

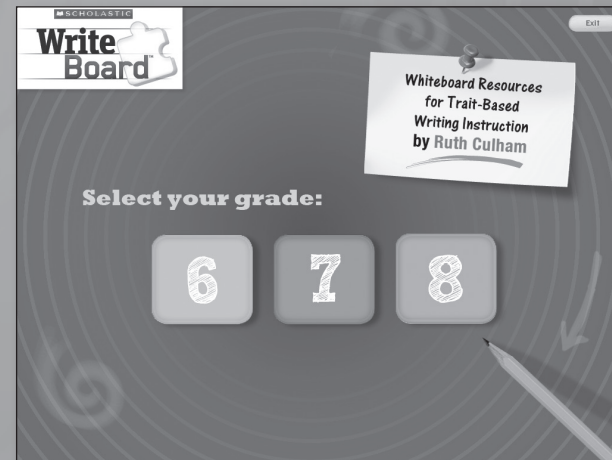
# WriteBoard™

## User's Guide Grades 6-8

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.

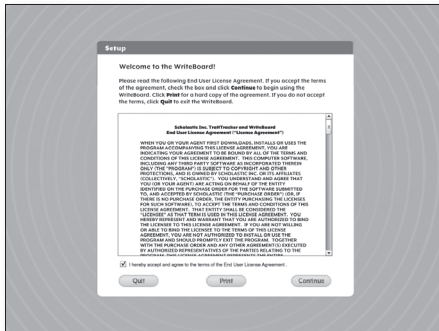
WriteBoard provides a digital platform for you to model the writing process—prewriting, drafting, revising, and editing—and for students to study and apply it, using trait-specific tools to inform their thinking and guide their decisions. It also provides plenty of practice in essential skills, such 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)

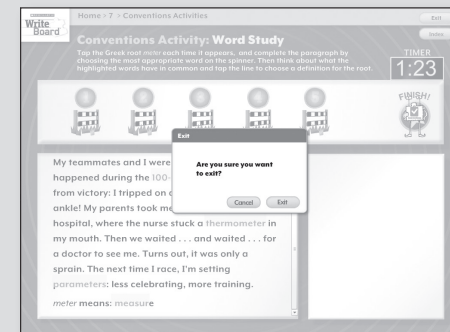
**Screen:** 1024 X 768 resolution or higher

**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> 	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>• R.A.F.T.S. Activities</li> </ul>
<b>Organization</b> 	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>• R.A.F.T.S. Activities</li> </ul>
<b>Voice</b> 	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>• R.A.F.T.S. Activities</li> </ul>
<b>Word Choice</b> 	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>• R.A.F.T.S. Activities</li> </ul>
<b>Sentence Fluency</b> 	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>• R.A.F.T.S. Activities</li> </ul>
<b>Conventions</b> 	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, R.A.F.T.S. Activities, and Quick Draft that you can call up quickly as questions arise or more information is needed. They include:

**Trait & Key Quality Definitions**

**Establishing a Tone**  
When you talk, you express how you feel by the sound, or tone, of your voice. When you write, you express how you feel by the tone of the words you choose. The right tone lets readers know how you feel about the topic and how you want them to feel about it.

**Conveying the Purpose**  
The voice you use in a piece of writing should match your purpose for writing the piece. If you're writing a letter of thanks, your tone might be appreciative. But if you're writing a letter of complaint, your tone might be stern. Use your voice to convey what you think and how you feel. Don't leave any doubt in your reader's mind.

**Creating a Connection to the Audience**  
If you're having trouble choosing the right tone of voice, think about who is going to read the piece when it's finished. Who is your audience? Use tone to connect with readers so they want to listen to what you have to say. Tell them what you think and feel. Make them understand what matters to you!

**Taking Risks to Create Voice**  
The best writers take risks. They might take on new topics, play with voice, or experiment with words. If you want your writing to reach new heights, you can't be afraid to take chances and try new things. Surprise your readers. In the process, you might surprise yourself!

*the tone of the piece—your personal words, which is conveyed through an understanding of purpose and audience*

**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 general facts and information.  
• supports key ideas, and links the reader's ideas together.

