

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 1

GRADE 1

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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: (A) recognize that spoken words are represented in written English by specific sequences of letters; (B) identify upper- and lower-case letters; (C) sequence the letters of the alphabet; (D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation); (E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and (F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).</p>	<p>Opportunities for students to explore and demonstrate an understanding of the features of print are provided in Traits Writing. Students explore the distinguishing features of sentences in many writing activities throughout Traits Writing. Specifically, students explore Building Complete Sentences as a core characteristic of the Sentence Fluency trait. TG p. 121-130</p> <p>Additionally, Conventions is the mechanical correctness of a piece of writing that focuses on punctuation, capitalization, spelling, and basic grammar and usage. Students analyze a series of sentences for proper usage of the conventions and correct sentences in the Student Handbook. IG p. 52</p> <p>During the Read-Aloud on Day 1 of each lesson, teachers display the book cover and introduce the author and illustrator of the mentor text before reading aloud. (IG p. 49) See the following Read-Aloud lessons: TG p. 25, 35, 45, 55, 65, 75, 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>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to: (A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr); (B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite); (C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b//o//w/ to /g//o//w/); (D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr); (E) isolate initial, medial, and final sounds in one-syllable spoken words; and (F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s//p//l//a//t/).</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>Teachers can promote students' understanding of sound-letter relationships using weekly spelling words. See Tips for Teaching Spelling, TG p. 125. Additionally, understanding phonemes, syllables, and letter-sound correspondences can be reinforced in the spelling features throughout Traits Writing. See the Spelling Well feature in the Teaching Guide and My Spelling Words in the Student Handbook: TG p. 79, 99, 125, 151, 171, 197, 223, 243, 269; SH p. 33, 45, 59, 73, 85, 99, 113, 125, 139</p>
<p>(3) 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 words in context and in isolation by applying common letter-sound correspondences, including: (i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;</p>	<p>Opportunities for students to display phonetic awareness are found throughout Traits Writing as students continue to decode words in context and apply common letter-sound correspondence. Additionally, students gather high-frequency words for Day 5's Partner Spell Check. TG p. 78, 98, 124, 150, 170, 222, 242, 268</p>

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<p>(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;</p> <p>(iii) consonant blends (e.g., bl, st);</p> <p>(iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;</p> <p>(v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and</p> <p>(vi) vowel diphthongs including oy, oi, ou, and ow;</p> <p>(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;</p> <p>(C) use common syllabication patterns to decode words, including:</p> <p>(i) closed syllable (CVC) (e.g., mat, rab-bit);</p> <p>(ii) open syllable (CV) (e.g., he, ba-by);</p> <p>(iii) final stable syllable (e.g., ap-ple, a-ble);</p> <p>(iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);</p> <p>(v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and</p> <p>(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);</p> <p>(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);</p> <p>(E) read base words with inflectional endings (e.g., plurals, past tenses);</p> <p>(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);</p> <p>(G) identify and read contractions (e.g., isn't, can't);</p> <p>(H) identify and read at least 100 high-frequency words from a commonly used list; and</p> <p>(I) monitor accuracy of decoding.</p>	
<p>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>(A) confirm predictions about what will happen next in text by "reading the part that tells";</p> <p>(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; 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>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 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>(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level</p>	<p>Students listen to teachers read aloud each mentor texts modeling excellent fluency. In addition, opportunities for students to read with fluency and</p>

