

**CORRELATION OF TRAITS WRITING™ TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS • GRADE 7**

Grade 7 Common Core State Standards

SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 7

Reading: Literature

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Traits Writing includes a Literature Anthology of excerpts from high-quality fiction. In addition the anthology presents Everyday Text Posters, and functional texts such as cartoons, signs, ad campaigns, and songs. These examples of outstanding writing serve as models for teaching the key qualities of the traits. Each text is keyed directly to a lesson in the Teaching Guide and is accompanied by a video of the author who created it or of a writer who creates texts similar to it. IG p. 10

Traits Writing recognizes the strong connection between reading and writing. Teachers are encouraged to include the full texts that represented by the excerpts in their classroom libraries to expand students' engagement with high interest, exemplar texts.

See the grade 7 narrative mentor text excerpts:

The Hunger Games by Suzanne Collins, LA p. 6-7; TG p. 48; SH p. 22

The Dreamer by Pam Muñoz Ryan, LA p. 8-9; TG p. 58-59

The Watson's Go to Birmingham – 1963 by Christopher Paul Curtis, LA p. 12; TG p. 120; SH p. 71

Tales from Outer Suburbia by Shaun Tan, LA p. 13; TG p. 140

Savvy by Ingrid Law, LA p. 15; TG p. 178-179; SH p. 113

Confetti Girl by Diana López, LA p. 18-19; TG p. 234, SH p. 149

Granny Torrelli Makes Soup by Sharon Creech, LA p. 20; TG p. 244

“The Ballad of Gilligan’s Isle” (songwriter), Everyday Text 6, TG p. 254-155; SH p. 165

Fables by Arnold Lobel, LA p. 21-23; TG p. 282; SH p. 183

March Toward the Thunder by Joseph Bruchac, LA p. 24-25; TG p. 292; SH p. 191

The Stone Goddess by Minfong Ho, LA p. 26-27; TG p. 310; SH p. 201

Calvin and Hobbes Comic Strip (cartoonist), Everyday Text 8, TG p. 320; SH p. 209

Students explore key ideas and details in fictional texts in Traits Writing:

Students explore story elements in *Tales From Outer Suburbia*. TG p. 140,

Students listen for specific and accurate words used in *Granny Torrelli Makes Soup*, to visualize characters, setting, and key events of the story. TG p. 244

Students explore lyrics in Everyday Text 6 that tell a story involving character,

	<p>setting, plot, conflict, and resolution. TG p. 254</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Students explore the meaning of words and phrases as they are used in the following mentor text excerpts: Students explore the author’s use of imagery in <i>The Hunger Games</i> to create a mental picture for the reader. TG p. 49 Students explore the author’s writing process and discuss the word patterns and rhythms in the sound poems included in <i>The Dreamer</i>. TG p. 58-59 Students explore the author’s unique style and creative wording to express herself in <i>Savvy</i>. TG p. 178</p> <p>Students observe different points of view in a text. See the following: Students explore how the author of <i>Confetti Girl</i> shares her perspectives through her tone and narration to create a connection to her audience. TG p. 234-235</p>
<p>Integration of Knowledge and Ideas 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). 8. (Not applicable to literature) 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>Each week in Traits Writing, students have the opportunity to watch a brief video interview with the author of that week’s mentor text. These unique and inspiring video clips introduce students to the author’s process and often contain advice students can apply to their own writing. The mentor videos bring authors to life with fascinating anecdotes, writing process suggestions, personal experiences and inspiration. Teachers are encouraged to extend the students’ study of an author by making more books by the author available in the classroom, and by encouraging them to research more about the author’s life through available resources, including authors’ websites. IG p. 54</p> <p>Students discuss and explore the writing process of author, Stephen King. Students name books he has written and the movies based on those books, and identify the mode and genre in which he typically writes. TG p. 28</p> <p>Students can compare and contrast a fictional portrayal and a historical account of the same to understand how authors of fiction can alter history. See the following historical fiction excerpts: <i>The Watson’s Go to Birmingham – 1963</i> by Christopher Paul Curtis, LA p. 12; TG p. 120; SH p. 71 <i>March Toward the Thunder</i> by Joseph Bruchac, LA p. 24-25; TG p. 292; SH p.</p>

