

**CORRELATION OF TRAITS WRITING™ TO THE TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR ENGLISH LANGUAGE ARTS AND READING,  
SUBCHAPTER B. MIDDLE SCHOOL BEGINNING WITH SCHOOL YEAR 2009-2010 • GRADE 8**

**GRADE 8**

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR  
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<p>(1) (b) Knowledge and skills. (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</p>	<p>Traits Writing connects to reading in every core week of instruction. Twenty-six mentor texts in a Literature Anthology contain excerpts from high-quality fiction and nonfiction and on Everyday Text Posters (functional texts such as speeches, reviews, cartoons, signs, brochures, ad campaigns, and songs) represent examples of exceptional writing and serve as models of the key qualities of the traits. IG p. 10. Teachers read aloud excerpts of the books and posters. Students listen for the main ideas, central messages and key details. The mentor texts cover a variety of genres, including poetry, humor, realistic fiction, historical fiction and tale.</p>
<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings; (C) complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____); (D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>	<p>Traits Writing mentor texts demonstrate exceptional writing examples and include some challenging vocabulary. All the narrative literature represents outstanding examples of authors' craft and structure. Teachers can use the text to support the students' competency, determining the meaning of phrases and new or challenging vocabulary. Teachers provide appropriate differentiated instruction as necessary to meet the needs of their students. Students acquire and use new vocabulary throughout Traits Writing. Word Choice is a trait addressed in specific instruction. In this context students extend their experience with a wide range of striking words and phrases, specific and accurate words, strong verbs, and vocabulary that deepens meaning in their compositions. These key qualities of vocabulary and word usage are highlighted in Traits Writing Units 3, 4, 6 and 8 and spiraled throughout the seven core units of focus.</p> <p>Students search for words with Latin or Greek roots. TG p. 117, 213, 269, 289 Students discuss striking words and phrases used in writing. TG p., 172, 173, 174, 176, 177, 178, 179, 180; SH p. 108, 109 Students explore using strong verbs and discuss importance of word choice in writing. TG p. 114, 115, 116, 117, 118, 120, 121, 122; SH p. 66, 67, 68, 70, 71 Students explore using specific and accurate words for good writing. TG p. 238, 239, 240, 242, 243, 244, 245, 246; SH p.152, 153, 154, 156, 157</p>
<p>(3) Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) analyze literary works that share similar themes across cultures; (B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and (C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.</p>	<p>Traits Writing connects to reading in every core week of instruction. Teachers read aloud excerpts of the books and posters. Students listen for the main ideas, central messages and key details. The Literature Anthology covers a variety of genre, including humor, realistic fiction, and historical fiction. These texts are made available in the classroom for students' independent reading pleasure and reference. See the grade 8 narrative mentor text excerpts: <i>Undaunted Courage</i> by Stephen E. Ambrose, LA p. 4 <i>Taking Sides</i> by Gary Soto, LA p. 6 <i>Click</i> by Linda Sue Park, LA p. 7 <i>The Skin I'm In</i> by Sharon G. Flake, LA p. 9 <i>Peeled</i> by Joan Bauer, LA p. 10 <i>The Doom Machine</i> by Mark Teague, LA p. 14 <i>Football Hero</i> by Tim Green, LA p. 20</p>

