

**CORRELATION OF SCHOLASTIC TRAITS WRITING™ from Ruth Culham TO THE TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR ENGLISH LANGUAGE ARTS AND READING, SUBCHAPTER A. ELEMENTARY BEGINNING WITH SCHOOL YEAR 2009-2010 • GRADE 4**

**GRADE 4**

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<p>(1) (b) Knowledge and skills.</p> <p>(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p>	<p>Traits Writing connects to reading in every core week of instruction. Twenty-six mentor texts include authentic literature as well as everyday text. These mentor texts represent examples of exceptional writing and serve as models of the key qualities of the traits. IG p. 19. 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, biography, tall tales and a comic book. These texts are made available in the classroom for students' independent reading pleasure and reference.</p> <p>Students listen to teachers read aloud modeling excellent fluency. Teachers are also encouraged to provide professional, well-edited podcasts for their students to hear, and then every student makes his or her own podcast. The students practice reading their own podcasts in pairs, focusing on reading fluently and expressively, before recording their stories as podcasts. TG p. 222</p> <p>The following lessons in the Teachers' Guide and Student Handbook support reading with accuracy and fluency, supporting comprehension. 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:</p> <p>Students read aloud their "My Hero" pieces to the class, TG p. 39          Students chorally read aloud to compare the original and the revision, TG p. 128          Students practice reading aloud in Broadcast Promo, TG p. 184          Students read aloud their original sentences, TG p. 197          Students read a paragraph aloud to the class, TG p. 249          Students read aloud sentence fragments to judge whether they sound natural or lyrical. TG p. 315          Students chorally read aloud to gain a feel for natural-sounding English, TG p. 250</p>
<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;</p> <p>(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____);</p> <p>(D) identify the meaning of common idioms; and</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p>	<p>Teachers can use the text to support the students' competency determining the meaning of phrases and new or challenging vocabulary, including academic and domain-specific words.</p> <p>Traits Writing mentor texts demonstrate exceptional writing examples that include some challenging vocabulary for beginning readers. Teachers provide appropriate differentiated instruction as necessary and appropriate to meet the needs of their students. Students acquire and use new vocabulary throughout Traits Writing. Paying close attention to the trait, Word Choice, student, students extend their experience with a wide range of colorful, sensory, and content area vocabulary that they apply to their writing. IG p. 12</p> <p>Students also use accurately grade-appropriate words and phrases, including those that signal precise actions, emotions and states of being. These key qualities of vocabulary and word usage are highlighted in Traits Writing Units 3, 4, 6 and 7 and spiraled throughout the seven core units of focus. (IG, p. 12; TG p. 6-</p>

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	<p>7). See the following activities in the Student Handbook for grade 4: Students apply strong verbs, TG p.115-116, 120-121 Students select striking words and phrases, TG p. 174-175, 178-179 Students use specific and accurate words, TG p. 239-245 Students choose words that deepen meaning, TG p. 305-311 Students choose vivid verbs, SH p. 66, 71 Students select striking words and phrases, SH p. 107, 108, 109, 110, 113, 151, 152, 153, 154, 157, 195, 196, 197, 201 Students evaluate their work with the Student-Friendly Scoring Guide: Word Choice, SH p. 237</p> <p>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. See especially the texts selected as exemplary models of the trait Word Choice: <i>Bad Kitty</i>, TG p. 120, 121 <i>Carlos and the Squash Plant</i>, TG 244, 245 <i>African Acrostics</i> by Avis Harley, TG p. 310, 311</p>
<p>(3) Reading/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) summarize and explain the lesson or message of a work of fiction as its theme; and (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.</p>	<p>Traits Writing promotes a well-stocked library of reading materials across various genres. The mentor literature can become a part of the classroom library. It is recommended the teacher stock the classroom library with a range of text complexity. IG p. 29. Teachers can use the mentor texts and the usual classroom resources to compare and contrast themes, plots and genres. See the grade 4 narrative mentor texts: <i>Because of Winn-Dixie</i>, TG p. 28-31 <i>Clemente!</i>, TG p. 38-41 <i>The Hatmaker's Sign</i>, TG p. 48-51 <i>Bobby vs. Girls (Accidentally)</i>, TG p. 58-61 <i>Tall Tales</i>, TG p. 68, 69 <i>Zero is the Leaves on the Tree</i>, TG p. 82, 83 <i>Bad Kitty</i>, TG p. 120, 121 <i>Dexter the Tough</i>, TG. p. 140,141 <i>My Brother Martin</i>, TG p. 196, 197 "Ultraviolet" Comic, TG 234, 235 <i>Carlos and the Squash Plant</i>, TG 244, 245 <i>Hello Muddah, Hello Faddah</i>, TG 254, 255 <i>Don't Let the Pigeon Drive the Bus!</i>, TG 272, 273 <i>How to Eat Like a Child, Lesson #21</i>, TG 292, 293 <i>Hope Is An Open Heart</i> by Lauren Thompson, TG p. 282, 283 <i>African Acrostics</i> by Avis Harley, TG p. 310, 311</p> <p>Students explore story elements, including character, setting and story events in</p>

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	<p>mentor texts: TG p. 28-31, 48-51, 58-61, 68, 69, 82, 83, 120, 121, 140, 141, 183, 196, 197, 234, 235, 244, 245, 254, 255, 272, 273, 292, 293; SH p. 53, 68, 71, 76, 79, 84, 87, 110, 120, 123, 126, 154, 162, 172, 191, 201</p>
<p>(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).</p>	<p>Traits Writing mentor and everyday texts represent a range of text complexity and outstanding writing, including examples of historical, scientific or technical text. Teachers are encouraged to supplement the mentor texts with additional examples of outstanding genres, including poetry. IG p. 29.</p> <p>Students explore sentence fluency, including how songwriters create rhythm in their writing, such as rhyming, alliteration, and beat patterns when evaluating the mentor text, <i>Hello Muddah, Hello Faddah</i>, TG 254-255; SH p. 165</p> <p>Students study the form of acrostic poetry, including elusive double acrostic, cross acrostic, and multiple acrostic poetry in <i>African Acrostics</i> by Avis Harley, which contains 18 acrostic poems. TG p. 310, 311; SH p. 201</p> <p>Students write their own acrostic poem. TG p. 311</p>
<p>(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.</p>	<p>Traits Writing mentor and everyday texts represent a range of text complexity and outstanding writing, including examples of historical, scientific or technical text. Teachers supplement the mentor texts with additional examples of outstanding genres, including plays. IG p. 29.</p> <p>Students listen to a playwright discuss her ideas about writing a play, <i>How to Eat Like a Child, Lesson #21, TraitSPACE</i> The teacher reads a scene aloud from a play, <i>How to Eat Like a Child, Lesson #21</i>, TG 292, 293 Students discuss plays with their teacher, read dialogues of plays and practice them. TG p. 293-293 Students create their own persuasive scene for a play. Volunteers act out their scene. TG p. 293; SH p. 191</p>
<p>(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(C) identify whether the narrator or speaker of a story is first or third person.</p>	<p>In Traits Writing students learn how authors apply well-structured event sequence. They hear first-hand author discussions of the importance of chronology and structure in the following Mentor Videos on <i>TraitSPACE</i>:</p> <p><i>Clemente!</i>, <i>TraitSPACE</i> <i>The Shocking Truth about Energy</i>, <i>TraitSPACE</i> <i>You Wouldn't Want to Be an Egyptian Mummy!</i>, <i>TraitSPACE</i> <i>Spiders</i>, <i>TraitSPACE</i> <i>Manfish: A Story of Jacques Cousteau</i>, <i>TraitSPACE</i></p> <p>Teachers can use the mentor text, along with their available classroom resources, to compare and contrast first and second hand accounts. For example, teacher</p>

