

**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 5**

GRADE 5

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
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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, historical fiction and tale. These texts are made available in the classroom for students' independent reading pleasure and reference.</p> <p>Students listen to teachers read aloud a mentor text modeling excellent fluency in each lesson in Traits Writing. Opportunities for students to read aloud with accuracy, appropriate rate and expression are provided. The following lessons in the Teachers' Guide and Student Handbook support reading with accuracy and fluency, supporting comprehension. Students re-read as necessary and self-correct for word recognition as they read aloud, working in pairs, in groups and presenting before the class: Students read aloud a draft, <i>An Admirable American</i>. TG p. 39; SH p. 15 Students read aloud their own writing. TG p. 250; 315; SH. p. 161, 162, 163, 164, 166 Students read aloud on the Talk Show they create. TG p. 184</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 context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p> <p>(C) produce analogies with known antonyms and synonyms;</p> <p>(D) identify and explain the meaning of common idioms, adages, and other sayings; and</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>	<p>Traits Writing mentor texts demonstrate exceptional writing examples and include some challenging vocabulary. All the narrative literature represents outstanding examples of authors' craft and structure. Teachers can use the text to support the students' competency, determining the meaning of phrases and new or challenging vocabulary. Teachers provide appropriate differentiated instruction as necessary to meet the needs of their students. Students acquire and use new vocabulary throughout Traits Writing. Word Choice is a trait addressed in specific instruction. In this context students extend their experience with a wide range of striking words and phrases, specific and accurate words, strong verbs, and vocabulary that deepens meaning in their compositions. These key qualities of vocabulary and word usage are highlighted in Traits Writing Units 3, 4, 6 and 8 and spiraled throughout the seven core units of focus.</p> <p>Students search for words with Latin or Greek roots. TG p. 213, 269, 289 Students discuss striking words and phrases used in writing. TG p., 172, 173, 174, 176, 177, 178, 179, 180; SH p. 108, 109, 110 Students explore using strong verbs and discuss importance of word choice in writing. TG p. 114, 115, 116, 117, 118, 120, 121, 122; SH p. 66, 67, 68, 69, 71 Students explore using specific and accurate words for good writing. TG p. 238, 239, 240, 242, 243, 244, 245, 246; SH p.152, 153, 154, 155, 157</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:</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</p>

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<p>(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;</p> <p>(B) describe the phenomena explained in origin myths from various cultures; and</p> <p>(C) explain the effect of a historical event or movement on the theme of a work of literature.</p>	<p>variety of genres, including poetry, humor, realistic fiction, historical fiction and tale. These texts are made available in the classroom for students' independent reading pleasure and reference. See the grade 5 narrative mentor texts:</p> <p><i>Hewitt Anderson's Great Big Life</i>, TG p. 28, 29, 30, 31</p> <p><i>John, Paul, George, and Ben</i>, TG p. 38, 29, 40, 41</p> <p><i>Tsunami</i>, TG p. 48, 49, 50, 51</p> <p><i>Bud, Not Buddy</i>, TG p. 58, 59, 60, 61</p> <p><i>My Rotten Redheaded Older Brother</i>, TG p. 68</p> <p><i>Brave as a Mountain Lion</i>, TG p. 120, 121</p> <p><i>Crow Call</i>, TG p. 130, 131</p> <p><i>Lincoln's Lincoln</i>, TG p. 140, 141</p> <p><i>Becoming Naomi León</i>, TG p. 244, 245</p> <p><i>Eight Days: A Story of Haiti</i>, TG p. 254, 255</p> <p><i>Duke Ellington</i>, TG p. 320, 321; SH p. 209</p> <p><i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283</p> <p><i>LaRue for Mayor</i>, TG p. 292, 293</p> <p><i>Puppies, Dogs and Blue Northers</i>, TG p. 330, 331</p> <p>Students explore story elements, including character, setting and story events in mentor texts, drawing on specific details in the text: TG p. 48, 58, 59, 120, 121, 254, 255, 272, 273; SH p. 175</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 analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.</p>	<p>All the narrative literature represents outstanding examples of authors' craft and structure, including poetry and songs. See especially the texts, including figurative language such as rhythm and tone:</p> <p><i>Duke Ellington</i>, TG p. 320, 321; SH p. 209</p> <p>The poem, <i>Paul Revere's Ride</i>, by Henry Wadsworth Longfellow, as reproduced in the mentor text, <i>The Many Rides of Paul Revere</i>, TG p. 169, 170</p> <p>Teachers discuss what creates a smooth and rhythmic flow in writing, including use of figurative language such as similes, metaphors and alliteration in the lesson "A Figurative Feast." TG p. 249, 305; SH p. 196</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 analyze the similarities and differences between an original text and its dramatic adaptation.</p>	<p>Students explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem after watching the following mentor videos in which organization is discussed:</p> <p><i>Brave as a Mountain Lion</i>, TG p. 120, 121, Mentor Video on <i>Traitspace</i></p> <p><i>Crow Call</i>, TG p. 130, 131, Mentor Video on <i>Traitspace</i></p> <p><i>The Many Rides of Paul Revere</i>, TG p. 169, 170, Mentor Video on <i>Traitspace</i></p> <p><i>Eight Days: A Story of Haiti</i>, TG p. 254, 255, Mentor Video on <i>Traitspace</i></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, including figurative language such as metaphors and similes:</p>

