

**A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 1**

Grade 1 • Common Core State Standards for English Language Arts

SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 1

| | |
|--|---|
| <p>Reading: Literature Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. | <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 the main ideas, central messages and key details.</p> <p>See the grade one narrative mentor texts:</p> <p><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</p> <p>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 identify big idea and key details. TG p. 133, 143, 257 Students describe characters. TG p. 251, 267</p> |
| <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text. | <p>Students examine words and phrases in the literature that appeal to the senses.</p> <p>See specific instruction on identifying the author's use of words to express feeling using the mentor texts. TG p. 45, 97, 98, 158, 159, 160, 185, 221, 222, 252, 277, 278; SH p. 16, 17</p> <p>Voice is one of the revision traits that fashions the tone and tenor of the text, suggests feelings, and appeals to the senses. The defining characteristics of voice are expressing a feeling, communicating with sparkle and pizzazz, reaching out to the readers, and saying things in new ways. These key qualities are addressed in several units and spiraled throughout the seven core units of focus. IG p. 12</p> <p>The twenty-six mentor texts at grade 1 present stories and informational texts. Teachers can emphasize the differences between narrative and informational text in the context of using mentor texts and other classroom books. 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. TG p. 39, 62, 81,</p> |

**A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 1**

| Grade 1 • Common Core State Standards for English Language Arts | SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 1 |
|---|--|
| | 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 See focused instruction on point of view. TG p. 169, 216, 222 |
| <p>Integration of Knowledge and Ideas</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>8. Not applicable to literature</p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p> | <p>See focused instruction on using illustrations, photographs, and text to describe characters, setting and events.</p> <p>Students explore author’s use of words and pictures to express feelings. TG p. 97, 98</p> <p>Students look at and discuss illustrations for details. TG p. 112</p> <p>Students observe illustrations that support story’s main idea. TG p. 143</p> <p>Students use photographs and text to explore feelings. TG p. 169</p> <p>Students comment on text and illustrations. TG p. 179</p> <p>Students use pictures and text to describe feelings of character. TG p. 251</p> <p>Students identify details through illustrations and text. TG p. 267</p> <p>Teachers can use the high quality mentor texts to engage students in comparing and contrasting characters across texts as they determine appropriate. Classrooms well-stocked with carefully selected literature that offers access to books across genres, including realia, creates a print rich environment that supports not only reading comprehension but inspiration, example and motivation to emerging writers. IG p. 29</p> |
| <p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</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 1. All twenty-six read aloud mentor texts can become components of the classroom library. IG p. 29</p> <p>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>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Identify the main topic and retell key details of a text.</p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p>Students explore key details in text, identify the main topic, and describe events in the read aloud informational mentor texts.</p> <p><i>Birds</i> TG p. 77, 78</p> <p><i>Many Nations: An Alphabet of Native America</i> TG. P 149, 150</p> <p><i>The Emperor’s Egg</i> TG p. 159, 160, 165, 181, 215</p> <p><i>Feeling Thankful</i> TG p. 169, 170</p> <p><i>Are Trees Alive?</i> TG p. 231, 232, 238, 253</p> <p><i>The Busy Body Book</i> TG p. 241, 242, 252, 253, 287</p> <p><i>How a House Is Built</i> TG p. 293, 294, 297, 300</p> <p><i>Frida</i> TG p. 303, 304, 310</p> <p><i>Throw Your Tooth on the Roof</i> TG p. 313, 314, 319</p> |
| <p>Craft and Structure</p> <p>4. Ask and answer questions to help determine or clarify the meaning of</p> | <p>Using the informational mentor texts, teachers introduce and teach new and challenging vocabulary. See instruction clarifying the meaning of words and phrases in texts. TG p. 169, 231,</p> |

