of other languages and cultures on the spelling of English words (6-8)	<u>This objective is not specifically addressed.</u>

(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

TEKS, Grade 7	Write Traits® Grade 7
The student is expected to:	
(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8)	The opportunity to address this objective is available. Teacher's Guide: See pp. 79-81; 96-112 (Also see Rubrics, pp. 76-77; 94-95 and Sample Papers, pp. 169-171; 181-192)
(B) use conjunctions to connect ideas meaningfully (4-8)	Teacher's Guide: pp. 74-78; 79-81; 82-84; 92-96; 108-112 (Also see Rubrics, pp. 76-77; 94-95 and Sample Papers, pp. 169-171; 172-174; 190-192) Student Traitbook: pp. 75-83; 104-107
(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8)	Teacher's Guide: pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 181-192) Student Traitbook: pp. 91-107
(D) use adjectives (comparatives and superlatives forms) and adverbs appropriately to make writing vivid or precise (4-8)	Teacher's Guide: Word Choice, pp. 56-59, 61-63, 64-66, 67-69, 70-72, 73 and Sample Papers, pp. 157-168) Student Traitbook: pp. 58-74
(E) use prepositional phrases to elaborate written ideas (4-8)	Teacher's Guide: pp. 74-78; 79-81; 82-84; 92-96; 108-112 (Also see Rubrics, pp. 76-77; 94-95 and Sample Papers, pp. 169-171; 172-174; 190-192) Student Traitbook: pp. 75-83; 104-107
(F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8)	Teacher's Guide: Conventions, pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 181-192) Student Traitbook: pp. 91-107
(G) write with increasing accuracy when using apostrophes in contractions such as won't and possessives such as Smith's (4-8)	Teacher's Guide: Conventions, pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 181-192) Student Traitbook: pp. 91-107
(H) write with increasing accuracy when using pronoun case such as "She had the party." (6-8)	Teacher's Guide: Conventions, pp. 92-112 (Also see Rubrics, pp. 94-95 and Sample Papers, pp. 181-192) Student Traitbook: pp. 91-107

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

TEKS, Grade 7	Write Traits® Grade 7
The student is expected to:	
(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8)	Teacher's Guide: pp. 7-9 Student Traitbook: pp. 8-11
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Using Traits with the Writing Process , pp. xv-xvii (Also see Teacher Resources, pp. xviii-xix)
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8)	Teacher's Guide: pp. 10-12, 31-33, 67-69, 70-72 (Also see Rubrics, pp. 22-23, 58-59) Student Traitbook: pp. 12-15; 33-36; 67-70, 71-74
(D) revise drafts for coherence, progression, and logical support of ideas (4-8)	Teacher's Guide: pp. 16-18, 34-36 (Also see Rubrics, pp. 22-23) Student Traitbook: pp. 20-23; 37-40
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8)	Teacher's Guide: pp. 64-66, 67-69, 79-81, 82-84, 85-87, 88-90 (Also see Rubrics, pp. 58-59, 76-77) Student Traitbook: pp. 63-66, 67-70, 75-79, 80-83, 84-87, 88-90
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8)	The opportunity to address this objective is available in the writing activities throughout the program
(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8)	The opportunity to address this objective is available in the writing activities throughout the program
(H) proofread his/her own writing and that of others (4-8)	Teacher's Guide: pp. 88-90, 108-111 (Also see Rubrics, pp. 76-77, 94-95) Student Traitbook: pp. 88-90, 104-107
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8)	The opportunity to address this objective is available during the writing activities throughout the program

(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others.

TEKS, Grade 7	Write Traits® Grade 7
The student is expected to:	
(A) apply criteria to evaluate writing (4-8)	Teacher's Guide: See pp. x-xi, 4-5; 22-23; 40-41; 58-59; 76-77; 94-95 (Also see Appendix, pp. 193-214)
(B) respond in constructive ways to others' writings (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Sample Papers, pp. 117-192
(C) evaluate how well his/her own writing achieves its purposes (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Student Rubrics, pp. 5, 23, 41, 59, 77, 95
(D) analyze published examples as models for writing (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Sample Papers, pp. 117-192
(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8)	Teacher's Guide: Ideas, pp. 2-19, 120-131; Organization, pp. 20-37, 132-143; Voice, pp. 38-55, 144-156; Word Choice, pp. 56-73, 157-168; Sentence Fluency, pp. 74-91, 169-180; Conventions, pp. 92-115, 181-192

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research.