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	<p><i>Brave as a Mountain Lion</i>, TG p. 120, 121; SH p. 64, 71 <i>Duke Ellington</i>, TG p. 320, 321; SH p. 209 The poem, <i>Paul Revere's Ride</i>, by Henry Wadsworth Longfellow, as reproduced in the mentor text, <i>The Many Rides of Paul Revere</i>, TG p. 169, 170</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) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;</p> <p>(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and</p> <p>(C) explain different forms of third-person points of view in stories.</p>	<p>In Traits Writing students learn how authors apply well-structured event sequence and structure. The following mentor and every day texts represent examples of chronological, cause and effect, compare and contrast, problem and solution structure.</p> <p><i>John, Paul, George, and Ben</i>, TG p. 38, 29, 40, 41 <i>Tsunami</i>, TG p. 48, 49, 50, 51 <i>The Many Rides of Paul Revere</i>, TG p. 169, 170</p> <p>Students explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem after watching the following mentor videos in which organization is discussed:</p> <p><i>Brave as a Mountain Lion</i>, TG p. 120, 121, Mentor Video on <i>Traitspace</i> <i>Crow Call</i>, TG p. 130, 131, Mentor Video on <i>Traitspace</i> <i>The Many Rides of Paul Revere</i>, TG p. 169, 170, Mentor Video on <i>Traitspace</i> <i>Eight Days: A Story of Haiti</i>, TG p. 254, 255, Mentor Video on <i>Traitspace</i></p> <p>The books of literature in Traits Writing represent different points of view, including multiple accounts of the same event or topic. Students can use these texts to note important similarities and differences in point of view.</p> <p><i>John, Paul, George, and Ben</i> <i>Tsunami</i> <i>Lincoln's Lincoln</i> <i>The Many Rides of Paul Revere</i> <i>Common Ground: The Water, Earth and Air We Share</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 the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.</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 texts present a variety of nonfiction structures. The following mentor and every day texts represent examples of chronological, cause and effect, compare and contrast, problem and solution structure.</p> <p><i>John, Paul, George, and Ben</i>, TG p. 38, 29, 40, 41 <i>Tsunami</i>, TG p. 48, 49, 50, 51 <i>How Big Is It? A Book All About Bigness</i>, TG p. 92, 93 <i>Eats, Shoots & Leaves</i>, TG p. 158, 159 <i>The Many Rides of Paul Revere</i>, TG p. 169, 170 <i>Airline Safety Information Card</i> (health and safety writer), TG p. 216, 217 <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283 <i>Mancala Game Brochure</i>, TG p. 310, 311</p> <p>Students hear first-hand the authors discuss the importance of structure in the</p>

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	<p>following Mentor Videos on <i>Traitspace</i>: <i>How Big Is It? A Book All About Bigness</i>, TG p. 92, 93; Mentor Video on <i>Traitspace</i> <i>Airline Safety Information Card</i> (health and safety writer), TG p. 216, 217; Mentor Video on <i>Traitspace</i> <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283; Mentor Video on <i>Traitspace</i> <i>Mancala Game Brochure</i>, TG p. 310, 311; Mentor Video on <i>Traitspace</i></p> <p>Students identify different organizational structures for nonfiction text. TG p. 211; SH p. 134</p> <p>Students work independently on their expository unit writing project, paying special attention to Structuring the Body, as well as other key qualities. TG p. 211, 217</p> <p>Students work in groups, select a topic from a list to learn about text structure. TG p. 211; SH p. 139</p> <p>Students listen to authors, a playwright, copy writer, journalist and others discuss the writing process in the Mentor Video section on <i>Traitspace</i>. They identify the reasons and evidence a speaker provides to support particular point in the following mentor videos: Lane Smith, author of <i>John, Paul, George, and Ben</i>, <i>Traitspace</i> James Cross Giblin, author of <i>The Many Rides of Paul Revere</i>, <i>Traitspace</i></p> <p>See the following mentor texts that are an example of biography: <i>John, Paul, George, and Ben</i>, TG p. 38, 29, 40, 41 <i>The Many Rides of Paul Revere</i>, TG p. 169, 170 <i>Duke Ellington</i>, TG p. 320, 321</p>
<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 evaluate the impact of sensory details, imagery, and figurative language in literary text.</p>	<p>Students explain how use of particular words and phrases create sensory language, helping them visualize the characters and the setting after watching the following mentor videos and listening to excerpts from the texts: <i>Brave as a Mountain Lion</i>, TG p. 120, 121, Mentor Video on <i>Traitspace</i> <i>Becoming Naomi León</i>, TG p. 244, 245</p> <p>In the Mentor Videos, accessible on <i>Traitspace</i>, authors discuss their writing, character development and word choice. All the mentor texts connect the reader to the text. Author and illustrator Mark Teague discusses how his illustrations contribute to meaning of the story <i>LaRue for Mayor</i>. Mentor Video, <i>Traitspace</i>; TG p. 292</p> <p>Students explore illustrations in a text and how they help create the mood and contribute to meaning of the story: <i>My Rotten Redheaded Older Brother</i>, TG p. 68 <i>Crow Call</i>, TG p. 130</p> <p>Students explore visual elements and observe how they contribute to the meaning,</p>

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	<p>tone, or beauty of a text. See the narrative mentor texts that represent exemplar presentation and meaning through illustration and visual elements:</p> <p><i>Hewitt Anderson's Great Big Life</i> <i>John, Paul, George, and Ben</i> <i>Tsunami</i> <i>My Rotten Redheaded Older Brother</i> <i>Crow Call</i> <i>Common Ground: The Water, Earth and Air We Share</i> <i>LaRue for Mayor</i> <i>Duke Ellington</i></p> <p>All the narrative literature represents outstanding examples of authors' craft and structure. See especially the texts selected as exemplary models of the trait Word Choice, including figurative language such as metaphors and similes:</p> <p><i>Brave as a Mountain Lion</i>, TG p. 120, 121; SH p. 64, 71 <i>Duke Ellington</i>, TG p. 320, 321; SH p. 209 The poem, <i>Paul Revere's Ride</i>, by Henry Wadsworth Longfellow, as reproduced in the mentor text, <i>The Many Rides of Paul Revere</i>, TG p. 169, 170 Students discuss four types of figurative language: simile, metaphor, personification, and onomatopoeia. TG p. 305; SH p. 196 Teachers discuss what creates a smooth and rhythmic flow in writing, including use of figurative language such as similes, metaphors and alliteration. TG p. 249, 305; SH p. 196</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 summarize or 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>Teachers stock the classroom library with a range of grade appropriate literature. Teachers can extend the students' study of an author by making additional books available in the classroom library. IG p. 29.</p> <p>The mentor texts provide literature by award winning, prolific, favorite authors such as Christopher Paul Curtis, Molly Bang, Lois Lowry, Patricia Polacco, Gary Paulson and Mark Teague. The mentor literature can become a part of the classroom library. Teachers can include these texts in extended genre studies.</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, drawing on specific details in the text: TG p. 48, 58, 59, 120, 121, 254, 255, 272, 273; SH p. 175</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 understanding. Students are expected to draw</p>	<p>Selected mentor texts provide an opportunity to read technical and content area material. The following mentor texts provide an opportunity for students to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><i>How Big Is It? A Book All About Bigness</i>, TG p. 92, 93</p>

