

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 3

GRADE 3

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
FOR ENGLISH LANGUAGE ARTS & READING • GRADE 3**

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| <p>(1) (b) Knowledge and skills.</p> <p>(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</p> <p>(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:</p> <p>(i) dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);</p> <p>(ii) doubling final consonants when adding an ending (e.g., hop to hopping);</p> <p>(iii) changing the final "y" to "i" (e.g., baby to babies);</p> <p>(iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and</p> <p>(v) using knowledge of derivational affixes (e.g., -de, -ful, -able);</p> <p>(B) use common syllabication patterns to decode words including:</p> <p>(i) closed syllable (CVC) (e.g., mag-net, splen-did);</p> <p>(ii) open syllable (CV) (e.g., ve-to);</p> <p>(iii) final stable syllable (e.g., puz-zle, con-trac-tion);</p> <p>(iv) r-controlled vowels (e.g., fer-ment, car-pool); and</p> <p>(v) vowel digraphs and diphthongs (e.g., ei-ther);</p> <p>(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);</p> <p>(D) identify and read contractions (e.g., I'd, won't); and</p> <p>(E) monitor accuracy in decoding.</p> | <p>Weekly lessons in Traits Writing focus on spelling. 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. This context exposes students to grade level phonics and word analysis. These 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 TraitSPACE) containing spelling errors that are drawn from high-frequency word lists; Spelling Pattern Words, where they analyze a series of words for common patterns (e.g., words containing the same prefix or vowel spelling); and Student's Own Words, where they revisit pieces in their writing folders to identify words they have struggled with. On Day 5, students engage in a Partner Spell Check and quiz each other on their week's words. IG p. 52</p> <p>See spelling related activities: 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>Additionally, the Tips for Teaching Spelling feature is provided in each spelling lesson. Teachers can use the suggested activities to reinforce the week's lesson. See specifically:</p> <p>Students sort words in appropriate columns for different spelling patterns. TG p. 89, 117, 165, 193, 213</p> <p>Students compare word pairs. TG p. 89, 193</p> <p>Students read writing pieces backwards to focus on one word at a time. TG p. 117</p> <p>Students think of written or picture clues to help remember correct spelling of misspelled words. TG p. 137</p> <p>Students create word lists with different spelling patterns for the same sound. TG p. 137</p> <p>Students are encouraged to record multisyllabic words they encounter. TG p. 137</p> <p>Students compare words with long and short vowel sounds. TG p. 165</p> <p>Students identify regular and irregularly spelled words. TG p. 165, 193, 213</p> <p>Students check the dictionary when necessary. TG p. 193, 241</p> <p>Students distinguish between root word and inflectional ending. TG p. 269</p> <p>Students identify common prefixes and suffixes. TG p. 289</p> |
| <p>(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) 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>Students explore and comprehend a variety of texts throughout Traits Writing. In each Mentor Text Lesson teachers share an authentic piece of children's literature with the 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 they can use the mentor text as a model for their writing. IG p. 53</p> <p>Additionally, teacher can gather copies of the author's books and place them in the classroom library for students to browse and explore. Students can meet in</p> |