TEKS, Grade 7	Write Traits® Grade 7
The student is expected to:	
(A) frame questions to direct research (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Extending the Lesson activities, pp. 18, 27, 30, 36, 51, 66, 69, and 72 (Also see Objective for Sample Papers, pp. 120, 132, 136, 138, 141)
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Prewriting strategies, pp. 7-9
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Extending the Lesson activities, pp. 45, 51
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8)	The opportunity to address this objective is available. Teacher's Guide: See Think Sequence lesson, pp. 25-27

TEKS, Grade 7	Write Traits® Grade 7
The student is expected to:	
(E) present information in various forms using available technology (4-8)	The opportunity to address this objective is available. Teacher’s Guide: See Organization, pp. 20-37
(F) evaluate his/her own research and frame new questions for further investigation (4-8)	The opportunity to address this objective is available. Teacher’s Guide: See Extending the Lesson activities, pp. 18, 27, 30, 36, 51, and 66
(G) follow accepted formats for writing research, including documenting sources (6-8)	The opportunity to address this objective is available in the independent writing activities throughout the program

(21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

TEKS, Grade 7	Write Traits® Grade 7
The student is expected to:	
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8)	Teacher’s Guide: Ideas, pp. 10-12; Organization, pp. 25-27, 31-33; Voice, pp. 43-45, 52-54; Word Choice, pp. 64-66, 67-69; Sentence Fluency, pp. 85-87, 88-90 Student Traitbook: pp. 12-15, 24-28, 33-36, 41-45, 54-57, 63-66, 67-70, 84-87, 88-90
(B) correspond with peers or others via e-mail or conventional mail (4-8)	The opportunity to address this objective is available. Teacher’s Edition: See Extending the Lesson , real-world editing, p. 110
(C) identify challenges faced by published authors and strategies they use to compose various types of text (7-8)	The opportunity to address this objective is available. Teacher’s Guide: See pp. 10-12, 13-15, 38; 43-45, 46-48, 49-51, 52-54 (Also see “Using Traits with the Writing Process,” pp. xv-xvii)



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correlated to
Texas Essential Knowledge and Skills (TEKS)
Subchapter 110.43 English Language Arts
English II

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.

TEKS, English II	Write Traits® Advanced, Level I
<p>The student is expected to:</p> <p>(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories</p>	<p>Notebook:</p> <p>Persuasive Writing – See “Persuasive Writing,” p. xv, and lessons on pp. 17-20; 65-74; 113-122; 209-218</p> <p>(Also see “Letter to the Editor,” pp. xxxiv-xxxv, “Persuasive Writing,” pp. xv, Writer’s Rubrics, pp. 5-6; 53-54, and Sample Papers, pp. 348-351; 352-357)</p> <p>Expository Writing: Response to Literary Text See “Informational /Expository Writing,” pp. xiv-xv and Teaching the Lesson notes, pp. 28, 76-77, 104</p> <p>(Also see Sample Paper, pp. 415-419)</p> <p>Narrative Writing – See Informational/Expository Writing, pp. xiv-xv, 27-36; 75-84; and 123-132</p> <p>(Also see “Personal/ Narrative Writing,” pp. xv-xvi, Writer’s Rubrics, pp. 5-6; 53-54, and Sample Papers, pp. 338-342; 343-347)</p>

TEKS, English II	Write Traits® Advanced, Level I
The student is expected to:	
(B) write in a voice and a style appropriate to audience and purpose	<p>Notebook:</p> <p>Persuasive Writing See Persuasive writing lesson, “Establishing Credibility,” pp. 161-172</p> <p>Expository Writing See Teaching the Lesson notes, pp. 104, 174, 221 and Extending the Lesson notes, pp. 106, 176 and 222</p> <p>Narrative Writing See Teaching the Lesson notes , pp. 28-29, 75-84 and Sample paper, pp. 343-347</p> <p>(Also see Business/ professional writing lessons, “Getting to the Point,” pp. 37-48, “From Purpose to Action!” pp. 85-96, and “The Person Behind the Words,” pp. 133-144)</p>
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas	<p>Notebook:</p> <p>Ideas, pp. 1-4; 7-16; 17-26; 37-48 (Also see Writer’s Rubric for Ideas, pp. 5-6)</p> <p>Organization, pp. 49-52; 55-64; 209-218</p> <p>(Also see Organization Unit Overview, pp. 49-52; Writer’s Rubric for Organization, pp. 53-54, and Sample Paper, pp. 338-342)</p>

(2) Writing/writing processes. The student uses recursive writing processes when appropriate.

