

# Write Board™



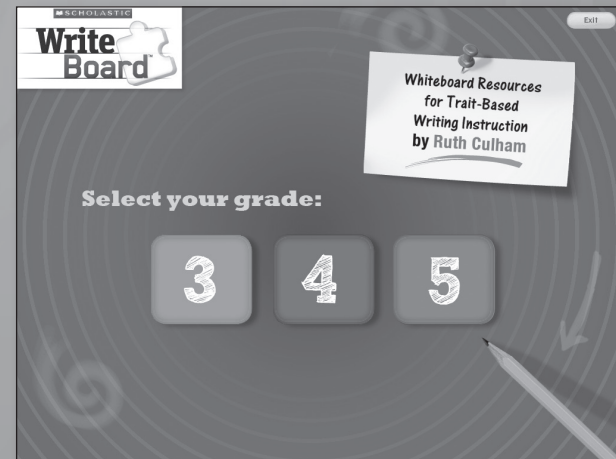
## User's Guide Grades 3-5

Welcome to WriteBoard, interactive whiteboard resources for trait-based writing instruction. WriteBoard is perfect for whole-class, small-group, and one-on-one instruction, whether you're using Scholastic's Traits Writing™ program or traits-related professional resources.

WriteBoard provides a digital platform for you to model the writing process—prewriting, drafting, revising, and editing—and for students to study and apply it, using trait-specific tools to inform their thinking and guide their decisions.

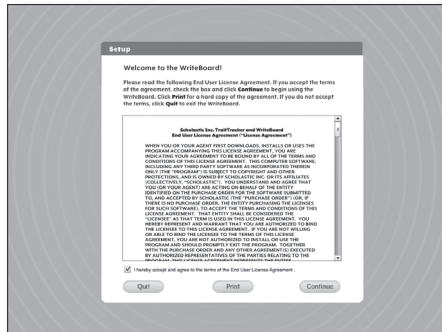
It also provides plenty of practice in essential skills, such as spelling and grammar.

Many of the resources allow you to work within a specific mode of writing (narrative, expository, or persuasive), which helps you support students as they develop the skills to meet Common Core State Standards.



# Getting Up and Running

After downloading the program, read the End User License Agreement, which appears when you log onto WriteBoard for the first time.



If you accept the terms of the agreement, check the box and click **Continue** to begin using WriteBoard.

Click **Print** for a hard copy of the agreement.

If you do not accept the terms, click **Quit** to exit the WriteBoard.

## Use of Board Tools

WriteBoard comes with its own tools for annotating the screen (multicolor pen, eraser, and editing marks). As such, we recommend not using the tools that are built into the software for your interactive whiteboard. For optimum performance, close or hide the toolbar that contains those tools before using this software.

## Hardware and Software Requirements

**Operating System:** Macintosh OS X 10.5 through Macintosh OS X 10.7; Windows XP SP3, Windows Vista Professional, Windows 7 Professional

**Memory:** 512 MB to 1 GB of RAM, based on OS version

**CPU:** Intel dual-core or later (PPC Macs not supported)

**Screen:** 1024 X 768 resolution or higher

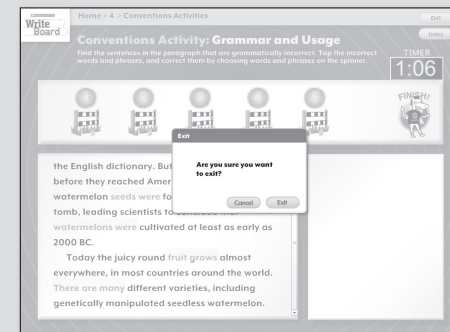
**Plug-ins:** Adobe Reader 10 or later

**Run-time environment:** AIR 2.6 runtime for Mac OS X 10.5.x users;

AIR 3.0 runtime for all other users







## Logging Out . . .

Ready to quit? Tap **Exit** at the top of any screen to log out. On the popup screen that appears, tap **Exit** to quit the program or click **Cancel** to remain logged in and continue working.



## The Traits and Their Key Qualities

The Trait Model is a simple, logical, and effective tool for planning and carrying out writing assessment and instruction. Each trait is broken down into four key qualities—or core characteristics—which provide concrete skills for you to assess for and then teach, which ensures that you're meeting students' particular needs. A quick glance at the chart below shows WriteBoard areas to go to for specific traits and their key qualities.