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	<p><i>Chasing Lincoln's Killer</i> by James L. Swanson, LA p. 21  <i>A Picture of Freedom: The Diary of Clotee, a Slave Girl, Belmont Plantation, 1859</i>, by Patricia C. McKissack, LA p. 25  <i>A Long Way From Chicago</i> by Richard Peck, LA p. 27  <i>The Danger Box</i> by Blue Balliet, LA p. 29</p>
<p>(7) Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.</p>	<p>Twenty-six mentor texts include a Literature Anthology, containing excerpts from high-quality nonfiction Teachers read aloud excerpts of the books and posters while students analyze the passages. See the grade 8 Literary Text/Literary Nonfiction:</p> <p><i>Two Miserable Presidents</i> by Steve Sheinkin, LA p. 18  <i>Chasing Lincoln's Killer</i> by James L. Swanson, LA p. 21  <i>G is for Googol: A Math Alphabet Book</i>, by David M. Schwartz, LA p. 22  <i>World War II Posters</i> (public affairs writer)  <i>The Adventures of Marco Polo</i> by Russell Freedman, LA p.23  <i>All in the Family! A Look-It-Up-Guide to the In-Laws, Outlaws, and Offspring of Mythology</i> by Steven Otfinoski, LA p.26</p>
<p>(9) Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes</p>	<p>Selected mentor texts provide an opportunity to read technical and content area material. The following mentor texts provide an opportunity for students to analyze and make inferences about an author's purpose in cultural, historical, and contemporary contexts:</p> <p><i>Cranium Wow Board Game Box</i> (copywriter)  <i>Warning Labels for Bloggers</i> (humor writer)  <i>Students on Strike</i> by John A. Stokes, LA p. 12  <i>Grand Avenue Comic Strip</i> (cartoonist)  <i>UFOs: What Scientists Say May Shock You!</i> By N. B. Grace, LA p. 16  <i>Two Miserable Presidents</i> by Steve Sheinkin, LA p. 18  <i>Chasing Lincoln's Killer</i> by James L. Swanson, LA p. 21  <i>G is for Googol: A Math Alphabet Book</i>, by David M. Schwartz, LA p. 22  <i>World War II Posters</i> (public affairs writer)  <i>The Adventures of Marco Polo</i> by Russell Freedman, LA p.23  <i>All in the Family! A Look-It-Up-Guide to the In-Laws, Outlaws, and Offspring of Mythology</i> by Steven Otfinoski, LA p.26  <i>How Strong is It?</i> by Ben Hillman, LA p. 28</p>
<p>(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;          (B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;</p>	<p>Twenty-six mentor texts include a Literature Anthology, containing excerpts from high-quality nonfiction and also Everyday Text Posters (functional texts such as speeches, reviews, cartoons, signs, brochures, ad campaigns, and songs). Teachers read aloud excerpts of the books and posters while students analyze the passages. See the grade 8 Literary Text/Literary Nonfiction:</p> <p><i>Cranium Wow Board Game Box</i> (copywriter)  <i>Warning Labels for Bloggers</i> (humor writer)  <i>Students on Strike</i> by John A. Stokes, LA p. 12  <i>Grand Avenue Comic Strip</i> (cartoonist)</p>

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<p>(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence</p>	<p><i>UFOs: What Scientists Say May Shock You!</i> By N. B. Grace, LA p. 16 <i>Two Miserable Presidents</i> by Steve Sheinkin, LA p. 18 <i>Dave's Killer Bread Package</i> (entrepreneur) "Lost Generation" Video Transcript (video author) <i>Chasing Lincoln's Killer</i> by James L. Swanson, LA p. 21 <i>G is for Googol: A Math Alphabet Book</i>, by David M. Schwartz, LA p. 22 <i>World War II Posters</i> (public affairs writer) <i>The Adventures of Marco Polo</i> by Russell Freedman, LA p.23 <i>All in the Family! A Look-It-Up-Guide to the In-Laws, Outlaws, and Offspring of Mythology</i> by Steven Otfinoski, LA p.26 "Ballad of a Teenage Queen" (songwriter) <i>How Strong is It?</i> by Ben Hillman, LA p. 28 <i>TED Talk: Adora Svitak</i> (public speaker) <i>The Danger Box</i> by Blue Baillett, LA p. 29</p>
<p>(11) Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and (B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.</p>	<p>In Traits Writing, students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. See the informational mentor persuasive texts: <i>Warning Labels for Bloggers</i> (humor writer) <i>Students on Strike</i> by John A. Stokes, LA p. 12 <i>Dave's Killer Bread Package</i> (entrepreneur) "Lost Generation" Video Transcript (video author) <i>Chasing Lincoln's Killer</i> by James L. Swanson, LA p. 21 <i>G is for Googol: A Math Alphabet Book</i>, by David M. Schwartz, LA p. 22 <i>World War II Posters</i> (public affairs writer) <i>How Strong is It?</i> by Ben Hillman, LA p. 28 <i>TED Talk: Adora Svitak</i> (public speaker) <i>The Danger Box</i> by Blue Baillett, LA p. 29</p>
<p>(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) evaluate the role of media in focusing attention on events and informing opinion on issues; (B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message; (C) evaluate various techniques used to create a point of view in media and the impact on audience; and (D) assess the correct level of formality and tone for successful participation in various digital media.</p>	<p>Traits Writing embodies a wealth of technology resources that extend students learning. The Technology Activities feature is provided at the end of units 2-7 within the Reality Check. Teachers engage students in individual, small-group, or whole-class publishing activities, such as creating pieces. Print and technology-related activities are provided, including using the computer to create final products, videotaping student reading aloud, or performing completed pieces. IG p. 35, 61.</p>
<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to</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</p>