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<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Traits Writing promotes a well-stocked classroom library of reading materials across genre that can be used as mentor texts for writing. Teachers are encouraged to stock the library with a variety of books ranging in text complexity appropriate for grade 6-8. IG p. 27</p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>Traits Writing includes a Literature Anthology of excerpts from high-quality nonfiction. The anthology includes Everyday Text Posters, as well as functional texts such as speeches, reviews, signs, and brochures. These examples of outstanding writing serve as models for teaching the key qualities of the traits. Each text is keyed directly to a lesson in the Teaching Guide and is accompanied by a video of the author who created it or of a writer who creates texts similar to it. IG p. 10</p> <p>Traits Writing recognizes the strong connection between reading and writing. Teachers are encouraged to make available full texts in their classroom libraries. See the grade 7 informational mentor text excerpts:</p> <p><i>On Writing: A Memoir of the Craft</i> by Stephen King, LA p. 4; TG p. 28 <i>Immigrant Kids</i> by Russell Freedman, LA p. 5; TG p. 38-39; SH p. 17 Korean War Veterans Memorial Brochure (historian), Everyday Text 1, TG p. 68 Tsunami Evacuation Guide (public safety writer), Everyday Text 2, TG p. 82 <i>Blood Suckers!: Deadly Mosquito Bites</i> by John DiConsiglio, LA p. 10; TG p. 92 <i>Guts</i> by Gary Paulsen, LA p. 11; TG p. 102; SH p. 61 <i>The Watson's Go to Birmingham – 1963</i> by Christopher Paul Curtis, LA p. 12; TG p. 120; SH p. 71 Stratego Game Introduction (game developer), Everyday Text 3, TG p. 130 <i>The Greatest: Muhammad Ali</i> by Walter Dean Myers, LA p. 14; TG p. 158; SH p. 97 <i>George Washington Carver</i> by Tonya Bolden, LA p. 16; TG p. 196; SH p. 123 Baby Carrots Ad Campaign (creative director), Everyday Text 4, TG p. 168 <i>Heroes of the Environment</i> by Harriet Rohmer, LA p. 17; TG p. 206 “Lost’ Apple Founder Has No Regrets” (journalist), Everyday Text 5, TG p. 216; SH p. 139</p>

	<p>“Splattered Bug” Poster and Blog Entry (blogger), <i>Everyday Text 7</i>, TG p. 272; SH p. 175</p> <p><i>March Toward the Thunder</i> by Joseph Bruchac, LA p. 24-25; TG p. 292; SH p. 191</p> <p><i>The Extraordinary Mark Twain (According to Susy)</i> by Barbara Kerley, LA p. 28-29; TG p. 330</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>Students explore the structure and organization of a text and the impact of word choice on meaning and tone. See the following:</p> <p>Students discuss context of photographs used in <i>Immigrant Kids</i>. TG p. 39</p> <p>Students explore the lead used in the mentor text, <i>Blood Suckers!</i>, and how it contributes to the development of the topic by grabbing the attention and piquing the curiosity of the reader. TG p. 92</p> <p>Students explore the key words and phrases used by the author in <i>Guts</i> to express the right tone to connect the reader to the moment. TG p. 102</p> <p>Students explore and review the sequence and transition words used in <i>The Greatest: Muhammad Ali</i>, used to guide the reader through the piece by showing progression of ideas. TG p. 158</p> <p>Students investigate the structure of <i>Everyday Text 5</i> and explore different techniques for organizing expository writing. TG p. 216</p> <p>Students explore words in <i>The Stone Goddess</i> that convey the deepest meaning and evoke the strongest impression or emotion. TG p. 310</p> <p>Students analyze author’s point of view or purpose in a text, as follows:</p> <p>Students discuss intended purpose and audience of <i>Everyday Text 7</i>. TG p. 272</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by</p>	<p>Each week in Traits Writing, students have the opportunity to watch a brief video interview with the author of that week’s mentor text. These unique and inspiring video clips introduce students to the author’s process and often contain advice students can apply to their own writing. The mentor videos bring authors to life with fascinating anecdotes, writing process suggestions, personal experiences and inspiration. Teachers are encouraged to extend the students’ study of an author by making more books by the author available in the classroom, and by encouraging them to research more about the author’s life through available resources, including authors’ websites. IG p. 54</p>

<p>emphasizing different evidence or advancing different interpretations of facts.</p>	<p>Students discuss the many biographies about Mark Twain and explore the unique perspective the author takes in <i>The Extraordinary Mark Twain</i>. TG p. 330</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Traits Writing promotes a well-stocked classroom library of reading materials across genre that can be used as mentor texts for writing. Teachers are encouraged to stock the library with a variety of books ranging in text complexity appropriate for grade 6-8. IG p. 27</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). Spell correctly.</p>	<p>Conventions is an editing trait of writing that identifies the mechanical correctness of the piece. During the seven core units in Traits, students focus on one aspect of conventions each week, either word study (spelling/vocabulary) or grammar and usage. Other conventions (punctuation, paragraphing, and capitalizing) are reviewed as needed. Students note the use of conventions in writing, identify and practice using editing symbols, learn basic editing rules, and learn to apply the rules of standard English to correct their work to ensure their writing is clear and easy to read. IG p. 52</p> <p>In Unit 1, teachers introduce Editing as one of the Steps in the Writing Process. Students apply rules of standard English to correct errors in conventions – spelling, punctuation, paragraphing, capitalization, and grammar usage. TG 63-72; SH p. 30-36</p> <p>Day 2 of each lesson (in Units 2-8) includes a Conventions Focus activity, in which students learn about and practice particular editing skills such as spelling and vocabulary or grammar and usage. On Day 5, students self-assess their understanding of the week’s concept by carrying out a Partner Conventions Check with a classmate. Students focus on one aspect of conventions each week. These skills spiral throughout the year within the units. TG p. 13; IG p. 17, 52</p> <p>Students demonstrate command of the conventions of standard English grammar and usage, specifically the function of phrases and clauses. TG p. 99</p> <p>Students demonstrate command of the conventions of standard English grammar and usage, specifically simple, compound, and complex sentences. TG p. 127</p>