Trait	Definition	Key Qualities	WriteBoard Areas
<b>Ideas</b>  <small>Ideas</small>	The content of the piece—its central message and the details that support that message.	<ol style="list-style-type: none"> <li>1. Finding a Topic</li> <li>2. Focusing the Topic</li> <li>3. Developing the Topic</li> <li>4. Using Details</li> </ol>	<ul style="list-style-type: none"> <li>• Benchmark Papers</li> <li>• Traits Game</li> <li>• Quick Draft</li> <li>• Warm-Up Activities</li> </ul>
<b>Organization</b>  <small>Organization</small>	The internal structure of your piece—the thread of logic, the pattern of meaning.	<ol style="list-style-type: none"> <li>1. Creating the Lead</li> <li>2. Using Sequence Words and Transition Words</li> <li>3. Structuring the Body</li> <li>4. Ending With a Sense of Resolution</li> </ol>	<ul style="list-style-type: none"> <li>• Benchmark Papers</li> <li>• Traits Game</li> <li>• Quick Draft</li> <li>• Warm-Up Activities</li> </ul>
<b>Voice</b>  <small>Voice</small>	The tone of the piece—the personal stamp of the writer—which is achieved through an understanding of purpose and audience.	<ol style="list-style-type: none"> <li>1. Establishing a Tone</li> <li>2. Conveying the Purpose</li> <li>3. Creating a Connection to the Audience</li> <li>4. Taking Risks to Create Voice</li> </ol>	<ul style="list-style-type: none"> <li>• Benchmark Papers</li> <li>• Traits Game</li> <li>• Quick Draft</li> <li>• Warm-Up Activities</li> </ul>
<b>Word Choice</b>  <small>Word Choice</small>	The vocabulary the writer uses to convey meaning and enlighten the reader.	<ol style="list-style-type: none"> <li>1. Applying Strong Verbs</li> <li>2. Selecting Striking Words and Phrases</li> <li>3. Using Specific and Accurate Words</li> <li>4. Choosing Words That Deepen Meaning</li> </ol>	<ul style="list-style-type: none"> <li>• Benchmark Papers</li> <li>• Traits Game</li> <li>• Quick Draft</li> <li>• Warm-Up Activities</li> </ul>
<b>Sentence Fluency</b>  <small>Sentence Fluency</small>	The way the words and phrases flow through the piece. This is the auditory trait because its “read” with the ear as much as the eye.	<ol style="list-style-type: none"> <li>1. Crafting Well-Built Sentences</li> <li>2. Varying Sentence Types</li> <li>3. Capturing Smooth and Rhythmic Flow</li> <li>4. Breaking the “Rules” to Create Fluency</li> </ol>	<ul style="list-style-type: none"> <li>• Benchmark Papers</li> <li>• Traits Game</li> <li>• Quick Draft</li> <li>• Warm-Up Activities</li> </ul>
<b>Conventions</b>  <small>Conventions</small>	The mechanical correctness of the piece, which guides the reader through the text easily.	<ol style="list-style-type: none"> <li>1. Checking Spelling</li> <li>2. Punctuating Effectively</li> <li>3. Capitalizing Correctly</li> <li>4. Applying Grammar and Usage</li> </ol>	<ul style="list-style-type: none"> <li>• Conventions Activities</li> <li>• Quick Draft</li> </ul>

# What Are “Supports”?

Supports are handy resources in Benchmark Papers, Warm-Up Activities, and Quick Draft that you can call up quickly as questions arise or more information is needed. They include:

**Trait & Key Quality Definitions**

**Organization**  
the internal structure of your piece—the flow of logic, the pattern of moving

**Creating the Lead**  
The lead is the beginning of a piece of writing—its first lines. A strong lead grabs the reader's attention. It gives the reader something to think about so that he or she wants to keep reading to find out what you have to say.

**Using Sequence Words and Transition Words**  
Sequence words (such as first and next) and transition words (such as but and also) are the links you use to connect your ideas from one sentence to the next. When you use just the right words, your sentences fit together perfectly.

**Structuring the Body**  
When you apply this key quality well, you create a piece that is a breeze to read. You present details logically and use them to support your big idea. You slow down and speed up of just the right points. Everything fits together just right. Your piece is solid and strong.

**Ending With a Sense of Resolution**  
The conclusion is the final touch on a piece of writing—its last lines. A good conclusion ties up all the loose ends and makes your piece feel complete. It's your last word, so be sure to write something that will satisfy your readers.

Trait & Key Quality Definitions

## Trait Definitions

Clear, grade-appropriate descriptions of each trait and its key qualities that ensure all students understand the concept on which you're focusing.

**Mode Definitions**

**Expository writing informs or explains.**  
The writer

- informs the reader about the topic.
- explains something interesting or curious about the topic.
- focuses on making the topic clear.
- anticipates and answers the reader's questions.
- includes concrete facts and information.
- uses key ideas, uses key words, and makes connections.

**Persuasive writing constructs an argument.**  
The writer

- takes a clear position and sticks with it.
- offers good, sound reasoning.
- provides solid facts, opinions, and examples.
- repeats weaknesses in other positions.
- uses voice to add credibility and show confidence.

**Narrative writing tells a story.**  
The writer

- offers a clear, well-developed story line.
- includes characters that grow and change over time.
- conveys time and setting effectively.
- provides a conflict and resolution.
- surprises, challenges, and/or entertains the reader.

Mode Definitions

## Mode Definitions

Student-friendly scoring guides for each trait that students can use to assess finished pieces and pieces in process. You may want to print out copies of the guides, as well as project them, so that students can study them closely.

**Scoring Guide**

**Sentence Fluency**  
How the text looks and sounds as it flows through your piece

**4 - EXCELLENCE**

My piece is strong because I've written a variety of well-built sentences. I've varied these sentences to create a smooth, easy-to-read flow.

- I've combined the different sentence types to create a variety of sentence lengths.
- I've used a variety of sentence lengths and types—short and long, simple and complex.
- I've used a variety of sentence types to create a variety of sentence lengths.
- I've used a variety of sentence types to create a variety of sentence lengths.

**3 - MEETS EXPECTATIONS**

My piece is strong because I've written a variety of well-built sentences. I've varied these sentences to create a smooth, easy-to-read flow.

- I've combined the different sentence types to create a variety of sentence lengths.
- I've used a variety of sentence lengths and types—short and long, simple and complex.
- I've used a variety of sentence types to create a variety of sentence lengths.
- I've used a variety of sentence types to create a variety of sentence lengths.

