

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 • KINDERGARTEN

Kindergarten

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<p>(1)(b) Knowledge and skills.</p> <p>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:</p> <p>(A) recognize that spoken words can be represented by print for communication;</p> <p>(B) identify upper- and lower-case letters;</p> <p>(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;</p> <p>(D) recognize the difference between a letter and a printed word;</p> <p>(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);</p> <p>(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and</p> <p>(G) identify different parts of a book (e.g., front and back covers, title page).</p>	<p>Throughout Traits Writing, opportunities for students to explore and demonstrate an understanding of the features of print are provided. See the following:</p> <p>Students master basic writing skills, including identifying letters of the alphabet, letter formation, and sequence of letters in words. TG p. 25, 26, 27, 28, 29, 31, 32, 35, 37, 39, 41, 45, 47, 49, 51, 52, 57, , 59, 61, 62, 69, 72, 75, 77, 82, 85, 95, 96, 97, 99, 101, 105, 106, 107, 112, 115, 116, 117, 118, 119, 121, 151, 153, 161, 163, 165, 167, 171, 173, 175, 181, 183, 185, 187, 205, 207</p> <p>Students distinguish letters from words and words from sentences. TG p. 26, 28, 29, 32, 42, 46, 52, 56, 61, 62, 69, 72, 75, 77, 96, 97, 99, 102, 122</p> <p>Teachers track print while reading aloud to help students match speech to text. TG p. 34, 35, 37, 44, 45, 47, 51, 54, 74, 84, 89, 94, 100, 101, 104, 111, 120, 139, 141, 161</p> <p>Students explore different parts of a book. TG p. 24, 34, 44, 54, 64, 74, 84, 90, 94, 104, 114, 126, 146, 157, 160, 170, 180, 196, 204, 229, 238, 248, 282, 296, 306, 316</p>
<p>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>(A) identify a sentence made up of a group of words;</p> <p>(B) identify syllables in spoken words;</p> <p>(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");</p> <p>(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;</p> <p>(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");</p> <p>(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);</p> <p>(G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);</p> <p>(H) isolate the initial sound in one-syllable spoken words; and</p> <p>(I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).</p>	<p>Students explore phonological awareness, as follows:</p> <p>Students explore and build sentences. TG p. 31, 41, 51, 55, 57, 61, 65, 67, 71, 81, 86, 91, 101, 111, 115, 121, 143, 153, 167, 177, 187, 201, 211, 221, 235, 245, 255, 269, 279, 289, 303, 313, 323; IG p.53</p> <p>Students explore rhyming words. TG p. 34, 126, 127, 129, 262, 282</p> <p>Students explore word families to form simple words. TG p. 107, 109, 111, 127, 129, 131, 133, 134, 149, 151, 153, 154, 173, 178, 181, 183, 197, 202, 217, 222, 241, 246, 265, 270, 285, 290</p> <p>Students identify initial letter and sound in words. TG p. 29, 35, 42, 45, 47, 52, 56, 61, 62, 72, 75, 77, 85, 95, 96, 97, 99, 100, 101, 102, 105, 107, 112, 116, 128, 138</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 are expected to:</p> <p>(A) identify the common sounds that letters represent;</p> <p>(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);</p>	<p>Students explore and demonstrate knowledge of grade-level phonics, including letter-sound correspondence. TG p. 25, 26, 45, 47, 71, 72, 77, 95, 97, 99, 100, 101, 102, 105, 107, 109, 111, 134, 162, 167, 171, 173, 175, 177, 181, 183, 205, 207</p> <p>Students identify high-frequency words. TG p. 81, 91</p>