	<p>Additionally, see the following Conventions Focus activities: Grammar and Usage, TG p. 79, 99, 127, 155, 175, 203, 231, 251, 279, 307, 327; Partner Grammar and Usage Check, TG p. 84, 104, 132, 160 180, 208, 236, 256, 284, 312, 332; SH p. 42, 58, 76, 94, 110, 128, 146, 162, 180, 198, 214; Word Study, TG p. 89, 117, 137, 165, 193, 213, 241, 269, 289, 317; Partner Word Study Check, TG p. 94, 122, 142, 170, 198, 218, 246, 274, 294, 322; SH p. 50, 68, 84, 102, 120, 136, 154, 172, 188, 206</p> <p>If time allows, teachers can distribute Practice Questions (in downloadable format from TraitSPACE) to help students prepare for standardized writing tests. Teachers allow students a limited amount of time to answer five multiple-choice questions related to related to punctuation, spelling, capitalization, and grammar and usage skills. Teachers can use these test practice questions to measure each student’s knowledge of grade-level conventions. (IG p. 61) See specifically Reality Check: TG p. 111, 149, 187, 225, 263, 301</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>Students demonstrate their knowledge and competency of language and its conventions in the writing products of Traits Writing. Focused instruction on the Word Choice trait explores the language used in writing, including language used to express ideas precisely and concisely. See the following: Students applying strong verbs to their writing. TG p. 113-122; SH p. 64-71 Students selecting striking words and phrases to help the reader understand the writer’s specific purpose and message. TG p. 171-180; SH p. 106-112 Students use specific and accurate words to provide the readers with information needed to understand the subject. TG p. 237-246; SH p. 150-156 Students choose words that deepen meaning to inspire and enlighten the reader. TG p. 303-312; SH p. 194-201</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a</p>	<p>Students acquire and use new vocabulary throughout Traits Writing. Word Choice lessons in Traits Writing explore the vocabulary the writer uses to convey meaning and enlighten the reader. Students use a range of strategies to help determine the meaning of unknown words and review techniques to use words correctly and appropriately in their writing. See the following: Students review techniques for applying strong verbs to foster plot development. TG p. 114-115.</p>

<p>clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Students use a thesaurus and/or dictionary to choose appropriate strong verbs for a passage. TG p. 115 Students explore strong verbs used in writing. TG p. 120-121 Students review and use techniques for creating vivid language with striking words and phrases. TG p. 172-173 Students explore striking words and phrases in mentor text excerpt. TG p. 178 Students use specific and accurate words to identify and describe fictional and famous characters. TG p. 238-239 Students explore specific and accurate words used in mentor text. TG p. 244 Students review techniques for choosing words that deepen meaning. TG p. 304-305 Students play a word association game. TG p. 305 Students explore how author uses words to deepen meaning in mentor text. TG p. 310-311</p> <p>Additionally, students focus on different aspects of conventions each week, including word study. These Word Study lessons cover Greek and Latin roots words. IG p. 52 See specifically: Word Study, TG p. 89, 117, 137, 165, 193, 213, 241, 269, 289, 317 Partner Word Study Check, TG p. 94, 122, 142, 170, 198, 218, 246, 274, 294, 322; SH p. 50, 68, 84, 102, 120, 136, 154, 172, 206 See also list of common prefixes and suffixes with definitions, SH p. 239-240 and on TraitSPACE</p>
<p>Writing Text Types and Purposes 1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and</p>	<p>Traits Writing is a systematic, core, full-year (36 week) writing curriculum based on the Trait Model. It is an effective, research-based tool for assessing and teaching writing. The fundamental principles are conducting high-quality assessment that leads to focused, differentiated instruction, establishing clear goals for teaching and learning, using a shared vocabulary to talk about writing, and weaving revision and editing together seamlessly and strategically to give students voices and skills to write efficiently, effectively, confidently and successfully.</p> <p>The Trait Model consists of seven traits of writing: Ideas, Organization, Voice,</p>

clarify the relationships among claim(s), reasons, and evidence.
 Establish and maintain a formal style.
 Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 Use precise language and domain-specific vocabulary to inform about or explain the topic.
 Establish and maintain a formal style.
 Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 Use precise words and phrases, relevant descriptive details,

Word Choice, Sentence Fluency, Conventions and Presentation. Each trait of writing is divided into four key qualities that are spiraled throughout the program, building upon each, providing clear and concrete skills to be developed for students to become lifelong, successful writers. IG p. 4-5
 Interweaved with the core units are six Reality Checks with lessons on the modes of writing. Teachers preview the writing mode that is going to be the focus of the next unit and assign the unit writing project to supports that mode. Throughout the year, students write and apply the traits in three basic modes of writing: narrative, expository and persuasive. They establish a purpose and learn to make that purpose clear to the reader. The ultimate goal of Traits Writing is to give students the tools, skills, experience and practice that result in competency across the modes of writing and gives them the confidence and experience to see themselves as writers. IG p. 7

Units 4 and 7 focus on persuasive writing. Students write opinion pieces to support claims based on specific topics or texts using valid reasoning and relevant evidence. Students are encouraged to construct an argument that takes a clear position, offers good and sound reasoning, backs up argument with solid facts and examples, reveals weaknesses in other positions, and uses voice to add credibility and confidence. Options are provided for the format of the unit writing project. Teachers can choose from the suggested options or another format based on curricular needs, state standards, or student preferences. Typical persuasive formats include advertisements, blogs or Web pages, editorials, speeches, persuasive essays, reviews and critiques, debate outlines/notes, memos and emails, commercials and infomercials, contest entries, consumer guides or reports, and letters of reference, application, or complaint. TG p. 150, 264

