

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 2

GRADE 2

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<p>(1) (b) Knowledge and skills. (1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks)</p>	<p>Students explore print throughout Traits Writing and distinguish features of sentences, including capitalization and punctuation. See the following activities: Students identify conventions of spelling, capital letters and punctuation marks. TG p. 65, 69; SH p. 24, 25 Students add punctuation when needed. TG p. 89, 161, 233, 315; SH p. 39, 79, 119 Students edit for capitalization. TG p. 115, 187, 259; SH p. 53, 93, 133 Students use apostrophes where needed. TG p. 233; SH p. 119 Students exchange a punctuation check with a partner. TG p. 94, 166, 238 Students exchange a capitalization check with a partner. TG p. 120, 192, 264 See Conventions Review. SH p. 153, 165 See My First Scoring Guide for Conventions. SH p. 192, 193</p>
<p>(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including: (i) single letters (consonants and vowels); (ii) consonant blends (e.g., thr, spl); (iii) consonant digraphs (e.g., ng, ck, ph); and (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou); (B) use common syllabication patterns to decode words including: (i) closed syllable (CVC) (e.g., pic-nic, mon-ster); (ii) open syllable (CV) (e.g., ti-ger); (iii) final stable syllable (e.g., sta-tion, tum-ble); (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape); (v) r-controlled vowels (e.g., per-fect, cor-ner); and (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); (C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant); (D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful); (E) identify and read abbreviations (e.g., Mr., Ave.); (F) identify and read contractions (e.g., haven't, it's); (G) identify and read at least 300 high-frequency words from a commonly used list; and (H) monitor accuracy of decoding.</p>	<p>Through extensive writing in Traits Writing students apply their knowledge of phonemes, consonant blends, initial, medial and final sounds to their drafts and writing activities. In the editing step of the writing process students develop a keen awareness of the appropriate conventions and relationships between spoken words and print as they polish their compositions and publish their work. IG p. 51</p> <p>Within the writing instruction of Traits Writing specific attention addresses spelling-sound correspondences, irregular spelling and grade-appropriate high frequency words. See the Spelling Well features in the Teaching Guide and My Spelling Words in the Student Handbook: TG p. 79, 99, 125, 151, 171, 197, 223, 243, 269, 315; SH p. 24, 25, 33, 45, 59, 73, 85, 99, 113, 125, 139 Additionally, exchange student handbooks and spell check with a partner: TG p. 84, 104, 130, 156, 176, 202, 228, 248, 274</p>
<p>(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are</p>	<p>Students explore and comprehend a variety of texts throughout Traits Writing. In each lesson, teachers share an authentic piece of children's literature with the</p>

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<p>expected to:</p> <p>(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;</p> <p>(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and</p> <p>(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</p>	<p>class and explore why it is a fine example of the key quality in action. Teacher read the mentor text aloud for students' enjoyment and then again to focus on the author's use of the key quality. Teachers discuss with students how the read-aloud will be used as a model for their weekly writing project. See the following Read-Aloud lessons: TG p. 25, 35, 45, 55, 65, 77, 87, 97, 107, 113, 123, 133, 143, 149, 159, 169, 179, 185, 195, 205, 215, 221, 231, 241, 251, 257, 267, 277, 287, 293, 303, 313</p>
<p>(4) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p>	<p>Students listen to teachers read aloud a mentor text modeling excellent fluency in each lesson in Traits Writing and opportunities for students to read aloud with accuracy, appropriate rate, and expression are provided. See specific instruction: Students listen to teacher read aloud in a monotone and then in an expressive voice and compare and discuss differences. TG p. 97</p> <p>Students identify tone of voice expressed by teacher during read aloud. TG p. 159</p> <p>Students are encouraged to take on difference voices for each character when reading dialogue aloud. TG p. 166</p> <p>Students are encouraged to read their writing aloud until it sounds natural and "right" to the ear. TG p. 241</p> <p>Students read lines of text in different tones of voice and discuss how the voices differed. TG p. 227</p> <p>Teachers encourage students to read books softly to themselves and identify lines that sound most pleasing. TG p. 307</p> <p>Students read their tales aloud to a partner to check for smooth-sounding, rhythmic sentences. TG p. 310</p>
<p>(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);</p> <p>(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p>(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and</p> <p>(D) alphabetize a series of words and use a dictionary or a glossary to find words.</p>	<p>Traits Writing includes twenty-six high quality read-aloud picture books as mentor texts. These 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.</p> <p>Students acquire and use new vocabulary throughout Traits Writing. Word Choice is on of the traits of writing that addresses the vocabulary the writer uses to convey meaning and enlighten the reader. In this context, students explore choosing zippy verbs, picking "just right" words, stretching for never-before-tried words, and using words to create meaning to apply to their writing products. See the following:</p> <p>Students are encouraged to use language to create meaning, play with words and sounds to express ideas, and use precise verbs that paint a vivid picture in the reader's mind. TG p. 111-120</p> <p>Students explore using the right words to make crystal clear images in the</p>