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<p>conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.</p>	<p><i>Achoo! The Most Interesting Book You'll Ever Read About Germs</i>, TG p. 102, 103 <i>Eats, Shoots & Leaves</i>, TG p. 158, 159 <i>X-treme X-Ray</i>, TG p. 196, 197 <i>101 Animal Secrets</i>, TG p. 206, 207 <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283</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 ideas and supporting details in a text in ways that maintain meaning and logical order;</p> <p>(B) determine the facts in text and verify them through established methods;</p> <p>(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;</p> <p>(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and</p> <p>(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p>	<p>The high-quality mentor texts in Traits Writing include information and expository texts in cultural, historical, and contemporary contexts. The teacher reads aloud and students listen for explicit meaning. The mentor books are available in the classroom library for students to re-read and use for reference. In this context, students are engaged in reading to identify the main idea, key details and making inferences and summarizing the texts. See the grade 5 informational mentor texts:</p> <p><i>John, Paul, George, and Ben</i>, TG p. 38, 29, 40, 41 <i>Tsunami</i>, TG p. 48, 49, 50, 51 <i>Doodle 4 Google</i>, TG p. 82, 83 <i>How Big Is It? A Book All About Bigness</i>, TG p. 92, 93 <i>Achoo! The Most Interesting Book You'll Ever Read About Germs</i>, TG p. 102, 103 <i>Lincoln's Lincoln</i>, TG p. 140, 141 <i>Eats, Shoots & Leaves</i>, TG p. 158, 159 <i>The Many Rides of Paul Revere</i>, TG p. 169, 170 <i>Puffins Cereal Box</i>, TG p. 178, 179 <i>X-treme X-Ray</i>, TG p. 196, 197 <i>101 Animal Secrets</i>, TG p. 206, 207 <i>Airline Safety Information Card</i> (health and safety writer), TG p. 216, 217 <i>J. Peterman Catalog Description</i> (copywriter), TG p. 234, 235 <i>Splash Country Brochure</i>, TG p. 272, 273 <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283 <i>Mancala Game Brochure</i>, TG p. 310, 311 <i>Duke Ellington</i> <i>Puppies, Dogs and Blue Northerners</i>, TG p. 330, 331</p> <p>The informational mentor text represents outstanding examples of authors' craft and structure, representing a variety of nonfiction structures. The following mentor and every day texts represent examples of chronological, cause and effect, compare and contrast, problem and solution structure.</p> <p><i>John, Paul, George, and Ben</i>, TG p. 38, 29, 40, 41 <i>Tsunami</i>, TG p. 48, 49, 50, 51 <i>How Big Is It? A Book All About Bigness</i>, TG p. 92, 93 <i>Eats, Shoots & Leaves</i>, TG p. 158, 159 <i>The Many Rides of Paul Revere</i>, TG p. 169, 170 <i>Airline Safety Information Card</i> (health and safety writer), TG p. 216, 217 <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283 <i>Mancala Game Brochure</i>, TG p. 310, 311</p>

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	<p>Students demonstrate understanding of key details in text. TG p. 68, 103, 130, 131, 206, 207, 272, 273; SH p. 79, 175</p> <p>Students hear first-hand the authors discuss the importance of structure in the following Mentor Videos on <i>Traitspace</i>: <i>How Big Is It? A Book All About Bigness</i>, TG p. 92, 93; Mentor Video on <i>Traitspace</i> <i>Airline Safety Information Card</i> (health and safety writer), TG p. 216, 217; Mentor Video on <i>Traitspace</i> <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283; Mentor Video on <i>Traitspace</i> <i>Mancala Game Brochure</i>, TG p. 310, 311; Mentor Video on <i>Traitspace</i></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: (A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and (B) recognize exaggerated, contradictory, or misleading statements in text.</p>	<p>The high-quality mentor texts in Traits Writing include informational and expository texts. The teacher reads aloud and students listen for explicit meaning. The mentor books are available in the classroom library for students to re-read and use for reference. In this context, students are engaged in reading to identify the main idea, key details and making inferences and summarizing the texts. See the informational mentor persuasive texts: <i>Eats, Shoots & Leaves</i>, TG p. 158, 159 <i>The Many Rides of Paul Revere</i>, TG p. 169, 170 <i>Puffins Cereal Box</i>, TG p. 178, 179 <i>J. Peterman Catalog Description</i> (copywriter), TG p. 234, 235 <i>Splash Country Brochure</i>, TG p. 272, 273 <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283</p> <p>Students demonstrate understanding of key details in text. TG p. 68, 103, 130, 131, 206, 207, 272, 273; SH p. 79, 175</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) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and (B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p>	<p>Students use illustrations and details in text to understand and 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>Tsunami</i>, TG p. 48, 49, 50, 51 <i>Doodle 4 Google</i>, TG p. 82, 83 <i>How Big Is It? A Book All About Bigness</i>, TG p. 92, 93 <i>Achoo! The Most Interesting Book You'll Ever Read About Germs</i>, TG p. 102, 103 <i>Lincoln's Lincoln</i>, TG p. 140, 141 <i>The Many Rides of Paul Revere</i>, TG p. 169, 170 <i>X-treme X-Ray</i>, TG p. 196, 197 <i>Airline Safety Information Card</i> (health and safety writer), TG p. 216, 217 <i>J. Peterman Catalog Description</i> (copywriter), TG p. 234, 235 <i>Splash Country Brochure</i>, TG p. 272, 273</p>

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	<p><i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283 <i>Mancala Game Brochure</i>, TG p. 310, 311</p> <p>Students demonstrate understanding of key details in text. TG p. 68, 103, 130, 131, 206, 207, 272, 273; SH p. 79, 175</p>
<p>(14) Reading/Media Literacy. Students use comprehension skills to 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 how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);</p> <p>(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);</p> <p>(C) identify the point of view of media presentations; and</p> <p>(D) analyze various digital media venues for levels of formality and informality.</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 apply their knowledge of digital media Technology in the following activities:</p> <p>Students become videographers and create an instructional video. TG p. 108</p> <p>Students produce a slide show quiz using technology. TG p. 108</p> <p>During a presentation to their classmates, students showcase their newly formatted piece of writing. They formats could include a skit, advertisement, consumer report, editorial, blog entry, podcast, posting on webpage, protest song, poster, debate notes, or speech. TG p. 109</p> <p>Students create their own blog posts and are encouraged to add photos or illustrations. TG p. 146</p> <p>Students, under the teacher's supervision, initiate their own web group on a social media or the school's website. They learn Internet safety rules and good "netiquette." TG p. 184</p> <p>Students design and create their own talk show, planning and rehearsing it before videotaping it. TG p. 184</p> <p>Students adapt their persuasive unit project, such as a print advertisement or movie review, into a television commercial or entertainment section of a news show. They can post their new production on a video-sharing website. TG p. 298</p> <p>Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning when they study how companies use advertising labels, layouts images and strong voice to convince consumers that their product is the best in the following mentor texts and mentor videos:</p> <p><i>Puffins Cereal Box</i>, TG p. 178, 179; Mentor Video on <i>Traitspace</i>; SH p. 113</p> <p><i>J. Peterman Catalog Description</i> (copywriter), TG p. 234, 235; Mentor Video on <i>Traitspace</i>; SH p. 149</p> <p><i>Splash Country Brochure</i>, TG p. 272, 273; Mentor Video on <i>Traitspace</i>; SH p. 175</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, determining</p>	<p>In Traits Writing, students use independent writing time to produce mode-specific unit projects. Each student completes one project per unit, using all newly acquired and established trait-focused skills. At the end of each unit, students use a mode-specific Publishing Checklist in the Students Handbook to evaluate their unit project for clarity, task, audience, conventions and purpose before creating a final, polished version for</p>