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	<p>and students can use <i>My Brother Martin</i> as both a first and second hand account of events or topics.</p> <p>The books in Traits Writing represent different points of view, including first and third person narrative:  <i>Because of Winn-Dixie</i>  <i>Clemente!</i>  <i>Don't Let the Pigeon Drive the Bus!</i>  <i>Dexter the Tough</i>  <i>Bad Kitty</i>  <i>Hello Muddah, Hello Faddah</i></p>
<p>(7) Reading/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 identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.</p>	<p>The high-quality mentor texts in Traits Writing include information and expository texts. While the teacher reads aloud, students listen for details and explicit meaning. The mentor books are available in the classroom library for students to re-read and use as reference. In this context, students can focus on the main idea, key details and summarizing the texts. Students may access the books independently. See the grade 4 informational mentor texts:  <i>Clemente!</i>, TG p. 38-41  <i>Zero is the Leaves on the Tree</i>, TG p. 82, 83  <i>Bigfoot</i> Article, TG p. 92  <i>Living Sunlight</i>, TG p. 102, 103  "World's Largest Twine Ball," TG p. 130, 131  <i>The Shocking Truth about Energy</i>, TG p. 158, 159  <i>You Wouldn't Want to Be an Egyptian Mummy!</i>, TG p. 178, 179  <i>Water Bottle Labels</i>, TG p. 168, 169  <i>My Brother Martin</i>, TG p. 196, 197  <i>Stillwater Doll</i>, an advertisement about a toy, based on the read aloud, "Zen Shorts," TG p. 206, 207  <i>Spiders</i>, TG p. 216, 217  <i>African Acrostics</i> by Avis Harley, TG p. 310, 311  "World's Greatest Dad!" Birthday Card (greeting card writer), TG p. 320, 321  <i>Manfish: A Story of Jacques Cousteau</i> by Jennifer Berne, TG p. 330, 331  <i>Hope Is An Open Heart</i> by Lauren Thompson, TG p. 282, 283</p> <p>Selected mentor texts provide an opportunity to read technical and content area material. These resources represent historical, scientific, or technical text, allowing students to explain events, procedures, ideas, or concepts. TG p. 38-41, 82, 83, 92, 102, 103, 130, 131, 158-59, 178-79, 196-197, 216, 217, 282, 283, 330-331</p> <p>See the following mentor texts that are an example of an autobiography and a biography:  <i>My Brother Martin</i>, TG p. 196, 197</p>

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<p>(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.</p>	<p><i>Manfish: A Story of Jacques Cousteau</i> by Jennifer Berne, TG p. 330, 331</p> <p>In the following Mentor Videos on <i>Traitspace</i>, the authors or narrators read a portion of their writing, using sensory language to help the students visualize, or paint a picture in their minds, using the text's descriptive words and phrases :</p> <p><i>Hope Is An Open Heart</i>, TG p. 282, 283  <i>African Acrostics</i>, TG p. 310, 311  <i>Hello Muddah, Hello Faddah</i>, TG 254, 255</p> <p>Teachers read aloud the following texts, encouraging students to listen for sensory language:</p> <p><i>Bad Kitty</i>, TG p. 120, 121; SH p. 71  <i>Don't Let the Pigeon Drive the Bus!</i>, TG 272, 273; SH p. 175</p> <p>Students apply the lessons about adding sensory details in the following examples:          Students continue work on their Independent Writing Persuasive Unit Project, adding juicy, sensory details to make their writing more interesting. TG p. 267          Students create arguments for the pigeon to persuade the audience, whether asking, begging, negotiating, or demanding to let them drive the bus, TG p. 273; SH, p. 175</p>
<p>(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p>	<p>Traits Writing mentor and everyday texts represent a range of text complexity and outstanding writing, including examples of historical, scientific or technical text. Traits Writing promotes a well-stocked classroom library of reading materials across genre. Teachers supplement the mentor texts with additional examples of outstanding genres, including poetry, plays, non-fiction and every day text, representing a range of text complexity appropriate for grade 4. IG p. 29. TG p. 92, 130, 168, 200, 204, 248, 276, 292, 320</p> <p>Teachers read the books and every day text aloud. On the Mentor Videos, accessible on <i>Traitspace</i>, authors discuss their writing, character development, word choice and how they conducted their research. All the mentor texts connect the reader to the text.</p> <p>Students explore story elements, including character, setting and story events in mentor texts: TG p. 28-31, 48-51, 58-61, 68, 69, 82 ,83, 120, 121, 140, 141, 183, 196, 197, 234, 235, 244, 245, 254, 255, 272, 273, 292, 293; SH p. 53, 68, 71, 76, 79, 84, 87, 110, 120, 123, 126, 154, 162, 172, 191, 201</p>
<p>(10) Reading/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</p>	<p>The high-quality mentor texts in Traits Writing include information and expository texts in cultural, historical, and contemporary contexts. Students can analyze, make inferences and draw conclusions about the author's purpose in the following cultural, historical, and contemporary contexts and provide evidence from the text</p>