**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.  
• reveals weaknesses in other positions.  
• uses logic 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 tone and setting effectively.  
• presents a conflict and resolution.  
• surprises, challenges, and/or entertains the reader.

**Scoring Guide Organization**

the internal structure of your piece—the thread of logic, the pattern of reasoning

**EXPERT**  
My details are in a logical order. The structure makes reading my piece a breeze.  
• My beginning grabs the reader's attention.  
• I use vivid language and descriptive words to guide the reader.  
• All my details fit together logically and move along smoothly.  
• My writing gives the reader a sense of space and meaning by three about.

**HIGH**  
My details are in a logical order. The structure makes reading my piece a breeze.  
• My beginning grabs the reader's attention.  
• I use vivid language and descriptive words to guide the reader.  
• All my details fit together logically and move along smoothly.  
• My writing gives the reader a sense of space and meaning by three about.

**MIDDLE**  
My details are in a logical order. The structure makes reading my piece a breeze.  
• My beginning grabs the reader's attention.  
• I use vivid language and descriptive words to guide the reader.  
• All my details fit together logically and move along smoothly.  
• My writing gives the reader a sense of space and meaning by three about.

**LOW**  
My details are in a logical order. The structure makes reading my piece a breeze.  
• My beginning grabs the reader's attention.  
• I use vivid language and descriptive words to guide the reader.  
• All my details fit together logically and move along smoothly.  
• My writing gives the reader a sense of space and meaning by three about.

## 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

Equally clear, grade-appropriate descriptions of the writing modes—narrative, expository, and persuasive/opinion—to build knowledge of the purposes of writing.

## 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**

**Applying Strong Verbs**  
• Have I used action words?  
• Did I stretch to get to better word—scurry rather than run?  
• Do my verbs give my writing punch and pizzazz?  
• Did I avoid is, am, are, was, were, be, being, and been whenever I could?

**Selecting Striking Words and Phrases**  
• Did I try to use words that sound just right?  
• Did I try experimenting several shorter words to make an interesting-sounding new word?  
• Did I try putting words with the same sound together?  
• Did I read my piece aloud to hear at least one or two moments I love?

**Using Specific and Accurate Words**  
• Have I used nouns and modifiers that help the reader see a picture?  
• Did I avoid using words that might confuse the reader?  
• Did I try a new word and, if so, check to make sure I used it correctly?  
• Are these the best words that can be used?

**Choosing Words That Deepen Meaning**  
• Did I choose words that show I really thought about them?  
• Have I tried to use words without repeating myself?  
• Do my words capture the reader's imagination?  
• Have I found the best way to express myself?

*the vocabulary you use to convey meaning and engage the reader*

**Think About**

**The Writing Process**

**Prewriting**  
• Did I think through my topic so it is clear and focused?  
• Did I plan the best way to organize my ideas?  
• Did I consider the audience for my writing and choose a voice that will speak to that audience?  
• Did I apply prewriting strategies—outline my main points, read a Web article or listen to a podcast, record ideas in my journal, interview an expert, observe the world with a writer's eyes and ears, and/or use a graphic organizer, and/or freewrite about my topic?

**Drafting**  
• Did I refer to my prewriting ideas before starting to write?  
• Did I let my ideas flow, knowing that I can add, cut, or change anything I want to later?  
• Did I think about what the reader might want or need to know about my topic?  
• Am I moving toward a strong beginning, middle, and end in a way that is easy to follow?  
• Did I get my ideas down without worrying too much about spelling, punctuation, capitalization, and grammar?

## Trait Think Abouts

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.

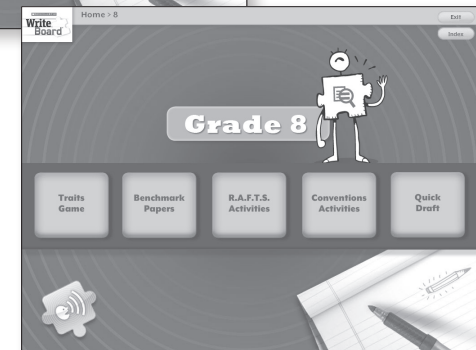
## Writing Process Think Abouts

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

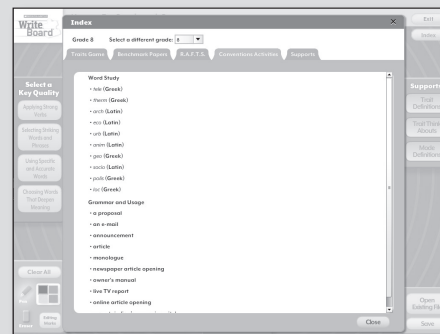
The WriteBoard is organized into five easy-to-navigate areas:

- Benchmark Papers
- Traits Game
- Conventions Activities
- Quick Draft
- R.A.F.T.S. 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 retuning to the index.





# Benchmark Papers

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.

The image displays three sequential screenshots of the Write Board app interface, illustrating the workflow for using benchmark papers.

- Top Screenshot:** Shows the 'Benchmark Papers' selection screen. A modal window titled 'Benchmark Papers' is open, allowing the user to select a 'Trait' (currently 'Word Choice') and a 'Mode' (currently 'Expository'). Other options include 'Narrative', 'Persuasive/Opinion', 'Business Fluency', and 'Conventions'. An 'OK' button is visible.
- Middle Screenshot:** Shows the 'Word Choice: Expository Benchmark Paper' screen. The text of the paper is displayed in the center. On the left, there are 'Select a Key Quality' options: 'Applying Strong Verbs', 'Selecting Striking Words and Phrases', 'Using Specific and Accurate Words', and 'Choosing Words That Deepen Meaning'. On the right, there are 'Supports' options: 'Trait Definitions', 'Trait Think Alouds', and 'Mode Definitions'. A 'Rate the Paper' button is at the bottom.
- Bottom Screenshot:** Shows the same 'Word Choice: Expository Benchmark Paper' screen, but with the text annotated. Underlines and highlights are applied to specific words and phrases in the text, such as 'turned', 'wrote', 'struck', 'hated', 'grew', and 'studying'. The 'Rate the Paper' button is now highlighted.

## 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. Both screenshots show the 'Word Choice: Expository Benchmark Paper' screen with the text 'What It Takes to Be a Great Teacher' and various words underlined in yellow. The left screenshot shows the 'Rate the Paper' dialog box with the 'Applying Strong Verbs' option selected. The right screenshot shows the same dialog box with the 'The piece contains strong verbs that bring it alive' option selected. An arrow points from the 'Rate the Paper' button in the left screenshot to the dialog box in the right screenshot.

**Write Board** Home > 7 > Benchmark Papers Exit Index

**Word Choice: Expository Benchmark Paper**

Use the pen to mark the paper for examples of the trait and key quality. Then tap the key quality button to compare your examples to the program's. When you're ready to assess the paper, tap Rate the Paper. Tap the Supports for helpful tools.

**Select a Key Quality**

- Applying Strong Verbs
- Selecting Striking Words and Phrases
- Using Specific and Accurate Words
- Choosing Words That Deepen Meaning

**Supports**

- Trait Definitions
- Trait Think Abouts
- Mode Definitions

**Rate the Paper**

**Applying Strong Verbs**

- The writer's verbs are not strong. Passive voice permeates this piece.
- The writer used weak verbs and passive voice here and there. He or she should rethink those passages.
- The piece contains strong verbs that bring it alive.

Close

**Write Board** Home > 7 > Benchmark Papers Exit Index

**Word Choice: Expository Benchmark Paper**

Use the pen to mark the paper for examples of the trait and key quality. Then tap the key quality button to compare your examples to the program's. When you're ready to assess the paper, tap Rate the Paper. Tap the Supports for helpful tools.

**Select a Key Quality**

- Applying Strong Verbs
- Selecting Striking Words and Phrases
- Using Specific and Accurate Words
- Choosing Words That Deepen Meaning

**Supports**

- Trait Definitions
- Trait Think Abouts
- Mode Definitions

**Rate the Paper**

**Applying Strong Verbs**

- The writer's verbs are not strong. Passive voice permeates this piece.
- The writer used weak verbs and passive voice here and there. He or she should rethink those passages.
- The piece contains strong verbs that bring it alive.