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(C) recognize that new words are created when letters are changed, added, or deleted; and (D) identify and read at least 25 high-frequency words from a commonly used list.	
(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: (A) predict what might happen next in text based on the cover, title, and illustrations; and (B) ask and respond to questions about texts read aloud.	Students explore and comprehend a variety of texts throughout Traits Writing. In each Mentor Text Lesson, students listen to and participate in a read-aloud. Teachers introduce the mentor texts by conducting picture walks in texts and discussing information shared through illustrations. Students make predictions and ask and answer questions about the read aloud. TG p. 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 126, 136, 146, 157, 160, 170, 180, 191, 194, 204, 214, 225, 228, 238, 248, 259, 262, 272, 282, 293, 296, 306, 316, 327, 334
(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to: (A) identify and use words that name actions, directions, positions, sequences, and locations; (B) recognize that compound words are made up of shorter words; (C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and (D) use a picture dictionary to find words.	<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. Students acquire and use new vocabulary throughout Traits Writing.</p> <p>In Unit 4, students study the work of favorite authors, focusing on the wise word choices they have made. Students participate in activities to help them expand their vocabularies and apply the Word Choice trait to their own writing. TG p. 226-256</p> <p>Students determine meaning of unknown words and phrases based on kindergarten reading content and apply them accurately in writing: Students listen to and discuss word choice in the read-aloud. TG p. 228, 238, 248 Students “share the pen” with teacher to create a new story based on the mentor text. TG p. 230 Students brainstorm and list categories of new and interesting words. TG p. 232 Students “share the pen” with the teacher to create a writing piece that uses specific, accurate, and original words to convey information. TG p. 240 Students generate specific and accurate descriptive words. TG p. 242 Students “share the pen” with the teacher to create a new book page that includes descriptive, accurate, and lively words inspired by the mentor text. TG p. 250 Students categorize sensory words. TG p. 252</p>
(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students	Students respond to literature and provide key details in mentor texts: Students discuss and identify story elements including characters, setting, and events in texts. TG p. 24, 31, 44, 50, 51, 54, 60, 61, 74, 75, 80, 81, 84, 90, 91, 94, 95, 96, 100,, 101, 104, 109, 110, 111, 112, 114, 116, 120, 140, 146, 160,

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<p>are expected to:</p> <p>(A) identify elements of a story including setting, character, and key events;</p> <p>(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;</p> <p>(C) recognize sensory details; and</p> <p>(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.</p>	<p>170, 180, 181, 191, 194, 204, 214, 225, 228, 230, , 233, 238, 239, 243, 259, 262, 269, 272, 277, 293, 296, 306, 308, 316, 327, 331, 334</p> <p>Students discuss and explore theme and main idea in texts. TG p. 157, 238, 327</p> <p>Students explore sensory details in texts. TG p. 225, 194, 204</p> <p>Students recognize repeating phrases and patterns in the text. TG p. 50, 60</p>
<p>(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.</p>	<p>Guidelines for stocking, maintaining, and organizing a classroom library are shared in the Implementation Guide. Teachers are encouraged to provide reading material in a variety of genres and formats, including poetry. IG p. 28</p> <p>Students can respond to rhythm and rhyme in books found in the classroom library.</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:</p> <p>(A) retell a main event from a story read aloud; and</p> <p>(B) describe characters in a story and the reasons for their actions.</p>	<p>Students explore the structure and elements of fiction in the following narrative mentor texts for kindergarten:</p> <p><i>Not A Box</i> TG p. 24-26, 30-32, 157</p> <p><i>Let's Play in the Forest</i> TG p. 44-52, 160, 162-164, 167</p> <p><i>My Lucky Day</i> TG p. 54, 56, 60-62, 68, 88, 293</p> <p><i>Grumpy Bird</i> TG p. 74-76, 78, 80-82, 88, 204, 206-207, 209</p> <p><i>Do Like Kyla</i> TG p. 84-86, 88-92, 194, 196, 200</p> <p><i>The Pigeon Finds a Hot Dog!</i> TG p. 94-98, 100-102, 272-274, 277</p> <p><i>Bunny Cakes</i> TG p. 104, 106, 109-112, 331</p> <p><i>What Should I Make?</i> TG p. 114-117, 120-122, 180-183, 185</p> <p><i>Pablo's Tree</i> TG p. 140-143, 146-148, 150</p> <p><i>Un gato y un perro/A Cat and a Dog</i> TG p. 170-173, 175</p> <p><i>Ruby in Her Own Time</i> TG p. 191</p> <p><i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> TG p. 214-217</p> <p><i>Water Hole Waiting</i> TG p. 225</p> <p><i>Higher! Higher!</i> TG p. 228-231, 233-235</p> <p><i>The Three Bears</i> TG p. 238-241, 243</p> <p><i>Up, Down, and Around</i> TG p. 259</p> <p><i>Bark, George</i> TG p. 262-265, 267-269</p> <p><i>Whistle for Willie</i> TG p. 296-299, 301-303</p> <p><i>Two of Everything</i> TG p. 306-309, 311-313</p> <p><i>The Car Washing Street</i> TG p. 316-318, 321</p> <p><i>My River</i> TG p. 327</p> <p><i>Library Mouse</i> TG p. 334</p> <p>Students retell stories including key details. TG p. 58, 89, 146, 157, 216, 239, 264, 274, 293, 296, 306, 308, 316, 318, 321</p>

