# Contents

Introduction to the Traits ................................................................. 4
Research Roundup ........................................................................... 8
Program Components ...................................................................... 10
Program Organization ..................................................................... 12
Annotated Weekly Plan ..................................................................... 14
The Traits and the Writing Process .................................................. 21
The Traits and Response to Intervention (RTI) ................................. 23
The Traits and the Common Core State Standards ............................ 24

**PART 1 Classroom Management**
Creating Spaces for Whole-Class, Small-Group, and Individual Work .......... 26
Supplying the Writing Center ........................................................... 28
Stocking the Classroom Library ....................................................... 29
Scheduling the Week and Planning Instruction .................................. 31
Using Classroom Technology ......................................................... 33
Reaching Out to Families .................................................................. 34
Setting a Positive Tone ...................................................................... 36
Handwriting and Fine-Motor Skills ................................................... 37

**PART 2 Assessment and Record Keeping**
Using the Beginning Writers Continua .............................................. 38
Scored and Critiqued Benchmark Papers .......................................... 40
Record Keeping .................................................................................. 43
Converting Scores into a Grade ......................................................... 44

**PART 3 Day-to-Day Practices**
Focus Lesson .................................................................................... 47
Independent Writing ......................................................................... 48
Read-Aloud ....................................................................................... 49
Video Screening ............................................................................... 50
Conventions Focus ........................................................................... 51
Writing Projects ............................................................................... 53
Differentiated Small Groups ............................................................. 54
Benchmark Papers ........................................................................... 56
Hands-On Activity ............................................................................ 57
One-on-One Conferences ............................................................... 58
Whole-Class Reflection .................................................................... 60
Reality Checks .................................................................................. 61

Scope and Sequence ......................................................................... 62
Bibliography ..................................................................................... 64
Annotated Weekly Plan

As you’ll see in this walk-through of a week’s worth of instruction in the Teaching Guide, Traits Writing provides abundant opportunities to work with the whole class, small groups, and individual children. It also contains opportunities for children to work with their classmates and on their own, ensuring a stimulating, supportive environment in which to learn. Each key quality of each trait is covered over a five-day period, which can be extended during the five-day Reality Checks between units.

The three traits and the key quality for each that are the focus of the unit are highlighted. The key qualities of the revision traits—Ideas, Organization, Word Choice, Voice, and Sentence Fluency—are spiraled throughout the seven core units. The remaining traits—Conventions and Presentation—are worked on in every unit.

The focus mode for the unit (informative/explanatory or narrative) is defined. These modes alternate throughout the year. Children also engage in opinion writing via a literature-based activity on Day 4 during one of the three weeks in the unit, and an opinion writing prompt in the Reality Check at the end of each unit.

Unit 4

Week 1 Organization
Creating a Mighty Middle .......... 147
Week 2 Voice
Communicating With Sparkle and Pizzazz .......... 157
Week 3 Word Choice
Picking “Just Right” Words .......... 167

Focus Mode: Narrative
Purpose: to tell a story
The writer
• tells an interesting story.
• includes characters.
• sets the story in a time and place.
• provides a problem and solution.
Typical narrative formats assigned in the primary grades include real and made-up stories, cartoon strips, journals, plays and skits, and songs.