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<p>appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>publication. IG p. 57</p> <p>Traits Writing provides deliberate and specific instruction on the writing process and launches students' life-long writing journey. 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. Teachers use the writing traits as an assessment and instructional tool to support students' writing as they compose in the writing process. TG p. 23-72; IG p. 21</p> <p>Students identify steps in writing process and write about which steps might be easiest for them and which steps might be hardest. TG p. 25; SH p. 7</p> <p>Students write details of five everyday household objects that one might find in a giant's house and why. TG p. 31; SH p. 10</p> <p>Students write a prewrite and then a draft about an American who has inspired them. TG p. 39; SH p. 15</p> <p>Students pinpoint and write about a prewriting technique. TG p. 41; SH p. 16</p> <p>Students write about what slows them down when they draft. TG p. 45; SH p. 20</p> <p>Students write about a natural disaster they have experienced, read about or seen on TV. TG p. 49; SH p. 21</p> <p>Students draft a 50-word sentence. TG p. 51; SH p. 22</p> <p>Inspired by the mentor text, <i>Bud, Not Buddy</i>, students detail their most treasured, non-store-bought items that they would pack in a suitcase. TG p. 59; SH p. 27</p> <p>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: TG p. 78, 88, 98, 116, 126, 136, 154, 164, 174, 192, 202, 212, 230, 240, 250, 268, 278, 288, 306, 316, 326; 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. See specific instruction on editing and revising writing: TG p. 32, 42, 52, 53-62, 63-72, 77, 83, 87, 93, 97, 103, 115, 121, 125, 131, 135, 141, 153, 159, 163, 169, 173, 179, 194, 197, 201, 207, 211, 217, 229, 235, 239, 245, 249, 255, 267, 273, 277, 283, 287, 293, 305, 311, 315, 321, 325, 331, 338, 339, 340</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>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</p>

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<p>(A) write imaginative stories that include:</p> <ul style="list-style-type: none"> (i) a clearly defined focus, plot, and point of view; (ii) a specific, believable setting created through the use of sensory details; and (iii) dialogue that develops the story; and <p>(B) write poems using:</p> <ul style="list-style-type: none"> (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors); and (iii) graphic elements (e.g., capital letters, line length). 	<p>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> <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. 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. Options are provided for the format of the unit writing project. Teachers can choose from the suggested options or another format based on curricular needs, state standards, or student preferences. Other narrative writing formats include: a short story, a biographical sketch, historical account, journal entry, or skit. TG p. 107, 115, 121, 125, 131, 135, 141, 221, 229, 235, 239, 245, 249, 255</p> <p>Teachers discuss what creates a smooth and rhythmic flow in writing, including use of figurative language such as similes, metaphors and alliteration in the lesson “A Figurative Feast.” TG p. 249, 305; SH p. 196</p> <p>Sample writing prompts are provided within each Reality Check to help prepare students for standardized writing tests. Teachers choose a prompt and instruct students to write for allotted amount of time. Narrative writing prompts include:</p> <p>Write an imaginary story about meeting your favorite storybook character. TG p. 300</p> <p>Write a story about being a grownup for a day. TG p. 300</p> <p>See narrative writing projects:</p> <p>Describe a time you lost something valuable to you or to someone else. TG p. 110</p> <p>Think about an unusual food that you have eaten. Describe the food (color, shape, texture) to a friend who has never tried it. TG p. 148</p> <p>Students write a short piece about a talent (hidden or not) they have. TG p. 29; SH p. 9</p> <p>Students write about the accommodations that the humongous Anderson parents make for their normal-sized son in <i>Hewitt Anderson’s Great Big Life</i>. TG p. 31; SH p. 10</p> <p>Students pinpoint and write about a prewriting technique. TG p. 41; SH p. 13</p> <p>Students write about what slows them down when they draft. TG p. 45; SH p. 20</p> <p>Students write about a natural disaster they have experienced, read about or seen on TV. TG p. 49; SH p. 21</p>
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	<p>Students draft a 50-word sentence. TG p. 51; SH p. 22 Inspired by the mentor text, <i>Bud, Not Buddy</i>, students detail their most treasured, non-store-bought items that they would pack in a suitcase. TG p. 59; SH p. 27</p> <p>Students write a beginning-of-the-year benchmark paper. TG p. 69 Students work independently on their narrative unit writing project, paying special attention to Applying Strong Verbs, as well as other key qualities. TG p. 115, 121 Students write strong verbs describing how four animals move and act. TG p. 115; SH p. 66 Students write sentences using strong verbs. TG p. 121; SH p. 71 Students work independently on their narrative unit writing project, paying special attention to Crafting Well-Built Sentences, as well as other key qualities. TG p. 125, 131 Students reorganize and craft well-built sentences. TG p. 125; SH p. 74 Students read a page from mentor text, <i>Crow Call</i>, and answer questions about its sentences. TG p. 131; SH p. 79 Students work independently on their narrative unit writing project, paying special attention to Focusing the Topic, as well as other key qualities. TG p. 135, 141 Students learn to zero in on the forest, looking for details. TG p. 135; SH p. 82 Students create a magnificent monument plaque. TG p. 141; SH p. 87 Students work independently on their narrative unit writing project, paying special attention to Creating a Connection to the Audience, as well as other key qualities. TG p. 229, 235 Students work independently on their narrative unit writing project, paying special attention to Using Specific and Accurate Words, as well as other key qualities. TG p. 239, 245 Students reverse-revise passages from the mentor text, <i>Becoming Naomi León</i>, meaning that they substitute vibrant, descriptive words for bland, nonspecific ones. TG p. 245; SH p. 157 Students work independently on their narrative unit writing project, paying special attention to Capturing Smooth and Rhythmic Flow, as well as other qualities. TG p. 249, 255 Students rewrite a choppy paragraph. TG, p. 249; SH p. 165 Students write an end-of-the-year benchmark paper. TG p. 338 Students use the Narrative Publishing Checklist to check writing for completeness. SH p. 88, 166</p>
<p>(17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p>	<p>Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p> <p>Narrative writing activities of personal experiences include: Pick a book by your favorite author and write a dialogue between the two of you, given the context of the story. TG p. 148 Write a story about the worst day you have ever had. TG p. 224</p>