TEKS, English II	Write Traits® Advanced, Level I
The student is expected to:	
(A) use prewriting strategies to generate ideas, develop voice, and plan	<p>Notebook: See pp. 7-16; 17-26; 55-64; 103-112</p> <p>(Also see Using the Traits with the Writing Process, pp. xii-xiii)</p>
(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose	<p>Notebook: See pp. xii-xiii, “From Purpose to Action!” pp. 85-96 and “Analyzing the Audience,” pp. 113-122</p> <p>(Also see Using the Traits with the Writing Process, pp. xii-xiii and Teacher Resources, pp. xix-xx)</p>
(C) proofread writing for appropriateness of organization, content, style, and conventions	<p>Notebook: See Sentence Fluency, pp. 193-198; 199-208; 209-218 and Conventions, pp. 241-246; 247-258; 259-270; 271-282; 283-296</p> <p>(Also see Sample Papers, pp. 326-432)</p>
(D) refine selected pieces frequently to publish for general and specific audiences	<p>Notebook: See “Publishing/Sharing,” p. xiii and Genres of Writing, pp. xiv-xvi, and Extending the Lesson activities, pp. 10, 20, 30, 68, 88, 184, 222</p>

TEKS, English II	Write Traits® Advanced, Level I
The student is expected to:	
(E) use technology for aspects of creating, revising, editing, and publishing texts	The opportunity to address this objective is available. Notebook: See Extending the Lesson activities, p. 116 (online speeches, editorials, essays, job ads)

(2) Writing/grammar/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.

TEKS, English II	Write Traits® Advanced, Level I
The student is expected to:	
(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses	<p>Notebook:</p> <p>Spelling - See Conventions, pp. 241-242; pp. 283-296 (Also see Writer’s Rubric, pp. 245-246 and Sample Paper, pp. 429-432)</p> <p>Punctuation - See Conventions, pp. 241-242; pp. 271-282 (Also see Writer’s Rubric, pp. 245-246 and Sample Paper, pp. 425-428)</p> <p>Capitalization - See Conventions, pp. 241-242; pp. 271-282 (Also see Writer’s Rubric, pp. 245-246 and Sample Paper, pp. 425-428)</p>
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism	<p>Notebook: See pp. 173-180; 199-240; 247-296 (Also see Word Choice Unit Overview, pp. 145-146, Sentence Fluency Unit Overview, pp. 193-194, Conventions Unit Overview, pp. 241-241, Writer’s Rubrics, pp. 149-150;197-198; 245-246, and Sample Papers, pp. 388-391;410-414; 429-432)</p>
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions	<p>Notebook: pp. 199-208; 209-218; 219-228; 229-240 (Also see Writer’s Rubric for Sentence Fluency, pp. 197-198 and Sample Papers, pp. 396-401; 402-405; 406-409; 410-414)</p>
(D) produce error-free writing in the final draft	<p>Notebook: See Sentence Fluency, pp. 193-218 and Conventions, pp. 241-296 (Also see Sample Papers, pp. 326-432)</p>

(4) Writing/inquiry/research. The student uses writing as a tool for learning.

TEKS, English II	Write Traits® Advanced, Level I
The student is expected to:	
(A) use writing to formulate questions, refine topics, and clarify ideas	The opportunity to address this objective is available. Notebook: See Ideas lessons and activities, pp. 7-16; 17-26; 27-36; 37-48
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic	The opportunity to address this objective is available. Notebook: See Organization lessons and activities, pp. 55-64; 65-74; 75-84; 85-96
(C) compile information from primary and secondary sources in systematic ways using available technology	The opportunity to address this objective is available. Notebook: See “Walking the Reader Through the Issues,” pp. 65-74 and Extending the Lesson , quoting sources, p. 262
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs	The opportunity to address this objective is available. Notebook: See Extending the Lesson , using visuals in persuasive writing, p. 20
(E) use writing as a study tool to clarify and remember information	The opportunity to address this objective is available. Notebook: See Extending the Lesson activities for each lesson
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions	The opportunity to address this objective is available. Notebook: See Extending the Lesson suggestions, p. 10, 20, 58, 106, 202, 154
(G) analyze strategies that writers in different fields use to compose	Notebook: See Extending the Lesson activities, pp. 20, 30, 58, 68, 78, 106, 126, 136, 164, 176, 184, 212, 222, 250, 262

(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others.

TEKS, English II	Write Traits® Advanced, Level I
The student is expected to:	
(A) evaluate writing for both mechanics and content	Notebook: See Writer’s Rubrics, Ideas , 5-6, Organization , pp. 53-54, Voice , pp. 101-102, Word Choice , pp. 149-150, Sentence Fluency , pp. 197-198, and Conventions , pp. 245-246 (Also see Sample Papers, pp. 297-432 and Appendix)
(B) respond productively to peer review of his/her own work	The opportunity to address this objective is available in the pairing/sharing activities throughout the program.