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<p>understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text.</p>	<p>to support their understanding in the informational mentor texts:  <i>Clemente!</i>, TG p. 38-41  <i>Bigfoot</i> Article, TG p. 92                      “World’s Largest Twine Ball,” TG p. 130, 131  <i>You Wouldn’t Want to Be an Egyptian Mummy!</i>, TG p. 178, 179  <i>My Brother Martin</i>, TG p. 196, 197  <i>Stillwater Doll</i>, an advertisement about a toy, based on the read aloud, “Zen Shorts,” TG p. 206, 207  <i>African Acrostics</i> by Avis Harley, TG p. 310, 311  <i>Manfish: A Story of Jacques Cousteau</i> by Jennifer Berne, TG p. 330, 331  <i>Hope Is An Open Heart</i> by Lauren Thompson, TG p. 282, 283</p> <p>Teachers are instructed to bring in more books. Selected mentor texts provide an opportunity to read technical and content area material. These resources represent historical, scientific, or technical text, allowing students to explain events, procedures, ideas, or concepts. Teachers supplement the mentor texts with additional examples of outstanding genres, including poetry, non-fiction, and every day texts. Students may then integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. TG p. 92, 130, 168, 200, 204, 248, 276, 292, 320</p>
<p>(11) Reading/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 idea and supporting details in text in ways that maintain meaning;</p> <p>(B) distinguish fact from opinion in a text and explain how to verify what is a fact;</p> <p>(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p> <p>(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.</p>	<p>The high-quality mentor texts in Traits Writing include information and expository texts. While the teacher reads aloud, students listen for details and explicit meaning. The mentor books are available in the classroom library for students to re-read and use as reference. In this context, students can focus on the main idea, key details and summarizing the texts. Students may access the books independently. See the grade 4 informational mentor texts:</p> <p><i>Clemente!</i>, TG p. 38-41  <i>Zero is the Leaves on the Tree</i>, TG p. 82, 83  <i>Bigfoot</i> Article, TG p. 92  <i>Living Sunlight</i>, TG p. 102, 103                      “World’s Largest Twine Ball,” TG p. 130, 131  <i>The Shocking Truth about Energy</i>, TG p. 158, 159  <i>You Wouldn’t Want to Be an Egyptian Mummy!</i>, TG p. 178, 179  <i>Water Bottle Labels</i>, TG p. 168, 169  <i>My Brother Martin</i>, TG p. 196, 197  <i>Stillwater Doll</i>, an advertisement about a toy, based on the read aloud, “Zen Shorts,” TG p. 206, 207  <i>Spiders</i>, TG p. 216, 217  <i>African Acrostics</i> by Avis Harley, TG p. 310, 311                      “World’s Greatest Dad!” Birthday Card (greeting card writer), TG p. 320, 321  <i>Manfish: A Story of Jacques Cousteau</i> by Jennifer Berne, TG p. 330, 331  <i>Hope Is An Open Heart</i> by Lauren Thompson, TG p. 282, 283</p>

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	<p>Selected mentor texts provide an opportunity to read technical and content area material. These resources represent historical, scientific, or technical text, allowing students to explain events, procedures, ideas, or concepts. TG p. 38-41, 82, 83, 92, 102, 103, 130, 131, 158-59, 178-79, 196-197, 216, 217, 282, 283, 330-331</p>
<p>(12) Reading/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 explain how an author uses language to present information to influence what the reader thinks or does.</p>	<p>The high-quality mentor texts in Traits Writing include information and persuasive texts. While the teacher reads aloud, students listen for details and explicit meaning. The mentor books are available in the classroom library for students to re-read and use as reference. In this context, students can focus on the main idea, key details and summarizing the texts. Students may access the books independently. See the informational mentor persuasive texts:  <i>Water Bottle Labels</i>, TG p. 168, 169  <i>Stillwater Doll</i>, an advertisement about a toy, based on the read aloud, “Zen Shorts,” TG p. 206, 207  <i>The Shocking Truth about Energy</i>, TG p. 158, 159  <i>You Wouldn’t Want to Be an Egyptian Mummy!</i>, TG p. 178, 179  <i>Hope Is An Open Heart</i> by Lauren Thompson, TG p. 282, 283</p>
<p>(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:          (A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and          (B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p>	<p>Students use illustrations and details in text to describe key ideas. Students explore information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the mentor texts, including the following:  <i>Clemente!</i>, TG p. 38-41  <i>Living Sunlight</i>, TG p. 102, 103  “World’s Largest Twine Ball”, TG p. 130, 131  <i>The Shocking Truth about Energy</i>, TG p. 158, 159  <i>You Wouldn’t Want to Be an Egyptian Mummy!</i>, TG p. 178, 179  <i>Water Bottle Labels</i>, TG p. 168, 169  <i>Stillwater Doll</i>, an advertisement about a toy, based on the read-aloud, “Zen Shorts,” TG p. 206, 207  <i>Spiders</i>, TG p. 216, 217  <i>African Acrostics</i>, TG p. 310, 311  <i>Manfish: A Story of Jacques Cousteau</i>, TG p. 330, 331</p> <p>Students hear first-hand author discussions of the importance of chronology and structure in the following Mentor Videos on <i>Traitspace</i>:  <i>Clemente!</i>, <i>Traitspace</i>  <i>The Shocking Truth about Energy</i>, <i>Traitspace</i>  <i>You Wouldn’t Want to Be an Egyptian Mummy!</i>, <i>Traitspace</i>  <i>Spiders</i>, <i>Traitspace</i>  <i>Manfish: A Story of Jacques Cousteau</i>, <i>Traitspace</i></p>
<p>(14) Reading/Media Literacy. Students use comprehension skills to</p>	<p>Students use comprehension skills to analyze how words, images, graphics, and</p>

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<p>analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;</p> <p>(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and</p> <p>(C) compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).</p>	<p>sounds work together in various forms to impact meaning when they study how companies use advertising labels to convince consumers that their product is the best in <i>Water Bottle Labels</i>, TG p. 168, 169, <i>Traitspace</i>; SH p. 105</p> <p>Students analyze how a product developer finds ways to make items appealing to people, SH, p. 102</p> <p>Students create persuasive product packaging and a new slogan for it, SH, p. 105</p> <p>Students create their own persuasive packaging labels for a product. TG p. 169</p> <p>Students listen to a toy company writer discuss the writers' thoughts about writing advertisements. They continue to analyze product placements and descriptions in <i>Stillwater Doll</i>, an advertisement about a toy, based on the read aloud, "Zen Shorts." Students apply their learning when creating their own product descriptions for a new line of dolls called Planetary Pals. TG p. 206, 207; <i>Traitspace</i>; SH p. 131.</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, 60-61. ) Students compare various written conventions used for digital media Technology in the following activities:</p> <p>Students create PowerPoint presentations or a digital bookmark. p. 108</p> <p>Students create a music video. TG p. 146</p> <p>Students participate in technology debate and opinion poll. TG p. 184</p> <p>Students design a broadcast promo. TG p. 184</p> <p>Students create a digital movie. TG p. 222</p> <p>Students create a podcast. TG p. 222</p> <p>Students establish a blog. TG p. 298</p>
<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to 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 and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(E) revise final draft in response to feedback from peers and teacher</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 and applying all the steps in the writing process: prewrite, draft, revise, edit and publish. At the end of each unit, students use a mode-specific Publishing Checklist in the Students Handbook to evaluate their unit project 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</p>