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	Students describe characters and actions in fictional text. TG p. 24, 31, 44, 50, 51, 54, 60, 61, 74, 75, 80, 81, 84, 90, 91, 94, 95, 96, 100,, 101, 104, 109, 110, 111, 112, 114, 116, 120, 140, 146, 160, 170, 180, 181, 191, 194, 204, 214, 225, 228, 230, , 233, 238, 239, 243, 259, 262, 269, 272, 277, 293, 296, 306, 308, 316, 327, 331, 334
(9) 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 of an informational text heard.	Students explore key details in text and identify the main topic in the following read aloud informational mentor texts for kindergarten: <i>What Should I Make?</i> TG p. 114-117, 120-122, 180-183 <i>Un gato y un perro/A Cat and a Dog</i> TG p. 170-172, 175
(10) 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) identify the topic and details in expository text heard or read, referring to the words and/or illustrations; (B) retell important facts in a text, heard or read; (C) discuss the ways authors group information in text; and (D) use titles and illustrations to make predictions about text.	Students explore key details in text and identify the main topic in the following read aloud expository mentor texts for kindergarten: <i>Ten Black Dots</i> TG p. 34-36, 40, 42, 136-138 <i>Dinosaurs, Dinosaurs</i> TG p. 64-66, 68, 70-72, 282-284, 286-287 <i>What Do Wheels Do All Day?</i> TG p. 126, 128, 130, 132 <i>Water Hole Waiting</i> TG p. 225 <i>Animal Action ABC</i> TG p. 248, 250-251, 253 <i>Up, Down, and Around</i> TG p. 259 <i>My River</i> TG p. 327
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (A) follow pictorial directions (e.g., recipes, science experiments); and (B) identify the meaning of specific signs (e.g., traffic signs, warning signs).	Teachers are encouraged to provide reading material in a variety of genres and formats, and around a wide range of student interests in a classroom library (IG p. 28) Students can explore procedural texts found in the classroom library.
(12) 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 (with adult assistance) are expected to: (A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and (B) identify techniques used in media (e.g., sound, movement).	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. IG p. 47
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to: (A) plan a first draft by generating ideas for writing through class discussion; (B) develop drafts by sequencing the action or details in the story; (C) revise drafts by adding details or sentences; (D) edit drafts by leaving spaces between letters and words; and	In the opening ten weeks of Traits Writing, kindergarten students begin their exploration and understanding of what writing is and where it can be found, what writers do and the tools they use, where writers get their ideas, and the various reasons people write. In weeks 8-10, students deepen their understanding of writing by exploring the steps in the writing process – prewriting, drafting, revising, editing, and publishing. TG p. 93-122 Opportunities for students to engage in the writing process are found throughout

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(E) share writing with others.	<p>Traits Writing in Shared Writing, Interactive Writing, and Independent Writing activities. Shared Writing activities provide opportunities for the teachers to teach the basic aspects of writing, such as the writing process and various formats of writing. Students revisit the mentor text and offer ideas based on writing prompts as the teacher records their thinking. Interactive Writing activities offer a mentor text-based group writing experience providing a structured opportunity for student to share ideas and apply the week's focus trait. Independent Writing activities include Independent Journal Writing activities, which consist of prompts based on the mentor text or classroom experiences and Independent Writing activities, which are broader in scope and generally extend over multiple classroom sessions. IG p. 48-49</p>
<p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and</p> <p>(B) write short poems.</p>	<p>Students learn about the purpose of writing through lessons and activities centered on the three basic modes of writing: narrative, expository and persuasive. Students establish a purpose for writing and learn to make that purpose clear to the reader. The ultimate goal of Traits Writing is to give students the tools, skills, experience and practice that result in competency across the modes of writing and gives them the confidence and experience to see themselves as writers. IG p. 7</p> <p>In week 4, students focus on narrative writing as one of the primary reasons people write – to tell stories that entertain and captivate readers. Students explore narrative writing and write a story about themselves. (TG p. 53-62) Narrative writing opportunities are provided throughout Traits Writing. Students engage in the following narrative Interactive Writing experiences:</p> <p>Students use their imagination to write a story. TG p. 32</p> <p>Students write a story using the mentor text as a model. TG p. 42, 62, 102, 230, 264, 308</p> <p>Students write a story about a character from the mentor text. TG p. 52, 148</p> <p>Students focus on sequence of story in mentor text. TG p. 82, 172</p> <p>Students write details about an activity depicted in the mentor text. TG p. 92</p> <p>Students write dialogue for characters in mentor text. TG p. 216</p> <p>Teachers engage students in Shared Writing experiences. TG p. 46, 56, 86</p> <p>Additionally, see the following Independent Writing activities: TG. 25, 29, 31, 39, 45, 51, 55, 59, 61, 81, 85, 89, 91, 95, 99, 101, 105, 111, 115, 131, 133, 137, 141, 147, 161, 167, 171, 175, 195, 199, 201, 215, 229, 233, 235, 243, 249, 267, 269, 273, 277, 287, 297, 301, 303, 307, 311, 321</p>
<p>(15) 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 dictate or write information for lists, captions, or invitations.</p>	<p>In week 5, students focus on expository writing by providing information on topics they know a lot about. Students explore informative writing and write what they know about a person. (TG p. 63-72) Expository writing opportunities are provided throughout Traits Writing. Students engage in the following expository Interactive Writing experiences:</p>