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	<p>reader's mind. TG p. 167-176 Students try to use new words to communicate precisely. TG p. 229-238 Students use rich vocabulary and try using metaphors, similes, and alliterations to create meaning. TG p. 291-300 Additionally, teachers encourage students to listen for new or unusual words during conversations, read aloud time, and independent reading and record new words on word wall to use in writing. TG p. 113, 169, 231, 293</p>
<p>(6) 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>(A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and</p> <p>(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.</p>	<p>Guidelines for stocking, maintaining, and organizing a classroom library are shared in the Instructional Guide. Teachers are encouraged to provide reading material in a variety of genres and formats, and around a wide range of student interests. IG p. 29</p> <p>In addition to fables, myths, and folktales that may be found in the classroom library, students can analyze theme and genre in the following mentor texts: Students identify the moral lesson in the fable, <i>The Lion and the Mouse</i>. TG p. 77 Students browse a variety of picture-book fables gathered for independent group work. TG p. 81 Students explore the fractured folktale, <i>Goldilocks Returns</i>, and compare it to the original story of <i>Goldilocks and The Three Bears</i>. TG p. 143, 231 Students browse a variety of fractures folktales gathered for the classroom library. TG p. 235 Students explore the tall tale, <i>The Secret Shortcut</i>. TG p. 303 Students browse a variety of tall tales books provided in classroom library. TG p. 307</p>
<p>(7) 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 describe how rhyme, rhythm, and repetition interact to create images in poetry.</p>	<p>In addition to poetry that may be found in the classroom library (IG p. 29) teachers gather repetitive and non-repetitive poems from classroom and school libraries for students to explore. Students browse various poems paying special attention to beginnings of lines. TG p. 188, 189</p>
<p>(8) 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 identify the elements of dialogue and use them in informal plays.</p>	<p>Teachers are encouraged to provide reading material for a classroom library in a variety of genres and formats, and around a wide range of student interests. Students can explore the elements of plot and character through dialogue found in scripts and dramatic text provided in the classroom library. IG p. 29 Additionally, students identify elements of dialogue in the following: Students explore dialogue balloons in mentor text and use them in writing. TG p. 159-166 Students write and present a sensational skit. TG p. 328; SH p. 175</p>
<p>(9) 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 similarities and differences in the plots and settings of</p>	<p>Traits Writing connects to reading in every core week of instruction. Twenty-six mentor texts that accompany Traits Writing serve as examples of exceptional writing. Each of these read-aloud books engages the students in not only responding to quality, authentic literature, but they serve as models of the key qualities of the traits. Students listen for plot, explore sequence events, and</p>