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<p>and publish written work for a specific audience.</p>	<p>writing traits as an assessment tool and instructional tool to support students' writing as they learn to apply the writing process. IG p. 21</p> <p>In Units 2–8, students revise and edit their writing as needed, applying what they learn as they study it, leading to thoughtful and polished final pieces. Students store key pieces of writing they complete each week in their writing folder to be used in a two-part Writing Folder Application activity:</p> <p>On Day 1 of each lesson, students will select one piece in their writing folder that would benefit from being revised based on the week's focus trait and key quality. Students apply their knowledge of the new trait and identify aspects of their writing to revise. Students can meet with a partner to discuss their revision ideas and get additional feedback.</p> <p>In addition, the Whole-Class Warm-Up Activities on Day 2 of each lesson are designed to give students focused practice in revision. Each activity is based on one key quality of one trait. Teachers project the Warm-Up page from the Student Handbook, discuss the Think About so students understand the trait's key quality and instruct students to complete the warm-up activity by revising the poorly written paragraph. See specifically: SH p. 41, 49, 57, 67, 75, 83, 93, 101, 109, 119, 127, 135, 145, 153, 161, 171, 179, 187, 197, 205, 213. These Warm-Up activities are also available on <i>Traitspace</i>.</p> <p>On Day 4, students continue revising their selected piece using what they've learned about the trait and key quality throughout the week. Students save their revision in writing folder for possible revision in subsequent weeks. (IG p. 56) See specific instruction of the Writing Folder Application: p. 83, 87, 93, 97, 103, 115, 121, 125, 131, 135, 141, 153, 159, 163, 169, 173, 179, 191, 197, 201, 207, 211, 229, 235, 239, 245, 249, 255, 267, 273, 277, 283, 287, 293, 305, 311, 315, 321, 325, 331</p>
<p>(16) 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 imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p> <p>(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p>	<p>Units 3 and 6 in Traits Writing focus on narrative writing. Students apply the target trait and key quality to develop real or imagined experiences using well-chosen details and well-structured event sequence. They investigate narrative writing, gaining understanding of the purpose of the narrative mode, learning that it could be in the form of a short story, biographical sketch, historical account, personal essay, skit, or set of journal entries.</p> <p>Students write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students also use a variety of transitional words and phrases to manage the sequence of events and use concrete words and phrases and sensory details to convey experiences and events precisely. Finally, they provide a conclusion that follows from the narrated experiences or events. Students work on both short and long-term projects, including a three week long Independent Writing Narrative Unit Project corresponding with each narrative writing unit.</p>

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	<p>Students produce narrative compositions. They apply the target trait and key quality highlighted in each unit to develop real or imagined experiences using well-chosen details and well-structured event sequence. In Grade 4, students work on both short and long-term projects, including a three week long Independent Writing Narrative Unit Project corresponding with each narrative writing unit. See the following focused writing projects:</p> <p style="padding-left: 40px;">Students create a short story for their Independent Narrative Expository Unit Project. Teachers could also assign a biographical sketch, historical account, personal essay, skit, or set of journal entries, Reality Check 1, TG, p. 107</p> <p>See the following additional narrative writing activities:</p> <p>Students choose strong verbs for their Independent Narrative Expository Unit Project. TG p. 115; 121; 125</p> <p>Students craft well-built sentences for their Independent Narrative Expository Unit Project. TG p. 125; 131</p> <p>Students research a travel destination and create a review. TG p. 131</p> <p>Students narrow a topic, focusing a big topic such as a vacation to “how I entertained myself in a line at an amusement park.” TG p. 135, SH p. 82</p> <p>Students continue to work on their Independent Narrative Expository Unit Projects, focusing on narrowing their topics. TG p. 135</p> <p>Students write a letter to explain a mistake. TG p. 229; SH p. 144</p> <p>Students continue to work on their Independent Narrative Expository Unit Projects, paying special attention to creating a connection to the audience. TG p. 135, 235</p> <p>Students connect their target audience by applying what they have learned from listening to the “Ultraviolet” comic book author on Traitspace. TG p. 235; SH, p. 149</p> <p>Students create a t-shirt design and write clues for their partners to guess; TG p. 239; SH p. 152</p> <p>Students continue to work on their Independent Narrative Expository Unit Projects, paying special attention to using specific and accurate words. TG p. 239; 245</p> <p>Students study the form of acrostic poetry, including elusive double acrostic, cross acrostic, and multiple acrostic poetry in the book <i>African Acrostics</i> by Avis Harley, which contains 18 acrostic poems. TG p. 310, 311; SH p. 201</p> <p>Students write their own acrostic poem. TG p. 311</p>
<p>(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p>	<p>In many exercises, students are called asked to write about their personal experiences. In the narrative writing unit, students gaining understanding of the purpose of the narrative mode, learning that it could be in the form of a short story, biographical sketch, historical account, personal essay, skit, or set of journal entries.</p> <p>Students create a short story for their Independent Narrative Expository Unit</p>