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| <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>small groups to read and discuss the author's books. IG p. 54 See the following Read Aloud and Mentor Text Lessons: TG p. 28, 38, 48, 58, 68, 82, 92, 102, 120, 130, 140, 158, 168, 178, 196, 206, 216, 234, 244, 254, 272, 282, 292, 310, 320, 330</p> |
| <p>(3) 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. Opportunities for students to read aloud with accuracy, appropriate rate, and expression are provided throughout Traits Writing. See specific instruction: Teacher reads text aloud as students listen for rhythm and flow of writing. TG p. 131, 197, 255 Students read aloud their finished paragraphs softly to make sure it flows. TG p. 197 Teachers read aloud, pointing out the different sentence types used that make the writing sound smooth and rhythmic. TG p. 255 Additionally, Sentence Fluency lessons in Traits Writing explore the way words and phrases flow through the piece. Sentence Fluency is an auditory trait regarding how sentences sound. Students explore graceful, varied, and rhythmic language to create fluent writing that is easy to read aloud. Students strive to use a variety of sentences, including simple, compound, and complex, to make their writing more fluent. See specific instruction: Students focus on crafting well-built sentences, varying in structure and length, and making them flow effortlessly. TG p. 123-132; SH p. 72-79 Students vary the length and structure of their sentences using simple, compound, and complex sentences to create a natural flow of ideas. TG p. 189-198; SH p. 116-123 Students balance sentence types and lengths, use varying language patterns, and link ideas with apt sequence and transition words to create smooth and rhythmic flow in their writing. TG p. 247-256; SH p. 158-165 Students explore breaking grammar rules to create fluency in writing. TG p. 313-322; SH p. 202-209</p> |
| <p>(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots; (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs; (C) identify and use antonyms, synonyms, homographs, and homophones; (D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and</p> | <p>Traits Writing mentor texts demonstrate exceptional writing examples that include some 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. Additionally, Word Choice lessons in Traits Writing explore the vocabulary the writer uses to convey meaning and enlighten the reader. Teachers guide students to examine and use rich, colorful, and precise language to communicate. Students explore striking words and phrases and begin to use literary techniques such as alliteration, simile, and metaphor to produce clear and powerful writing. See specific instruction in Units 3, 4, 6 and 8: Students discuss different techniques to apply strong verbs in their writing. TG p. 113-122; SH p. 66, 67</p> |

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| <p>(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | <p>Students explore different techniques for selecting striking words and phrases, such as synonyms, alliteration, and similes. TG p. 171-180; SH p. 108, 109, 113 Students learn how to use specific and accurate words to describe things. TG p. 237-246; SH p. 152, 153, 157 Students discuss different ways of choosing words that deepen meaning and convey accuracy. TG p. 46, 303-312; SH p. 196, 197, 201 Additionally, students can refer to glossaries in instructional mentor texts to determine or clarify meaning of key words and phrases. See specifically: <i>The Respiratory System</i> TG p. 92, 93 <i>Penguins</i> TG p. 272, 278</p> |
| <p>(5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and (B) compare and contrast the settings in myths and traditional folktales.</p> | <p>Guidelines for stocking, maintaining, and organizing a classroom library are shared. Teachers are encouraged to provide reading material in a variety of genres and formats, including fables, myths, and folktales. IG p. 29 In addition to books found in the classroom library, students can analyze and explore details in the mentor text, <i>Lon Po Po</i>, the Chinese version of <i>Little Red Riding Hood</i>. TG p. 140-141</p> |
| <p>(6) 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 the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).</p> | <p>In addition to poetry that may be found in the classroom library (IG p. 29) students can explore the imagery in the lyrical mentor text, <i>Snow</i>. TG p. 82-83</p> |
| <p>(7) 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 explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.</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</p> |
| <p>(8) 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: (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of characters including their relationships and the changes they undergo; and (C) identify whether the narrator or speaker of a story is first or third person.</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 describe characters in a story. See the following grade three fictional mentor texts: <i>Looking Like Me</i> TG p. 28, 30, 31 <i>Fairmount Avenue</i> TG p. 38, 40, 41 <i>Superdog: The Heart of a Hero</i> TG p. 48, 49, 50 <i>Sophie the Awesome</i> TG p. 58, 59, 60</p> |