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	<p>Explain about a day in your life that started out ordinary and ended up extraordinary. TG p. 262</p> <p>Write about the best gift you ever gave someone. Include their reaction and explain what made the gift so special. TG p. 262</p> <p>Students write a short piece about a talent (hidden or not) they have. TG p. 29; SH p. 9</p> <p>Students write about a natural disaster they have experienced, read about or seen on TV. TG p. 49; SH p. 21</p> <p>Inspired by the mentor text, <i>Bud, Not Buddy</i>, students detail their most treasured, non-store-bought items that they would pack in a suitcase. TG p. 59; SH p. 27</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 multi-paragraph essays to convey information about the topic that:</p> <p>(i) present effective introductions and concluding paragraphs;</p> <p>(ii) guide and inform the reader's understanding of key ideas and evidence;</p> <p>(iii) include specific facts, details, and examples in an appropriately organized structure; and</p> <p>(iv) use a variety of sentence structures and transitions to link paragraphs;</p> <p>(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and 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. 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>During Unit 8, Students review expository writing and create a fact-based magazine article. 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, 302-312, 312-322, 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>Sample writing prompts are provided within each Reality Check. Informative/explanatory writing prompts include:</p> <p>Students write about what makes them nervous and what steps they take to calm themselves down. TG p. 186.</p> <p>Students write about the best way to make someone laugh. TG p. 300.</p> <p>See expository writing activities:</p> <p>Students create an idea bank. TG p. 77; SH p. 40</p> <p>Students create a doodle for ideas. TG p. 83; SH p. 45</p> <p>Students work on their expository unit writing project, paying special attention to Creating the Lead, as well as other key qualities. TG p. 87, 93</p> <p>Students work independently on their expository unit writing project, paying special attention to Establishing a Tone, as well as other traits and the writing process. TG p. 97, 103</p>

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	<p>Students work on tuning in on the tone. TG p. 97; SH p. 56</p> <p>Students work independently on their expository unit writing project, paying special attention to Varying Sentence Types, as well as other key qualities. TG p. 191, 197</p> <p>Students write sentences of varying types, including simple, compound, and complex that are statements, questions, commands or explanations. TG p. 191; SH p. 118</p> <p>Students write varying sentence structures while listening to the mentor text, <i>X-treme X-ray</i>. TG p. 197; SH p. 123</p> <p>Students work independently on their expository unit writing project, paying special attention to Developing the Topic, as well as other key qualities. TG p. 201, 207</p> <p>Students work in groups, exploring techniques for building strong paragraphs. TG p. 201; SH p. 126</p> <p>Students record facts, examples and experiences on a graphic organizer while listening to the mentor text, <i>101 Animal Secrets</i>. TG p. 207; SH p. 131</p> <p>Students work independently on their expository unit writing project, paying special attention to Structuring the Body, as well as other key qualities. TG p. 211, 217</p> <p>Students work in groups, select a topic from a list to learn about text structure. TG p. 211; SH p. 139</p> <p>Students create emergency exit instructions for a movie theater. TG p. 217; SH p. 139</p> <p>Students work independently on their expository unit writing project, paying special attention to Choosing Words That Deepen Meaning, as well as other key qualities. TG p. 305, 311</p> <p>Students create a menu, using bold, precise words and figurative language. TG p. 305; SH p. 196</p> <p>Students choose a game or sport and write directions for it, assuming the reader has never played it before. TG p. 311; SH p. 201</p> <p>Students work independently on their expository unit writing project, paying special attention to Breaking the Rules to Create Fluency, as well as other key qualities. TG p. 315, 321</p> <p>Students work independently on their expository unit writing project, paying special attention to putting the traits together. TG p. 325, 331</p> <p>Students write a letter introducing themselves to next year's teacher. TG p. 337</p> <p>Students write a reflection from the point of view of the writing folder. TG p. 340; SH p. 227</p> <p>Students use the Expository Publishing Checklist to check writing for completeness. SH p. 62, 140, 218</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 include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</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.</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>

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	<p>Students begin work on their Independent Writing Persuasive Unit Project, by researching topics for a persuasive essay that will influence the audience to share or better understand their opinions or to take action in a cause. Teachers can assign other persuasive formats in place of the essay for the Independent Writing Persuasive Unit Project, including an advertisement, an award nomination, an editorial, a review, a debate outline, speech. Students write a persuasive essay as part of a three-week unit focusing on Organization, Voice, and Word Choice traits. TG p. 145, 259</p> <p>Sample writing prompts are provided within each Reality Check to help prepare students for standardized writing tests. Teachers choose a prompt and instruct students to write for allotted amount of time. Persuasive writing prompts include:</p> <p>Explain why a young person in the student's community deserves recognition. TG p. 110</p> <p>Name a place in the world you would like to visit and explain why you would like to go there. TG p. 148</p> <p>Students imagine that they wake up one day with the ability to fly. They explain where they would go and what they would see. TG p. 186.</p> <p>Students write their side to the debate on whether the school should cut the school play as part of cost-cutting measures. TG p. 186.</p> <p>Write a letter to the newspaper editor to convince readers of the need for the new holiday. TG p. 262</p> <p>Write a persuasive letter convincing someone to donate computers to your class. TG p. 300</p> <p>Additional persuasive writing activities include:</p> <p>Students can write an ad for a new sandwich, TG p. 162, 163.</p> <p>Students write an essay on "What's the Purpose Patriot". TG p. 169; SH p. 105.</p> <p>Students create a cereal box, featuring their persuasive descriptions. TG p. 179; SH p. 113</p> <p>Write about an invention that has been harmful to people and explain why. TG p. 224</p> <p>Students create a brochure of a travel destination. TG p. 273; SH p. 175</p> <p>Students write about the persuasive message found in author Molly Bang's conclusion in <i>Common Ground</i>. TG p. 283; SH p. 183</p> <p>Students write a letter from Ike to Mrs. LaRue, convincing her that she need not be concerned about the hot dog incident at the swearing-in ceremony. TG p. 293; SH p. 191</p> <p>Students use the Persuasive Publishing Checklist to check writing for completeness. SH p. 114, 192</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</p>	<p>Students analyze a series of sentences that do and do not contain proper convention usage to determine the focus skill and related rule(s) of the week. Students then apply the skill by writing sentences in the Student Handbook. Students read a revised warm-up paragraph with conventions errors (available on <i>Traitspace</i>). Students work together to locate and correct the errors. Finally, students check pieces in their writing folders for correct application of the target conventions. See the following activities:</p>