**2 - APPROACHING EXPECTATIONS**

My piece is strong because I've written a variety of well-built sentences. I've varied these sentences to create a smooth, easy-to-read flow.

- I've combined the different sentence types to create a variety of sentence lengths.
- I've used a variety of sentence lengths and types—short and long, simple and complex.
- I've used a variety of sentence types to create a variety of sentence lengths.
- I've used a variety of sentence types to create a variety of sentence lengths.

**1 - NEEDS IMPROVEMENT**

My piece is strong because I've written a variety of well-built sentences. I've varied these sentences to create a smooth, easy-to-read flow.

- I've combined the different sentence types to create a variety of sentence lengths.
- I've used a variety of sentence lengths and types—short and long, simple and complex.
- I've used a variety of sentence types to create a variety of sentence lengths.
- I've used a variety of sentence types to create a variety of sentence lengths.

**0 - NOT YET**

My piece is strong because I've written a variety of well-built sentences. I've varied these sentences to create a smooth, easy-to-read flow.

- I've combined the different sentence types to create a variety of sentence lengths.
- I've used a variety of sentence lengths and types—short and long, simple and complex.
- I've used a variety of sentence types to create a variety of sentence lengths.
- I've used a variety of sentence types to create a variety of sentence lengths.

**SENTENCE FLUENCY**

Sentence Fluency Scoring Guide

## Scoring Guides

Student-friendly scoring guides for each trait that students can use to assess finished pieces and pieces in process. You may want to print out copies of the guides, as well as project them, so that students can study them closely.

**Think About**

**Ideas**  
the content of your piece—the central message and the details that support that message

**Finding a Topic**

- Have I chosen a topic that I really like?
- Do I have something new to say about this topic?
- Am I writing about what I know and care about?
- Have I gathered enough information about it so that I'm ready to write?

**Focusing the Topic**

- Have I zeroed in on one small part of a bigger idea?
- Can I turn up my idea in a single sentence?
- Have I chosen the information that best captures my idea?
- Have I thought deeply about what the reader will need to know?

**Developing the Topic**

- Am I sure my information is right?
- Are my details clear, full of interesting information?
- Have I used details that show new thinking about this idea?
- Will my reader believe what I say about this topic?

**Using Details**

- Did I create a picture in the reader's mind?
- Did I use details that draw upon the five senses? (sight, touch, taste, smell, hearing)
- Do my details stay on the main topic?
- Did I stretch for details beyond the obvious?

Think About

## Trait Think Aouts

Trait-specific questions designed to stimulate deep thinking as you and your students draft, revise, and edit—questions skilled writers typically ask themselves. There is a set of four questions for each trait's key qualities.

**Think About**

**The Writing Process**

**Prewriting**

- Did I establish a purpose for my writing and decide on the best way to communicate it?
- Did I gather key information about my topic?
- Did I consider the audience for my writing, so my choice of voice is appropriate?
- Did I apply prewriting strategies—talk to someone, read a book or Web article, create a story map, letters or a writer's summary, and/or use my journal to brainstorm my thoughts?

**Drafting**

- Did I let my prewriting ideas drive my drafting decisions?
- Did I include a quick lead, a good start on the body of my piece, and a brief ending?
- Did I let my ideas flow, knowing I can revise for accuracy later?
- Did I put some thought into word choice and sentence variety?

**Revising**

- Did I zero in on a small part of my big idea?
- Did I anticipate and answer the reader's questions?
- Did I refine the words and sentences so they are precise, colorful, and vivid?
- Did I start out strong and end just as strong?

**Editing**

- Did I check my spelling one word at a time and look up words if necessary?
- Did I use capital letters correctly?
- Did I add punctuation where it's needed?
- Did I use paragraphs in the right places and indent them?
- Did I apply standard English grammar and usage?

Writing Process Think About

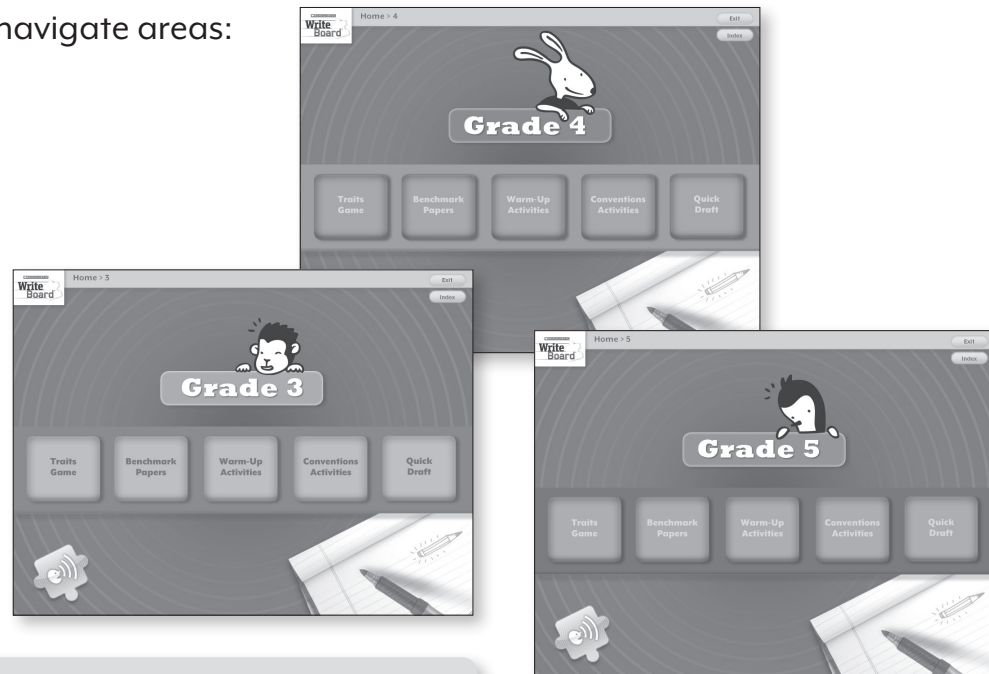
## Writing Process Think Aouts

Questions students should ask themselves and one another at each step in the writing process—prewriting, drafting, revising, editing, and finishing/publishing—to maximize their ability to apply that step.