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| | <p><i>Frank & Ernest</i> Cartoon Strip TG p. 120, 121 <i>Lon Po Po</i> TG p. 140, 141 <i>LaRue Across America</i> TG p. 158, 159 <i>Bobby the Brave (Sometimes)</i> TG p. 178, 179 <i>Welcome to My Neighborhood!</i> TG p. 206, 207 <i>Raising Dragons</i> TG p. 234, 235 <i>WorldGirl</i> Script TG p. 244, 245 <i>If the Shoe Fits</i> TG p. 254, 255 <i>Guinea Dog</i> TG p. 292, 293 <i>An Orange In January</i> TG p. 310, 311 Students explore key details in a text. TG p. 48, 58, 120, 121, 255 Students recount stories and determine central message. TG p. 28, 140, 141, 235 Students describe characters and story events. TG p. 31, 38, 49, 59, 130, 159, 178, 245, 292, 293</p> |
| <p>(9) 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 explain the difference in point of view between a biography and autobiography.</p> | <p>In addition to books found in the classroom library (IG p. 29) students can read and explore point of view in mentor text, <i>Ron's Big Mission</i> TG p. 130, 131</p> |
| <p>(10) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.</p> | <p>Students can identify language that appeals to the senses in books provided in the classroom library. IG p. 29</p> |
| <p>(11) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p> | <p>Traits Writing promotes a well-stocked library of reading materials across genre. The classroom library should represent a range of text complexity appropriate for grade three. All twenty-six read-aloud mentor texts can become components of the classroom library. IG p. 29</p> |
| <p>(12) 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 locate the author's stated purposes in writing the text.</p> | <p>Students explore key details, topic, and author's purpose in the following grade three informational mentor texts and everyday texts: <i>Panda Kindergarten</i> TG p. 196, 197 <i>Winter's Tail</i> TG p. 330, 332 "A Night at the Museum" Brochure TG p. 168, 169 <i>Ron's Big Mission</i> TG p. 130, 131 <i>An Orange In January</i> TG p. 310, 311</p> |
| <p>(13) 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</p> | <p>Students locate facts, describe events, and explore text features in the following grade three expository mentor texts and everyday texts: <i>Go, Go America</i> TG p. 68</p> |

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| <p>understanding. Students are expected to:</p> <p>(A) identify the details or facts that support the main idea;</p> <p>(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;</p> <p>(C) identify explicit cause and effect relationships among ideas in texts; and</p> <p>(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.</p> | <p><i>The Respiratory System</i> TG p. 92, 93</p> <p><i>Penguins</i> TG p. 272, 278</p> <p>Brownstone Buddies Product Description TG p. 216, 217</p> <p><i>Welcome to My Neighborhood!</i> TG p. 206, 207</p> |
| <p>(14) 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 identify what the author is trying to persuade the reader to think or do</p> | <p>Students explore the following persuasive Movie Review: <i>Toy Story 3</i>. TG p. 282, 283</p> |
| <p>(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) follow and explain a set of written multi-step directions; and</p> <p>(B) locate and use specific information in graphic features of text.</p> | <p>Students explore steps in the following procedural everyday texts:</p> <p>“Washing Hands” Poster TG p. 320, 321</p> <p>Party Penguins Recipe TG p. 102, 103</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 will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) understand how communication changes when moving from one genre of media to another;</p> <p>(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and</p> <p>(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).</p> | <p>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. 54</p> <p>Traits Writing embodies a wealth of technology resources that extend students learning. The Technology Activities feature at the end of units 2-7 within the Reality Check provides print and technology-related activities. Teachers engage students in highly motivating print and electronic publishing activities, such as creating e-books to video conferences. These activities expose students to the latest technologies and help them develop their skills in using them. Most activities use available software programs or child-friendly websites. IG p. 35; TG p. 61</p> <p>See specific technology activities:</p> <p>Students use editing functions on a computer to edit writing and print final version to share and compare editing choices with the class. TG p. 70, 71</p> <p>Teachers encourage students to select a nonfiction piece of writing to edit to look like encyclopedia entry and post their writings on the class wiki. Students can add</p> |

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| | <p>photos or scan illustrations to enhance their work. TG p. 108</p> <p>Students showcase highlights of their projects in presentation software slides designed to enhance the message. TG p. 108</p> <p>Students use templates in word-processing programs to transform their narrative projects into a variety of professional-looking formats such as Newsletter, Brochure, and Poster. TG p. 146</p> <p>Students record their narratives using a computer, recording software, and a microphone. Teachers can transfer their recording to a CD to keep in audio library. TG p. 146</p> <p>Students create and record a podcasts based on the topics of their persuasive unit projects. TG p. 184</p> <p>Students think about the topic of their persuasive projects and how they might turn it into a series of text messages. TG p. 184</p> <p>Students prepare work for publication and share their work in e-Portfolios set up by teacher. TG p. 222</p> <p>Teachers set up a pen-pal link with a classroom in another geographical location providing students with an opportunity to learn about other cultures, practice letter writing, and gain practical knowledge of e-mail technology. TG p. 222</p> <p>Students type in text of chosen piece of writing using any word-processing program and experiment with font style and format to make changes. TG p. 260</p> <p>Students use computer art program to create pictures for their narrative unit project. TG p. 260</p> <p>Students work in groups to create and film a television commercial based on a member's persuasive unit project. Teachers can allow students to post their videos to a video-sharing website or a class Web page. TG p. 298</p> <p>Students upload pictures from a digital camera and use the drawing and art tools in a word-processing program or photo software to create a persuasive flyer. TG p. 298</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 selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(E) publish written work for a specific audience.</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 Traits Writing in the Independent Writing Unit projects. Students use independent writing time to work on their mode-specific unit projects. 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. 57</p> |
| <p>(18) Writing/Literary Texts. Students write literary texts to express their</p> | <p>Units 3 and 6 emphasis narrative compositions. Students apply the target trait</p> |