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<p>compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>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, 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</p> <p>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</p> <p>In Traits Writing, students use independent writing time to produce mode-specific unit projects. Each student completes one project per unit, using all newly acquired and established trait-focused skills. At the end of each unit, students use a mode-specific Publishing Checklist in the Students Handbook to evaluate their unit project for clarity, task, audience, conventions and purpose before creating a final, polished version for publication. IG p. 57</p> <p>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. TG p. 23-72; IG p. 21</p> <p>In Traits Writing, students also 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. Day 2's Whole-Class R.A.F.T.S,</p>
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	<p>activities are designed to give students focused practice in drafting and revising their own writing. 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, 50, 57</p> <p>As mentioned above, 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 and on <i>Traitspace</i>, an online component of the program. These activities are designed to give students focused practice in drafting and revising. They require original writing and each one is based on one key quality of one trait, making that trait more manageable. IG p. 17, 50</p> <p>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, 278-281, 288-291, 306-309, 316-319, 326-329; SH p. 41, 42, 49, 50, 57, 58, 67, 68, 69, 75, 76, 77, 83, 84, 85, 93, 94, 95, 101, 102, 103, 109, 110, 111, 119, 120, 121, 127, 128, 129, 135, 136, 137, 145, 146, 147, 153, 154, 155, 161, 162, 163, 171, 172, 173, 179, 180, 181, 187, 188, 189, 197, 198, 199, 205, 206, 207, 213, 214, 215.</p>
<p>(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write an imaginative story that:</p> <ul style="list-style-type: none"> <li>(i) sustains reader interest;</li> <li>(ii) includes well-paced action and an engaging story line;</li> <li>(iii) creates a specific, believable setting through the use of sensory details;</li> <li>(iv) develops interesting characters; and</li> <li>(v) uses a range of literary strategies and devices to enhance the style and tone; and</li> </ul> <p>(B) write a poem using:</p> <ul style="list-style-type: none"> <li>(i) poetic techniques (e.g., rhyme scheme, meter);</li> <li>(ii) figurative language (e.g., personification, idioms, hyperbole); and</li> <li>(iii) graphic elements (e.g., word position).</li> </ul>	<p>Units 4 and 7 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. 144-145, 258-259</p> <p>Focused narrative unit writing projects include the following: Students write a fictional short story centered on the theme of success as part of a three-week unit focusing on the Organization, Voice and Word Choice traits. The story should include a credible setting, characters described in detail, a well-developed plot including a conflict and resolution, a logical sequence of events and a satisfying ending. TG p. 144-145 Students write a nonfiction biography with the theme of truth as part of a three-week unit focusing on Ideas, Organization, and Voice traits.</p> <p>Students work independently on their narrative unit writing projects, paying special attention to the following key qualities: Using Sequence Words and Transition Words, TG p. 152-160; Conveying the Purpose, TG p. 161-170;</p>

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	<p>Selecting Striking Words and Phrases, TG p. 171-180; Using Details, TG p. 265-274; Ending with a Sense of Resolution, TG p. 276-284; Taking Risks to Create Voice, TG p. 286-294</p> <p>See additional narrative writing activities:          Students write a newspaper article detailing a casino robbery using sequence and transition words. TG p. 154; SH p. 92, 93          Students write a journal entry or letter describing a slave’s escape plan. TG p. 159; SH p. 92, 97          Students write a paragraph, paying special attention to tone of voice. TG p. 163; Tone of Voice Strip, TraitSPACE          Students write a script of well-crafted dialogue between a parent and teen regarding studying versus going to the mall, TG p. 164; SH p. 101          Students redesign a product package and write a paragraph using voice that will capture the imagination of consumers. TG p. 169; SH p. 105          Students write a well-crafted monologue about a presentation of an invention using striking words and phrases. TG p. 174          Students write a speech. TG p. 179; SH p. 113          Students write a description of an apple, including as many details as possible. TG p. 266          Students write a short narrative piece homing in on details. TG p. 267; SH p. 170          Students craft an opening narration of a documentary. TG p. 268; p. 170, 171          Students create a profile inspired by the mentor text. TG p. 273; SH p. 170, 175</p> <p>In addition, 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. 91, 99, 107, 169, 177, 185</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:          Write a story about a favorite item of clothing. TG p. 148          Write about the pros and cons of the saying, “Patience is a virtue.” TG p. 148          Write a letter to a friend or family member to convince him not to proceed in doing something unsafe, unwise or illegal. TG p. 262</p>
<p>(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.</p>	<p>Students write about their own experiences. Students write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences. See the following examples:          Take and defend a position on whether you would want to attend an online school. TG p. 186</p>