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<p>appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p>	<p>comprehension are provided with the Reality Checks. For example:</p> <p>Students listen to audio books as narrators read fluently and expressively, changing pacing, tone, and volume captivating and engaging the listener. Students practice reading their own stories in pairs, focusing on reading fluently and expressively, before recording their stories as audio books. TG p. 289</p> <p>Students complete short stories and read aloud to the class in their best character voice. TG p. 216</p> <p>Students echo or choral read text so they hear the rhythm and flow of the words. TG p. 305 Students read their writing into a “fluency phone” and listen to the flow of their sentences from the other end. Hands-On Activity, TG p. 309</p>
<p>(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);</p> <p>(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);</p> <p>(C) determine what words mean from how they are used in a sentence, either heard or read;</p> <p>(D) identify and sort words into conceptual categories (e.g., opposites, living things); and</p> <p>(E) alphabetize a series of words to the first or second letter and use a dictionary 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 one 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 reader’s mind. TG p. 167-176</p> <p>Students try to use new words to communicate precisely. TG p. 229-238</p> <p>Students use rich vocabulary and try using metaphors, similes, and alliterations to create meaning. TG p. 291-300</p> <p>Teachers can create a Word Wall for students to record words to use later in their writing. Word Wall can be connected to parts of speech. See Tips for Teaching About Word Choice, TG p. 113</p>
<p>(7) 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>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. IG p. 29</p> <p>In addition to fables and folktales found in the classroom library, students can explore <i>The Little Red Hen (Makes a Pizza)</i>, a classic tale with an urban twist.</p>

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<p>(A) connect the meaning of a well-known story or fable to personal experiences; and (B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.</p>	<p>Students chime in on the repeated text to explore the rhythm of the text. TG p. 185</p>
<p>(8) 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 respond to and use rhythm, rhyme, and alliteration in poetry.</p>	<p>In addition to poetry that may be found in the classroom library (IG p. 29) teachers are encouraged to read poetry aloud to help students learn rhythms in language. See Tips for Teaching About Sentence Fluency. TG p. 185</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: (A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and (B) describe characters in a story and the reasons for their actions and feelings.</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 one fictional mentor texts: <i>Dear Juno</i> TG p. 25, 26, 72, 107 <i>My Truck Is Stuck!</i> TG p. 35, 36, 62, 72 <i>Hello Ocean</i> TG p. 45, 46, 52, 72; SH p. 16 <i>Pigsty</i> TG p. 55, 56, 62, 72 <i>Yo! Yes?</i> TG p. 65, 66, 72 <i>Animals Should Definitely Not Wear Clothing</i> TG p. 87, 88, 93, 143 <i>Roller Coaster</i> TG p. 97, 98 <i>If You're a Monster and You Know It</i> TG p. 113, 114, 119, 334 <i>Lost and Found</i> TG p. 123, 124 <i>Scaredy Squirrel</i> TG p. 133, 134 <i>Lily Brown's Paintings</i> TG p. 179, 257, 258, 264 <i>The Little Red Hen Makes a Pizza</i> TG p. 185, 186, 192, 334 <i>100th Day Worries</i> TG p. 195, 196, 202, 216; SH p. 97 <i>Jeremy Draws a Monster</i> TG p. 205, 206, 211, 212 <i>Bigmama's</i> TG p. 221, 222, 227, 252 <i>The Dot</i> TG p. 251, 277, 278, 283 <i>Duck on a Bike</i> TG p. 267, 268, 274, 288; SH p. 137 Students respond to literature and provide key details in mentor texts: Students discuss story events and key details. TG p. 179, 185, 195, 205, 256, 257, 277 Students explore story organization and sequence of events. TG p. 87, 97, 149, 205, 267 Students describe characters in a story. TG p. 251, 267</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</p>	<p>Students explore key details in the following grade one nonfiction mentor texts: <i>Many Nations: An Alphabet of Native America</i> TG. P 149, 150 <i>Feeling Thankful</i> TG p. 169, 170</p>