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| <p>ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p> <p>(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p> | <p>and key quality highlighted in each unit to develop real or imagined experiences using well-chosen details and well-structured event sequence. Focused narrative unit writing projects include:</p> <p>Students write a short story with characters, a setting, and a problem to be solved as part of a three-week unit focusing on the Word Choice, Sentence Fluency, and Ideas traits. TG p. 107</p> <p>Students write a personal essay as part of a three-week unit focusing on the Voice, Word Choice, and Sentence Fluency traits. TG p. 221</p> <p>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 biographical sketch, historical account, journal entry, or skit. TG p. 107, 221</p> <p>Students write Key Quality Quickwrites (nonstop writing for 3 minutes) presented in Reality Checks 2 and 5. Students choose one of three photos from the Unit's weekly introductions in the Student Handbook and answer the question posed in caption by connecting to the key quality they studied during that week. TG p. 147, 261; SH p. 65, 73, 81</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>Explain what animal makes a good class pet and why. TG p. 110</p> <p>Describe a time you saw something that amazed you. TG p. 110</p> <p>Tell what a child should do to stay physically fit. TG p. 110</p> <p>Tell about a time you saw someone being helpful and explain what the person did. TG p. 224</p> <p>Write a letter to tell a new student about interesting places to visit in your community. TG p. 224</p> <p>Describe what makes a good friend. TG p. 224</p> <p>Write an imaginary story about meeting your favorite storybook character. TG p. 300</p> <p>See additional narrative writing activities:</p> <p>Students write a short piece (quickwrite) explaining who they are. TG p. 29, SH p. 9</p> <p>Students write about what makes them unique. TG p. 31, SH p. 10</p> <p>Students write a quickwrite about the bedroom of their dreams. 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 what it takes to be a hero. TG p. 49; SH p. 21</p> <p>Students draft a 25-word sentence. TG p. 51; SH p. 22</p> |
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| | <p>Students write about a special name that they have earned. TG p. 59; SH p. 27</p> <p>Students write a beginning-of-the-year benchmark paper. TG p. 69</p> <p>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</p> <p>Students write a comic strip. SH p. 71</p> <p>Students continue working 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</p> <p>Students write paragraph using techniques for creating sentence fluency. SH p. 79</p> <p>Students continue working independently on their narrative unit writing project, paying special attention to Focusing the Topic, as well as other key qualities. TG p. 135, 141</p> <p>Students write each story's focus. SH p. 87</p> <p>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</p> <p>Students continue working 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</p> <p>Students write first few lines of a script. SH p. 157</p> <p>Students continue working 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</p> <p>Students write a paragraph about a pair of magic shoes. SH p. 165</p> <p>Students write an end-of-the-year benchmark paper. TG p. 338</p> <p>Students use the Narrative Publishing Checklist to check writing for completeness. SH p. 88, 166</p> |
| <p>(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p> | <p>Students have many opportunities to write about important personal experiences throughout Traits Writing. Additionally, students write a personal essay as part of a three-week unit focusing on the Voice, Word Choice, and Sentence Fluency traits. TG p. 221-256</p> |
| <p>(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create brief compositions that:</p> <p>(i) establish a central idea in a topic sentence;</p> <p>(ii) include supporting sentences with simple facts, details, and explanations; and</p> <p>(iii) contain a concluding statement;</p> <p>(B) write letters whose language is tailored to the audience and</p> | <p>Units 2, 5, and 8 focus on deliberate and spiraled instruction developing student competency in expository, informative, and explanatory writing. Expository formats include: letter, guidebook, how-to-manual, magazine article, news story, research paper. Students write to inform or explain about a topic, making it clear by answering questions and including details to support key ideas and make connections. Focused expository unit writing projects include:</p> <p>Students choose a topic and format to inform or explain something in writing as part of a three-week unit focusing on Ideas, Organization, and Voice traits. TG p. 72</p> <p>Students write a magazine article as part of a three-week unit focusing on the</p> |