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<p>several works by the same author; and (B) describe main characters in works of fiction, including their traits, motivations, and feelings.</p>	<p>describe characters in a story. See the following grade two fictional mentor texts: <i>The Relatives Came</i> TG p. 25, 26, 72, 215 <i>My Brother Charlie</i> TG p. 35, 36, 72 <i>They Thought They Saw Him</i> TG p. 45, 46, 72 <i>Poor Puppy</i> TG p. 55, 56, 72 <i>My Friend Is Sad</i> TG p. 65, 66, 72 <i>The Lion and the Mouse</i> TG p. 77, 78, 83 <i>I'm the Biggest Thing in the Ocean</i> TG p. 87, 88, 93 <i>Grandma's Records</i> TG p. 97, 98, 104, 287 <i>Do Unto Otters: A Book About Manners</i> TG p. 133, 134, 139 <i>Goldilocks Returns</i> TG p. 143, 231, 232 <i>Mice and Bean</i> TG p. 149, 150, 156 <i>Diary of a Spider</i> TG p. 159, 160, 165; SH p. 77 <i>The Lamb Who Came for Dinner</i> TG p. 169, 170 <i>The Ugly Vegetables</i> TG p. 221, 222, 227 <i>Julius</i> TG p. 241, 242, 247 <i>Chato's Kitchen</i> TG p. 293, 294, 299 <i>The Secret Shortcut</i> TG p. 303, 304, 309 <i>Ish</i> TG p. 313, 314, 319</p> <p>Students explore key details in a text. TG p. 25, 35, 45, 97, 133, 221 Students recount stories and determine central message. TG p. 77, 78, 83, 143, 231, 232, 303 Students describe characters and story events. TG p. 55, 87, 149, 159, 169, 215, 241, 293, 313</p>
<p>(10) 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 respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.</p>	<p>Students explore key details in the following grade two nonfiction mentor texts: <i>Many Nations: An Alphabet of Native America</i> TG. P 149, 150 <i>Feeling Thankful</i> TG p. 169, 170 <i>Are Trees Alive?</i> TG p. 231, 232, 238, 253 <i>The Busy Body Book</i> TG p. 241, 242, 252, 253, 287 <i>How a House Is Built</i> TG p. 293, 294, 297, 300 <i>Frida</i> TG p. 303, 304, 310 <i>Throw Your Tooth on the Roof</i> TG p. 313, 314, 319</p> <p>Teachers bring fiction and nonfiction books into the classroom to provide accessibility to quality texts that support reading comprehension and provide access to quality texts as examples of excellent writing across genres. Teachers can provide instruction as needed to help students differentiate between fiction and nonfiction.</p> <p>Teachers gather a variety of books including fiction, picture books, fables, personal narratives, fantasy, poetry, fractured folktales, fairy tales, and tall tales for students to use during independent group work that reinforces the week's lesson. TG. p. 37, 61, 71, 79, 89, 151, 161, 171, 187, 223, 233, 243, 305, 315</p>

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	Teachers gather a variety of books including biographies, autobiographies, memoirs, informational, pattern books, reference books, science books, instructional and how-to books for students to use during independent group work that reinforces the week's lesson. TG p. 99, 115, 125, 197, 259, 269, 279
(11) 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 recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	In addition to books provided in a classroom library (IG p. 29) students can explore sensory words and phrases in mentor text, <i>They Thought They Saw Him</i> . TG p. 45
(12) 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.	Traits Writing promotes a well-stocked library of reading materials across genre. The classroom library should represent a range of text complexity appropriate for grade two. All twenty-six read-aloud mentor texts can become components of the classroom library. IG p. 29 Additionally, teachers gather an assortment of books including fiction, picture books, fables, personal narratives, fantasy, poetry, fractured folktales, fairy tales, tall tales, biographies, autobiographies, memoirs, informational, pattern books, reference books, science books, instructional and how-to books for students to use during independent group work that reinforce the week's lesson. TG p. 37, 61, 71, 79, 89, 99, 115, 125, 151, 161, 171, 187, 197, 223, 233, 243, 259, 269, 279, 305, 315
(13) 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 identify the topic and explain the author's purpose in writing the text.	Students explore key details, topic, and author's purpose in the following grade two informational mentor texts: <i>Pelé, King of Soccer / Pelé, El rey de fútbol</i> TG p. 113, 114 <i>Do Unto Otters: A Book About Manners</i> TG p. 133, 134 <i>I Lost My Tooth in Africa</i> TG p. 123, 124, 130 <i>Mice and Bean</i> TG p. 149, 150, 156 <i>The Ugly Vegetables</i> TG p. 221, 222
(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to: (A) identify the main idea in a text and distinguish it from the topic; (B) locate the facts that are clearly stated in a text; (C) describe the order of events or ideas in a text; and (D) use text features (e.g., table of contents, index, headings) to locate specific information in text.	Students locate facts, describe events, and explore text features in the following grade two expository mentor texts: <i>Chameleons Are Cool</i> TG p. 107, 257, 258 <i>An Egg is Quiet</i> TG p. 179, 277, 278 <i>Storms</i> TG p. 185, 186, 192, 251 <i>Big & Little</i> TG p. 195, 196 <i>Surprising Sharks</i> TG p. 205, 206 <i>Poor Puppy</i> TG p. 55, 56, 72 <i>Chato's Kitchen</i> TG p. 293, 294 <i>You Can't Taste a Pickle With Your Ear</i> TG p. 267, 268, 274
(15) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (A) follow written multi-step directions; and	Students explore common graphic features, such as captions and labeled diagrams in the following informational mentor text: <i>Storms</i> TG p. 185, 186, 192, 251 <i>Surprising Sharks</i> TG p. 205, 206