Focused persuasive unit writing projects include the following:

Students write a product review critiquing a particular product as part of a three-week unit focusing on Organization, Voice, and Word Choice. Students present information about the product convincing readers to either buy or not buy the product. The review should include a topic that he/she feels strongly about, accurately describe the product, clearly state opinion with valid reasons, provide facts and examples to support, and use a confident tone. TG p. 145

Students write a lighthearted advertisement campaign centering on the theme of motivation as part of a three-week unit focusing on Ideas, Organization,

and sensory language to capture the action and convey experiences and events.
Provide a conclusion that follows from and reflects on the narrated experiences or events.

and Voice. Students design a series of print and nonprint advertisements to convince students to buy a product. The advertisement should state position clearly, offer sound reasons and solid facts to support it, reveal weaknesses in other positions, and use voice to add credibility and show confidence TG p. 259

Students work independently on their persuasive unit writing projects, paying special attention to the following key qualities: Using Sequence Words and Transition Word, TG p. 153, 159; Conveying the Purpose, TG p. 163, 169; Selecting Striking Words and Phrases, TG p. 173, 179; Using Details, TG p. 267, 273; Ending With a Sense of Resolution, TG p. 277, 283; Taking Risks to Create Voice, TG p. 287, 293

See additional persuasive writing activities:

Students work in groups to write a persuasive statement. TG p. 152

Students write an opening argument to a judge, persuading him or her to decide in favor of your client. TG p. 154; SH p. 93

Students write about a role model of their own. TG p. 159

Write and compare examples of conveying the purpose. TG p. 162

Students write a review of a product conveying whether or not you endorse it and why. TG p. 164; SH p. 101

Students work in groups to create a convincing packaging label. TG p. 169; SH p. 105

Students write a unique product advertisement. TG p. 173

Students write a detailed advertisement that markets your product to big buyers. TG p. 174; SH p. 109

Students write a continuation of the excerpt. TG p. 179

Students work together to create a short persuasive speech to present. TG p. 267

Students write the script of an infomercial to market a product. TG p. 268; SH p. 171

Students write a blog response using details that their audience will relate to. TG p. 273; SH p. 175

Students write a request for support of a mission in local newspaper leaving readers feeling resolved to help you. TG p. 278; SH p. 179

Students plan and write a fable based on a life lesson. TG p. 283; SH p. 183

Students work together to develop ideas to improve voice in specific commercials. TG p. 287

Students write a Wanted Poster as advertisement. TG p. 288; SH p. 187
Students use the Persuasive Publishing Checklist to check writing for completeness. SH p. 114, 192

Additionally, students write Key Quality Quickwrites (nonstop writing for 3 minutes) presented in Reality Checks 3 and 6. Students choose one of three photos from the Unit's weekly introductions in the Student Handbook and answer the question posed in caption by connecting to the key quality they studied during that week. TG p. 185, 299; SH p. 91, 99, 107, 169, 177, 185

Practice Prompts are also provided within each Reality Check to help prepare students for standardized writing tests. Teachers choose a prompt and instruct students to write for allotted amount of time (usually 20 minutes). Persuasive writing prompts include:

Write about a problem in the world that you would make disappear if you could, persuading readers that it should be important to them too. TG p. 148

Give your point of view on a particular topic and use specific reasons and examples to support it. TG p. 186

Convince readers to try a favorite activity of yours. TG p. 186

State your position on a particular topic and support it. TG p. 186

Units 2, 5, and 8 focus on expository writing. Students focus on deliberate and spiraled instruction developing competency in expository, informative, and explanatory writing. Students writing should inform the reader about a topic, explain something interesting or curious about a topic, focus on making the topic clear, anticipate and answer the reader's questions, and include details that add information, support key ideas, and help the reader make connections. Options are provided for the format of the unit writing project. Teachers can choose from the suggested options or another format based on curricular needs, state standards, or student preferences. Typical expository formats include personal or business letters, guidebooks, how-to manuals, magazine articles, news stories, blogs or Web pages, essay or research reports, applications and forms, board game instructions, test questions, summaries, and lists or directions. TG p. 74, 188, 302

Focused expository unit writing projects include the following:

Students write an essay centered on the theme of survival as part of a three-

week unit focusing on Ideas, Organization, and Voice. TG p. 72

Students write a blog that invites readers to weigh in on important issues related to integrity as part of a three-week unit focusing on Sentence Fluency, Ideas and Organization. The blog should inform the reader about the topic, explain something interesting or curious about the topic, make topic clear, anticipates and answers reader's questions, and includes details that add information. TG p. 183

Students write a research report that incorporates the theme of honesty as part of a three-week unit focusing on Word Choice, Sentence Fluency, and all the traits. TG p. 297

Students work independently on their expository unit writing projects, paying special attention to the following key qualities: Finding a Topic, TG p. 77, 83; Creating the Lead, TG p. 87, 93; Establishing a Tone, TG p. 97, 103; Varying Sentence Types, TG p. 191, 197; Developing the Topic, TG p. 201, 207; Structuring the Body, TG p. 211, 217; Choosing Words That Deepen Meaning, TG p. 305, 311; Breaking the "Rules" to Create Fluency, TG p. 315, 321; all the attributes of the traits, TG p. 325, 331