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	<p>Describe taking a test that you were not prepared for. Explain why you were unprepared, the testing experience and the outcome. TG p. 186</p> <p>Take a position on doing chores and defend your position with facts and examples. TG p. 300</p> <p>Write a response to your friend stating your position on social media. TG p. 148</p> <p>Tell a story about something you and a good friend did together. TG p. 262</p> <p>Write about something that is valuable to you that was not purchased from a store. TG p. 262</p>
<p>(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) write a multi-paragraph essay to convey information about a topic that:</p> <ul style="list-style-type: none"> <li>(i) presents effective introductions and concluding paragraphs;</li> <li>(ii) contains a clearly stated purpose or controlling idea;</li> <li>(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</li> <li>(iv) accurately synthesizes ideas from several sources; and</li> <li>(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</li> </ul> <p>(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p> <p>(C) write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and</p> <p>(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology</p>	<p>Units 3 and 6 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, blogs or web pages, how-to manuals, online user forums, news stories, interviews, essays or research reports, applications and forms, board game instructions, e-mails, blurbs or summaries, and lists of directions. TG p. 106-107, 219.</p> <p>Focused expository unit writing projects include the following:</p> <p>Students write a magazine article with the theme of mysteriousness as part of a three-week unit focusing on the Word Choice, Sentence Fluency and Ideas traits. Students should act like good detectives, breaking their topics into parts, carefully explaining each one, and then putting the parts back together that make sense. To choose a topic, they should do research and also brainstorm unusual situations such as unusual natural phenomena like the aurora borealis or historical mysteries such as the settlers are Roanoke Island. TG p. 106-107.</p> <p>Students write a research report about a person or group that exhibits or exhibited strength to overcome odds as part of a three-week unit focusing on the Voice, Word Choice, and Sentence Fluency traits. TG p. 220-221.</p> <p>Students work independently on their expository unit writing projects, paying special attention to the following key qualities: Applying Strong Verbs, TG p. 113-122; Crafting Well-Build Sentences, TG p. 123-132; Focusing the Topic, TG p. 133-142; Creating a Connection to the Audience, TG p. 227-236; Using Specific and Accurate Words, TG p. 237-246; Capturing Smooth and Rhythmic Flow, TG p. 247-256</p> <p>See additional expository writing activities:</p>

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	<p>Students replaced passive and boring verbs for strong verbs. TG p. 115; SH p. 66          Students pretend they are country songwriters and craft the first stanza of a song using strong verbs. TG p. 116; SH p. 67          Students create a cartoon of cafeteria life, TG p. 121; SH p. 71          Students write six- to eight- sentence description of an activity, a place, or a person. TG p. 125-125; SH p. 74          Students, playing the role of an astronomer, write an announcement proclaiming a discovery of a previously unidentified moon orbiting Jupiter. TG p. 126; SH p. 75          Students write a paragraph about how a “Doom Machine” works using techniques for crafting well-built sentences. TG p. 130-131; SH p. 74; 79          Students write about an unusual or mysterious place. TG p. 134-135; SH p. 82          Students, writing from the point of view of a ferret who likes hiding his owners’ belongings, creates a series of anonymous clues. TG p. 136; SH p. 83</p> <p>In addition, students write Key Quality Quickwrites (nonstop writing for 3 minutes) for Expository Writing 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. 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). Expository writing prompts found in Reality Checks 1 and 4 include:          Write an e-mail to a friend about one current issue that you think kids should be concerned about. TG p. 110          Write about their role model and explain why you admire him or her. TG p. 110          Write about the best gift you have ever received. TG p. 110          Choose a name for your community’s new recreation center and write an entry for a contest, offering the reasons why your suggested name should be the winner. TG p. 224          Explain what you could do if you could spend tomorrow doing anything you wanted. TG p. 224          Write a fantasy story for two children you are going to babysit. TG p. 224</p>
<p>(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:          (A) establishes a clear thesis or position;          (B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and          (C) includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion</p>	<p><b>Units 2, 5, and 8 focus on persuasive writing.</b> 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, logically ordered facts and details, reveals weaknesses in other arguments and positions, and uses voice to add credibility and show 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</p>