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| <p>purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and (C) write responses to literary or expository texts that demonstrate an understanding of the text.</p> | <p>Sentence Fluency, Ideas, and Organization traits. TG p. 183 Students write expository essay as part of a three-week unit focusing on Word Choice, Sentence Fluency, and a review of all the revision traits. TG p. 297 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 expository writing formats include: a letter, guidebook, how-to-manual, news story, research report, or announcement. TG p. 183, 297</p> <p>Students write Key Quality Quickwrites (nonstop writing for 3 minutes) presented in Reality Checks 1 and 4. Students choose one of three photos from the Unit's weekly introductions in the Student Handbook and answer the question posed in caption by connecting to the key quality they studied during that week. TG p. 109, 223; SH p. 39, 47, 55</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. Expository writing prompts include: Describe a favorite place you have visited providing information about climate, animals, people and landforms. TG. 186 Explain how to give a pet a bath, sharing steps in the correct order. TG p. 186 Convince someone to help conserve fuel and energy by giving up using a car one day a week and walking, riding a bike, or using public transportation instead. TG p. 186 Write about how you achieved a specific goal and why the goal was important to you. TG p. 300</p> <p>See additional expository writing activities: Students work independently on their expository unit writing project, paying special attention to Finding a Topic, as well the writing process. TG p. 77, 83 Students continue working independently on their expository unit writing project, paying special attention to Creating the Lead, as well as other key qualities. TG p. 87, 93 Students write a new lead for a chapter of a book. SH p. 53 Students continue working 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 Students write a favorite recipe. SH p. 61 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 Students write a paragraph about something learned from text including all kinds of sentences. SH p. 123</p> |
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| | <p>Students continue working 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 continue working 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 write a product description for a new buddy. 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 continue working 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 continue working 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 how-to set of directions. TG p. 340; SH p. 225</p> <p>Students use the Expository Publishing Checklist to check writing for completeness. SH p. 62, 140, 218</p> |
| <p>(21) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.</p> | <p>Units 4 and 7 focus on persuasive writing. 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 the following focused persuasive unit writing activities:</p> <p>Students write a persuasive essay as part of a three-week unit focusing on Organization, Voice, and Word Choice traits. TG p. 145</p> <p>Students write a speech as part of a three-week unit focusing on the Ideas, Organization, and Voice traits. TG p. 259</p> <p>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 persuasive writing formats include: an advertisement, award nomination, editorial, review, or debate outline. TG p. 145, 259</p> <p>Students write Key Quality Quickwrites (nonstop writing for 3 minutes) presented in Reality Checks 3 and 6. Students choose one of three photos from the Unit’s weekly introductions in the Student Handbook and answer the question posed in caption by connecting to the key quality they studied during that week. TG p. 185, 299; SH p. 91, 99,107</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: Explain an activity you like to do outside and why you enjoy it. TG p. 148</p> |