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<p>(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).</p>	<p><i>Do Unto Otters: A Book About Manners</i> TG p. 133, 134 <i>An Egg is Quiet</i> TG p. 179, 277, 278</p>
<p>(16) 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) recognize different purposes of media (e.g., informational, entertainment);</p> <p>(B) describe techniques used to create media messages (e.g., sound, graphics); and</p> <p>(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).</p>	<p>A unique and inspiring component of Traits Writing is the mentor videos at TraitSpace. Students use this visual media to hear from the authors of the mentor texts. These videos often include 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. 50</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 using the computer or videotaping students reading and acting out stories. Most activities use available software programs or child-friendly websites. IG p. 33, TG p. 61</p> <p>See specific Technology Activities:</p> <p>Students use drawing software to create illustrations for a writing project. TG p. 109</p> <p>Students create final version of writing on word processor and import photos of themselves from digital camera for an "About the Author" caption. TG p. 109</p> <p>Students use presentation software to create slides from one of their writing projects, adding drawings, sound effects or music as desired. TG p. 181</p> <p>Students use word processor program to create a visual version of a narrative piece to publish on a classroom or school Web page. TG p. 181</p> <p>Students print images or create e-cards from website to add to story. TG p. 217</p> <p>Students work with a partner on a word processing program or with a draw and paint program to illustrate story they created together. TG p. 217</p> <p>Students create a note card from a character in one of their stories to a character in another using a word processing program and share with class. TG p. 253</p> <p>Students create a digital recording of one of their stories. TG p. 253</p>
<p>(17) 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 generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p> <p>(B) develop drafts by sequencing ideas through writing sentences;</p> <p>(C) revise drafts by adding or deleting words, phrases, or sentences;</p> <p>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</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 writing traits as an assessment tool and instructional tool to support students' writing as they learn to apply the writing process. IG p. 21; TG p. 23-72</p> <p>Opportunities for students to engage in the writing process are found throughout</p>

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<p>(E) publish and share writing with others.</p>	<p>Traits Writing in the Independent Writing activities. Students use independent writing time to work on their weekly narrative or expository writing project. These projects require students to use all their newly acquired and established trait-focused skill and apply all the steps in the writing process. IG p. 48</p>
<p>(18) 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: (A) write brief stories that include a beginning, middle, and end; and (B) write short poems that convey sensory details.</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 write about a favorite relative or friend. TG p. 25 Students draw and write about places where they like to write. TG p. 27 Students use story maps to write. TG p. 42 Students draw and write about doing something they love. SH p. 21 Students write a beginning-of-the-year benchmark paper. TG p. 72 Students write their own fable. TG p. 75-84 Students draw and write about finding a big idea. SH p. 30 Students write about characters, setting, and events for story. SH p. 31 Students write a personal narrative. TG p. 85-94 Students draw and write about something that starts boldly. SH p. 36 Students write ideas for personal narrative, including bold beginning. SH p. 37 Students write the greeting and closing of a letter; write a thank-you note. SH p. 39 Students write journal entry to express feelings. TG p. 95-104 Students draw and write about expressing a feeling. SH p. 42, 43 Students write an account of a persons' week. TG p. 147-156 Students draw and write about something with a mighty middle. SH p. 70 Students use words and pictures to tell a story. SH p. 71 Students create a cartoon using illustrations and text. TG p. 157-166 Students draw and write about something with sparkle and pizzazz. SH p. 76 Students write story events. SH p. 77 Students write about morning events. SH p. 79 Students write an animal fantasy story. TG p. 167-176 Students draw and write about something just right in their life. SH p. 82 Students write in a story web. SH p. 83 Students write an invitation to a gathering. TG p. 216 Students write a contest entry sharing their thoughts and feelings. TG p. 219-228 Students write about something that reaches out to connect. SH p. 110 Students write character ideas in speech bubble. SH p. 111 Students write a fractured folktale. TG p. 229-238 Students draw and write about something that stretches to do new things. SH p. 116 Students write story events for fractured tale. SH p. 117 Students write and draw major events from story to show author's flow. TG p. 239-248 Students draw and write about things that come in different lengths. SH p. 122</p>