**A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 1**

| Grade 1 • Common Core State Standards for English Language Arts | SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 1 |
|---|---|
| <p>words and phrases in a text.</p> <p>5. Know and use various text features e.g., headings, tables of contents, glossaries, electronic menus, icons to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> | <p>293, 294; SH p. 151</p> <p>Selected mentor texts provide experiences with various text features. Additionally, teachers can provide students with informational books from the classroom library that include unique text features.</p> <p>Teachers present students examples of tables of contents. TG p. 84</p> <p>Table of Contents Form in Traitspace. TG p. 84</p> <p>Students use the index for finding information. TG p. 21</p> <p>Students use glossaries. TG p. 231, 253, 293, 295</p> <p>Students use diagrams to gain information. TG p. 241, 313</p> <p>See specific instruction on acquiring information through illustrations and text using the mentor texts:</p> <p>Students use paintings and text to comprehend. TG p. 149</p> <p>Students explore illustrations and expressive vocabulary. TG p. 159</p> <p>Students discuss photographs and text. TG p. 169</p> <p>Students use text and illustrations to acquire information. TG p. 221</p> <p>Students discuss gaining information through words and illustrations. TG p. 231, 232</p> <p>Students explore diagrams, illustrations and text for facts. TG p. 241</p> <p>Students explore the author’s use of language and labeled art to communicate information. TG p. 293</p> <p>Students explore how the author’s use of art work and text work together. TG p. 303, 310</p> |
| <p>Integration of Knowledge and Ideas</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>8. Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic e.g., in illustrations, descriptions, or procedures.</p> | <p>Students use illustrations and details in text to describe key ideas:</p> <p>Students examine the title and cover illustration to help predict the big idea. TG p. 77</p> <p>Students use the text and study illustrations for details and key ideas. TG p. 87</p> <p>Students view illustrations to help assemble details that support main idea. TG p. 143</p> <p>Students use text and illustrations to describe details. TG p. 221</p> <p>Students examine the title and cover illustration for key ideas. TG p. 231</p> <p>Students use illustrations, text, and diagrams to explore facts. TG p. 241, 242, 287</p> <p>Students explore how author uses illustrations and labels to create meaning. TG p. 293</p> <p>Students explore author’s use of artwork and words together to present information. TG p. 303</p> <p>Students read peer persuasive texts. TG p. 93, 119, 144, 165, 180, 211, 216, 227, 252, 283, 288, 319</p> <p>In addition, students explore author’s message. TG p. 150, 169, 221, 222, 231, 232, 241, 242, 323</p> <p>Teachers select books to build their classroom libraries. Mentor texts can be made available to match with other quality classroom books on the same topic. Informational mentor texts address birds, penguins, healthy, trees and engineering/construction.</p> |
| <p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read informational texts appropriately</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 1. All twenty-six read</p> |

**A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 1**

| Grade 1 • Common Core State Standards for English Language Arts | SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 1 |
|--|---|
| complex for grade 1. | aloud mentor texts can become a part of the classroom library. IG p. 29 Teachers gather a variety of books including informational texts, diaries, alphabet books and reference books for students to use during independent group work that reinforces the week’s lesson. TG p. 79,89, 99, 125, 151, 161, 171, 223, 233, 243, 295 |
| <p>Reading: Foundational Skills Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence e.g., first word, capitalization, ending punctuation.</p> | <p>Students demonstrate an understanding of the features of print. During the Read-Aloud for each lesson, teachers display the book cover and introduce the author and illustrator of the text. IG p. 49</p> <p>Students explore the distinguishing features of a sentence throughout Traits Writing: Students learn about building a complete sentence that begins with a capital letter and ends with punctuation. TG p. 122, 124 Teachers help students identify complete sentences during Read Aloud. TG p. 123 Students review the parts of a complete sentence. TG p. 125 Students check spelling, capital letters and punctuation marks in editing. SH p. 22-25 Students add punctuation where needed. SH p. 39, 153 Students build complete sentences. SH p. 56-58 Students add missing commas. SH p. 79 Students capitalize sentences correctly. SH p. 53, 93, 133, 159 Students use quotation marks where needed. SH p. 119</p> |
| <p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds phonemes. Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds phonemes, including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds phonemes in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds phonemes.</p> | <p>See the Spelling Well feature in the Teaching Guide and My Spelling Words in the Student Handbook. Understanding phonemes, syllables, letter-sound correspondences are reinforced in the spelling feature. TG p. 79, 99, 125, 151, 171, 197, 223, 243, 269; SH p. 33, 45, 59, 73, 85, 99, 113, 125, 139</p> <p>Teachers promote students’ understanding of sound-letter relationships using weekly spelling words. TG p. 125</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. And in the editing step of the writing process they develop a keen awareness of the appropriate conventions and relationships between spoken words and print as they polish their compositions and publish their work.</p> |
| <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs two letters that represent one sound. Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> | <p>See the Spelling Well features in the Teaching Guide and My Spelling Words in the Student Handbook. Within the writing instruction of Traits Writing specific attention addresses spelling-sound correspondences, irregular spelling and grade-appropriate high frequency words. TG p. 79, 99, 125, 151, 171, 197, 223, 243, 269; SH p. 33, 45, 59, 73, 85, 99, 113, 125, 139</p> |