Close

## Grade 3-5 Benchmark Papers at a Glance

Trait	Paper Title	Mode	Trait Score
Ideas	The thing that was special...	Expository	low
	Survival	Persuasive/Argument	middle
	Juicy Red Nightmare	Narrative	high
Organization	My Hero	Expository	low
	Cheerleading Skirts	Persuasive/Argument	middle
	The Last Breath	Narrative	high
Voice	Taking Part in Government	Expository	low
	Shamu	Narrative	middle
	Don't Be a Pest, Clean Up Your Mess!	Persuasive/Argument	high
Word Choice	To the editor	Persuasive/Argument	low
	Lost Night	Narrative	middle
	What It Takes to Be a Great Teacher	Expository	high
Sentence Fluency	My teacher I had	Expository	low
	Everything is beautiful here...	Narrative	middle
	Homeschooling	Persuasive/Argument	high
Conventions	Candan Dive Trip	Narrative	low
	Dear Mr. Principal	Persuasive/Argument	middle
	Missing Shanna-Banana	Expository	high

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

You may be wondering where this activity fits into Traits Writing. During the core units, students assess Benchmark Papers on Day 2 and Day 4 at the beginning of writing time, as a way to “jump start” their thinking.

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, project it for the whole class, have students score it using the appropriate Student-Friendly Scoring Guide, and discuss its strengths and weaknesses.

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/argument) of the forthcoming unit project.



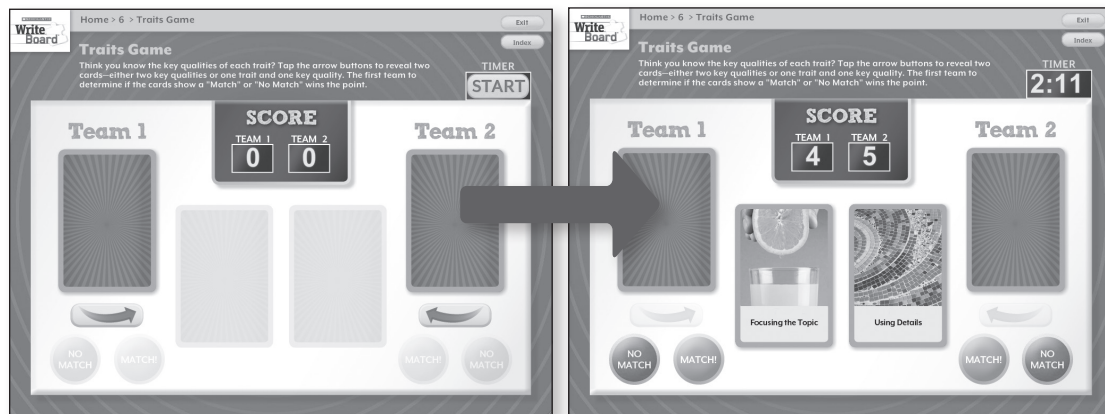
# Traits Game

This lively hands-on matching game helps students learn the language of the traits and connect the traits 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. A match occurs when a trait and one of its key qualities appear together, or when two key qualities from the same trait 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: The Traits (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.

# Convention 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 a Greek or Latin root (word study) or text format (grammar and usage) from the dropdown menus. Tap **OK**.

For word study, show students the paragraph with the chosen root embedded throughout it. Then have them tap each instance of the root and choose from the spinner the most logical word containing that root.

As they work, the Conventions “Trait Mate” jumps hurdles along the top of the screen until students have identified all roots, chosen the most logical words to replace them, and defined the root correctly.

The image displays three sequential screenshots of the 'Conventions Activities' app interface. The top screenshot shows the main menu with a 'START' button and a list of activities. The middle screenshot shows the 'Word Study' activity with a paragraph of text and a spinner for selecting a root. The bottom screenshot shows the 'Grammar and Usage' activity with a paragraph of text and a spinner for selecting a convention.

**Conventions Activities**

Select a Convention:

Word Study

Select a Root:

port (Latin)

orb and org (Latin)

metr (Greek)

spor (Latin)

logy (Greek)

strat (Latin)

port (Latin)

tract (Latin)

scope (Greek)

vis (Latin)

vers (Greek)

**Conventions Activity: Word Study**

Tap the Latin root port each time it appears, and complete the paragraph by choosing the most appropriate word on the spinner. Then think about what the highlighted words have in common and tap the line to choose a definition for the root.