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	<p>Project. Teachers could also assign a biographical sketch, historical account, personal essay, skit, or set of journal entries, Reality Check 1, TG, p. 107</p>
<p>(18) 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) create brief compositions that:</p> <p>(i) establish a central idea in a topic sentence;</p> <p>(ii) include supporting sentences with simple facts, details, and explanations; and</p> <p>(iii) contain a concluding statement;</p> <p>(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>	<p>Units 2, 5 and 8 in Traits Writing focus on the expository or the informative/explanatory mode of writing learning that the purpose is to explain or inform. They conduct research, learning how to narrow their topic's focus. Students work on both short and long-term projects, including a three week long Independent Writing Expository Unit Project corresponding with each expository writing unit. Students choose the format of their Independent Writing Expository Unit Project from several formats, including a letter, guidebook, how-to manual, magazine article, news story, and research report.</p> <p>Students focus on structuring the body of their writing as they continue their Independent Writing Expository Unit Project, evaluate other students' work and write short pieces of their own, TG p. 209-218</p> <p>Students review expository writing and learn they will be creating a fact-based magazine article over the three week unit 8. They will use all the traits they have worked during the school year, including developing the topic, linking ideas within categories of information using words and phrases, using precise language and domain-specific vocabulary to inform about or explain the topic. They will provide a concluding statement or section related to the information or explanation presented. TG p. 296-297, 302-322, 323-332</p> <p>Students focus on choosing a top for their Independent Writing Expository Unit Project, learning how to narrow the topic's focus. Students choose their topic from several formats, including letter, guidebook, how-to manual, magazine article, news story, and research report. TG p. 72</p> <p>See the following additional expository writing activities:</p> <p>Students jot down ideas about various topics, sharing their observations, thoughts and feelings about it. TG p. 77; SH p. 40</p> <p>Students begin working on their Independent Writing Expository Unit Project, focusing on their topic. TG, p. 77</p> <p>Students create a good lead. TG p. 87</p> <p>Students continue working on their Independent Writing Expository Unit Project, focusing on creating a strong lead. TG p. 87; 93</p> <p>Students write a short article based on their self-conducted research on their creature of choice in reference books and online. TG p. 93</p> <p>Students create tone logs. TG p. 97; SH p, 56</p> <p>Students continue to improve their Independent Writing Expository Unit Project by reviewing their work for their voice and tone, TG, p. 97, 103</p> <p>Students focus on investigating expository writing, learning that their next expository writing piece will be a research report – an expository piece built on factual information from reliable sources. Teachers could also assign other types of expository writing, including letters, guidebooks, how-to manuals, magazine articles, news stories and research reports,, Reality Check 3, TG p. 183</p> <p>Students begin their Independent Writing Expository Unit Project while working on</p>

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	<p>variety of sentence structure and sentence fluency. TG, p. 191, 197                  Students write simple and compound, complex sentences. TG p. 197; SH p. 123                  Students focus on developing the topic with facts, concrete details, or other information and examples related to the topic as they continue their Independent Writing Expository Unit Project, TG p. 201; 207                  Students write descriptions for a new line of dolls. TG p. 207; SH p. 131                  Students continue their Independent Writing Expository Unit Project as they focus on structuring the body of their writing. TG p. 207; 211; 217                  Students create a list for the grocery store and compare and contrast the list of name-brand versus generic items. TG p. 211; SH p. 134                  Students focus on investigating expository writing, learning that their next expository writing piece will be a magazine article in the expository mode. Teachers could also assign other types of expository writing, including letters, guidebooks, how-to manuals, news stories and research reports. Reality Check 6, TG p. 297                  Students work in teams of four to write sentences; each will write one each building on the last sentence. TG p. 305                  Students begin a new Independent Writing Expository Unit Project as they work on choosing words that deepen meaning. TG p. 305; 311                  Students write their own acrostic poems. TG p. 311                  Students conclude their Independent Writing Expository Unit Project, paying special attention to all seven writing traits. TG, p. 325                  Students can compare their work to the Expository Writing Scoring Guide Rubric, TG p. 357</p>
<p>(19) 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 persuasive essays for appropriate audiences that establish a position and use supporting details.</p>	<p>Units 4 and 7 focus on opinion, or persuasive, writing where students write opinion pieces to support claims based on specific topics using valid reasoning and relevant evidence.                  Students are encouraged to take a stand on an issue in persuasive writing activities in Traits Writing. As they learn to write persuasively, students learn that juicy, sensory details make their writing more interesting, providing reason that are supported by facts and details.</p> <p>Students begin work on their Independent Writing Persuasive Unit Project by researching topics on speeches that will persuade the audience to share or better understand their opinions or to take action in a cause. Teachers could assign other persuasive formats in place of the speech for the Independent Writing Persuasive Unit Project, including an advertisement, an award nomination, an editorial, a review, a debate outline, or a persuasive essay. Reality Check 2, TG p. 145                  See additional persuasive writing activities:                  Students add transition words to their Independent Writing Persuasive Unit Project. TG p. 159                  Students persuade someone to let them adopt a puppy, applying the tones they</p>

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have learned about in Voice, TG p. 163; Students analyze how a product developer finds ways to make items appealing to people, SH, p. 102  
Students apply the trait, "Voice," describing the tone one would use to write a Help Wanted Ad, a Job Application, Thank-You Note, etc. SH, p. 100  
Students create their own persuasive packaging labels for a product. TG p. 169  
Students follow a "Persuasive Publishing Checklist" to ensure their writing is convincing, SH, p. 114  
Students continue work on their Independent Writing Persuasive Unit Project improving how they convey their purpose. TG p. 169  
Students create persuasive product packaging and a new slogan for it, SH, p. 105  
Students work with partners to create their own examples of different literary techniques for creating striking words and phrases to make their writing sparkle – to have bling, not blah. TG p. 173; SH, p. 107  
Students continue work on their Independent Writing Persuasive Unit Project by paying special attention to selecting striking words and phrases. TG p. 173  
Students create a back cover for the book, "You Wouldn't Want to be an Egyptian Mummy," filled with words that will entice people to open the book to read it. TG, p. 179; SH, p. 110  
Students continue work on their Independent Writing Persuasive Unit Project by adding even more striking words and phrases. TG p. 179  
Students begin work on their Independent Writing Persuasive Unit Project by brainstorming topics for editorials that will persuade their readers to take action in a cause. Students choose a topic about which they care passionately. Teachers could assign other persuasive formats in place of the editorial for the Independent Writing Persuasive Unit Project, including an advertisement, an award nomination, a review, or a debate outline / notes. Reality Check 5, TG p. 259  
Students write a letter to the principal explaining what would make them a good school tour guide. TG p. 267; SH, p. 168-170  
Students continue work on their Independent Writing Persuasive Unit Project, adding juicy, sensory details to make their writing more interesting. TG p. 267  
Students create arguments for the pigeon to persuade the audience, whether asking, begging, negotiating, or demanding to let them drive the bus, TG p. 273; SH, p. 175  
Students write a new ending to one of the teacher provided examples, such as book jacket blurbs, ads, brochures, editorials, and reviews, TG p. 276; SH p. 178  
Students compare a dramatic sunset to an ending of a strong piece of writing and learn to provide a concluding statement or section related to the opinion presented, SH, p. 177  
Students continue work on their Independent Writing Persuasive Unit Project by paying special attention to ending with a sense of resolution. TG p. 277; 283  
Students evaluate the persuasive afterward in "Hope is an Open Heart." TG p. 283; SH, p. 183  
Students change the point of view of a piece of writing to create an original voice,