**A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 1**

| Grade 1 • Common Core State Standards for English Language Arts | SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 1 |
|--|---|
| <p>Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words.</p> | |
| <p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>Students listen to teachers read aloud modeling excellent fluency. 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 Students complete short stories and read aloud to the class in their best character voice. TG p. 216 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>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences e.g., He hops; We hop. Use personal, possessive, and indefinite pronouns e.g., I, me, my; they, them, their, anyone, everything. Use verbs to convey a sense of past, present, and future e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home. Use frequently occurring adjectives. Use frequently occurring conjunctions e.g., and, but, or, so, because. Use determiners e.g., articles, demonstratives. Use frequently occurring prepositions e.g., during, beyond, toward. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</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 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 demonstrate competency with upper- and lowercase letters. SH p. 205-208 Students focus on verbs. TG p. 111-120 Students use conjunctions in the Hands-On Activity. TG p. 139</p> <p>Students demonstrate command of the writing conventions of standard English including capitalization, punctuation and spelling. These skills spiral throughout the year within the units. Students analyze sentences for proper usage of conventions, sing “The Conventions Song”, and edit sentences in the Student Handbook. Students are responsible for checking their writing for previously taught skills. Students edit spelling, capital letters and punctuation marks. SH p. 22-25</p> |

**A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 1**

| Grade 1 • Common Core State Standards for English Language Arts | SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 1 |
|---|--|
| <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> | <p>Students write weekly spelling words. SH p. 33, 45, 59, 73, 85, 99, 113, 125, 139 Students add punctuation where needed. SH p. 39, 153 Students build complete sentences. SH p. 56-58 Students add missing commas. SH p. 79 Students edit for capitalization. SH p. 53, 93, 133, 159 Students use quotation marks. SH p. 119 Students spell check with a partner. TG p. 84, 104, 130, 156, 176, 202, 228, 248, 274 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</p> |
| <p>Knowledge of Language 3. Begins in grade 2</p> | <p>Begins at grade 2.</p> |
| <p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words e.g., look and their inflectional forms e.g., looks, looked, looking. 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Sort words into categories e.g., colors, clothing to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes e.g., a duck is a bird that swims; a tiger is a large cat with stripes. Identify real-life connections between words and their use e.g., note places at home that are cozy. Distinguish shades of meaning among verbs differing in manner e.g., look, peek, glance, stare, glare, scowl and adjectives differing in intensity e.g., large, gigantic by defining or choosing them or by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships e.g., I named my hamster Nibblet because she nibbles too much because she likes that.</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. Students acquire and use new vocabulary throughout Traits Writing. Word Choice is a trait addressed in specific instruction. In this context students extend their experience with a wide range of colorful, sensory and content area vocabulary that they apply to their writing products. IG p. 12 Students create word webs. TG p.112 Teachers create a “Great Word!” bulletin board to display interesting words, Tips for Teaching About Word Choice, TG p. 169 Teachers broaden students speaking and writing vocabularies through reading aloud, TG p. 293 See specific instruction listening for specific vocabulary including unknown, unfamiliar vocabulary. TG p. 113, 169, 231, 293 Students demonstrate understanding of word relationships and nuance in word meaning. Students explore and categorize sensory words. TG p. 44-45 Students write sense words. SH p. 16-17 Students brainstorm more colorful alternatives for simple verbs. TG p. 112</p> |
| <p>Writing Text Types and Purposes 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the</p> | <p>Traits Writing is a systematic, core, full-year (36 week) writing curriculum based on the Trait Model. It is an effective, research-based tool for assessing and teaching writing. The fundamental principles are conducting high-quality assessment that leads to focused, differentiated instruction, establishing clear goals for teaching and learning, using a shared</p> |

**A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 1**

Grade 1 • Common Core State Standards for English Language Arts

SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 1

opinion, and provide some sense of closure.