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	<p>Students write to expand a story. SH p. 123 Students write a personal recollection. TG 291-300 Students draw and write about using words to create meaning. SH p. 150 Students write details about a specific misunderstanding. SH p. 151 Students create their own tall tale. TG p. 301-310 Students draw and write about something that sounds smooth. SH p. 156 Students write about an everyday problem. SH p. 157 Students write a short speech to express thoughts and feelings. TG p. 314 Students draw and write about something with parts that work together. SH p. 162 Students write about a talent that they worked hard to develop. SH p. 163 Students write about personal goals. TG p. 324; SH p. 170 Students write a letter to next year's teacher introducing themselves. TG 325; SH p. 171 Students write a sensational skit. TG p. 328; SH p. 175 Students write invitations for game show. TG p. 330 Students write a short thank-you note. TG p. 333 Students compose poetry. TG p. 333</p>
<p>(19) 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) write brief compositions about topics of interest to the student;</p> <p>(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write brief comments on literary or informational texts.</p>	<p>Specific, deliberate and spiraled instruction develops student competency writing expository, informative, and explanatory pieces. Students apply the target traits and key qualities highlighted in each unit to accumulate and present information clearly and accurately:</p> <p>Students write an action commentary using zippy verbs. TG p. 111-120 Students draw and write to describe something zippy. SH p. 50 Students list and describe activities. SH p. 51 Students write information about pictures for class photo album. TG p. 121-130 Students draw and write about building something. SH p. 56 Students write important facts about a personal photo. SH p. 57 Students create Bigger-to-Smaller Cards with focused ideas about topic. TG p. 131-140 Students draw and write about something amazing. SH p. 62 Students write an important idea with details to support. SH p. 63 Students write a time line of the main events in a story. TG p. 180 Students write a page for a class nature record. TG p. 183-192 Students draw and write about different ways to do something. SH p. 90 Students write details to support main topic. SH p. 91 Students create a pattern book that contrasts two things. TG p. 193-202 Students draw and write about staying with the big idea. SH p. 96 Students write big ideas and ideas to contrast. SH p. 97 Students create an expert essay about a subject they know well. TG p. 203-212 Students draw and write about something with an excellent ending. SH p. 102 Students write facts about a favorite topic. SH p. 103 Students write a short blurb describing a story they wrote. TG p. 252 Students make animal trading cards using juicy details. TG p. 255-264</p>

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	<p>Students write using juicy details. SH p. 130 Students write idea and provide facts to support. SH p. 131 Students write a table of contents for a new book. TG p. 265-274 Students write about something with a terrific title. SH p. 136 Students write facts about topic. SH p. 137 Students write a picture book about something in nature. TG p. 275-284 Students write about different ways to express themselves. SH p. 142 Students list details to explain topic. SH p. 143 Students write an informational brochure. TG p. 288 Students write questions and answers for game show. SH p. 177, 178</p>
<p>(20) 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 statements about issues that are important to the student for the appropriate audience in the school, home, or local community.</p>	<p>Students write opinion pieces to support claims based on specific topics or texts using valid reasoning and relevant evidence. Students are encouraged to take a stand on an issue in persuasive writing activities in Traits Writing: Students write story as a convincing character. TG p. 93 Students write to convince classmates of a great person. TG p. 108 Students write using pictures, and words to make their point clear. TG p. 139 Students write explanation of problem and propose solution for Editorial Opinion bulletin board. TG p. 144 Students create a convincing advertisement using pictures and words. TG p. 165 Students create a book jacket with reasons why someone should read book. TG p. 180 Students make advertising posters to get their message across with impact. TG p. 216 Students write a convincing contest entry. TG p. 222 Students use pictures and words to persuade parents to let you have a pet. TG p. 247 Students make a campaign poster to champion a cause. TG p. 252 Students write to persuade their classmates about the coolest animal. TG p. 263 Students write a convincing statement of encouragement to a friend. TG p. 319</p>
<p>(21) 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: (A) understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the); (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully); (v) prepositions and prepositional phrases; (vi) pronouns (e.g., he, him); and (vii) time-order transition words;</p>	<p>Conventions is an editing trait of writing that identifies the mechanical correctness of the piece. In Unit 1, teachers introduce editing and refer to the Conventions Poster while demonstrating the editing process. Students note the use of conventions in writing, identify and practice using editing symbols, and learn basic editing rules to ensure their writing is clear and easy to read. TG 63-72</p> <p>Every lesson in Traits Writing includes a Conventions Focus activity in which students practice editing skills such as spelling, punctuation, capitalization, and grammar. The specific focus is deliberately and professionally selected based upon skills students are required to master in each grade level. Following each lesson, students assess their own comprehension of the weekly focus concepts by carrying out a Partner Conventions Check with a classmate. IG p. 17</p>