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| | <p>Tell about a time when you helped someone do something. TG p. 148 Convince your teacher that your field trip suggestion is a good one. TG p. 148 Explain why you like a particular special place. TG p. 262 Write about a particular time you did something that you will always remember. TG p. 262 Explain why you think there should be no homework on school holidays. TG p. 262 Write a letter to convince your parent that you should be able to set your own bedtime. TG p. 300 See additional persuasive writing activities: Students work independently on their narrative unit writing project, paying special attention to organizing their writing Using Sequence and Transition Words to connect details. TG p. 153, 159 Students write a postcard telling about a vacation. SH 97 Students continue working independently on their narrative unit writing project, paying special attention to Conveying the Purpose. TG p. 163, 169 Students write a paragraph to persuade. SH p. 105 Students continue working independently on their narrative unit writing project, paying special attention to Selecting Striking Words and Phrases. TG p. 173, 179 Students work independently on their narrative unit writing project, paying special attention to Using Details, as well as other key qualities. TG p. 267, 273 Students write about cause and effect. SH p. 175 Students continue working independently on their narrative unit writing project, paying special attention to Ending With a Sense of Resolution. TG p. 277, 283 Students write a review about a movie. SH p. 183 Students continue working independently on their narrative unit writing project, paying special attention to Taking Risks to Create Voice. TG p. 287, 293 Students write from point of view of character. SH p. 186 Students write reasons they should be allowed to have a dog. SH p. 191 Students use the Persuasive Publishing Checklist to check writing for completeness. SH p. 114, 192</p> |
| <p>(22) 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) use and understand the function of 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: wooden, rectangular; limiting: this, that; articles: a, an, the); (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully); (v) prepositions and prepositional phrases;</p> | <p>Conventions is an editing trait of writing that identifies the mechanical correctness of the piece. In Unit 1, teachers refer to The Steps in the Writing Process: Editing to introduce and demonstrate the editing process. Teachers project the Teacher's Editing Model (available on <i>Traitspace</i>) and review it with students for one convention at a time. Students note the use of conventions in writing, identify and practice using editing symbols, learn basic editing rules, and learn to apply the rules of standard English to correct their work to ensure their writing is clear and easy to read. TG 63-72; SH p. 30-36</p> <p>During the seven core units in Traits Writing, students focus on one aspect of conventions each week. In Unit 8, the final core unit, students review all the conventions covered throughout the year. IG p. 52</p> |

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(vi) possessive pronouns (e.g., his, hers, theirs);
(vii) coordinating conjunctions (e.g., and, or, but); and
(viii) time-order transition words and transitions that indicate a conclusion;
(B) use the complete subject and the complete predicate in a sentence; and
(C) use complete simple and compound sentences with correct subject-verb agreement.

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

If time allows, teachers can distribute Practice Questions (in downloadable format from Traitspace) to help students prepare for standardized writing tests. Teachers allow students a limited amount of time to answer five multiple-choice questions related to related to 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

See specifically Reality Check: TG p. 111, 149, 187, 225, 263, 301

Students demonstrate command of the conventions of standard English grammar and usage. Lessons on grammar and usage focus on Sentence Study, Paragraph Study, and Student's Own Work. (IG p. 52) See the following activities:

Students practice building sentences with words cards by expanding basic sentences including conjunctions. TG p. 125; SH p. 74

Students rewrite sentences using techniques for creating sentence fluency. TG p. 131; SH p. 79

Students look for grammatical errors in a sample passage and examine their own writing for problems with grammar. TG p. 127, 175, 251, 279; SH p. 78, 112, 164, 182

Students exchange a grammar and usage check with a partner. TG p. 132, 180, 208, 256, 284

Students label sentence types and discuss appropriate punctuation and voice inflection. TG p. 191; SH p. 118

Students write a paragraph about things the learned using different kinds of sentences. TG p. 197, SH p. 123

Students look for verb errors in a sample passage and examine their own writing for grammar problems. TG p. 203; SH p. 130

Students examine sentence length, using conjunctions, and various types of sentences. TG p. 249; SH p. 160

Students look for convention errors in sample passage and examine their own writing for convention errors. TG p. 307; SH p. 200

Students identify complete sentences and fragments. TG p. 315; SH p. 204

Students look for convention errors in sample passages and examine their own writing for conventions problems. TG p. 317