## Navigating the WriteBoard

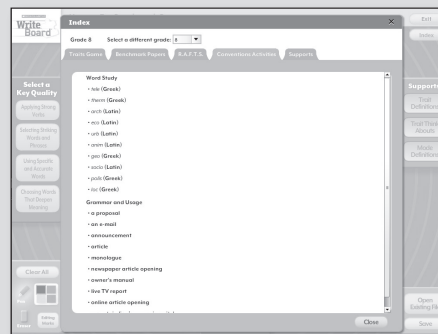
The WriteBoard is organized into five easy-to-navigate areas:

- Benchmark Papers
- Traits Game
- Conventions Activities
- Quick Draft
- Warm-Up Activities



## Index

To go to any area of WriteBoard quickly and easily, tap **Index** at the top of the screen, tap the top tab for the area you'd like to visit, and then tap the activity on the main screen you'd like to carry out. **Remember**, though, once you leave an area you can't return to it without going back to the main navigation screen or returning to the index.





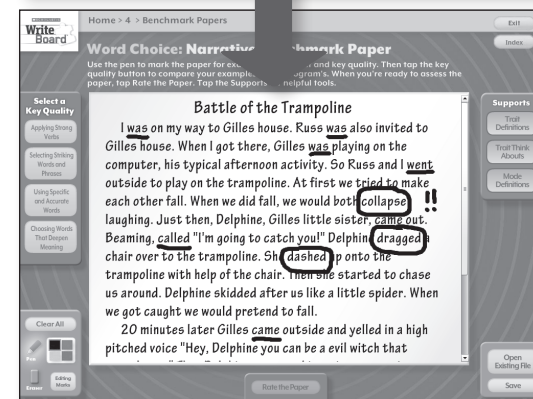
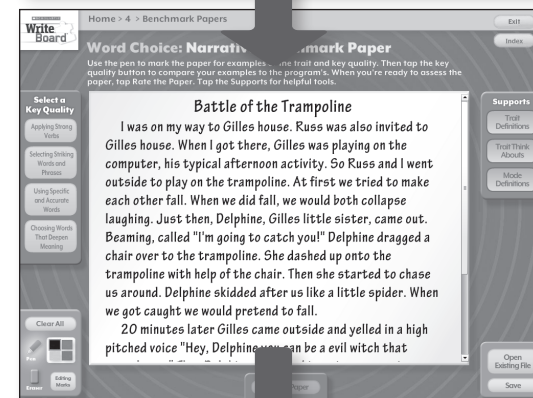
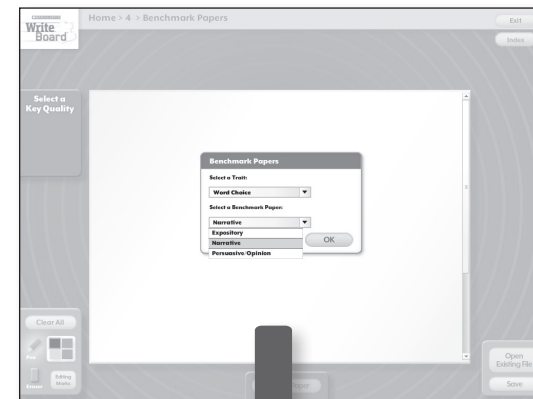
# Benchmark Papers

This section offers student-written papers to critique, mark up, and rate—three papers for each trait, organized by mode (narrative, expository, persuasive/opinion). Using benchmark papers to teach writing is a lot of fun and will become a key part of your instruction if it isn't already. So, let's get started.

First, choose a trait and a mode-specific benchmark paper from the dropdown menus. Then tap **OK**.

Read the paper aloud once to get the gist of it. Then read it again and ask students to look for evidence of the trait and key quality of your choice. Is it there? If so, where? If not, where could the writer have applied the trait and key quality? Encourage students to weigh in with their opinions, using the Supports located in the right margin, if needed. (For more information on the available supports, see page 4 of this User's Guide.)

Next, using the tools in the bottom left corner, underline passages that show evidence of the trait and key quality. If the paper lacks evidence, highlight places where text could be added or changed to strengthen the paper. Make revisions if time allows.



## Benchmark Papers (continued)

From there, tap the button for the key quality you chose and read any passages highlighted in yellow. Do they match the passages you underlined? Talk with students about the strengths and weaknesses of the paper, using the Supports in the right margin. (For more information on the available supports, see page 4 of this User's Guide.)

Finally, tap **Rate the Paper** to determine as a group just how well the writer applied the key quality. Check the box of your choice.

The image displays two screenshots of the Write Board app interface, illustrating the process of rating a paper based on a selected key quality.