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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. 72, 182-183, 296-297

Focused persuasive unit writing projects include the following:  
Students write a position paper that centers on the theme of responsibility, a written declaration of where a person stands on a controversial issue as part of a three-week unit focusing on Ideas, Organization, and Voice. The student must choose a position he or she feels passionately about, take a position, and argue that position, using solid reasoning and evidence. TG p. 72

Students write a persuasive essay centering on the theme of hope as part of a three-week unit focusing on Sentence Fluency, Ideas, and Organization. The essay should include a topic that he/she feels strongly and confident about in which the writer clearly states his or her opinion about the topic, offers reasons why opinion is valid, defends the opinion with facts and examples, and uses a strong, confident tone to convince the reader. TG p. 182-183

Students write a motivational speech based on a topic that he or she feels strongly about in order to persuade, or convince, listeners to change a belief or behavior as part of a three-week unit focused on Word Choice, Sentence Fluency and all the traits together. Students should choose a topic that is important to them, explain exactly what they want their listeners to do, and when; relate the topic to their listeners by drawing them in with direct questions, facts, figures, stories from their own experiences and quotes from well-known people. Finally, they should share why they feel so strongly about the topic or how listeners will benefit from accepting their argument. TG p. 297

Students work independently on their persuasive unit writing projects, paying special attention to the following key qualities: Selecting a clear topic, p. 77, 78, 83; Creating the lead, p. 87, 93; Establishing a Tone, p. 97, 103; Varying Sentence Types, p. 191, 197; Developing the Topic, p. 201, 207; Structuring the Body, p. 211, 217; Choosing Words that Deepen Meaning, p. 305, 311; Breaking Rules to Create Fluency, p. 315, 321; Paying Attention to one or two traits in particular, p. 325, 331

See additional persuasive writing activities:  
Students create persuasive posters on topics for a show called "Teen Talk." TG, p. 77  
Students draft a proposal for their boss to persuade him or her to book a singer or band that they suggest. TG p. 78; SH p. 41  
Students create three humorous warning labels about the dangers of cell phone

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	<p>addiction. TG p. 83, SH p. 45          Students write a persuasive letter. TG p. 109          Students create a short piece of writing to convince someone to listen to their favorite type of music, such as folk, country, hip-hop, rock and roll and rhythm and blues. TG, p. 191          Students write a contest entry paragraph to convince others to choose the No. 1 Teen Car of the Year. TG p. 192; SH p. 119          Students write a paragraph to persuade other students to vote for the best and most enjoyable writing sample of figurative language. TG p. 305          Students, from the point of view of either a crow or a mountain lion, craft a pitch to have themselves elected the new sovereign of the forest animals. TG p. 306; SH p. 197          Students create an advertisement for super sticky glue made from bacteria to persuade consumers. TG p. 310-11; SH p. 201          Students write a paragraph in which they argue in favor of sometimes breaking the rules in writing in order to create special effects. TG p. 314-315; SH p, 204          Students, from the point of view of a famous vocal artist, write a song (or rap) to promote a cause that they deeply believe in to communicate a message to their fans. TG p. 316; SH p. 205          Students write a 30-second speech for adults to dispel some stereotype about teenagers. TG p. 321, SH p. 209          Students write pep talks about how the traits will help them with writing to first graders. TG p. 325; SH p. 212          Students create bumper stickers. TG p. 223          Students create a well-crafted packaging copy for a new premier product, Friend-in-a-Box. TG p. 326; SH p. 213</p>
<p>(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:          (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:          (i) verbs (perfect and progressive tenses) and participles;          (ii) appositive phrases;          (iii) adverbial and adjectival phrases and clauses;          (iv) relative pronouns (e.g., whose, that, which); and          (v) subordinating conjunctions (e.g., because, since);          (B) write complex sentences and differentiate between main versus subordinate clauses; and          (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses</p>	<p>Students analyze a series of sentences that do and do not contain proper convention usage to determine the focus skill and related rule(s) of the week. Students then apply the skill by writing sentences in the Student Handbook.</p> <p>Teachers can distribute Practice Questions (in downloadable format from <i>Traitspace</i>) to help students prepare for standardized writing tests. Teachers allow students a limited amount of time to answer five multiple-choice questions addressing 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</p>