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	<p>Students write information about a dinosaur. TG p. 72</p> <p>Students write a party invitation. TG p. 112</p> <p>Students write about different kinds of writing. TG p. 122</p> <p>Students create a list showing steps. TG p. 162, 196</p> <p>Students create a set of directions. TG p. 182</p> <p>Students write to convey information. TG p. 240</p> <p>Students create a nonfiction piece about dogs. TG p. 284</p> <p>Students write description of their school. TG p. 318</p> <p>Teachers engage students in Shared Writing experiences. TG p. 26, 36, 66, 96, 106</p> <p>Additionally, see the following Independent Writing activities: TG. 35, 65, 69, 71, 119, 127, 165, 181, 253, 317</p>
<p>(16) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</p> <p>(i) past and future tenses when speaking;</p> <p>(ii) nouns (singular/plural);</p> <p>(iii) descriptive words;</p> <p>(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and</p> <p>(v) pronouns (e.g., I, me);</p> <p>(B) speak in complete sentences to communicate; and</p> <p>(C) use complete simple sentences.</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. Correct use of conventions (punctuation, capitalization, spelling, and basic grammar and usage) guides the reader through the text easily. The Conventions trait is focused upon during the editing step of the writing process. Students understand parts of speech in the context of reading, writing, and speaking and explore and use complete sentences:</p> <p>Students understand and use nouns, pronouns, and verbs. TG p. 139, 141, 144, 188, 212, 233, 235, 248, 249, 251, 256, 259, 280, 323</p> <p>Students master basic writing skills, including building simple sentences and speak in complete sentences. TG p. 31, 37, 41, 47, 51, 55, 57, 60, 61, 65, 67, 69, 79, 71, 75, 79, 81, 91, 99, 101, 111, 115, 121, 131, 143, 153, 161, 163, 165, 167, 177, 187, 201, 211, 217, 221, 235, 245, 255, 269, 279, 289, 299, 303, 309, 311, 313, 309, 323</p>
<p>(17) 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) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);</p> <p>(B) capitalize the first letter in a sentence; and</p> <p>(C) use punctuation at the end of a sentence.</p>	<p>The Presentation trait relates to the appearance of writing and it strongly connected to the final step of the writing process – publishing. It is during this step that proper handwriting should be the focus, rather than during drafting, revising, and editing. Teachers model how to form letters and provided students with hands-on tools for tracing letters, as well as the charts with letter-formation guidelines found on p. 84-87 of the Writing Journal and on Traitspace. Teachers provide additional instruction and practice as needed. IG p. 37</p> <p>Students practice proper handwriting and appropriate capitalization and punctuation conventions throughout Traits Writing:</p> <p>Students recognize and print letters of the alphabet. TG p. 25, 26, 27, 29, 31, 35, 37, 39, 41, 45, 47, 49, 51, 59, 61, 65, 69, 71, 75, 77, 95, 97, 99, 101, 105, 107, 109, 111, 115, 117, 119, 121, 161, 163, 165, 167</p> <p>Students identify and use correct capitalization and end punctuation. TG p. 31, 41, 61, 69, 70, 71, 81, 91, 97, 99, 101, 102, 111, 112, 116, 117, 118, 121, 122, 128, 131, 143, 153, 161, 162, 163, 165, 167, 168, 177, 183, 185, 187, 188, 211, 212, 215, 231, 235, 236, 228, 231, 251, 256, 264, 269, 279, 289, 296, 299, 300,</p>