**Left Screenshot:** The app is in the "Word Choice: Narrative Benchmark Paper" mode. The passage "Battle of the Trampoline" is shown with several words underlined: "I", "Russ", "went", "collapse", "called", "dragged", "dashed", "skidded", "pretend", "came", and "yelled". A "Rate the Paper" dialog box is open, showing a checklist for "Applying Strong Verbs". The checklist includes three items: "The writer didn't use any verbs that convey energy.", "Only one or two verbs stand out in this piece.", and "The writer used strong verbs to add energy." The third item is checked. The "Close" button is visible at the bottom of the dialog box.

**Right Screenshot:** The same passage is shown, but the "Rate the Paper" dialog box is now closed, and the passage is highlighted in yellow. The "Rate the Paper" button is visible at the bottom of the screen.

## Grade 3-5 Benchmark Papers

Trait	Paper Title	Mode	Trait Score
Ideas	Sharks: What I Have Learned	Expository	low
	Canada's Wonder Land	Narrative	middle
	If I Could Choose	Persuasive/Opinion	high
Organization	Reading is Power	Persuasive/Opinion	low
	My Great Grandpa	Narrative	middle
	A Sour Invention	Expository	high
Voice	My favorite season is winter	Expository	low
	I'm A Book In the Library	Narrative	middle
	The Purple Tomatillo	Persuasive/Opinion	high
Word Choice	When I was a baby	Expository	low
	Dear Fred Jones	Persuasive/Opinion	middle
	Battle of the Trampoline	Narrative	high
Sentence Fluency	My Grandpa	Expository	low
	Bees	Persuasive/Opinion	middle
	How Could I Do Such a Thing?	Narrative	high
Conventions	Kids shod stay up	Persuasive/Opinion	low
	Buses	Expository	middle
	When Pigs Fly	Narrative	high

### If You're Using Traits Writing...

You may be wondering where this activity fits into Traits Writing. During the core units, students compare two Benchmark Papers on Day 1 every week—a high paper and a low one—as part of your introduction to the trait and key quality.

Since the Benchmark Papers in WriteBoard are trait-specific, like the units themselves, you can use them in addition to or instead of the papers in Traits Writing. Simply choose a paper for the trait you're investigating, project it for the whole class, and discuss its strengths and weaknesses, following the guidelines above.

Since the papers are mode specific as well as trait specific, you can also use them in Reality Check lessons, in which you explore the mode (narrative, expository, or persuasive/opinion) of the forthcoming unit project.



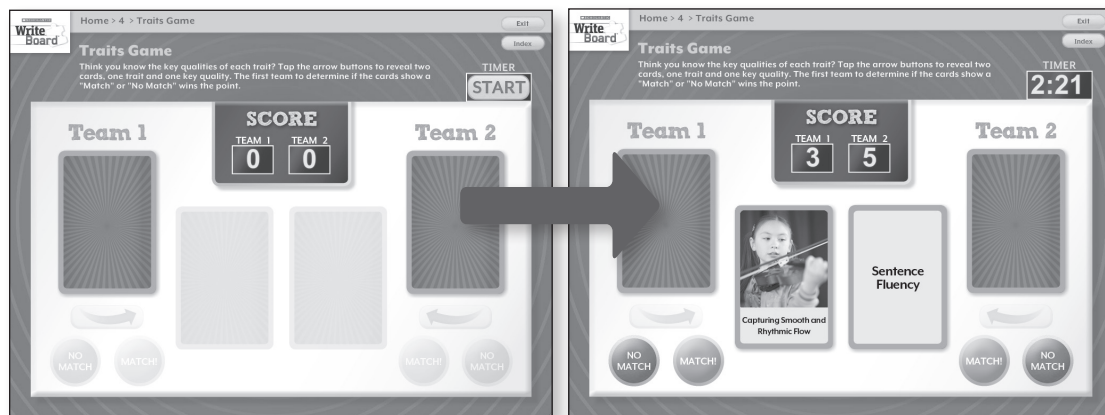
# Traits Game

This lively hands-on matching game helps students learn the language of the traits and connect them to their key qualities. Being able to link traits and key qualities is important for students because it gives them a clear picture of what they need to be able to do to apply the trait well.

Start by putting students into two teams.

Then have a member of each team take turns tapping the arrow buttons to reveal two cards, one trait and one key quality. A match occurs when a trait and one of its key qualities appear together on the board. A match occurs when a trait and one of its key qualities appear together on the board. The first teammate to determine if the cards show a “Match” or “No Match” and tap the correct button wins the point.

Play to a predetermined score or time period.



## If You're Using Traits Writing...

What a fun way to introduce traits and their key qualities! Play the Traits Game during the Getting Started unit, as part of Week 1, Day 2's Focus Lesson: How the Writing Traits Help Writers (Teaching Guide, page 26). Carry out the lesson and then divide the class into teams to play the game, following the guidelines above.

From there, begin each core week with the matching game to familiarize students with the trait and key quality you'll be studying. Play until enough cards for the trait have been revealed and students have had a chance to think about them. This is an engaging way for your students to learn about the traits and their key qualities.

Of course, the Traits Game can be used at any point in the week, when you need a quick, constructive activity for independent work time, small-group time, and transitions from one subject to the next.