See additional expository writing activities:

- Students summarize one idea for magazine article embracing the theme of survival. TG p. 78; SH p. 41
- Students write their own survival guide. TG p. 83
- Students work with a partner to write a captivating lead to a magazine article. TG p. 87
- Students write an introduction to a speech with a strong lead. TG p. 88; SH p. 49
- Students write a new lead for an article. TG p. 93
- Write a TV broadcast with an expressive and compelling tone. TG p. 98; SH p. 57
- Students rewrite part of a story using a different tone. TG p. 103
- Students write a presentation containing a variety of sentence types. TG p. 192; SH p. 119
- Students write a blurb for a biography highlighting the book's main topic. TG p. 202; SH p. 127
- Students write questions for an interview. TG p. 207
- Students write a police report with a well-structured body. TG p. 212; SH p. 135

Students write a letter expressing point of view using imaginative words to deepen meaning. TG p. 306; SH p. 197
 Students write a script for a meteorologist. TG p. 315
 Students write a pep talk for a team intentionally breaking the rules of standard English. TG p. 316; SH p. 205
 Students create a comic strip about writing. TG p. 321
 Students draft a conversation between the trait mates. TG p. 325
 Students create a piece of writing incorporating all the traits. TG p. 326; SH p. 213
 Students draft their biological sketches. TG p. 331

Additionally, students write Key Quality Quickwrites (nonstop writing for 3 minutes) presented in Reality Checks 1 and 4. Students choose one of three photos from the Unit's weekly introductions in the Student Handbook and answer the question posed in caption by connecting to the key quality they studied during that week. TG p.109, 223; SH p. 39, 47, 55, 117, 125, 133

Practice Prompts are also provided within each Reality Check to help prepare students for standardized writing tests. Teachers choose a prompt and instruct students to write for allotted amount of time (usually 20 minutes). Expository writing prompts include:

Explain how to make a favorite meal for a TV cooking show. TG p. 110
 Explain how technology has influenced the way families communicate TG p. 110
 Students explain a change you're experience in middle school and how you dealt with it. TG p. 148
 Name the most difficult thing you've ever tried to master and use experience to advise another student. TG p. 300
 Explain where you would choose to travel in a time machine and why. TG p. 300
 Explain why you would be willing to get rid of an invention and why. TG p. 300

Units 3 and 6 focus on narrative writing. Students apply the target trait and key quality highlighted in each unit to tell a story that offers a clear, well-developed story line, includes characters that grow and change over time, conveys time and setting effectively, presents a conflict and resolution, and

entertains the reader. Options are provided for the format of the unit writing project. Teachers can choose from the suggested options or another format based on curricular needs, state standards, or student preferences. Typical narrative formats include historical accounts, journal entries or blog entries, short stories, skits, personal essays, autobiographical sketches, biographical sketches, myths or legends, screenplays, science fiction or fantasy stories, and song lyrics. TG p. 112, 226

Focused narrative unit writing projects include the following:

Students write a short story that addresses the theme of determination as part of a three-week unit focusing on the Word Choice, Sentence Fluency, and Ideas traits. The story should contain a well-developed story line with a compelling conflict and resolution, include characters that change from experience, use descriptive details that convey time, setting, and story line, and use and active, authentic voice to engage the reader. TG p. 107

Students create a narrative in the form of a nonfiction essay as part of a three-week unit focusing on the Voice, Word Choice, and Sentence Fluency traits. The essay should present a series of events in order, describe characters who participated in the event, provide detailed information about the setting, relate a problem and solution by building sequence of events to a climax. TG p. 221

Students work independently on their narrative unit writing projects, paying special attention to the following key qualities: Applying Strong Verbs, TG p. 115, 121; Crafting Well-Built Sentences, TG p. 125, 131; Focusing the Topic, TG p. 135, 141; Creating a Connection to the Audience, TG p. 229, 235; Using Specific and Accurate Words, TG p. 239, 245; Capturing Smooth and Rhythmic Flow, 249, 255

See additional narrative writing activities:

Students write a short post on a blog to express feelings. TG p. 116; SH p. 67

Students draft paragraphs using strong verbs. TG p. 121

Students write the opening of a sample chapter for a book. TG p. 126; SH p. 75

Students use elements of narrative writing in introduction for a game. TG p. 131

Students write speech with a focused topic. TG p. 136; SH p. 83

Students write postcard stories that appeal to specific audiences. TG p. 228

Students create a piece of writing that connects to the audience. TG p. 230; SH

	<p>p. 145</p> <p>Students write a paragraph about a character using specific tone to add voice and connect to the audience. TG p. 235</p> <p>Students write a paragraph profile of their character. TG p. 239</p> <p>Students write a text message using specific and accurate words. TG p. 240; SH p. 153</p> <p>Students write a paragraph description. TG p. 245</p> <p>Students create a piece of writing that has smooth and rhythmic flow. TG p. 250; SH p. 161</p> <p>Students write new lyrics to TV theme song. TG p. 255</p> <p>Additionally, students write Key Quality Quickwrites (nonstop writing for 3 minutes) presented in Reality Checks 2 and 5. Students choose one of three photos from the Unit’s weekly introductions in the Student Handbook and answer the question posed in caption by connecting to the key quality they studied during that week. TG p. 147, 261; SH p. 65, 73, 81, 143, 151, 159</p> <p>Practice Prompts are also provided within each Reality Check to help prepare students for standardized writing tests. Teachers choose a prompt and instruct students to write for allotted amount of time (usually 20 minutes). Narrative writing prompts include:</p> <ul style="list-style-type: none"> Retell a familiar fairy tale from a different point of view. TG p. 110 Tell the story of a time you received a special gift. TG p. 148 Write a first-person sketch about an event that changed your life. TG p. 224 Using your imagination, write three daily log entries telling about your adventures as the captain of a spaceship exploring the galaxy. TG p. 148 Write a short narrative that illustrates a proverb. TG p. 224 Write an essay about your definition of happiness. TG p. 224 Write an email to a friend describing an experience or event. TG p. 262 Write a story from a different point of view. TG p.262
<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>On Day 2 of each week, students do a Whole-Class R.A.F.T.S. activity where they write a short piece based on “role,” “audience,” “format,” “topic,” and “strong verbs” provided in the Student Handbook and Teaching Guide. (also available on Traitspace) These activities are designed to give students focused practice in drafting and revising. They require original writing and each one is</p>

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

based on one key quality of one trait, making that trait more manageable. IG p. 17, 50
 See the following R.A.F.T.S. activities: TG p.78-81, 88-91, 98-101, 116-119, 126-129, 136-139, 154-157, 164-167, 174-177, 192-195, 202-205, 212-215, 230-233, 240-243, 250-253, 268-271, 278-181, 288-291, 306-309, 316-319, 326-329; SH p. 41, 49, 56, 67, 75, 83, 93, 101, 109, 119, 127, 135, 145, 153, 161, 171, 179, 187, 197, 205, 213

Students produce additional writing that focuses on developing the topic, organizing the body, and creating a connection to the audience. For example:
 Students create interview questions to elicit thoughtful, informative responses. TG p. 206-207; SH p. 131
 Students write postcard stories that appeal to specific audiences. TG p. 229
 Students write a paragraph about a character using specific tone to add voice and connect to an audience of their choice. TG p. 235

Students can use the Publishing Checklists provided in the Student Handbook to check writing for completeness before going public. See: Narrative Publishing Checklist, SH p. 88, 166; Expository Publishing Checklist, SH p. 62, 140, 218; Persuasive Publishing Checklist, SH p. 114, 192

Deliberate and specific instruction on the writing process gets students started on their writing journey in the Traits Writing curriculum. Unit 1 covers instruction over a five week period engaging and clarifying for students the steps of the writing process: prewriting, drafting, revising, editing and publishing. Students learn routines and write a beginning-of-year benchmark paper. Teachers use the writing traits as an assessment tool and instructional tool to support students' writing as they learn to apply the writing process. IG p. 21; TG p. 23-72 See specific instruction:

Students prewrite and draft a beginning-of-the-year benchmark paper. TG p. 39, 42; SH p. 16

Students write about what is easy and what is difficult for them as they draft. TG p. 44

Students write a short persuasive speech about the role of voice. TG p. 46; SH p. 21

Students write a follow up paragraph from the read aloud, from the main character's perspective. TG p. 49; SH p. 22

Write another follow up paragraph from the perspective of a different character or using third-person voice. TG p. 50

Students write a short piece describing how a product has been revised over time. TG p. 56; SH p. 27

Students write a sound poem about their memories. TG p. 59; SH p. 28

Students write interview question to find out about writing process. TG p. 61; SH p. 29

Students complete their beginning-of-the-year benchmark paper. TG p. 70

In Units 2–8, students revise and edit their writing as needed, applying what they learn as they learn it, leading to thoughtful and polished final pieces. Students store key pieces of writing they complete each week in their writing folder to be used in a two-part Writing Folder Application activity.

On Day 1 of each lesson, students will select one piece in their writing folder that would benefit from being revised based on the week’s focus trait and key quality. Students apply their knowledge of the new trait and identify aspects of their writing to revise. Students can meet with partner to discuss their revision ideas and get additional feedback.

On Day 4, students continue revising their selected piece using what they’ve learned about the trait and key quality throughout the week. Students save their revision in writing folder for possible revision in subsequent weeks. (IG p. 56)

See specific instruction on editing and revising writing in Writing Folder Application, Pinpointing a Piece and Improving the Piece: TG p. 77, 83, 87, 93, 97, 103, 115, 121, 125, 131, 135, 141, 153, 159, 163, 169, 173, 179, 191, 197, 201, 207, 211, 217, 229, 235, 239, 245, 249, 255, 267, 273, 277, 283, 287, 293, 305, 311, 315, 321, 325, 331

Traits Writing embodies a wealth of technology resources that extend students learning. The Technology Activities feature at the end of units 2-7 within the Reality Check provides print and technology-related activities. Teachers engage students in highly motivating print and electronic publishing activities, such as creating e-books to collaborating on video conferences. These activities expose students to the latest technologies and help them develop their skills in using them. Most activities use available software programs or child-friendly websites. IG p. 35; TG p. 61

See specific technology activities:

- Students work together to design, create, and update a class website that includes a variety of feature articles. Students can use a Web design program and template included on the computer's software, or an online kid-friendly tutorial for creating a website. TG p. 108
- Students create a video broadcast based on their expository unit project including music and/or sound effects to help establish the tone. Videos can be uploaded on a computer for classroom viewing or posted as video streams on an invitation-only website. TG p. 108
- Students find animations by middle school students online and view them for ideas and tips for creating their own. They can create storyboards and scripts based on their narrative unit writing projects to model their animation ideas. Students can use drawing and graphic tools to create their animations online. TG p. 146
- Students rewrite their narrative unit writing projects as songs and perform them on video. They can compose their own music for their lyrics or select free music downloads on the Web. Students can share with the class or post videos on a safe and secure website. TG p. 146
- Students debate the topic of their persuasive unit writing project using an audio podcast format. They can use a regular tape recorder to practice and listen for ways to improve content and presentation. Students can set up a podcast using available audio software that might include a poll tabulator for audience members to vote in favor of a debate they support. TG p. 184
- Students produce a clever commercial based on their persuasive unit writing project and videotape in live action or in animation using an online digital story-making program. Students can incorporate backdrops and props but should remember their goal is to persuade and not just entertain. TG p. 184
- Students create an in-class blog and post their unit writing projects to a file folder for classmates to read. They can add photos and illustrations to their posts and leave comments for writers to respond. Students can also create an "editorial board" to review the comments and choose one to edit and post as the feature item for the week. TG p. 222
- Students reformat their expository unit writing projects into a series of text messages. They should choose every word carefully as text messages are short. If students do not have access to cell phones, they can work in pairs to write out their messages on index cards. TG p. 222
- Students turn their narrative unit writing projects on friendship into an animated comic strip, using the text as inspiration for characters and speech

	<p>bubbles. Students can hand draw the strip or use a “Create Your Own Comic” program or website to create it. Students can post their complete comic strips on class website for online viewing. TG p. 260</p> <p>Students create an old-fashioned radio show based on their narrative unit writing projects, using podcast technology. Students write a script, assemble a cast, rehearse, and record show using a computer program or following directions at website dedicated to creating audio show. TG p. 260</p> <p>Students shoot video about script they wrote and post it on a video sharing website. Students work with partners to record their videos using a camera recorder and upload video to site by following online instructions. Suggested to use private access so that only students in class can view videos. TG p. 298</p> <p>Students may wish to “blab” their persuasive writing units by taking on the voice of a character to add emphasis to the piece. Students can perform and record pieces on either audio or video and save them to school website or wiki. TG p. 298</p>
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>Apply grade 7 Reading standards to literary nonfiction (e.g.</p>	<p>Writing in the expository mode includes engaging students in researching and gathering information with peers or independently to build knowledge on a topic. Expository formats include: letters, guidebooks, how-to-manuals, magazine articles, news stories, research papers, menus, brochures, directions and lists. Students produce a variety of writing products to share with class or others that inform the reader about the topic. For example:</p> <p>Students work on a research report that incorporates the theme of honesty for their unit 8 expository writing project. Students gather information about the topic from multiple sources, including personal experience, print and nonprint resources, and people who are knowledgeable about the topic. Students determine what is important for the reader to know and how to organize the piece, using credible details and reinforcing some of the most important ideas. Students cite sources from which facts and direct quotations were derived to lend credibility. TG p. 297</p> <p>Additionally, within the Independent Activities each week students reflect on and respond to preview questions about an author in preparation for the Mentor Text Lesson. Students can look up information about the author on the internet and share with the class. See the following Independent Activities and Previews:</p>

<p>“Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>TG p. 81, 91, 101, 119, 129, 139, 157, 167, 177, 195, 205, 215, 233, 243, 253, 271, 281, 291, 309, 319, 329; SH p. 44, 52, 60, 70, 78, 86, 96, 104, 112, 122, 130, 138, 148, 156, 164, 174, 182, 190, 200, 208, 216</p>
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Students write routinely throughout Traits Writing for a range of tasks, purposes and audience. Students write independently for extended periods of time, five days a week, to implement what they have learned and to develop strong writing muscles. Student use independent writing time to work on the mode-specific unit project over the course of three weeks. On days 1 and 4 of each week, teachers guide students to apply all their newly acquired and established trait-focused skills to their unit writing project. (IG p. 57) Day 2’s Whole-Class R.A.F.T.S, activities are designed to give students focused practice in drafting and revising their own writing. (IG p. 50) On Day 5 of each week, students write a six-word summary or example of the unit’s theme and record it on the board. (IG p. 49)</p> <p>Within the Reality Check at the end of each unit, students produce Key Quality Quickwrites (non-stop writing for 3 minutes) connecting their writing to the key quality studied that week. Additionally, three sample writing prompts representative of the types of writing students will face on state assessments are provided. Teachers choose a prompt and instruct students to write for twenty minutes or the allotted amount of time for their state’s test. (IG p. 61)</p> <p>Throughout the year, students write and apply the traits in three basic modes of writing: narrative, expository and persuasive. They establish a purpose and learn to make that purpose clear to the reader. The Voice trait explores the tone of a piece of writing revealing the feelings and attitudes of the author. Students experiment with language to add power and clarity to writing revealing their style and purpose and creating a connection to the audience. For example: Students convey purpose in their writing. TG p. 161-170; SH p. 98-105 Students create a connection to the audience to relay the message. TG p. 227-236; SH p. 142-149</p>
<p>Speaking and Listening Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p>Opportunities for students to engage in a range of collaborative discussions are provided throughout the week for each lesson in Traits Writing. Teachers review speaking and listening routines to enhance the discussions. Teachers discuss with the students how they can use the mentor texts presented in each lesson as a</p>

partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

model for their writing and for students to apply what they learn to their writing.