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	<p>reflecting the point of view of a different person, animal, or thing (such as a city dweller, mouse or cloud). TG p. 287                  Students continue work on their Independent Writing Persuasive Unit Project by paying taking risks to create a voice. TG p. 287                  Students compare how both face paint and writing can make one stick out from the crowd, SH, p. 185                  Students write a scene for a play in which the characters try to persuade each other, TG, p. 293; SH, p. 191                  Students continue work on their Independent Writing Persuasive Unit Project by working to create a strong a voice. TG p. 293                  See the following persuasive writing activities in the Student Handbook for Grade 4: SH p., 114, 176, 179, 186, 187, 192</p> <p>Students need to use concrete words and phrases and details to convey experiences and events precisely. Details make the difference between a good piece of writing and a great one. Skilled writers don't just state the obvious and tell things readers already know. They observe their real or imagined world closely and select details that are interesting, relevant and unique.                  Traits Writing help students focus on details in the following exercises: TG p. 265, 266, 267, 268, 270, 271, 272, 273, 274; SH p. 169, 170, 171, 172, 175, 234</p>
<p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (irregular verbs);                  (ii) nouns (singular/plural, common/proper);                  (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);                  (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);                  (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;                  (vi) reflexive pronouns (e.g., myself, ourselves);                  (vii) correlative conjunctions (e.g., either/or, neither/nor); and                  (viii) use time-order transition words and transitions that indicate a conclusion;</p> <p>(B) use the complete subject and the complete predicate in a sentence; and</p> <p>(C) use complete simple and compound sentences with correct subject-verb agreement.</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>, IG p. 51-52. Traits Writing includes many exercises in oral and written conventions. Students improve their grammar and usage by participating in the following activities: TG p. 126-127, 132, 154-155, 160, 174-175, 180, 202-203, 208, 230-231, 236, 278-279, 284; SH p. 31, 32, 33, 34, 36, 204, 205; SH p. 74, 78, 96, 112, 130, 148, 164, 182, 200, 208; <i>Traitspace</i>: See Lesson Plans for Steps in the Writing Process in Unit 1 and Revised Warm-Up Activities With Errors in Units 2 through 8</p> <p>Students review their conventions at the end of the lesson and end of the year: TG p. 111, 149, 187, 225, 263, 301, 307, 317; and in the Conventions Lessons on <i>Traitspace</i>, particularly the <i>Traitspace</i>: See Lesson Plans for Steps in the Writing Process in Unit 1 and Revised Warm-Up Activities With Errors in Units 2 through 8</p> <p>Students refer to Student-Friendly Scoring Guide: Conventions, SH p. 239</p> <p>Students work on revision using several activities, including Steps in the Writing Process in Unit 1 and Revised Warm-Up Activities With Errors in Units 2-8 found</p>

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	<p>on <i>Traitspace</i>.</p> <p>Students practice linking words in order to flow smoothly and manage the sequence of events, the writer should use a variety of transitional words and phrases and linking words and phrases (e.g., for instance, in order to, in addition). Students practice linking words activities in the following activities in the student handbook: SH p. 91, 92, 93, 94, 97</p> <p>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. The following activities cover conclusions in grade 4: TG p. 277, 278, 280-281, 283; SH p. 178, 179, 180, 183</p>
<p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) write legibly by selecting cursive script or manuscript printing as appropriate;</p> <p>(B) use capitalization for:</p> <p>(i) historical events and documents;</p> <p>(ii) titles of books, stories, and essays; and</p> <p>(iii) languages, races, and nationalities; and</p> <p>(C) recognize and use punctuation marks including:</p> <p>(i) commas in compound sentences; and</p> <p>(ii) quotation marks.</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>, IG p. 51-52. <i>Traitspace</i> offers students additional practice to gain command of the conventions of standard English capitalization, punctuation, and spelling when writing in the Revised Warm-Up Activities With Errors.</p> <p>Most of the weeks in Traits Writing focus on spelling. Students read and edit a revised version on the week’s warm-up paragraph (available on <i>Traitspace</i>). This writing piece contains six spelling errors that are drawn from high-frequency word lists.</p> <p>Students also analyze spelling pattern words, e.g. words that contain the same prefix or vowel spelling. Students are provided with three words following this target pattern to add to their My Spelling Word List that they write down on either in the Student Handbook or on the page printed from <i>Traitspace</i>.</p> <p>Finally, to round out the nine spelling words for the week, the students visit their own writing folders and find three words with which they struggle. On day five of each week, students work with another student in Partner Spell Check where they quiz each other their own words. Activities are provided in the lesson to assist students as they learn the words.</p> <p>The balance of the weeks where spelling is not covered focus on the other conventions: punctuation, capitalization, and grammar and usage. Students analyze a series of sentences that do and do not contain proper usage of the target convention 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>Next students read a revised warm-up paragraph with conventions errors (available on <i>Traitspace</i>). Students work together to locate and correct the errors.</p>

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Finally, students check pieces in their writing folders for correct application of the target convention.

Students improve their spelling by participating in the following activities: TG p. 88-91, 94, 117, 122, 137, 142, 165, 170, 193, 198, 241, 246, 269, 274, 307; SH 52, 70, 86, 104, 122, 138, 156, 174, 190; *Traitspace* : See activities: Lesson Plans of Revised Warm-Up Activities With Errors

Students distinguish between confusing homophones, e.g., to, too, two; TG p. 307; *Traitspace*: See Lesson Plans for Steps in the Writing Process in Unit 1 and Revised Warm-Up Activities With Errors in Units 2 through 8

Students improve their punctuation by participating in the following activities: TG p. 78-79; 84; *Traitspace* : See activities: Lesson Plans of Revised Warm-Up Activities With Errors

Students improve their capitalization by participating in the following activities: TG p. 98-99; 104; SH p. 60; *Traitspace*: See Lesson Plans for Steps in the Writing Process in Unit 1 and Revised Warm-Up Activities With Errors in Units 2 through 8

Students improve their grammar and usage by participating in the following activities: TG p. 126-127, 132, 154-155, 160, 174-175, 180, 202-203, 208, 230-231, 236, 278-279, 284; SH p. 31, 32, 33, 34, 36, 204, 205; SH p. 74, 78, 96, 112, 130, 148, 164, 182, 200, 208; *Traitspace*: See Lesson Plans for Steps in the Writing Process in Unit 1 and Revised Warm-Up Activities With Errors in Units 2 through 8