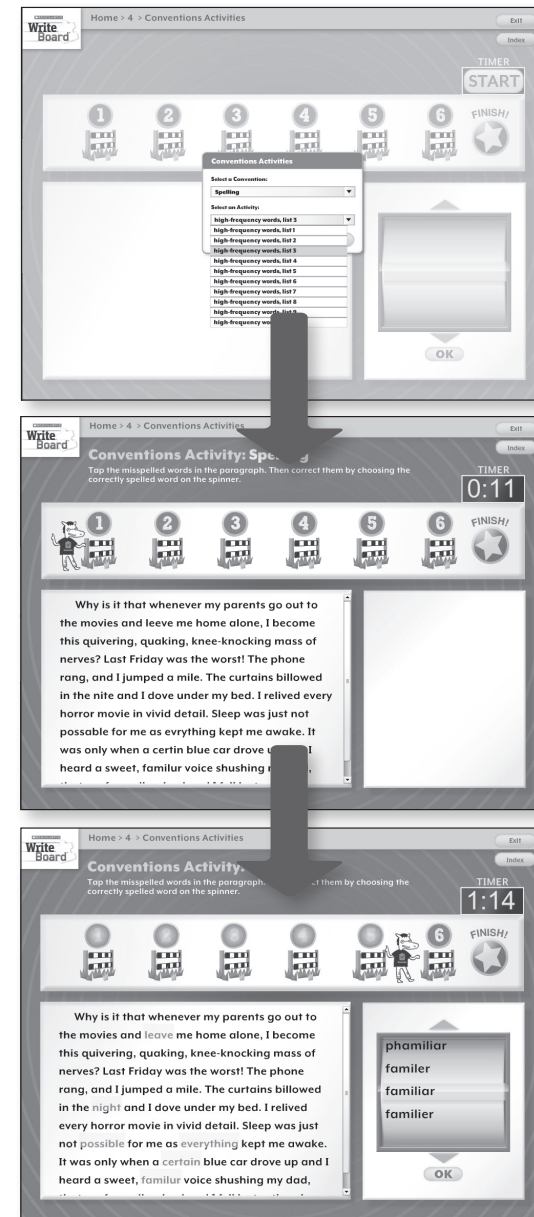
# Conventions Activities

These think-and-tap activities help build skills in spelling and grammar. Students explore conventions in the context of real writing—not in isolation—so they not only learn language rules, they also learn the importance of applying those rules to communicate effectively in writing.

Choose a convention and an activity from the dropdown menus. Tap **OK**.

For spelling, show students the paragraph with misspelled high-frequency words embedded in it. Then have them find those words and choose the correctly spelled version on the spinner.

As they work, the Conventions “Trait Mate” jumps hurdles along the top of the screen until students have identified and corrected all misspelled words.

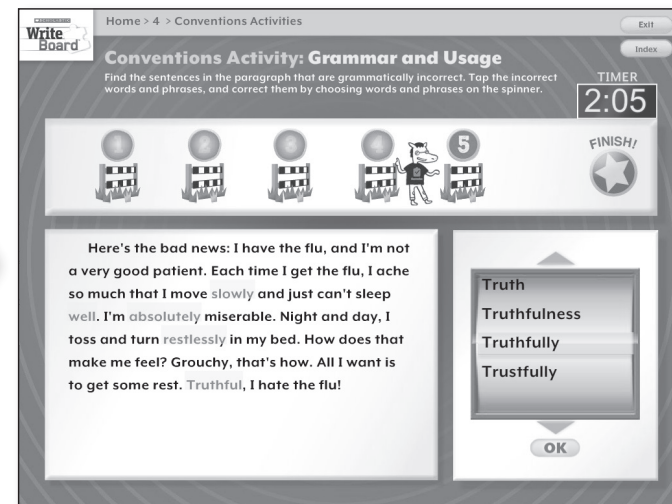
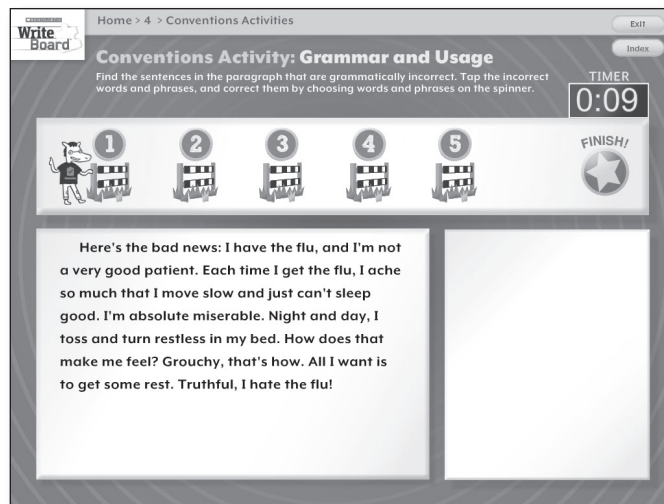


## Convention Activities (continued)

For punctuation, capitalization, and grammar and usage, show students the paragraph containing errors. Then have them find those errors and correct them by choosing options from the spinner.

As they work, the Conventions “Trait Mate” jumps hurdles along the top of the screen until students have identified and corrected all errors.

Use the optional timer to motivate students and energize game play.



## Conventions Activities by Grade

Keep in mind, conventions activities for all three grades are available to you. So select activities from grades other than your own if you wish to start at a level that matches your students' needs more precisely.