Certain things are just no fun to get. Poison ivy, flu shots, and port cards, to name a few. I got my third-quarter report card yesterday—and, indeed, it was no fun. My grades were okay, but not great. My best one was in science, a B. That made me happy, considering I got a B- last quarter. But my worst grade was in writing. Upon reviewing my port, Mr. Graves gave me a C-. And Dad gave me a lecture about the port of asking for port when I need it. Lesson learned. At least he didn't me

**Conventions Activity: Grammar and Usage**

Find the sentences in the catalog book blun, awkward. Tap the problem words and phrases, grammatically incorrect or choose better ones on the spinner.

Life with Extreme Athlete "Jump" Roderick by Liona Sims

Growing up, Jerome "Jump" Roderick, was always breaking records. He spent his teen years perfecting the art he loves best: extreme sports. Lots of them. In addition to records in not one but twelve different sports categories—from wave jumping to street luge—Jump has also earned himself the title of "most giving celebrity." He generously donates 51% of his earnings. To

earnings? To earnings to earnings, to earnings too

## Conventions Activities (continued)

For 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.

Home > 7 > Conventions Activities

Write Board

Conventions Activity: Grammar and Usage

Find the sentences in the catalog book blurb that are grammatically incorrect or awkward. Tap the problem words and phrases, and choose better ones on the spinner.

TIMER 0:14

1 2 3 4 5 FINISH!

COMING SOON  
READY, SET, JUMP!  
Life with Extreme Athlete "Jump" Roderick  
by Liona Sims

Growing up, Jerome "Jump" Roderick, is always breaking records. He spent his teen years perfecting the art he loves best: extreme sports? Lots of them. In addition to records in not one but twelve different sports categories—from wave jumping to street luge—Jump has also d

Home > 7 > Conventions Activities

Write Board

Conventions Activity: Grammar and Usage

Find the sentences in the catalog book blurb that are grammatically incorrect or awkward. Tap the problem words and phrases, and choose better ones on the spinner.

TIMER 1:43

1 2 3 4 5 FINISH!

Life with Extreme Athlete "Jump" Roderick  
by Liona Sims

Growing up, Jerome "Jump" Roderick, was always breaking records. He spent his teen years perfecting the art he loves best: extreme sports.  
Lots of them. In addition to records in not one but twelve different sports categories—from wave jumping to street luge—Jump has also earned himself the title of "most giving celebrity." He generously donates 51% of his earnings. To

earnings? To  
earnings to  
earnings, to  
earnings too

OK

## 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 6

Word Study				Grammar and Usage
Root	Origin	Meaning	Clue Words	
audi	Latin	to hear	audition, auditorium, audience, audiobooks, audited	journal entry
auto	Greek	self	automation, automobile, autopilot, autobiography	greeting card
dict	Latin	to say or speak	dictionary, predict, contradict, dictator, verdict	catalog blurb for a book
bio	Greek	life	biography, biologist, biosphere, biodegradable	flyer
ject	Latin	to throw	project, rejected, inject, dejected	petition
graph	Greek	to write	graphic, photograph, autographed, polygraph	memoir
port	Latin	to carry	transportation, airport, important, reports, support	emergency weather alert
hydr	Greek	water	hydrophobia, hydrants, hydroplaning, dehydrated	defense
rupt	Latin	to break	interrupted, erupted, abruptly, disruption	restaurant review
mob	Latin	to move	immobile, snowmobile, automobile, mobilize	telephone call

## Conventions Activities: Grade 7

Word Study			
Root	Origin	Meaning	Clue Words
scrib/ script	Latin	to write	described, prescribed, scribbling, manuscript
meter	Greek	measure	100-meter, centimeters, thermometer, parameters
spect	Latin	to look	prospector, spectacles, inspected, suspecting, retrospect
ology	Greek	the study of	zoology, archeology, meteorology, psychology
struct	Latin	to lay, pile, or build	construction, structure, destruction, instruct
port	Latin	to carry	report, portfolio, importance, support, deport
tract	Latin	to pull	extracted, attracted, distract, subtracted
scope	Greek	to look at	scoped, telescope, microscope, kaleidoscope
vis	Latin	to see	visionary, supervising, visit, revision
astr	Greek	star	astrophysical, astronomers, disastrous, astrodome