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<p>(B) use complete sentences with correct subject-verb agreement; and (C) distinguish among declarative and interrogative sentences.</p>	<p>Students demonstrate command of the conventions of standard English grammar and usage. See the following activities: Students demonstrate basic grammar competency. TG p. 135, 207, 279, 295, 305; SH p. 65, 105, 145, Students identify verbs. TG p. 114; SH p. 51-52 Students expand sentences. TG p. 242; SH p. 123 Students focus on verbs. TG p. 111-120 See Conventions Review. SH p. 159 See My First Scoring Guide for Conventions. SH p. 192, 193</p>
<p>(22) 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: (A) write legibly leaving appropriate margins for readability; (B) use capitalization for: (i) proper nouns; (ii) months and days of the week; and (iii) the salutation and closing of a letter; and (C) recognize and use punctuation marks, including: (i) ending punctuation in sentences; (ii) apostrophes and contractions; and (iii) apostrophes and possessives.</p>	<p>Students demonstrate command of the writing conventions of standard English including capitalization, punctuation and spelling. These skills spiral throughout the year within the units. Students analyze sentences for proper usage of conventions, sing “The Conventions Song”, and edit sentences in the Student Handbook. Students are responsible for checking their writing for previously taught skills. See the following activities: Students identify conventions of spelling, capital letters and punctuation marks. TG p. 65; SH p. 24, 25 Students add punctuation when needed. TG p. 89, 161, 233, 315; SH p. 39, 79, 119 Students edit for capitalization. TG p. 115, 187, 259; SH p. 53, 93, 133 Students use apostrophes where needed. TG p. 233; SH p. 119 Students exchange a punctuation check with a partner. TG p. 94, 166, 238 Students exchange a capitalization check with a partner. TG p. 120, 192, 264 See Conventions Review. SH p. 153, 165 See My First Scoring Guide for Conventions. SH p. 192, 193</p>
<p>(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: (A) use phonological knowledge to match sounds to letters to construct unknown words; (B) spell words with common orthographic patterns and rules: (i) complex consonants (e.g., hard and soft c and g, ck); (ii) r-controlled vowels; (iii) long vowels (e.g., VCe-hope); and (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy); (C) spell high-frequency words from a commonly used list; (D) spell base words with inflectional endings (e.g., -ing and -ed); (E) spell simple contractions (e.g., isn't, aren't, can't); and (F) use resources to find correct spellings.</p>	<p>Students demonstrate command of the writing conventions of standard English including spelling. See the following: Students write weekly spelling words. SH p. 33, 45, 59, 73, 85, 99, 113, 125, 139 Students spell check with a partner. TG p. 84, 104, 130, 156, 176, 202, 228, 248, 274</p>
<p>(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>	<p>Students generate ideas for expository writing projects. TG p. 113, 123, 133, 185, 195, 205, 257, 267, 287</p>