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<p>by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.</p>	<p><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. TG p. 39, 62, 81, 89, 101, 106, 107, 117, 127, 137, 142, 143, 153, 159, 163, 173, 179, 189, 199, 209, 214, 215, 225, 231, 235, 241, 245, 251, 261, 271, 281, 286. 287, 294, 297, 317</p>
<p>(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 sensory details in literary text.</p>	<p>In addition to books provided in a classroom library (IG p. 29) students can recognize sensory details in literary texts, as follows: Students record sensory images and words from <i>Hello Ocean</i>. TG p. 44-46; SH p. 16-17 Students explore colorful, zippy verbs in <i>If You're a Monster and You Know It</i>. TG p. 113-114</p>
<p>(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.</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 one. All twenty-six read aloud mentor texts can become components of the classroom library. IG p. 29 Teachers gather an assortment of books including picture books, narratives, fantasies, read alouds and series literature for students to use during independent group work that reinforce the week's lesson. TG p. 115, 117, 135, 137, 187, 189, 197, 199, 207, 209, 259, 261, 269, 271, 279, 281</p>
<p>(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 about the text.</p>	<p>Students explore key details in the following grade one informational mentor texts: <i>Many Nations: An Alphabet of Native America</i> TG. P 149, 150 <i>Frida</i> TG p. 303, 304, 310 <i>Throw Your Tooth on the Roof</i> TG p. 313, 314, 319</p>
<p>(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) restate the main idea, heard or read; (B) identify important facts or details in text, heard or read; (C) retell the order of events in a text by referring to the words and/or illustrations; and (D) use text features (e.g., title, tables of contents, illustrations) to</p>	<p>Students explore key details in the following grade one expository mentor texts: <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>The Emperor's Egg</i> TG p. 159, 160, 165, 181, 215 <i>My Truck Is Stuck!</i> TG p. 35, 36, 62, 72</p>

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locate specific information in text.	
<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 written multi-step directions with picture cues to assist with understanding; and</p> <p>(B) explain the meaning of specific signs and symbols (e.g., map features).</p>	<p>Students explore key details in the following grade one procedural mentor text: <i>How a House Is Built</i> TG p. 293, 294, 297, 300</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) (with adult assistance); and</p> <p>(B) identify techniques used in media (e.g., sound, movement).</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>Create a class blog, scan drawings to upload to a website. TG p. 109</p> <p>Create a slideshow of facts. TG p. 109</p> <p>Create a comic strip online, TG p. 145</p> <p>Write a daily log on the computer. TG p. 145</p> <p>Create an electronic version of class project books, import pictures, narrate text and add background music. TG. p. 181</p> <p>Use word processing tools to add edit writing. p. 181</p> <p>Use a word processing program to write a story. TG p. 217</p> <p>Record skit performances on video, TG p. 217</p> <p>Create an e-presentation using slide show software, TG p. 253</p> <p>Create a photo glossary using a digital camera, TG p. 253</p> <p>Use drawing software to create illustrations for a personal narrative. TG p. 289</p> <p>Use a computer, recording software and external microphone to record an audio book or an original story, TG p. 289</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,</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</p>

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<p>sharing ideas, listing key ideas); (B) develop drafts by sequencing ideas through writing sentences; (C) revise drafts by adding or deleting a word, phrase, or sentence; (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and (E) publish and share writing with others.</p>	<p>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 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. See the following: Students focus on choosing zippy verbs to write a Class Monster Book. TG p. 111-120 Students draw and write about something zippy. SH p. 50 Students provide details to describe monster. SH p. 51 Students focus on complete sentences to make Lost Animal Poster. TG p. 121-130 Students draw and write about something to build carefully. SH p. 56 Students write about a lost animal. SH p. 57 Students focus on the big idea to create an imaginary story. TG p. 131-140 Students draw and write about something cool. SH p. 62 Students write a What If? question about an animal. SH p. 63 Students focus on starting sentences in different ways to write a skit. TG p. 183-192 Students draw and write about things that start in different ways. SH p. 90 Students write dialogue for four good friends. SH p. 91 Students focus on staying with the big idea to write a new story event. TG p. 193-202 Students draw and write about things that need to stay on course. SH p. 96 Students write about character in book providing details. SH p. 97 Students focus on excellent endings to complete short story. TG p. 203-212 Students draw and write about something with an excellent ending. SH p. 102 Students write about a monster that comes to visit. SH p. 103 Students focus on using juicy details to write a fantasy story. TG p. 255-264 Students draw and write about something with juicy details. SH p. 130 Students brainstorm and write story details. SH p. 131 Students focus on adding a terrific title to write a sequel to a story. TG p. 265-274 Students draw and write about something with a terrific title. SH p. 136 Students write plans for sequel to story. SH p. 137 Students focus on saying things in new ways to write personal narrative. TG p. 275-284 Students write about something new to try. SH p. 142</p>