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

vocabulary to talk about writing, and weaving revision and editing together seamlessly and strategically to give students voices and skills to write efficiently, effectively, confidently and successfully.

The Trait Model consists of seven traits of writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions and Presentation. Each trait of writing is divided into four key qualities that are spiraled throughout the program, building upon each, providing clear and concrete skills to be developed for students to become lifelong, successful writers. IG p. 4-5

Students write and apply the traits, throughout the year in three basic modes of writing: narrative, expository and persuasive. They establish a purpose 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 results in competency across the modes of writing and gives them the confidence and experience to see themselves as writers.

Students write opinion pieces to support claims based on specific topics or texts using valid reasoning and relevant evidence. Students are encouraged to take a stand on an issue in persuasive writing activities in Traits Writing:

- Students convince judges they should win first prize in fashion show. TG p. 93
- Students convince parents to let them stay if they turned into a monster. TG p. 119
- Students write and ad to persuade someone to take care of class pet for summer. TG p. 144
- Students convince chick to start pecking at shell to come out. TG p. 165
- Students create a poster that convinces others to try their activity. TG p. 180
- Students persuade monster to stay and join the fun to be happier. TG p. 211
- Students write news story about what character does to convince teacher. TG p. 216
- Students convince parents to let them go on a trip. TG p. 227
- Students design posters to convince others to keep their bodies busy and healthy. TG p. 252
- Students convince friend that his/her drawings are good. TG p. 283
- Students write a letter to persuade by providing strong reasons for support. TG p. 288
- Students prepare a speech that explains and promotes a tradition. TG p. 319

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:

- 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

**A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 1**

Grade 1 • Common Core State Standards for English Language Arts

SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 1

| | |
|--|---|
| | <p>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. 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>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.</p> <p>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</p> |
|--|---|

**A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 1**

Grade 1 • Common Core State Standards for English Language Arts

SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 1

| | |
|--|--|
| | <p>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 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>Analytic assessment of student writing is a signature of Traits Writing. Teachers use the Beginning Writers Continuum available at Traitsspace and in the Teaching Guide after each unit to assess students’ progress and development. TG p. 336-342; IG p. 38-42 Students write end-of-the-year benchmark paper. TG p. 326-327; SH p. 173 In addition to teacher assessment, students reflect at the end of every unit on their progress, confidence and success as a writer. TG p. 72, 84, 94, 104, 120, 130, 140, 156, 166, 176, 192, 202, 212, 228, 238, 248, 264, 274, 284, 300, 310, 320</p> |
| <p>Production and Distribution of Writing 4. Begins in grade 3 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</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 Students draw and write about what writers do, SH p. 8 Students write a letter to someone important using pictures and words, TG p. 25 Students revise and edit letters, TG p. 32 Students brainstorm ideas for a story, TG p. 34; SH p. 12 Students write or draw a prewriting question and answer, TG p. 36; SH p. 12 Students complete story web, SH p. 13 Students write a revision of a book, TG p. 56-60 Students write a beginning-of-the-year benchmark paper, TG p. 72</p> <p>In subsequent units, students complete a writing project each week. Each writing project engages students in applying the key qualities and students engage in structured opportunities to revise, edit and publish their writing. Students even engage in suggesting revisions to mentor texts. See all revising activities: 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 Traits Writing encourages group and peer collaborative participation. Whole-Class sharing and</p> |

**A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 1**

Grade 1 • Common Core State Standards for English Language Arts

SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 1

reflection provides the opportunity for classmates to share what they learned and how they are becoming better writers. TG p. 50, 52, 60, 62, 70, 72, 84, 94, 104, 120, 130, 140, 156, 166, 176, 192, 202, 212, 228, 238, 248, 264, 274, 284, 300, 310, 320

Word Choice is a revision trait of writing that identifies the specific vocabulary the writer uses to convey meaning and enlighten the reader. The defining characteristics of word choice are: choosing zippy verbs, picking just right words, stretching for never-before-tried words, and using words to create meaning. These key qualities are highlighted in several units and spiraled throughout the seven core units of focus. IG p. 12

Students focus on revising their work with guidance and suggestions from adults and peer, including revising and strengthening their use of vocabulary in their compositions.