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<p>speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (i) verbs (irregular verbs and active voice); (ii) collective nouns (e.g., class, public); (iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best); (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) indefinite pronouns (e.g., all, both, nothing, anything); (vii) subordinating conjunctions (e.g., while, because, although, if); and (viii) transitional words (e.g., also, therefore); <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>Students search for words with Latin or Greek roots. TG p. 213, 269, 289</p> <p>Students follow Lesson Plans for Steps in the Writing Process in Unit 1 and Revised Warm-Up Activities With Errors in Units 2 through 8 in <i>Traitspace</i></p> <p>Students refer to Student-Friendly Scoring Guide: Conventions, SH p. 239</p> <p>Direct instruction on grammar and usage: TG p. 127, 155, 175, 203, 231, 251, 279, 307, 317</p> <p>Students proofread their work. TG p. 193</p> <p>Teachers can distribute Practice Questions (in downloadable format from <i>Traitspace</i>) to help students prepare for standardized writing tests. Teachers allow students a limited amount of time to answer five multiple-choice questions addressing punctuation, spelling, capitalization, and grammar and usage skills. Teachers can use these test practice questions to measure each student's knowledge of grade-level conventions. IG p. 61</p>
<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) use capitalization for:</p> <ul style="list-style-type: none"> (i) abbreviations; (ii) initials and acronyms; and (iii) organizations; <p>(B) recognize and use punctuation marks including:</p> <ul style="list-style-type: none"> (i) commas in compound sentences; and (ii) proper punctuation and spacing for quotations; and <p>(C) use proper mechanics including italics and underlining for titles and emphasis.</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>Day 2 of each lesson includes a Conventions Focus activity, in which students learn about and practice particular editing skills such as spelling, punctuation, capitalization, or grammar and usage. On Day 5, students self-assess their understanding of the week's concept by carrying out a Partner Conventions Check with a classmate. Students focus on one aspect of conventions each week. These skills spiral throughout the year within the units. IG p. 17</p> <p>Students improve their capitalization by participating in the following activities: TG p. 98, 99, 100, 101, 104; SH p. 60; <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 improve their punctuation by participating in the following activities: TG p. 78-79; 84; <i>Traitspace</i> : See activities: Lesson Plans of Revised Warm-Up Activities With Errors</p> <p>Traits Writing also has the following activities on the conventions of capitalization and punctuation:</p>

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	<p>Direct instruction on punctuation: TG p. 79, 307, 317</p> <p>Direct instruction on capitalization: TG p. 99, 307, 317</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) consonant changes (e.g., /t/ to/sh/ in select, selection; /k/ to/sh/ in music, musician);</p> <p>(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and</p> <p>(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);</p> <p>(B) spell words with:</p> <p>(i) Greek Roots (e.g., tele, photo, graph, meter);</p> <p>(ii) Latin Roots (e.g., spec, scribe, rupt, port, ject, dict);</p> <p>(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and</p> <p>(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);</p> <p>(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);</p> <p>(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</p> <p>(E) know how to use the spell-check function in word processing while understanding its limitations.</p>	<p>Most of the weeks in Traits Writing focus on spelling and in this context grade-level phonics and word analysis skills are reinforced. In each lesson, students build individual spelling word lists, record them in the My Spelling Words list in the Student Handbook, and study them throughout the week. Word lists are developed by the students as they progress through the three-part spelling lessons. Students explore high-frequency words where they read and edit a revised version on the week's warm-up paragraph (available on <i>Traitspace</i>) containing spelling errors that are drawn from high-frequency word lists. Focus continues with students analyzing a series of words for common patterns (e.g., words containing the same prefix or vowel spelling). Then students revisit pieces in their writing folders and identify specific words with which they have struggled. On Day 5, students engage in a partner spell check and quiz each other on their week's words. IG p. 52; TG p. 89, 94, 117, 122, 137, 142, 165, 170, 193, 198, 213, 218, 241, 246, 269, 274, 289, 294; SH p. 52, 70, 86, 104, 122, 138, 156, 174, 190</p> <p>Students play spelling games to look for spelling patterns. TG p. 89, 117, 165, 193, 213</p> <p>Students listen to identify ending sounds. TG p. 117</p> <p>Students sort words by different spelling patterns. TG p. 137</p> <p>Students identify words with prefixes and suffixes. TG p. 165, 193, 241, 269, 289</p> <p>Students search for words with Latin or Greek roots. TG p. 213, 269, 289</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) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and</p> <p>(B) generate a research plan for gathering relevant information 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. Students also conduct research to draw on information from multiple print or digital sources for their Independent Unit Writing Projects.</p> <p>Students investigate expository writing, learning that the purpose is to explain or inform. TG p. 72. Traits Writing 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</p>

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	<p>digital and print formats.</p> <p>Students explore a topic. TG p. 78; SH p. 41</p> <p>Students learn about the <i>Google 4 Doodle</i> online contest. They design their own Doodle logo and then write a short statement supporting the theme and the design. TG p. 83; SH p. 45</p> <p>Students write down the lively leads in mentor text, <i>How Big Is It?</i> and then create their own leads. TG p. 93; SH p. 53</p> <p>Students record words about germs while listening to the mentor text, <i>Achoo! The Most Interesting Book You'll Ever Read About Germs</i> that help convey the tone. TG p. 103; SH p. 61</p> <p>Students create a magazine article for their expository writing project, including visuals such as photographs, diagrams, charts and graphs. TG p. 183</p> <p>Students research to prepare a talk on a topic of choice. TG p. 201; SH p. 126</p> <p>Students record information learned about topic, including facts, examples and experiences, on a graphic organizer. TG p. 207; SH p. 131</p> <p>Students identify different organizational structures for nonfiction text. TG p. 211; SH p. 134</p> <p>Students create emergency exit instructions for a movie theater, after reviewing the Everyday Text Airline Safety Card from Alaska Airlines. TG p. 217; SH p. 139</p> <p>After reviewing the everyday text, the <i>Mancala Game Brochure</i>, students choose a game or sport and write directions. TG p. 311; SH p. 201</p> <p>The Traits Writing classroom should include a well-stocked carefully developed library that extends, supports and challenges students to pursue their interests and curiosity. Ample nonfiction resources that are accessible to students supports their research journey and provides resources for the expository texts they write. IG p. 29</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 data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;</p> <p>(B) differentiate between primary and secondary sources;</p> <p>(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;</p> <p>(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and</p> <p>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>Students also view the following Mentor Videos available on <i>Traitspace</i> where authors discuss the importance of research in writing pertinent, authentic, valid nonfiction:</p> <p><i>Tsunami</i>, TG p. 48, 49, 50, 51, <i>Traitspace</i></p> <p><i>Achoo! The Most Interesting Book You'll Ever Read About Germs</i>, TG p. 102, 103, <i>Traitspace</i></p> <p><i>Lincoln's Lincoln</i>, TG p. 140, 141, <i>Traitspace</i></p> <p><i>The Many Rides of Paul Revere</i>, TG p. 169, 170, <i>Traitspace</i></p> <p><i>Airline Safety Information Card</i> (health and safety writer), TG p. 216, 217, <i>Traitspace</i></p> <p><i>J. Peterman Catalog Description</i> (copywriter), TG p. 234, 235, <i>Traitspace</i></p> <p><i>Mancala Game Brochure</i>, TG p. 310, 311, <i>Traitspace</i></p> <p>High quality mentor texts inspire extended learning and further research which engages students with additional classroom or library resources to extend their knowledge on a person, events or period in history. The following books inspire students to extend their reading about topics including the founding fathers, the environment, biology, ecology and the environment.</p> <p><i>John, Paul, George, and Ben</i>, TG p. 38, 29, 40, 41</p>