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	<p>Students write plans for a personal narrative. SH p. 143 Students write letter to next year’s teacher to introduce themselves as writers. TG p. 325; SH p. 170-171</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: (A) write brief compositions about topics of interest to the student; (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and (C) write brief comments on literary or informational texts.</p>	<p>Specific, deliberate and spiraled instruction develops student competency writing expository, informative, explanatory products. Students apply the target traits and key qualities highlighted in each unit to accumulate and present information clearly and accurately. See the following: Students focus on finding the big idea to create a class wildlife guide. TG p. 75-84 Students draw and write about some tactic that helps them find a big idea. SH p. 30 Students write about animals observed on walk. SH p. 31 Students focus on starting with a bold beginning to make a lift-the-flap book. TG p. 85-94 Students draw and write about something with a bold beginning. SH p. 36 Students write about animals features observed in photos. SH p. 37 Students focus on expressing a feeling to write a diary entry. TG p. 95-104 Students draw and write about something that causes them to feel emotion. SH p. 42 Students write about a special day with friends or family. SH p. 43 Students focus on creating a mighty middle to create a class alphabet book. TG p. 147-156 Students draw and write about something with a mighty middle. SH p. 70 Students list favorite activities. SH p. 71 Students focus on communicating with pizzazz to write caption for picture. TG p. 157-166 Students draw and write about something with sparkle and pizzazz. SH p. 76 Students writing interesting facts about animals and their babies. SH p. 77 Students focus on picking the right words to create a Class Thanks Book. TG p. 167-176 Students draw and write about something that needs to be “just right”. SH p. 82 Students write sentences about things they are thankful for. SH p. 83 Students focus on reaching out to the reader to write directions. TG p. 219-228 Students draw and write about someone who reaches out. SH p. 110 Students list and describe places in school. SH p. 111 Students focus on using interesting words to create a trail sign about trees. TG p. 229-238 Students draw and write about where to find interesting words. SH p. 116 Students write facts about different kinds of trees. SH p. 117 Students focus on varying sentence length to write a fitness brochure. TG p. 239-248 Students draw and write about things that come in different lengths. SH p. 122 Students write sentences about favorite fitness activities. SH p. 123 Students focus on using words to create meaning to create a class glossary. TG</p>

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	<p>p. 291-300 Students draw and write about ways to say what you mean. SH p. 150 Students list important words about how a house is built. SH p. 151 Students focus on making smooth-sounding sentences to write interview. TG p. 301-310 Students draw and write about something that makes a smooth sound. SH p. 156 Students questions for interview. SH p. 157 Students focus on putting the traits together to write an e-mail message. TG p. 311-320 Students draw and write about something that has parts that work together. SH p. 162 Students write an e-mail message. SH p. 163</p>
<p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: (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: green, tall); (iv) adverbs (e.g., time: before, next); (v) prepositions and prepositional phrases; (vi) pronouns (e.g., I, me); and (vii) time-order transition words; (B) speak in complete sentences with correct subject-verb agreement; and (C) ask questions with appropriate subject-verb inversion.</p>	<p>Students demonstrate command of the conventions of standard English grammar and usage. 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. See specific instruction: 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. TG p. 13 See the following activities: Students edit for verbs. SH p. 49-52 Students demonstrate basic grammar competency. TG p. 140, 212, 28; SH p. 65, 105, 145, 165 Students write sentences. SH p. 123 Students focus on verbs. TG p. 111-120 Students use conjunctions in the Hands-On Activity. TG p. 139</p>
<p>21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: (A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences; (B) recognize and use basic capitalization for: (i) the beginning of sentences;</p>	<p>Students demonstrate command of the writing conventions of standard English including capitalization and punctuation. 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: Students add punctuation where needed. SH p. 39, 153 Students build complete sentences. SH p. 56-58 Students add missing commas. SH p. 79</p>