Students review plural nouns and irregular verbs. TG p. 317; SH p. 208

Students explore the key quality varying sentence types and strive to use a

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| | variety of sentences (simple, compound, and complex) to make their writing more fluent. TG p. 189-198 |
| <p>(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) write legibly in cursive script with spacing between words in a sentence;</p> <p>(B) use capitalization for:</p> <p>(i) geographical names and places;</p> <p>(ii) historical periods; and</p> <p>(iii) official titles of people;</p> <p>(C) recognize and use punctuation marks including:</p> <p>(i) apostrophes in contractions and possessives; and</p> <p>(ii) commas in series and dates; and</p> <p>(D) use correct mechanics including paragraph indentations.</p> | <p>Students demonstrate command of the writing conventions of standard English including capitalization and punctuation. Lessons on conventions of punctuation and capitalization focus on Sentence Study, Paragraph Study, and Student's Own Work. IG p. 52 See the following:</p> <p>Students review common piece of writing and list editing tasks that need to be done. TG p. 64, 65; SH p. 32, 36</p> <p>Students connect editing to conventions. TG p. 66</p> <p>Students look for punctuation errors in sample passage and examine their own writing for punctuation problems. TG p. 79; SH p. 44</p> <p>Students exchange a punctuation check with a partner. TG p. 84, 160, 236</p> <p>Students look for capitalization errors in a sample passage and examine their own writing for capitalization problems. TG p. 99; SH p. 60</p> <p>Students exchange a capitalization check with a partner. TG p. 104</p> <p>Students look for abbreviation errors in a sample passage and examine their own writing for punctuation problems. TG p. 155; SH p. 96</p> <p>Students look for paragraphing errors in a sample passage and examine their own writing for paragraphing problems. TG p. 231; SH p. 148</p> <p>Students look for convention errors in sample passage and examine their own writing for convention errors. TG p. 307; SH p. 200</p> <p>Students write a sentence with correct punctuation of an abbreviation. SH p. 208</p> |
| <p>(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;</p> <p>(B) spell words with more advanced orthographic patterns and rules:</p> <p>(i) consonant doubling when adding an ending;</p> <p>(ii) dropping final "e" when endings are added (e.g., -ing, -ed);</p> <p>(iii) changing y to i before adding an ending;</p> <p>(iv) double consonants in middle of words;</p> <p>(v) complex consonants (e.g., scr-, -dge, -tch); and</p> <p>(vi) abstract vowels (e.g., ou as in could, touch, through, bought);</p> <p>(C) spell high-frequency and compound words from a commonly used list;</p> <p>(D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);</p> <p>(E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);</p> <p>(F) spell complex contractions (e.g., should've, won't); and</p> <p>(G) use print and electronic resources to find and check correct spellings.</p> | <p>Students demonstrate command of the writing conventions of standard English including spelling. Each spelling lesson focuses on High-Frequency Words, Spelling Pattern Words and Student's Own Words. IG p. 52 See the following:</p> <p>Students exchange a spelling check with a partner. TG p. 94, 122, 142, 179, 198, 218, 246, 274, 294</p> <p>Students gather challenging words for Partner Spell Check. TG p. 89, 193, 213, 269; SH p. 52, 122, 138, 174</p> <p>Students look for spelling errors in a sample passage and examine their own writing for spelling problems. TG p. 117, 137, 165, 213, 241, 289; SH p. 70, 86, 104, 138, 156, 190</p> |

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| <p>(25) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and</p> <p>(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</p> | <p>Teachers brainstorm general topics for expository writing with students, then play Narrow It! to help students focus the ideas. Students share their topic ideas with the class to explore possible audiences, purposes, and voice for their writing projects. TG p. 72</p> <p>Students make a Seed Ideas Notebook, a place where they can capture ideas that they can later “grow” into pieces of writing. Students write down ideas then share some of their topics with a partner and then with the class. TG p. 77</p> <p>Students brainstorm where ideas for magazine articles come from and discuss possible topics for a magazine article. TG p. 183</p> <p>Students brainstorm where ideas for essays come from and share their ideas about possible topics for their essays. TG p. 297</p> |
| <p>(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to collect information from multiple sources of information, both oral and written, including:</p> <p>(i) student-initiated surveys, on-site inspections, and interviews;</p> <p>(ii) data from experts, reference texts, and online searches; and</p> <p>(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;</p> <p>(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);</p> <p>(C) take simple notes and sort evidence into provided categories or an organizer;</p> <p>(D) identify the author, title, publisher, and publication year of sources; and</p> <p>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p> | <p>Writing in the expository mode includes engaging students in researching and gathering information with peers or independently to build knowledge on a topic. Expository formats include: letters, guidebooks, how-to-manuals, magazine articles, news stories, research papers, menus, brochures, directions and lists. Students produce a variety of writing products to share with class or others that inform the reader about the topic:</p> <p>Students explore topic by elaborating on it in writing. TG p. 78</p> <p>Students work with partner to complete graphic organizer with information on topic. TG p. 83; SH p. 45</p> <p>Students work in pairs or small groups to write a recipe and assemble them in categories for a class cookbook. TG p. 103; SH p. 61</p> <p>Students change the format of a piece of their writing based on suggested formats (letter of recommendation or complaint, advertisement, consumer report, editorial, contest entry rules, blog entry, podcast, posting on webpage, protest song, poster, debate notes, speech, letter to the editor) to share with classmates, and explain why they chose the new format. TG p. 109, 185, 223, 261, 299</p> <p>Students make a movie poster for their expository writing project, including eye-catching art that captures the theme, as well as bold headlines and catchphrases. TG p. 109</p> <p>Students write a paragraph about things learned on topic. TG p. 197; SH p. 123</p> <p>Students prepare a talk on a topic of choice. TG p. 201; SH p. 126</p> <p>Students write to develop the body of paper with information to make sense of topic. TG p. 202</p> <p>Students write information learned about topic in 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 work to structure the body of a paper using details to highlight and support the main theme. TG p. 212; SH p. 135</p> |