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	<p><i>Tsunami</i>, TG p. 48, 49, 50, 51 <i>How Big Is It? A Book All About Bigness</i>, TG p. 92, 93 <i>Achoo! The Most Interesting Book You'll Ever Read About Germs</i>, TG p. 102, 103 <i>The Many Rides of Paul Revere</i>, TG p. 169, 170 <i>X-treme X-Ray</i>, TG p. 196, 197 <i>101 Animal Secrets</i>, TG p. 206, 207 <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283</p> <p>Students complete and publish every unit project in Traits Writing. In addition, a print and technology activities feature is provided at the end of units 2-7 within the Reality Check. Teachers engage students in individual, small-group, or whole-class publishing activities. Suggestions include using the computer to create final products, videotaping student reading aloud, or performing completed pieces. TG p. 108-109, 146-147, 184-185, 222-223, 260-261, 298-299; IG p. 35, 60-61 See the suggestions for print activities for publishing the unit projects: Students create a photo essay. TG p. 223 Students rework their expository piece into a journal entry or letter, motto, nature guide, news story, picture book, review, song or examination. TG p. 223 Students rework their project into a play, scrapbook, poem, song, puzzle, TV interview. TG p. 261 Students turn their composition into a puppet show. TG p. 261 See the technology activities related to publishing the final unit projects: Students learn how to edit on a computer. TG p. 70, 71; SH p. 34 Students become videographers and create an instructional video. TG p. 108 Students, under the teacher's supervision, initiate their own web group on a social media or the school's website. They learn Internet safety rules and good "netiquette." TG p. 184</p>
<p>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and (B) evaluate the relevance, validity, and reliability of sources for the research.</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. 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 During Unit 8, Students review expository writing and create a fact-based magazine article. 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</p>

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	information or explanation presented. TG p. 296-297, 302-312, 312-322, 323-332
<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 synthesize the research into a written or an oral presentation that:</p> <p>(A) compiles important information from multiple sources;</p> <p>(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</p> <p>(C) presents the findings in a consistent format; and</p> <p>(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p>	<p>Presentation and publication are the final steps of the writing process. Traits Writing provides specific instruction on the presentation and publishing step of the writing process within the Reality Checks. Print and technology-related activities are provided. Students can present their writing in oral presentations and readings, sharing visual displays when appropriate. Students engage in discussion about their products, their writing process, and express their ideas and observations in different contexts. See specific presentation activities:</p> <p>Students design their own Doodle logo and then write a short statement supporting the theme and the design. Students share their design with the class, voting for the favorite. TG p. 83; SH p. 45</p> <p>Students write down the lively leads in mentor text, <i>How Big Is It?</i> and create their own leads. They then share their leads with the rest of the class. TG p. 93; SH p. 53</p> <p>During a presentation to their classmates, students showcase their newly formatted piece of writing. They formats could include a skit, expert interview letter of recommendation or complaint, advertisement, consumer report, editorial, contest entry rules, blog entry, podcast, posting on webpage, protest song, poster, debate notes, speech, or letter to the editor. TG p. 109</p> <p>Students, under the teacher's supervision, initiate their own web group on a social media or the school's website. They learn Internet safety rules and good "netiquette." TG p. 184</p> <p>Students design and create their own talk show, planning and rehearsing it before videotaping it. TG p. 184</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:</p> <p>(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;</p> <p>(B) follow, restate, and give oral instructions that include multiple action steps; and</p> <p>(C) determine both main and supporting ideas in the speaker's message.</p>	<p>Teachers ask open-ended questions to spark conversation and prompt students to provide examples for their work that illustrate what they have learned. In addition, teachers should review speaking and listening routines to enhance the conversation and provide time for all students to share their ideas. The following lessons in the Teachers' Guide and Student Handbook support reading with accuracy and fluency, supporting comprehension.</p> <p>On Day 4 of each lesson, teachers conduct a Mentor Text Lesson. Each lesson is linked to an authentic published text that shows good use of the week's target trait and key quality. These texts consist of picture books, chapter books, and young adult novels in addition to "everyday texts" which include greeting cards, product packaging labels, travel brochures, catalogs, menus, and posters. Teachers show a video clip of the author (available in TraitSpace). These unique and inspiring video clips introduce students to the author's process and often contain advice students can apply to their own writing. The mentor videos bring authors to life with fascinating anecdotes, writing process suggestions, personal experiences and inspiration. Teachers are encouraged to extend the students' study of an author by making more books by the author available in the classroom, and by encouraging them to research more about the author's life through available resources, including authors' websites. IG p. 54</p> <p>Students listen to authors, a playwright, copy writer, journalist and others discuss the</p>

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writing process in the Mentor Video section on *Traitspace*. They identify the reasons and evidence a speaker provides to support particular point in the following mentor videos:

Jerdene Nolen, author of *Hewitt Anderson's Great Big Life*, *Traitspace*
 Lane Smith, author of *John, Paul, George, and Ben*, *Traitspace*
 Kimiko Kajikawa, author of *Tsunami*, *Traitspace*
 Christopher Paul Curtis, author of *Bud, Not Buddy*, *Traitspace*
 Patricia Polacco, author of *My Rotten Redheaded Older Brother*, *Traitspace*
 Contest Writer, author of *Doodle 4 Google*, *Traitspace*
 Ben Hillman, author of *How Big Is It? A Book All About Bigness*, *Traitspace*
 Ann Herbert Scott, author of *Brave as a Mountain Lion*, *Traitspace*
 Lois Lowry, author of *Crow Call*, *Traitspace*
 Historian, author of *Lincoln's Lincoln*, *Traitspace*
 Lynn Truss, author of *Eats, Shoots & Leaves*, *Traitspace*
 James Cross Giblin, author of *The Many Rides of Paul Revere*, *Traitspace*
 Food Writer, author of *Puffins Cereal Box*, *Traitspace*
 Nick Veasey, author of *X-treme X-Ray*, *Traitspace*
 Melvin and Gilda Berger, authors of *101 Animal Secrets*, *Traitspace*
 Health and Safety Writer, author of *Airline Safety Information Card*, *Traitspace*
 Copywriter, author of *J. Peterman Catalog Description*, *Traitspace*
 Pam Muñoz Ryan, author of *Becoming Naomi León*, *Traitspace*
 Edwidge Danticat, author of *Eight Days: A Story of Haiti*, *Traitspace*
 Publicity Writer, author of *Splash Country Brochure*, *Traitspace*
 Molly Bang, author of *Common Ground: The Water, Earth and Air We Share*, *Traitspace*
 Mark Teague, author of *LaRue for Mayor*, *Traitspace*
 Game Copy Writer, author of *Mancala Game Brochure*, *Traitspace*
 Andrea Davis Pinkney, author of *Duke Ellington*, *Traitspace*
 Gary Paulsen, author of *Puppies, Dogs and Blue Northers*, *Traitspace*

Teachers then read the text aloud. Students listen strategically and purposefully to the books read aloud and are immediately engaged in responding to the literature. Initially students respond to the text for general comprehension, pleasure and information. Upon another reading, students listen for deliberate identification of a trait of key quality represented by the text. Children discuss the text and how it represents the trait as the model of exceptional writing. IG p. 53

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

Hewitt Anderson's Great Big Life, TG p. 28, 29, 30, 31
John, Paul, George, and Ben, TG p. 38, 29, 40, 41
Tsunami, TG p. 48, 49, 50, 51
Bud, Not Buddy, TG p. 58, 59, 60, 61

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	<p><i>My Rotten Redheaded Older Brother</i>, TG p. 68 <i>Doodle 4 Google</i>, TG p. 82, 83 <i>How Big Is It? A Book All About Bigness</i>, TG p. 92, 93 <i>Achoo! The Most Interesting Book You'll Ever Read About Germs</i>, TG p. 102, 103 <i>Brave as a Mountain Lion</i>, TG p. 120, 121 <i>Crow Call</i>, TG p. 130, 131 <i>Lincoln's Lincoln</i>, TG p. 140, 141 <i>Eats, Shoots & Leaves</i>, TG p. 158, 159 <i>The Many Rides of Paul Revere</i>, TG p. 169, 170 <i>Puffins Cereal Box</i>, TG p. 178, 179 <i>X-treme X-Ray</i>, TG p. 196, 197 <i>101 Animal Secrets</i>, TG p. 206, 207 <i>Airline Safety Information Card</i> (health and safety writer), TG p. 216, 217 <i>J. Peterman Catalog Description</i> (copywriter), TG p. 234, 235 <i>Becoming Naomi León</i>, TG p. 244, 245 <i>Eight Days: A Story of Haiti</i>, TG p. 254, 255 <i>Splash Country Brochure</i>, TG p. 272, 273 <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283 <i>LaRue for Mayor</i>, TG p. 292, 293 <i>Mancala Game Brochure</i>, TG p. 310, 311 <i>Duke Ellington</i>, TG p. 320, 321 <i>Puppies, Dogs and Blue Northerners</i>, 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 give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p>	<p>Students are encouraged to take a stand on an issue in persuasive writing activities in Traits Writing. As they learn to write persuasively, students learn that juicy, sensory details make their writing more interesting, providing reason that are supported by facts and details in the following activities: Students imagine that they wake up one day with the ability to fly. They explain where they would go and what they would see. TG p. 186. Students write their side to the debate on whether the school should cut the school play as part of cost-cutting measures. TG p. 186. Students create a cereal box, featuring their persuasive descriptions, and then offer a "product presentation pitch to the class." TG p. 179; SH p. 113 Students present their brochure of a travel destination to the class, hoping their travel destination will be voted as a "must see." TG p. 273; SH p. 175</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 student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.</p>	<p>Opportunities for students to engage in a range of collaborative discussions are provided throughout the week for each lesson in Traits Writing. Teachers review speaking and listening routines to enhance the discussions. Teachers discuss with the students how they can use the mentor texts presented in each lesson as a model for their writing and students to apply what they learn to their writing. Teachers gather students to discuss the week's writing project. Teachers ask open-ended questions to spark conversation and prompt students to provide examples for their work that illustrate what they have learned. In addition, teachers should review speaking and</p>

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	<p>listening routines to enhance the conversation and provide time for all students to share their ideas. At the end of each week, teachers conduct one-on-one conferences with each child. The Implementation Guide gives examples of how to conduct the conferences to encourage the growth of young writers. IG p. 58-59. Students share their work with one another, reviewing, editing and offering suggestions.</p> <p>Students engage each other in a range of collaborative discussions. They work one-on-one, in groups, and teacher-led with diverse partners, building on others' ideas and expressing their own clearly. Students should re-read as necessary and self-correct their word recognition as they read aloud, working in pairs, in groups and presenting before the class. The following activities grant students the opportunities for collaboration and discussion:</p> <p>Students become videographers and create an instructional video. TG p. 108</p> <p>During a presentation to their classmates, students showcase their newly formatted piece of writing. They formats could include a skit, expert interview letter of recommendation or complaint, advertisement, consumer report, editorial, contest entry rules, blog entry, podcast, posting on webpage, protest song, poster, debate notes, speech, or letter to the editor. TG p. 109</p> <p>Students, under the teacher's supervision, initiate their own web group on a social media or the school's website. They learn Internet safety rules and good "netiquette." TG p. 184</p> <p>Students design and create their own talk show, planning and rehearsing it before videotaping it. TG p. 184</p> <p>Students create a puppet show, turning their narrative projects into a script. TG p. 261</p> <p>Students choose a game or sport and write directions for it. While one reads their directions, the other students act it out. TG p. 311; SH p. 201</p> <p>Students create an impromptu skit that transforms the traits of Traits Writing into characters. TG p. 341</p>
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