### Grade 3

Spelling: High Frequency Words	Punctuation, Capitalization, and Grammar
set 1: problem, early, usually, notice, slowly	end punctuation, commas, apostrophes
set 2: wait, circles, clear, minutes, finally	end punctuation, titles
set 3: special, inches, known, heavy, wheels	end punctuation, dialogue
set 4: example, always, between, often, important	initial words in a sentence
set 5: across, figure, travel, certain, ground	plural nouns
set 6: pattern, better, favorite, pour, spilt	irregular plural nouns
set 7: person, building, decided, though, front	forms of "to be"
set 8: everyone's, cafeteria, watch, something, thoughtful	conventions review
set 9: earth, begin, enough, imagine, grateful	
set 10: dessert, noticed, survive, flies, several	

## Conventions Activities: Grade 4

### Spelling: High Frequency Words

**set 1:** should, wait, check, behind, nothing, alone

**set 2:** fierce, broken, result, bodies, although, instead

**set 3:** leave, night, possible, everything, certain, familiar

**set 4:** housing, written, building, whether, believe, anything

**set 5:** tightened, grateful, screeched, communities, thousands, operated

**set 6:** female, hatch, once, attach, buried, finally

**set 7:** middle, section, melody, amount, natural, exactly

**set 8:** government, system, ocean, scientist, produce, island

**set 9:** finally, brought, season, figured, machine, force

**set 10:** energize, dominate, dazzling, waving, overhead, mesmerizing

### Punctuation, Capitalization, and Grammar

end punctuation, commas, colons

proper names

adverbs

prepositions

subject-verb agreement

verb tense within a sentence

verb tense within a paragraph

compound subject-verb agreement

comparative and superlative adjectives

conventions review



## Conventions Activities: Grade 5

### Spelling

**set 1:** spread, shoulders, enjoy, process, guess, necessary

**set 2:** tracks, difficult, company, similar, details, we'll

**set 3:** exhibit, museum, actually, various, awesome, experience

**set 4:** students, please, practice, information, history, least

**set 5:** corner, supply, expect, consider, interesting, dollars

**set 6:** rather, planet, provides, science, sight, addition

**set 7:** president, symbol, design, straight, separate, suppose

**set 8:** serve, trouble, feeling, choose, alone, strange

**set 9:** business, direct, you're, access, decimal, received

**set 10:** favorite, library, impress, fascinates, character, intrigues

### Punctuation, Capitalization, and Grammar

possessives ('s and s')

proper names

possessive pronouns

direct objects

complete sentences

comparative and superlative adjectives and adverbs

irregular verbs

future tense

dependent clauses

conventions review

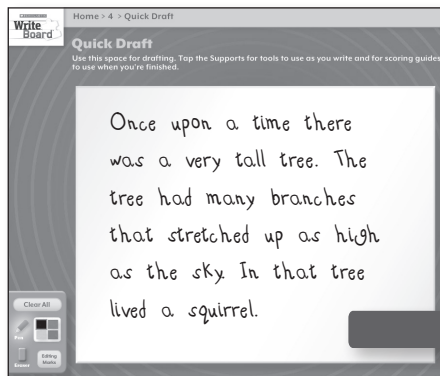
### If You're Using Traits Writing...

Having different kinds of hands-on conventions activities makes learning engaging and enjoyable. WriteBoard and Traits Writing cover the same conventions topics grade by grade, which means you can use WriteBoard activities as alternatives to Day 2's Conventions Focus activities. For all conventions, carry out the WriteBoard activity, following the guidelines above. Then have students copy the week's spelling words and carry out the punctuation, capitalization, and basic grammar in the Student Handbook, as explained in the Traits Writing Teaching Guide.

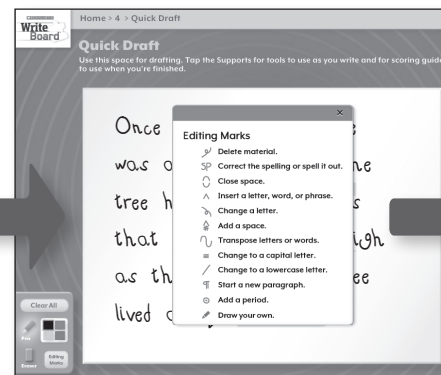
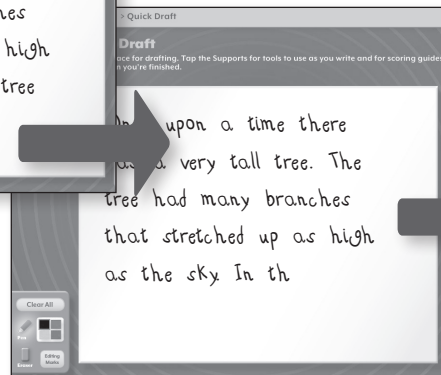
# Quick Draft

This easy-to-use electronic space can be used for composing any and all kinds of writing.

Use Quick Draft to get your students' creative juices flowing! It's the ideal space for creating everything from single alphabet letters to full-blown pieces of writing. It's also ideal for demonstrating drafting, revising, and editing techniques.



- Compose with the pen, using one of four colors.

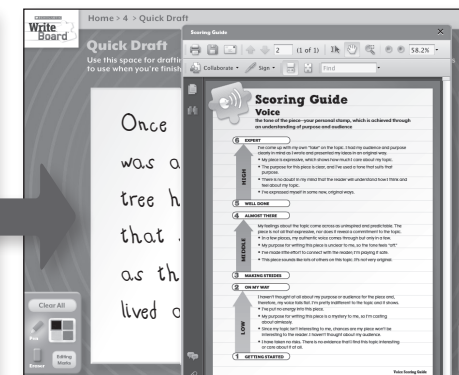


- Eliminate writing, using the eraser.
- Proofread work, using the **Editing Marks**. Tap the mark you want and apply it to the writing, using the stamp icon. Or tap **Draw your own** to create your own marks, using the pen.
- Use the Supports to check work and make sure their editing is complete. (For more information on the available supports, see page 4 of this User's Guide.)
- Save stages by tapping **Save**, and revisit them in follow-up lessons by tapping **Open Existing File**.