On Day 1 of each lesson, teachers introduce the key quality of the target trait being taught and lead a Focus Lesson by gathering the students and exploring together. Teachers allow students to share their responses and discuss issues raised in the lesson and end with a Wrap Up discussion with the students. (IG p. 49)

On Day 2, teachers lead a Whole-Class R.A.F.T.S. Activity designed to give students focused practice in revision. Teachers project the R.A.F.T.S. page (available on TraitSpace and in Students Handbook) and discuss the Think About questions with the students. (IG p. 50)

On Day 3, students are placed in differentiated small groups that will change from week to week as students' different strengths and weaknesses on the various traits are revealed. These flexible groupings are the hallmark of successful differentiation. Teachers work with one group at a time, while the other groups complete independent activities. (IG p. 55)

On Day 4 of each lesson, teachers conduct a Mentor Text Lesson. Each lesson is linked to a mentor text, located in the Literature Anthology, which shows good use of a focus trait, key quality, modes, and theme and serves as a marvelous fiction or nonfiction model for student writers. In addition to mentor texts, Everyday Texts, which include speeches, product labels, travel brochures, comic strips, and game instructions, are presented as posters and used to broaden the scope of writing for the students.

Teachers show a video clip of the author (available in TraitSpace). These unique and inspiring video clips introduce students to the author's process and often contain advice students can apply to their own writing. The mentor videos bring authors to life with fascinating anecdotes, writing process suggestions, personal experiences and inspiration. Teachers are encouraged to extend the students' study of an author by making more books by the author available in the classroom, and by encouraging them to research more about the author's life through available resources, including authors' websites. (IG p. 54)

Teachers then read the text aloud. Students listen strategically and purposefully to the excerpts and are immediately engaged in responding to the text. Students listen for deliberate identification of a trait of key quality represented by the text and discuss the text and how it represents the trait as the model of exceptional writing. (IG p. 53)

	<p>On Day 5 of each lesson in Traits Writing, teachers conduct one-on-one conferences with the students. While students continue working on their unit writing project, revising and editing on their own or getting feedback from a partner, the teacher can circulate and carry out one of the following types of conferences: The Quick Stop for students who are working well and don't have questions; The Stop and Chat for students who have a quick question or straightforward problem; or The Stop and Stay for students who need a lot of help. (IG p. 58)</p> <p>At the end of each lesson, teachers gather students to reflect on how they are growing as writers in a Whole-Class Reflection. Teachers ask open-ended questions to spark conversation among the students and prompt students to provide examples from their work that illustrate what they have learned. Teachers should review speaking and listening routines to enhance the conversation and provide time for all students to share their ideas. (IG p. 59) See specific instruction: TG p. 32, 42, 52, 62, 72, 84, 94, 104, 122, 132, 142, 160, 170, 180, 198, 208, 218, 236, 246, 256, 274, 284, 294, 312, 322, 332</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Presentation and publication are the final steps of the writing process. Traits Writing provides specific instruction on the presentation and publishing step of the writing process within the Reality Checks. Print and technology-related activities are provided. Students can present their writing in oral presentations and readings, sharing visual displays when appropriate. Students engage in discussion about their products, their writing process, and express their ideas and observations in different contexts. See specific presentation activities:</p> <p>Students work together to design, create, and update a class website that includes a variety of feature articles to keep teens informed and/or entertained. TG p. 108</p> <p>Students create a video broadcast based on their expository writing unit for class viewing and discussion. Students can rate each other's broadcasts based on topical appeal, tone, and overall presentation. TG p. 108</p> <p>Students create an in-class blog and post their unit projects to a file folder for classmates to read during free time. TG p. 222</p> <p>Students write a script for a video and record and post it on a video sharing website for classmates to view. TG p. 298</p>

Additionally, students present their writing to the class, sharing appropriate facts and relevant details, and speaking clearly and at an understandable pace. See specifically:

Students take turns reading aloud their completed survival guide to the class.
TG p. 83

Students take turns reading aloud their favorite lead and discuss similarities and differences in content, style, and overall impact. TG p. 93

Students share their pieces aloud and class identifies the tone of the piece. TG p. 103

Teachers invite students to read aloud their continuations of the story and identify the strong verbs used. TG p. 121

Students share aloud their writing about a role model of theirs. TG p. 159

Students create and display their persuasive posters. TG p. 169

Students read aloud their paragraph and invite the class to critique. TG p. 179

Students shared their revised responses and determine with classmates if they are more fluent than the originals. TG p. 197

Partners share their interview questions and detailed responses for class discussion. TG p. 207

Students volunteer to share their lists of reason and support their position. TG p. 217

Students read their paragraphs to a partner and discuss how the reader connected with the writer. TG p. 235

Students share their lyrics with partners. TG p. 255

Partners read their version of the story to each other and compare the risks they took to create a unique voice. TG p. 293

Students take turns reading aloud their words and getting feedback from others about which words conveyed the deepest meaning. TG p. 311