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<p>(ii) the pronoun "I"; and (iii) names of people; and (C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p>	<p>Students edit for capitalization. SH p. 53, 93, 133, 159 Students use quotation marks. SH p. 119 Students exchange a punctuation check with a partner. TG p. 94, 166, 238, 300 Students exchange a capitalization check with a partner. TG p. 120, 192, 264, 310 Students demonstrate competency with upper- and lowercase letters. SH p. 205-208</p>
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: (A) use phonological knowledge to match sounds to letters to construct known words; (B) use letter-sound patterns to spell: (i) consonant-vowel-consonant (CVC) words; (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and (iii) one-syllable words with consonant blends (e.g., "drop"); (C) spell high-frequency words from a commonly used list; (D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and (E) use resources to find correct spellings.</p>	<p>Students demonstrate command of the writing conventions of standard English including spelling. See the following: Students edit spelling, capital letters and punctuation marks. SH p. 22-25 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>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to: (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>Students generate ideas for expository writing projects. TG p. 152, 162, 172, 222, 224, 242, 244, 296, 304, 306</p>
<p>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) 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) 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. Teachers gather and display informational and concept books about particular topics to add to classroom library and students produce writing products, as follows: Students explore travel brochures before drafting their own brochure. TG p. 48 Students create and present a Class Wildlife Guide, TG p. 78-84 Students create a question-and-answer Lift-the-Flap book about animal features, TG p. 88-94 Students research animal parents/babies and create a picture with caption, TG p. 160-166 Students write directions to locations around their school, TG p. 222-228 Students make trail signs about different types of trees, TG p. 232-238 Students write a fitness brochure, TG p. 242-248 Students write definitions of words to create a class glossary, TG p. 294-300</p>

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<p>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) 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. 82, 92, 102, 154, 164, 174, 226, 236, 246, 298, 308, 318</p>
<p>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (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 and their writing process and express their ideas and observations in different contexts. TG p. 32, 40, 50, 57, 62, 94, 108, 109, 120, 130, 140, 144, 145, 166, 180, 192, 202, 212, 216, 217, 238, 248, 252, 253, 264, 274, 284, 289, 320, 324, 327, 328, 330, 334</p> <p>Students add drawings and other visuals to their writing products and share with the class and others: Students share sculptures with others. TG p. 30 Students make group poster to share with class. P. 40 Students create and decorate the cover for book to be shared. TG 84, 94, 140, 176, 264 Students make slide show for presentation. TG p. 109, 253 Students decorate opening and closing pages for class book. TG p. 120 Students illustrate posters to share with class. TG p. 130 Students create comic strips to share with class. TG p. 145, 328 Students share pictures and captions with class. TG p. 166, 327 Students make props for skits to be presented to class. TG p. 192, 217 Students illustrate story to share with class. TG p. 202, 212, 274, 284 Students illustrate trail signs and make costumes for presentation. TG p. 238 Students decorate fitness brochures to share with class. TG p. 248 Students make photo glossary to share. TG p. 253 Students use computer to generate illustrations for story. TG p. 289 Students work in groups to make poster for presentation. TG p. 324</p>
<p>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen attentively to speakers 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>Students collaborate with their peers 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>(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected</p>	<p>Students collaborate with their peers 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</p>

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<p>to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p>	<p>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>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to 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 conversation and discussion in small and whole-class settings. Teachers ask open-ended questions that spark conversation and prompt student 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 Wrap Up and Whole-Class Reflection: TG p. 54-62, 72, 84, 94, 104, 120, 130, 140, 156, 166, 176, 192, 202, 212, 228, 238, 248, 264, 274, 284, 300, 310, 320</p>