## Grammar and Usage

summary

broadcast

adventure novel chapter opening

legal argument

advertisement

catalog book blurb

story opening

screenplay

request for support

letter opening



## Conventions Activities: Grade 8

Word Study			
Root	Origin	Meaning	Clue Words
tele	Greek	afar or far off	television, telepathy, telemarketer, telescope, telephone
therm	Greek	heat	thermal, thermos, thermometer, hypothermia, thermostat
arch	Latin	leader	monarchs, architects, anarchy, archenemies
eco	Latin	habitat/environment	ecosystem, economy, ecological, ecocide
urb	Latin	city	suburbs, exurb, urbane, urbanite
anim	Latin	life or spirit	animation, anime, inanimate, animals, unanimously
geo	Greek	earth	geographic, geography, geocentric, geometry
socio	Latin	companion	social, socialite, associate, antisocial, society
polis	Greek	city	Acropolis, political, Indianapolis, cosmopolitan, police
loc	Latin	place	locally, located, dislocated, relocated, allocate

### 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 similar 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.

### Grammar and Usage

proposal

e-mail

announcement

article

monologue

newspaper article opening

owner's manual

live TV report

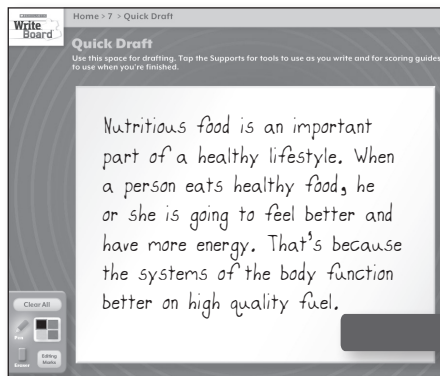
online article opening

campaign pitch

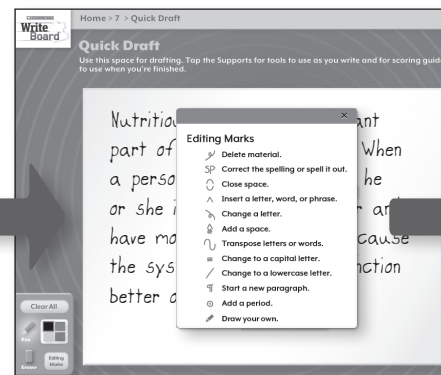
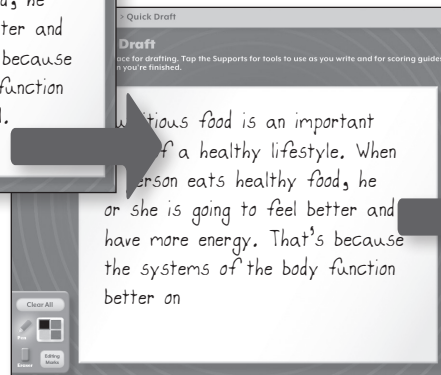
# Quick Draft

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.

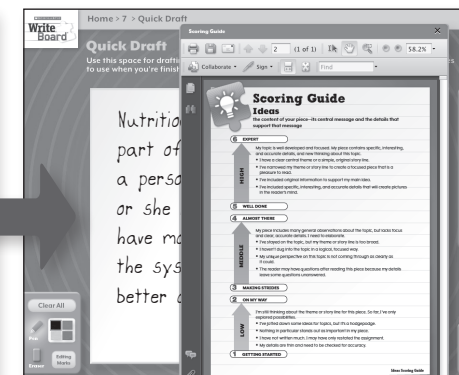


- Eliminate writing, using the eraser.
- Proofread work, using the Editing Marks. Tap the mark you want and apply it to the writing, using the stamp icon. Or tap **Draw your own** to create your own marks, using the pen.
- Use the Supports to check work and make sure their editing is complete. (For more 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.