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<p>(20) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use conventions of capitalization; and</p> <p>(B) use correct punctuation marks, including:</p> <p>(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and</p> <p>(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.</p>	<p>Conventions, one of the seven traits of writing, identify the mechanical correctness of the writing. Every lesson in Traits Writing includes a Conventions Focus activity in which students practice editing skills such as spelling, punctuation, capitalization, and grammar. These skills spiral throughout the year. To demonstrate command of the conventions of standard English, students analyze sentences for proper usage of conventions in activities found in both the Student Handbook and on <i>Traitspace</i>. <i>Traitspace</i> offers students additional practice to gain command of the conventions of standard English. IG p. 51-52</p>
<p>(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p> <p>(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.</p>	<p>To facilitate student-led research, teachers should stock the classroom library. A well-stocked carefully developed library opens the door to unknown worlds and adventure for students. IG p. 29. Students also conduct research to draw on information from multiple print or digital sources for their Independent Unit Writing Projects.</p>
<p>(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;</p> <p>(B) categorize information thematically in order to see the larger constructs inherent in the information;</p> <p>(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and</p> <p>(D) differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.</p>	<p>Students also view Mentor Videos on <i>Traitspace</i> where authors discuss the importance of research in writing pertinent, authentic, valid nonfiction.</p> <p>High quality mentor texts inspire extended learning and further research which engages students with additional classroom or library resources to extend their knowledge on a person, events or period in history. The following books inspire students to extend their reading about topics including the founding Civil War, the Civil Rights Movement, UFOs, Marco Polo, and mythology:</p> <p><i>Students on Strike</i> by John A. Stokes, LA p. 12</p> <p><i>UFOs: What Scientists Say May Shock You!</i> By N. B. Grace, LA p. 16</p> <p><i>Two Miserable Presidents</i> by Steve Sheinkin, LA p. 18</p> <p><i>Chasing Lincoln's Killer</i> by James L. Swanson, LA p. 21</p> <p><i>G is for Googol: A Math Alphabet Book</i>, by David M. Schwartz, LA p. 22</p> <p><i>The Adventures of Marco Polo</i> by Russell Freedman, LA p.23</p> <p><i>All in the Family! A Look-It-Up-Guide to the In-Laws, Outlaws, and Offspring of Mythology</i> by Steven Otfinoski, LA p.26</p> <p><i>How Strong is It?</i> by Ben Hillman, LA p. 28</p> <p><i>TED Talk: Adora Svitak</i> (public speaker)</p> <p><i>The Danger Box</i> by Blue Baillett, LA p. 29</p> <p>Students complete and publish every unit project in Traits Writing. In addition, a print and technology activities feature is provided at the end of units 2-7 within the Reality Check. Teachers engage students in individual, small-group, or whole-class publishing activities. Suggestions include using the computer to create final products, videotaping student reading aloud, or performing completed pieces. TG</p>

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<p>(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and</p> <p>(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.</p>	<p>p. 108-109, 146-147, 184-185, 222-223, 260-261, 298-299; IG p. 35, 60-61</p> <p>Units 3 and 6 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. TG p. 106-107, 219.</p> <p>Focused expository unit writing projects include the following: Students write a magazine article with the theme of mysteriousness as part of a three-week unit. Students should act like good detectives, breaking their topics into parts, carefully explaining each one, and then putting the parts back together that make sense. To choose a topic, they should do research and also brainstorm unusual situations such as unusual natural phenomena like the aurora borealis or historical mysteries such as the settlers at Roanoke Island. TG p. 106-107.</p> <p>For their second three-week long unit project, students write a research report about a person or group that exhibits or exhibited strength to overcome odds. TG p. 220-221.</p>
<p>(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;</p> <p>(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;</p> <p>(C) presents the findings in a meaningful format; and</p> <p>(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.</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.</p> <p>Students read the story books they have written to the class. TG p. 153; SH p. 92 Students present the speeches they have written to the class. TG p. 179; SH p. 113</p>
<p>(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;</p> <p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and</p>	<p>Teachers ask open-ended questions to spark conversation and prompt students to provide examples for their work that illustrate what they have learned. In addition, teachers should review speaking and listening routines to enhance the conversation and provide time for all students to share their ideas. The following lessons in the Teachers' Guide and Student Handbook support reading with accuracy and fluency, supporting comprehension.</p> <p>On Day 4 of each lesson, teachers conduct a Mentor Text Lesson. Each lesson is linked to an authentic published text that shows good use of the week's target trait and key quality. Teachers show a video clip of the author (available on <i>Traitspace</i>). These unique and inspiring video clips introduce students to the</p>

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(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.