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| | <p>Students organize information to write a product description. TG p. 217; SH p. 139</p> <p>Students create instructional poster about how to make someone laugh. TG p. 321; SH p. 209</p> <p>Students use Expository Publishing Checklist to check writing. SH p. 218</p> <p>Students assemble their writing into an anthology for the classroom library.</p> <p>Students illustrate their writing, assemble the pieces in logical order, and make a table of contents and cover. TG p. 223</p> |
| <p>(27) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p> | <p>Each week students review pieces of writing in their writing folders and choose one that would benefit from being revised based on what was taught in the lesson. Students work on improving the piece over the week and can consult other sources to improve the focus of research. See Writing Folder Application, TG p. 56</p> |
| <p>(28) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.</p> | <p>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. Students present their writing projects to the class, sharing appropriate facts and relevant details, and speaking clearly and at an understandable pace. See specifically:</p> <p>Student pairs share their revised leads with the rest of the class and encourage class to identify the technique they used. TG p. 93</p> <p>Student pairs share their recipes, discussing the tone of each section and the effect they hoped to have on the reader. TG p. 103</p> <p>Students showcase highlights of their projects in presentation software slides designed to enhance the message. TG p. 108</p> <p>Students work individually or in pairs to create a comic strip to share with the class. TG p. 121</p> <p>Students record their narratives using a computer, recording software, and a microphone. Teachers can transfer their recording to a CD to keep in audio library. TG p. 146</p> <p>Partners write the opening for a brochure to persuade and share with the class. TG p. 169</p> <p>Students create and record a podcasts based on the topics of their persuasive unit projects. TG p. 184</p> <p>Students write a passport for a buddy and take turns sharing with the class. TG p. 217</p> <p>Students prepare work for publication and share their work in e-Portfolios set up by teacher. TG p. 222</p> <p>Students write evidence from the text to support a motto. TG p. 235</p> |

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| | <p>Students work in pairs to brainstorm ideas for new television show for kids and perform their scripts for the class. TG p. 245 Students write a movie review and read their reviews to the class to determine which were most effective in persuading. TG p. 283 Students work in groups to create and film a television commercial based on a member's persuasive unit project. Teachers can allow students to post their videos to a video-sharing website or a class Web page. TG p. 298 Students write additional page for story and share with the class. TG p. 311 Students create instructional posters to share with the class. TG p. 321 Students work independently to add examples to their work and share it with the class. TG p. 331 Students choose a writing piece of theirs to present at a Writing Slam. TG p. 341</p> |
| <p>(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and (B) follow, restate, and give oral instructions that involve a series of related sequences of action.</p> | <p>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. 59</p> |
| <p>(30) 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 speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</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. 59</p> |
| <p>(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</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 Whole-Class Reflection engaging students in 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. 59) See Whole-Class Reflection: TG p. 32, 52, 52, 62, 72, 84, 94, 104, 122, 132, 142, 160, 170, 180, 198, 208, 218, 236, 246, 256, 274, 284, 294, 312, 322, 332</p> |

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 3