# R.A.F.T.S. Activities

These motivating activities give students essential elements—a role, an audience, a format, a topic, and strong verbs—so they can produce narrative, expository, and persuasive writing like the pros.

Choose a mode-specific R.A.F.T.S. activity from the menu. Choose a trait and key quality from the dropdown menus. Tap **OK**.

Start by reading the prompt aloud and then, if you like, personalizing it by tapping each highlighted word and replacing it with the class's choice of a word from the spinner.

Read the prompt aloud again, along with the list of essential elements: the role, audience, format, topic, and strong verbs.

Work with students to write a response to the prompt 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 are typical features of the format? What are typical characteristics of someone in the role? What is the appropriate voice for the audience? Solicit answers from students and work together to create a strong piece of writing.

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 collage illustrates the R.A.F.T.S. Activities workflow:

- Top Screenshot:** The 'R.A.F.T.S. Activities' menu. It lists three modes: Narrative, Expository, and Persuasive. Each mode has a list of activities with highlighted words. A dropdown menu is open, showing 'Creating a Connection to the Audience' selected.
- Middle Screenshot:** The 'Narrative R.A.F.T.S. 3' activity. It shows a prompt: "It's the year 2095 and there's been a colony on Mars for nearly fifty years now. You live on a spaceship but talked your parents into sending you to summer camp on the red planet, and you're loving every minute of it: dune sledding, crater hopping, giant bug eating. You name it. Who knew Mars could be so cool? The only catch is that you have to write home every..." A spinner is open, showing words like 'giant bug eating', 'chasing butterflies', 'dune sledding', etc. The drafting area contains the text: "Dear Earth family, Guess where I'm writing this letter? You never will, so I will tell you: on the red planet! I'm..."
- Bottom Screenshot:** The 'Well-Written Model 3' screen. It displays a sample finished piece of writing that follows the prompt and incorporates the chosen words and supports.

## R.A.F.T.S. Activities at a Glance

Mode	Content Connection	Lead
Narrative 1	ELA	You're a plumber, being chased through the sewers by a giant Chihuahua.
Narrative 2	ELA	It's high time someone adapted your favorite fairy tales for subaqueous performance.
Narrative 3	Science	It's time to write a letter home...from your summer camp on Mars.
Narrative 4	Social Studies	A teen superstar, you've never ventured outside your comfort zone...until now.
Narrative 5	Social Studies	President of YAWN, you get to introduce this year's remarkable speaker.
Narrative 6	Social Studies	Literally a fly on the wall, you witness one of the most important events in history.
Narrative 7	Social Studies	Hover cars may be the way to travel now, but you remember a different time.
Expository 1	ELA	Sure, being a superhero is great. But, who said superpowers were easy?
Expository 2	ELA	Supervillains rarely reveal secrets. But your recipe for chaos is too genius not to share.
Expository 3	Science	It's almost time for the dandelion seeds to set sail. Remind them to follow procedure.
Expository 4	Science	You're the inventor of the Flumebuoyants®...which means you can walk on water.
Expository 5	Science	How does an astronaut explain what it's like to eat space food? In a comic, of course!
Expository 6	Social Studies	Fresh from the Althaeon marshmallow festival, you've got an article to write.
Expository 7	Social Studies	Creating a time-travel scavenger hunt was easy. The hard part is writing the clues.
Persuasive 1	ELA	The head gnome position in Mrs. Galump's garden just opened up, and you want the job.
Persuasive 2	ELA	You're a magician and your props are acting up. It's time to sell.
Persuasive 3	ELA	Moon cheese just hit the market on your planet, and you're writing the review.
Persuasive 4	Science	You're a dentist to the stars... <i>mon</i> stars that is. And it's your job to get them to brush.
Persuasive 5	Science	A computer in a junk pile, you're an expert on the effects of e-waste.
Persuasive 6	Science	A cupcake is missing, and you stand accused. It's time to enter your defense.
Persuasive 7	Social Studies	It's high time your company provided dental benefits. You, Norris Chuckwood, are going to get it done.

## R.A.F.T.S. Activities (continued)

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

R.A.F.T.S. 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 R.A.F.T.S. activities with WriteBoard's R.A.F.T.S. 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 R.A.F.T.S. 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 R.A.F.T.S. 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.