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 books read aloud and are immediately engaged in responding to the literature. Initially students respond to the text for general comprehension, pleasure and information. Upon another reading, students listen for deliberate identification of a trait of key quality represented by the text. Children discuss the text and how it represents the trait as the model of exceptional writing. IG p. 53  
Students listen to the teacher read aloud from the exemplary Traits Writing's Mentor Texts:

*Undaunted Courage* by Stephen E. Ambrose, LA p. 4

*Taking Sides* by Gary Soto, LA p. 6

*Click* by Linda Sue Park, LA p. 7

*The Skin I'm In* by Sharon G. Flake, LA p. 9

*Peeled* by Joan Bauer, LA p. 10

*Students on Strike* by John A. Stokes, LA p. 12

*The Doom Machine* by Mark Teague, LA p. 14

*UFOs: What Scientists Say May Shock You!* By N. B. Grace, LA p. 16

*Two Miserable Presidents* by Steve Sheinkin, LA p. 18

*Football Hero* by Tim Green, LA p. 20

*Chasing Lincoln's Killer* by James L. Swanson, LA p. 21

*G is for Googol: A Math Alphabet Book*, by David M. Schwartz, LA p. 22

*A Picture of Freedom: The Diary of Clotee, a Slave Girl, Belmont Plantation, 1859*, by Patricia C. McKissack, LA p. 25

*The Adventures of Marco Polo* by Russell Freedman, LA p.23

*All in the Family! A Look-It-Up-Guide to the In-Laws, Outlaws, and Offspring of Mythology* by Steven Otfinoski, LA p.26

*A Long Way From Chicago* by Richard Peck, LA p. 27

*How Strong is It?* by Ben Hillman, LA p. 28

*The Danger Box* by Blue Balliet, LA p. 29

Students listen to the teacher read aloud from the exemplary Traits Writing's Mentor Every Day Texts:

*Cranium Wow Board Game Box* (copywriter)

*Warning Labels for Bloggers* (humor writer)

*Grand Avenue Comic Strip* (cartoonist)

*Dave's Killer Bread Package* (entrepreneur)

"Lost Generation" Video Transcript (video author)

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	<p><i>World War II Posters</i> (public affairs writer)  <i>“Ballad of a Teenage Queen”</i> (songwriter)  <i>TED Talk: Adora Svitak</i> (public speaker)</p>
<p>(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</p>	<p>Students are encouraged to take a stand on an issue in persuasive writing activities in Traits Writing. As they learn to write persuasively, students share their writing with the class via speeches and read alouds. For example, see the following activities:          Students read the story books they have written to the class. TG p. 153; SH p. 92          Students present the speeches they have written to the class. TG p. 179; SH p. 113          Students try to convince the class to listen to their favorite type of music, such as folk, country, hip-hop, rock and roll and rhythm and blues. TG, p. 191</p>
<p>(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</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 model for their writing and students to apply what they learn to their writing. Teachers gather students to discuss the week’s writing project. Teachers ask open-ended questions to spark conversation and prompt students to provide examples for their work that illustrate what they have learned. In addition, teachers should review speaking and listening routines to enhance the conversation and provide time for all students to share their ideas. At the end of each week, teachers conduct one-on-one conferences with each child. The Implementation Guide gives examples of how to conduct the conferences to encourage the growth of young writers. IG p. 58-59. Students share their work with one another, reviewing, editing and offering suggestions.</p> <p>Students engage each other in a range of collaborative discussions. They work one-on-one, in groups, and teacher-led with diverse partners, building on others’ ideas and expressing their own clearly. Students should re-read as necessary and self-correct their word recognition as they read aloud, working in pairs, in groups and presenting before the class. The following activities grant students the opportunities for collaboration and discussion:</p> <p>Students work in teams to create persuasive videos. TG p. 108          Students work in teams to create a wiki, a website on which multiple contributors can work on a single piece of writing collaboratively. TG p. 260</p>