Students expand vocabulary by creating word webs. TG p. 112

Teachers create a “Wondrous Words” wall where students record words to use later in writing. Tips for Teaching About Word Choice, TG p. 113

Students listen for zippy verbs as teacher reads aloud *If You’re a Monster and You Know It*. TG p. 113

Students act out zippy verbs while playing “Monster Says”. Hands-On Activity, TG p. 119

Students brainstorm “just right” words. TG p. 168

Students explore vocabulary used to describe photos as teacher reads aloud *Feeling Thankful*. TG p. 169

Students used descriptive words and nouns in guessing game. Hands-On Activity, TG p. 175

Students add new and interesting words to a “Wordagory” bulletin board. TG p. 230

Teachers encourage students to express themselves in new ways. Tips for Teaching About Word Choice, TG p. 231

Students explore words used to make comparisons as teacher reads aloud *Are Trees Alive?*. TG p. 231

Students use arts-and-crafts materials to design and create a trophy for their Word of the Week. Hands-On Activity, TG p. 237

Students explore ways to use words to create meaning. TG p. 292

Students use words to create meaning by writing a glossary of words used in *How a House Is Built*. TG p. 293

Students use clear and correct words to describe an object without naming it for others to guess. Hand-On Activity, TG p. 299

Additionally, work pages, write-on pages, graphic organizer and other tools that support instruction of Word Choice are provided in the Student Handbook. See the following:

Choosing Zippy Verbs SH p. 48-52

Picking “Just Right” Words SH p. 80-84

Stretching for Never-Before-Tried Words SH p. 114-118

Using Words to Create Meaning SH p. 148-152

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

**A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 1**

| Grade 1 • Common Core State Standards for English Language Arts | SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 1 |
|---|--|
| | <p>Create a class blog, scan drawings to upload to a website. TG p. 109 Create a slideshow of facts. TG p. 109 Create a comic strip online, TG p. 145 Write a daily log on the computer. TG p. 145 Create an electronic version of class project books, import pictures, narrate text and add background music. TG. p. 181 Use word processing tools to add edit writing. p. 181 Use a word processing program to write a story. TG p. 217 Record skit performances on video, TG p. 217 Create an e-presentation using slide show software, TG p. 253 Create a photo glossary using a digital camera, TG p. 253 Use drawing software to create illustrations for a personal narrative. TG p. 289 Use a computer, recording software and external microphone to record an audio book or an original story, TG p. 289</p> |
| <p>Research to Build and Present Knowledge 7. Participate in shared research and writing projects e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>Writing in the expository mode includes engaging students in researching and gathering information with peers or independently. Students produce a variety of writing products. 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> |
| <p>Speaking & Listening Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions e.g., listening to others with care, speaking one at a time about the topics and texts under discussion. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</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. 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 Guidelines are provided for teachers suggesting speaking and listening routines that result in appropriate student participation in conversation and sharing of their ideas. IG p. 60 Twenty-six read aloud picture books serve as mentor texts in the program. Students listen strategically and purposefully to the books read aloud and are immediately engaged in responding to the literature. Initially students respond to the text for general comprehension, pleasure and information. Upon another reading, students listen for deliberate identification of a trait of key quality represented by the text. Children discuss the text and how it represents the trait as the model of exceptional writing. A unique and inspiring component of Traits Writing is the mentor vidoes at TraitSPACE. Students use this visual media to hear from the authors of the mentor texts. These videos often include</p> |

**A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 1**

Grade 1 • Common Core State Standards for English Language Arts

SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 1

| | |
|---|---|
| | <p>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>Presentation of Knowledge and Ideas 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation.</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> |