Students review their conventions at the end of the lesson and end of the year: TG p. 111, 149, 187, 225, 263, 301, 307, 317; and in the Conventions Lessons on *Traitspace*, particularly the *Traitspace*: See Lesson Plans for Steps in the Writing Process in Unit 1 and Revised Warm-Up Activities With Errors in Units 2 through 8

Students refer to Student-Friendly Scoring Guide: Conventions, SH p. 239

Students apply their competency with conventions as they refine and publish all of their major Trait Writing projects. Students learn to produce clear and coherent writing, paying attention to organization, task, purpose, and their audience. They also learn to develop and strengthen writing as needed by planning, revising, and editing, by working with both peers and adults. They learn about the writing process and what writers do when they write in the following activities: TG p. 24, 25, 26, 27, 29, 33-41; 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 69, 77, 79, 80,81, 83, 87, 89, 90, 91, 93, 97, 99, 100,101, 103, 111, 117,118, 119, 121, 125, 128, 129, 131, 135, 137, 138, 139, 141, 153, 155, 156, 157, 159, 163, 165, 166,167, 169, 173, 175, 176, 177, 179, 191, 192, 193, 194, 195, 197, 201, 202, 203, 204, 205, 207, 211, 212, 213, 214, 215, 216, 217, 229, 230, 231, 232, 233, 235, 239, 240, 241, 242, 243, 245, 248,249, 250, 251, 252, 253, 255, 267, 268, 269, 270, 271, 273, 277, 278, 279, 280, 281, 283, 287, 288, 289, 290, 291, 293, 305, 306, 307, 308, 309, 311, 315,

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	<p>316, 317, 318, 319, 321, 325, 326, 327, 328, 329, 331, 338, 339, 353; SH p. 10, 13, 14, 16, 17, 21, 25, 26, 27, 28, 29, 31, 32, 33, 35, 35, 36, 48, 49, 53, 92, 94, 96 135, 136, 139, 140, 177, 178, 179, 180, 234, 235, 236, 237, 238</p> <p>Students work on revision using several activities, including Steps in the Writing Process in Unit 1 and Revised Warm-Up Activities With Errors in Units 2-8 found on <i>Traitspace</i>.</p>
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p> <p>(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);</p> <p>(ii) irregular plurals (e.g., man/men, foot/feet, child/children);</p> <p>(iii) double consonants in middle of words;</p> <p>(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and</p> <p>(v) silent letters (e.g., knee, wring);</p> <p>(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);</p> <p>(C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and</p> <p>(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>	<p>Most of the weeks in Traits Writing focus on the convention of spelling. Students read and edit a revised version on the week's warm-up paragraph (available on <i>Traitspace</i>). This writing piece contains six spelling errors that are drawn from high-frequency word lists.</p> <p>Students also analyze spelling pattern words, e.g., words that contain the same prefix or vowel spelling. Students are provided with three words following this target pattern to add to their My Spelling Word List that they write down on either in the Student Handbook or on the page printed from <i>Traitspace</i>.</p> <p>Finally, to round out the nine spelling words for the week. The students visit their own writing folders and find three words with which they struggle. On day five of each week, students work with another student in Partner Spell Check where they quiz each other their own words. Activities are provided in the lesson to assist students as they learn the words. Students improve their spelling by participating in the following activities: TG p. 88-91, 94, 116-117, 122, 136-137, 142, 164-165, 170, 192-193, 198, 240-241, 246, 268-269, 274</p>
<p>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and</p> <p>(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</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 investigate expository writing, learning that the purpose is to explain or inform TG p. 72. In Grade 4, students work on both short and long-term projects, including a three week long Independent Writing Expository Unit Project corresponding with each expository writing unit. Students apply the target traits and key qualities highlighted in each unit to accumulate and present information clearly and accurately.</p> <p>Students conduct short research projects that build knowledge through investigation. They focus on choosing a topic for their Independent Writing Expository Unit Project, learning how to narrow the topic's focus and to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. They also choose the format of their Independent Writing Expository Unit Project from several formats, including a letter, guidebook, how-to manual, magazine article, news stories, and research reports. Students recall information from experiences or gather information from multiple sources to complete assignment. Students research in both digital and print formats.</p> <p>Students focus on investigating expository writing, learning that their next expository writing piece will be a research report – an expository piece built on</p>

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	<p>factual information from reliable sources, Reality Check 3, TG p. 182-183                  Students begin their Independent Writing Expository Unit Project while working on variety of sentence structure and sentence fluency, TG p. 190-191, 196-197                  Students focus on developing the topic with facts, concrete details, or other information and examples related to the topic as they continue their Independent Writing Expository Unit Project, TG p.                  Students review expository writing and learn they will be creating a fact-based magazine article over the three week unit 8. They will use all the traits they have worked during the school year, including developing the topic, linking ideas within categories of information using words and phrases, using precise language and domain-specific vocabulary to inform about or explain the topic. They will provide a concluding statement or section related to the information or explanation presented, TG p. 296-297, 302-322, 323-332                  Students end their Independent Writing Expository Unit Project, TG p. 323-332                  Students can compare their work to the Expository Writing Scoring Guide Rubric, TG p. 357</p>
<p>(24) 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 collect information from multiple sources of information both oral and written, including:</p> <p>(i) student-initiated surveys, on-site inspections, and interviews;</p> <p>(ii) data from experts, reference texts, and online searches; and</p> <p>(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;</p> <p>(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);</p> <p>(C) take simple notes and sort evidence into provided categories or an organizer;</p> <p>(D) identify the author, title, publisher, and publication year of sources; and</p> <p>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>High quality mentor texts can inspire research engaging students with additional classroom or library resources to extend their knowledge on a person, events or period in history. These books can inspire students can read further about the information presented in the biographies, energy, and animals from spiders to African wildlife. Some of the mentor texts that could help launch a research project include:</p> <p><i>Clemente!</i>, TG p. 38-41  <i>Bigfoot</i> Article, TG p. 92  <i>Living Sunlight</i>, TG p. 102, 103  <i>The Shocking Truth about Energy</i>, TG p. 158, 159  <i>You Wouldn't Want to Be an Egyptian Mummy!</i>, TG p. 178, 179  <i>My Brother Martin</i>, TG p. 196, 197  <i>African Acrostics</i> by Avis Harley, TG p. 310, 311  <i>Manfish: A Story of Jacques Cousteau</i> by Jennifer Berne, TG p. 330, 331</p> <p>Teachers are instructed to bring in more books. Selected mentor texts provide an opportunity to read technical and content area material. These resources represent historical, scientific, or technical text, allowing students to explain events, procedures, ideas, or concepts. Teachers supplement the mentor texts with additional examples of outstanding genres, including poetry, non-fiction, and every day texts. Students may then integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. TG p. 92, 130, 168, 200, 204, 248, 276, 292, 320</p>
<p>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting</p>	<p>Authors discuss the importance of research in the following Mentor Videos on <i>Traitspace</i>:</p> <p><i>Clemente!</i>, <i>Traitspace</i></p>