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<p>(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and (B) decide what sources of information might be relevant to answer these questions.</p>	
<p>(25) 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: (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts; (B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).</p>	<p>Writing in the expository mode includes engaging students in researching and gathering information with peers or independently. Students produce a variety of writing products to share with class or others: Students explore example of good commentary through mentor text and a variety of information books or articles about sports to create a commentary. TG p. 114-120 Students create class photo album depicting important events by exploring pictures and captions in mentor text and other autobiographies and biographies provided by teacher. TG p. 124-130 Students produce cards with focused ideas about topic by paying attention to main idea and supporting details in mentor text and examples of instructional writing provided. TG p. 134-140 Students create class nature book by browsing various repetitive and non-repetitive poems noting interesting language and phrases used. TG p. 186-192 Students create a contrasting pattern book by reviewing mentor text and examine a variety of pattern books paying particular attention to illustrations to repeated phrases. TG p. 196-202 Students write and expert essay by reviewing mentor text and a variety of published information books and articles provided by teacher. TG p. 206-212 Students make animal trading cards by examining mentor text and a variety of detailed information books with photographs of animals provided. TG p. 258-264 Students write a table of contents for a new book by reviewing mentor text and other information books on science topics. TG p. 268-274 Students write a picture book about something in nature by reviewing mentor text and examining other nature-related information books provided for classroom use. TG p. 278-284</p>
<p>(26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.</p>	<p>Each week in Phase 2 of the Writing Project students review benchmark papers on topic and watch teachers model the process for completing writing assignment before revising and completing their writing projects. TG p. 118, 128, 138, 262, 272, 282</p>
<p>(27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.</p>	<p>Publishing and presenting are the final steps of the writing process. Traits Writing provides specific instruction on the publishing step of the writing process. Students present their writing in oral presentations and readings. Students engage in discussion and conversation about their products, their writing process and express their ideas and observations in different contexts. TG p. 27, 30, 32, 50, 84, 94, 104, 108, 109, 120, 130, 140, 144, 145, 156, 166, 176, 180, 181, 192, 202, 212, 216, 217, 228, 238, 248, 252, 253, 264, 274, 284, 288, 289, 300, 310, 320</p>

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	<p>Students clarify ideas, thoughts, and feelings in writing through audio and visual displays. See specifically: Students share their puppets with their classmates. TG p. 30 Teachers invite students to illustrate their writing. TG p. 32, 94, 104, 109, 156, 212, 217, 228, 238, 248, 253, 264, 274, 284, 310 Students create a comic strip with words and illustrations. TG p. 108 Students create mini story boards. TG p. 144 Students use voice recorder to record Action Commentaries. TG p. 145 Students create cartoon including illustrations and dialogue in speech balloons. TG. 166 Students perform their fantasy story by acting out role of characters. TG p. 176 Students create a time line to show the order of events in writing project. TG p. 180 Students share project using presentation software. TG p. 181 Students make a digital recording of on of their stories. TG p. 253 Students make a travel brochure including words and pictures. TG p. 288 Students transform a project into digital form. TG p. 289 Students create new version of story adding clip art and enhancing its graphic quality. TG p. 289</p>
<p>(28) 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 and ask relevant questions to clarify information; and (B) follow, restate, and give oral instructions that involve a short related sequence of actions.</p>	<p>Opportunities for students to collaborate with their peers are provided throughout Traits Writing. Guidelines are provided for teachers suggesting speaking and listening routines that result in appropriate student participation in conversation and sharing of their ideas. When listening, students should sit quietly, put down all materials, look at the person who is speaking, and pay close attention. IG p. 60</p>
<p>(29) 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 share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p>	<p>Opportunities for students to collaborate with their peers are provided throughout Traits Writing. Guidelines are provided for teachers suggesting speaking and listening routines that result in appropriate student participation in conversation and sharing of their ideas. When speaking, students should speak clearly, speak in a voice that is loud enough for everyone to hear, look at the audience now and then, and smile. IG p. 60</p>
<p>(30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p>	<p>Each week students listen strategically and purposefully to the read aloud mentor text 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.</p> <p>Students collaborate with their peers throughout Traits Writing. Each week's lesson ends with a Wrap Up and Whole-Class Reflection engaging students in</p>

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conversation and discussion in small and whole-class settings. Teachers ask open-ended questions that spark conversation and prompt students' participation in targeted discussion. Teachers provide time for all students to share their ideas and review speaking and listening routines to enhance conversation. (IG p. 60) See Wrap Up and Whole-Class Reflection: TG p. 32, 54, 55, 56, 57, 58, 59, 60, 61, 62, 72, 84, 94, 104, 120, 130, 140, 156, 166, 176, 192, 202, 212, 228, 238, 248, 264, 274, 284, 300, 310, 320