## If You're Using Traits Writing...

- Use Quick Draft to gather students' responses during Day 1's Focus Lesson and the Day 4's Mentor Text Lesson. Write down those responses yourself or have students come to the board to write them down on their own.
- On Day 3, use Quick Draft in small groups for drafting the suggested piece with Group A and revising it with Groups B and C. Because you're working with a handful of students, sharing the pen is easy.
- You can also use it to gather students' "Six-Word Statements" on Day 5, as well as their responses in the Whole-Class Reflection.
- The Save function makes it easy to capture work and return to it in follow-up lessons.

Students will appreciate an additional opportunity to draft with you, in small groups and with the whole class.



# Warm-Up Activities

These motivating activities get students revising and editing like the pros in the narrative, expository, and persuasive modes.

Choose a mode-specific Warm-Up activity from the menu. Choose a trait and key quality from the dropdown menus. Tap **OK**.

Start by reading aloud the paragraph and asking students what they think of it. Most likely, they'll say it's not so great—and they are right!

Work with students to revise the paragraph in the drafting area, using what they know about the trait and key quality you chose, as well as the Supports in the right margin. (For more information on the available supports, see page 4 of this User's Guide.) What is the paragraph missing? What does it need to make it stronger? Solicit answers from students and work together to create a better version.

When you're finished, tap **Well-Written Model** for a sample finished piece. Compare your paper to the model, and discuss the strengths of both, as well as work that could be done to make both pieces even stronger.

Save stages by tapping **Save**, and revisit them in follow-up lessons by tapping **Open Existing File**.

The screenshots illustrate the following steps:

- Warm-Up Activities Menu:** Shows three categories: Narrative, Expository, and Persuasive. Each category lists several activities with a key quality and trait.
- Expository Warm-Up 7:** Shows a paragraph: "Abraham Lincoln was born in 1809. He was a great president. He helped to free the slaves during the Civil War. He was tall and wore a big hat." Below the paragraph are supports: "The Key Quality", "Trait: Celebrate", "Topic: About", "Mode: Celebrate", "Well-Written Model", "Open Existing File", and "Save".
- Drafting Area:** Shows the same paragraph being revised. The supports are visible on the right side.
- Well-Written Model 7:** Shows a revised paragraph: "Abraham Lincoln was more than a tall hat. Did you know that he helped free the slaves during the Civil War? He was born in 1809." Below it is a "Well-Written Model 7" section with a detailed paragraph about an illness.

## Warm-Up Activities at a Glance

Mode	Content Connection	Lead
Narrative 1	ELA	I found a seashell at the beach. I found some rocks and sea glass at the beach.
Narrative 2	ELA	It started to rain. We got soaked. We ran into the building.
Narrative 3	ELA	The boxes of our stuff were everywhere.... My mom told me we were going to move.
Narrative 4	ELA	It was my first time bungee jumping. I was excited. Actually, I was scared.
Narrative 5	ELA	Last night I played my best game of basketball ever. It was very fun.
Narrative 6	Social Studies	I went to the Louvre, an art museum. I saw the Mona Lisa. It is famous.
Narrative 7	Social Studies	It was a fun Fourth of July. We watched the fireworks and ate dessert...
Expository 1	ELA	I made a birthday cake for my Uncle Ricardo. We ate it.
Expository 2	ELA	Don't look at your feet when you dance. Don't worry about counting steps.
Expository 3	ELA	I play the trombone in the school band. I have enjoyed it since I first started.
Expository 4	Science	There are many different butterflies. Some are sorta big, while others are much smaller.
Expository 5	Science	Every day, lions and their mates must hunt for food.
Expository 6	Social Studies	I like art and paintings. Vincent van Gogh is a famous painter.
Expository 7	Social Studies	Abraham Lincoln was born in 1809. He was a great president.
Persuasive 1	ELA	Dear Principal: I think the rule about not wearing hats is old and stupid.
Persuasive 2	ELA	Buying the right kind of athletic shoe is important.
Persuasive 3	ELA	Rain is wet and cold, so you shouldn't play in it. Rainy days are boring.
Persuasive 4	Science	The news article explained the role of the rain forests in our environment.
Persuasive 5	Science	People worry about the Earth getting too hot. If what people say is true, our planet's temperature...
Persuasive 6	Science	Exercise is good for you. Exercise gives you energy.
Persuasive 7	Social Studies	Young people should be aware of what goes on in politics. One day you will be able to vote...

## Warm-Up Activities (continued)

### If You're Using Traits Writing...

Warm-Up Activities are a staple of Day 2 in Traits Writing. After students write their revised version in the Student Handbook, you quickly assess what they produce and use your findings to create differentiated small groups on Day 3.

You can replace Traits Writing's Warm-Up activities with WriteBoard's Warm-Up activities by having students work on them independently, rather than working on them as a class, as suggested above. Simply print out, copy, and distribute the Warm-Up activity of your choice. If you choose an activity that requires content knowledge, be sure to provide background information or time for students to conduct a bit of research. From there, quickly assess what students produce and create three groups.

Keep in mind, you will need to adapt Day 3's small-group activities since they are based on the Warm-Up activities in the Traits Writing Teaching Guide.

### Logging Out...

When you are finished and ready to quit, turn to page 2 of this User's Guide for instructions on how to log out.