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<p>expert sources (e.g., reference librarians and local experts on the topic).</p>	<p><i>You Wouldn't Want to Be an Egyptian Mummy!</i>, <i>Traitspace</i>  <i>My Brother Martin</i>, <i>Traitspace</i>  <i>Spiders</i>, <i>Traitspace</i>  <i>Manfish: A Story of Jacques Cousteau</i> by Jennifer Berne, <i>Traitspace</i></p>
<p>(26) 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 draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.</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, 60-61 Technology Activities for grade 4 include the following:          Students learn how to edit on a computer. TG p. 70-71          Students create PowerPoint presentations or a digital bookmark. p. 108          Students create a newspaper, storyboard, or their own newscast, using technology. TG p. 10          Students create a music video. TG p. 146          Students compete in an online writing contest. TG p. 146          Students participate in technology debate and opinion poll. TG p. 184          Students design a broadcast promo. TG p. 184          Students create a digital movie. TG p. 222          Students create a podcast. TG p. 222          Students produce a television news broadcast. TG p. 298          Students establish a blog. TG p. 298          Students play word games, e.g., Hangman, Scrabble, and Boggle, on electronic hand-held devices. TG p. 345          Students make their own puzzles by visiting language-rich websites. They can create crossword puzzles, double puzzles, and others and then present them as a challenge to their classmates. TG p. 346          Students produce an autograph album. TG p. 346</p>
<p>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:          (A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and          (B) follow, restate, and give oral instructions that involve a series of related sequences of action.</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>Students listen to the teacher read aloud from the exemplary Traits Writing's Mentor Texts and also to the corresponding Mentor Videos on <i>Traitspace</i>:  <i>Because of Winn-Dixie Clemente!</i>, TG p. 28-31  <i>Clemente!</i>, TG p. 38-41  <i>The Hatmaker's Sign</i>, TG p. 48-51  <i>Bobby vs. Girls (Accidentally)</i>, TG p. 58-61</p>

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	<p><i>Tall Tales</i>, TG p. 68, 69  <i>Zero is the Leaves on the Tree</i>, TG p. 82, 83  <i>Bigfoot</i> Article, TG p. 92  <i>Living Sunlight</i>, TG p. 102, 103  <i>Bad Kitty</i>, TG p. 120, 121  “World’s Largest Twine Ball,” TG p. 130, 131  <i>Dexter the Tough</i>, TG. p. 140,141  <i>The Shocking Truth about Energy</i>, TG p. 158, 159  <i>Water Bottle Labels</i>, TG p. 168, 169  <i>You Wouldn’t Want to Be an Egyptian Mummy!</i>, TG p. 178, 179  <i>My Brother Martin</i>, TG p. 196, 197  <i>Stillwater Doll</i>, an advertisement about a toy, based on the read aloud, “Zen Shorts,” TG p. 206, 207  <i>Spiders</i>, TG p. 216, 217  “<i>Ultraviolet</i>” Comic, TG 234, 235  <i>Carlos and the Squash Plant</i>, TG 244, 245  <i>Hello Muddah, Hello Faddah</i>, TG 254, 255  <i>Don’t Let the Pigeon Drive the Bus!</i>, TG 272, 273  <i>Hope Is An Open Heart</i> by Lauren Thompson, TG p. 282, 283  <i>How to Eat Like a Child, Lesson #21</i>, TG 292, 293  <i>African Acrostics</i> by Avis Harley, TG p. 310, 311  “World’s Greatest Dad!” Birthday Card (greeting card writer), TG p. 320, 321  <i>Manfish: A Story of Jacques Cousteau</i> by Jennifer Berne, TG p. 330, 331</p>
<p>(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the 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 learn that juicy, sensory details make their writing more interesting, providing reason that are supported by facts and details.</p> <p>Students share their examples about persuading someone to let them adopt a puppy, applying the tones they have learned about in Voice, TG p. 163.  Students share their letters to the principal explaining what would make them a good school tour guide. TG p. 267; SH, p. 168-170  Students present their arguments to persuade the audience, whether asking, begging, negotiating, or demanding to let pigeon drive the bus, TG p. 273; SH, p. 175  Students explain how both face paint and writing can make one stick out from the crowd, SH, p. 185  Students act out a scene for a play in which the characters try to persuade each other, TG, p. 293; SH, p. 191</p>
<p>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and</p>	<p>Opportunities for students to collaborate with their peers are provided throughout Traits Writing. Each week’s lesson ends with a Whole-Class Reflection to help students make sense of what they are learning and apply it to their writing.</p>

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student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

*Source: The provisions of this §110.15 adopted to be effective September 4, 2008, 33 TexReg 7162.*

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.

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:

Tips for Teaching about Prewriting: Talk: Classmates listen to one another talk for three minutes while another student writes down what he or she has to say.

TG p. 41

Reaching Students Who Struggle: Read aloud chorally with the group and then ask, "How does that sound?" TG p. 126

Chorally read aloud to compare the original and the revision. TG p. 128

Students collaborate to create a techno debate and opinion poll. TG p. 184

Students create a broadcast promo. TG p. 184

Tips for teaching grammar and usage: review errors in verb tenses by reading aloud. TG p. 203

Introduction to capturing smooth and rhythmic flow. TG p. 248-249

Students learn what makes a song sing. SH p. 165

Students learn how to edit on a computer, TG p. 70-71

Students create PowerPoint presentations or a digital bookmark. TG p. 108

Students create a newspaper, storyboard, or their own newscast, using technology, TG p. 10

Students create a music video. TG p. 146

Students compete in an online writing contest. TG p. 146

Students participate in technology debate and opinion poll. TG p. 184

Students design a broadcast promo. TG p. 184

Students create a digital movie, TG p. 222

Students create a podcast, TG p. 222

Students produce a television news broadcast, TG p. 298