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	303, 306, 309, 320, 327, 341
<p>(18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) use phonological knowledge to match sounds to letters;</p> <p>(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and</p> <p>(C) write one's own name.</p>	<p>Students focus on spelling throughout Traits Writing. Students study spelling patterns words and add words from their own writings to their My Spelling Words list in writing journal. TG p. 107, 109, 111, 112, 129, 131, 133, 134, 149, 151, 153, 154, 173, 178, 181, 183, 197, 202, 217, 222, 241, 246, 265, 270, 285, 290, 300, 309, 320, 341</p>
<p>(19) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</p> <p>(A) ask questions about topics of class-wide interest; and</p> <p>(B) decide what sources or people in the classroom, school, library, or home can answer these questions.</p>	<p>Students plan research for writing assignments. For example:</p> <p>Students plan to write about a person they know a lot about. It can be a family member, friend, or someone they have read about or seen on TV. Students discuss and share information about that person with the class before writing. TG p. 69</p> <p>Students share everything they have learned about the mentor text and its author. Students look at the illustrations and vote on the dinosaur they would like to write about. Students find the book page featuring that dinosaur and write a brief paragraph. TG p. 72</p> <p>Students brainstorm list of treats they can make on their own or with help from an adult and list the steps. TG p. 182</p> <p>Students examine mentor text and choose an animal to write about using information from the text. TG p. 253</p>
<p>(20) 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:</p> <p>(A) gather evidence from provided text sources; and</p> <p>(B) use pictures in conjunction with writing when documenting research.</p>	<p>Students gather evidence from the mentor text and illustrations to complete the following writing activities:</p> <p>Students read expository books used in focus lesson to gather information for writing assignment. TG p. 69</p> <p>Students write a paragraph about a dinosaur using the information learned from the text <i>Dinosaurs, Dinosaurs</i>. TG p. 72</p> <p>Students use information from <i>Bunny Cakes</i> and their own experience to list the steps in baking a cake. TG p. 106</p> <p>Students create a numbered list showing the steps the wolf took to get ready for school based on the text <i>Let's Play in the Forest</i>. TG p. 162, 196</p> <p>Students create a set of directions based on the text <i>Making Chapatis</i>. TG p. 182</p> <p>Students write about one of the animals from <i>Animal Action ABC</i>. TG p. 253</p> <p>Students create a nonfiction piece about dogs, referring to <i>Dinosaurs, Dinosaurs</i> as a model. TG p. 284</p>
<p>(21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen attentively by facing speakers and asking questions to clarify information; and</p> <p>(B) follow oral directions 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. Teachers remind students that when listening they should (1) sit quietly, (2) look at the person speaking, (3) put down all material, and (4) pay close attention to the speaker. IG p. 59</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 • KINDERGARTEN

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR ENGLISH LANGUAGE ARTS & READING • KINDERGARTEN	SCHOLASTIC TRAITS WRITING™ FROM RUTH CULHAM
(22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.	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. Teachers remind students that when speaking they should (1) speak clearly, (2) speak loud enough for everyone to hear, (3) pause now and then to look at the audience, and (4) smile. IG p. 59
(23) 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 taking turns and speaking one at a time.	<p>At the end of each week, teachers gather students together for a Whole-Class Reflection to share with their classmates what they have learned about writing. Teachers ask open-ended questions to spark conversation among students. Teachers prompt students to provide examples from their week's work that illustrate what they have learned. Time is provided for all students to share their ideas. Teachers can review speaking and listening routines to enhance conversation. (IG p. 60) See the following: TG p. 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 134, 144, 154, 168, 178, 188, 202, 212, 222, 236, 256, 270, 280, 290, 304, 314, 324</p> <p>Additionally, on Day 5 of each week in Units 1-6, teachers provide time for students to share their growing writing skills during Share and Celebrate. Students choose a piece of writing that they have worked on during the week to share with the class. Teachers can review classroom speaking and listening routines. After each writer has shared, students offer feedback, such as what they liked about the piece. (IG p. 59) See the following Share and Celebrate activities: TG p.134, 144, 154, 168, 178, 188, 202, 212, 222, 236, 256, 270, 280, 290, 304, 314, 324</p>