

**CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 2**

Grade 2 • Common Core State Standards for English Language Arts	SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 2
<p>Reading: Literature Key Ideas and Details 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges.</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. The mentor texts are available in the classroom for students reading pleasure and reference. Students listen for the main ideas, central messages and key details in the following grade 2 narrative mentor texts: <i>The Relatives Came</i> TG p. 25, 26, 72, 215 <i>My Brother Charlie</i> TG p. 35, 36, 72 <i>They Thought They Saw Him</i> TG p. 45, 46, 72 <i>Poor Puppy</i> TG p. 55, 56, 72 <i>My Friend Is Sad</i> TG p. 65, 66, 72 <i>The Lion and the Mouse</i> TG p. 77, 78, 83 <i>I'm the Biggest Thing in the Ocean</i> TG p. 87, 88, 93 <i>Grandma's Records</i> TG p. 97, 98, 104, 287 <i>Do Unto Otters: A Book About Manners</i> TG p. 133, 134, 139 <i>Goldilocks Returns</i> TG p. 143, 231, 232 <i>Mice and Bean</i> TG p. 149, 150, 156 <i>Diary of a Spider</i> TG p. 159, 160, 165; SH p. 77 <i>The Lamb Who Came for Dinner</i> TG p. 169, 170 <i>The Ugly Vegetables</i> TG p. 221, 222, 227 <i>Julius</i> TG p. 241, 242, 247 <i>Chato's Kitchen</i> TG p. 293, 294, 299 <i>The Secret Shortcut</i> TG p. 303, 304, 309 <i>Ish</i> TG p. 313, 314, 319 Students explore key details in a text. TG p. 25, 35, 45, 97, 133, 221 Students recount stores and determine central message. TG p. 77, 78, 83, 143, 231, 232, 303 Students describe characters and story events. TG p. 55, 87, 149, 159, 169, 215, 241, 293, 313</p>
<p>Craft and Structure 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Students examine words and phrases in the literature that contribute to rhythm and meaning of story. See specific instruction: Students explore words and phrases used to provide meaning. TG p. 35, 221 Students explore sensory words and phrases in text. TG p. 45 Students explore repeating refrain in text. TG p. 87 Students explore rhythmic text. TG p. 241 Students review and discuss techniques for using words to create meaning. TG p. 299 Organization is one of the revision traits that explores the internal structure of writing. See specific instruction on identifying story structure in literature: Students discuss mentor text and review bold beginnings for stories. TG p. 87, 88 Students discuss story organization using time order and sequence words in mentor text. TG p. 149, 150, 156 Students listen to mentor text read aloud and discuss excellent endings. TG p. 205, 206 Students listen to mentor text read aloud and discuss terrific titles. TG p. 267, 268, 274</p>

**CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 2**

Grade 2 • Common Core State Standards for English Language Arts	SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 2
	<p>Students explore different points of view. See specifically: Students recognize story told from characters point of view. TG. 160 Students read their dialogue aloud, taking on different voices for each character. TG p. 166 Students describe different points of view for characters. TG p. 222; SH p. 111</p>
<p>Integration of Knowledge and Ideas 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>See focused instruction on using illustrations, photographs, and text to describe characters, setting and events in literature: Students revisit words and pictures in mentor text. TG p. 25 Students record sensory images and words from mentor text. TG p. 44, 45 Students explore illustrations about characters in text. TG p. 55 Students discuss author’s use of words and illustrations to express feelings. TG p. 97, 98, 104 Students discuss pictures about story setting. TG p. 149 Students note humorous illustrations and dialogue in text. TG p. 159 Students explore “just right” words in text to make message clear. TG p. 169</p> <p>Students note similarities and differences in versions of the same story. TG p. 83, 143, 231, 237</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</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 2. All twenty-six read aloud mentor texts can become a part of the classroom library. IG p. 29 Teachers gather a variety of books including fiction, nonfiction, picture books, fables, personal narratives, fantasy, poetry, fractured folktales, fairy tales, and tall tales for students to use during independent group work that reinforces the week’s lesson. TG. p. 37, 61, 71, 79, 89, 151, 161, 171, 187, 223, 233, 243, 305, 315</p>
<p>Reading: Informational Text Key Ideas and Details 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Informational mentor texts are available in the classroom for students reading pleasure and reference. Students explore key details in text, identify the main topic, and describe events in the following informational mentor texts for grade 2: <i>Chameleons Are Cool</i> TG p. 107, 257, 258, 263 <i>Pelé, King of Soccer / Pelé, El rey de fútbol</i> TG p. 113, 114, 119 <i>I Lost My Tooth in Africa</i> TG p. 123, 124, 130 <i>An Egg is Quiet</i> TG p. 179, 277, 278 <i>Storms</i> TG p. 185, 186, 192, 251 <i>Big & Little</i> TG p. 195, 196 <i>Surprising Sharks</i> TG p. 205, 206 <i>You Can't Taste a Pickle With Your Ear</i> TG p. 267, 268, 271, 273, 274 Students demonstrate understanding of key details in text. TG p. 107, 113, 130, 257, 277 Students identify main topic of text. TG p. 123, 179, 185, 195, 205, 267 Students describe connections between events, idea or step in informational text. TG p. 251</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases in a text relevant to a</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. 113, 114,</p>

**CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 2**

Grade 2 • Common Core State Standards for English Language Arts	SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 2
<p>grade 2 topic or subject area.</p> <p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>169, 170, 231, 232, 293, 294</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. See specifically: Students explore index of mentor text. TG p. 192 Students explore table of contents and chapter titles of mentor text. TG p. 271, 273</p> <p>See specific instruction on identifying main idea of text: Students browse a variety of autobiographical picture books or picture-book memoirs to explore how narrator expresses feeling. TG p. 101 Students explore and discuss the big idea of a text and how the author presents the facts to support the main idea. TG p. 179, 277</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Students explore images and illustrations that contribute to and clarify text. See instruction: Students review mentor text that uses illustrations to tell much of the story. TG p. 124 Students review mentor text that uses funny, sequential illustrations to share information. TG p. 134 Students discuss photographs in text. TG p. 185 Students observe how illustrations are used to help reader understand text. TG p. 267 Students explore illustrations that convey detailed facts about text. TG p. 277</p> <p>Students examine author’s message. TG p. 107, 179, 185, 195, 196, 205, 251, 257, 258, 267, 268, 271, 277, 278 Additionally, students read peer persuasive texts. TG p. 93, 139, 165, 247, 263, 319</p> <p>Teachers can use the high quality mentor texts and additional classroom books to engage students in comparing and contrasting ideas presented across texts as they determine appropriate. See specific instruction: Students compare the presentation of their class photo album to the mentor text. TG p. 130</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</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 2. All twenty-six read aloud mentor texts can become a part of the classroom library. IG p. 29 Teachers gather a variety of books including biographies, autobiographies, memoirs, informational, pattern books, reference books, science books, instructional and how-to books for students to use during independent group work that reinforces the week’s lesson. TG p. 99, 115, 125, 197, 259, 269, 279</p>
<p>Reading: Foundational Skills Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</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, 315; SH p. 24, 25, 33, 45, 59, 73, 85, 99, 113, 125,</p>

**CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 2**

Grade 2 • Common Core State Standards for English Language Arts	SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 2
<p>Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.</p>	<p align="center">139</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 a mentor text modeling excellent fluency in each lesson in Traits Writing and opportunities for students to read aloud with accuracy, appropriate rate, and expression are provided. See specific instruction: Students listen to teacher read aloud in a monotone and then in an expressive voice and compare and discuss differences. TG p. 97 Students identify tone of voice expressed by teacher during read aloud. TG p. 159 Students are encouraged to take on difference voices for each character when reading dialogue aloud. TG p. 166 Students are encouraged to read their writing aloud until it sounds natural and “right” to the ear. TG p. 241 Students read lines of text in different tones of voice and discuss how the voices differed. TG p. 227 Teachers encourage students to read books softly to themselves and identify lines that sound most pleasing. TG p. 307 Students read their tales aloud to a partner to check for smooth-sounding, rhythmic sentences. TG p. 310</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 2. Demonstrate command of the conventions of standard English</p>	<p>Conventions is an editing trait of writing that identifies the mechanical correctness of the piece. In Unit 1, teachers introduce editing and refer to the Conventions Poster while demonstrating the editing process. Students note the use of conventions in writing, identify and practice using editing symbols, and learn basic editing rules to ensure their writing is clear and easy to read. TG 63-72 Every lesson in Traits Writing includes a Conventions Focus activity in which students practice editing skills such as spelling, punctuation, capitalization, and grammar. The specific focus is deliberately and professionally selected based upon skills students are required to master in each grade level. Following each lesson, students assess their own comprehension of the weekly focus concepts by carrying out a Partner Conventions Check with a classmate. IG p. 17 Students demonstrate command of the conventions of standard English grammar and usage. See the following activities: Students demonstrate basic grammar competency. TG p. 135, 207, 279, 295, 305; SH p. 65, 105, 145, Students identify verbs. SH p. 51-52</p>

**CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 2**

Grade 2 • Common Core State Standards for English Language Arts	SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 2
<p>capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Students expand sentences. SH p. 123 Students focus on verbs. TG p. 111-120 See Conventions Review. SH p. 159 See My First Scoring Guide for Conventions. SH p. 192, 193</p> <p>Students demonstrate command of the writing conventions of standard English including capitalization, punctuation and spelling. These skills spiral throughout the year within the units. Students analyze sentences for proper usage of conventions, sing “The Conventions Song”, and edit sentences in the Student Handbook. Students are responsible for checking their writing for previously taught skills. See the following activities: Students identify conventions of spelling, capital letters and punctuation marks. SH p. 24,25 Students write weekly spelling words. SH p. 33, 45, 59, 73, 85, 99, 113, 125, 139 Students add punctuation when needed. TG p. 89, 161, 233, 315; SH p. 39, 79, 119 Students edit for capitalization. SH p. 53, 93, 133 Students use apostrophes where needed. 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 Students exchange a capitalization check with a partner. TG p. 120, 192, 264 See Conventions Review. SH p. 153, 165 See My First Scoring Guide for Conventions. SH p. 192, 193</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.</p>	<p>Students demonstrate their knowledge and competency of language and its conventions in the writing products of Traits Writing. The traits of writing, especially Word Choice, Sentence Fluency, Voice, and Conventions, establish the focus for direct instruction on the correct, appropriate, creative, effective and efficient use of the English language.</p> <p>Word Choice instruction guides the students to examine and use rich, colorful, and precise language to communicate. Students explore descriptive and specific words and phrases and apply literary techniques such as alliteration, simile, and metaphor to produce clear and powerful writing.</p> <p>Sentence Fluency is an auditory trait addressing how sentences sound. Students explore graceful, varied, and rhythmic language to create fluent writing that is easy to read aloud. Students strive to use a variety of sentences, including simple, compound, and complex, to make their writing more fluent.</p> <p>The Voice trait explores the tone of a piece of writing revealing the feelings and attitudes of the author. Students experiment with language to add power and clarity to writing revealing their style and purpose, and creating a connection to the audience.</p> <p>Students focus on the mechanical correctness of writing through Conventions. Competency in punctuation, capitalization, spelling, paragraphing, and grammar usage is achieved through direct instruction in Traits Writing. The importance of conventions is not understated because</p>

**CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 2**

Grade 2 • Common Core State Standards for English Language Arts

SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 2

	appropriate use of conventions impacts meaning, presentation and publication.
--	---

**CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 2**

<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</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</p> <p>Students clarify meaning of unknown words in text, demonstrate word relationships, and identify and use words and phrases acquired through conversation and read alouds. See specifically: Students note unusual words in text and discuss author’s word choice. TG p. 231 Students review and discuss techniques for using words to create meaning. TG p. 298</p> <p>Students examine word relationships. See focused instruction: Students discuss using zippy verbs to describe and make writing more interesting. TG p. 113 Students draw and write about something zippy. SH p. 50 Students list zippy verbs to describe animal actions. SH p. 51 Students identify verbs in writing sample. SH p. 52</p> <p>Teachers encourage students to listen for new or unusual words during conversations, read aloud time, and independent reading and record new words on word wall to use in writing. TG p. 113, 169, 231, 293</p>
<p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</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 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.</p> <p>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</p> <p>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</p>

**CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 2**

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 write story as a convincing character. TG p. 93

Students write to convince classmates of a great person. TG p. 108

Students write using pictures, and words to make their point clear. TG p. 139

Students write explanation of problem and propose solution for Editorial Opinion bulletin board. TG p. 144

Students create a convincing advertisement using pictures and words. TG p. 165

Students create a book jacket with reasons why someone should read book. TG p. 180

Students make advertising posters to get their message across with impact. TG p. 216

Students write a convincing contest entry. TG p. 222

Students use pictures and words to persuade parents to let you have a pet. TG p. 247

Students make a campaign poster to champion a cause. TG p. 252

Students write to persuade their classmates about the coolest animal. TG p. 263

Students write a convincing statement of encouragement to a friend. TG p. 319

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 write an action commentary using zippy verbs. TG p. 111-120

Students draw and write to describe something zippy. SH p. 50

Students list and describe activities. SH p. 51

Students write information about pictures for class photo album. TG p. 121-130

Students draw and write about building something. SH p. 56

Students write important facts about a personal photo. SH p. 57

Students create Bigger-to-Smaller Cards with focused ideas about topic. TG p. 131-140

Students draw and write about something amazing. SH p. 62

Students write an important idea with details to support. SH p. 63

Students write a time line of the main events in a story. TG p. 180

Students write a page for a class nature record. TG p. 183-192

Students draw and write about different ways to do something. SH p. 90

Students write details to support main topic. SH p. 91

Students create a pattern book that contrasts two things. TG p. 193-202

Students draw and write about staying with the big idea. SH p. 96

Students write big ideas and ideas to contrast. SH p. 97

Students create an expert essay about a subject they know well. TG p. 203-212

Students draw and write about something with an excellent ending. SH p. 102

Students write facts about a favorite topic. SH p. 103

Students write a short blurb describing a story they wrote. TG p. 252

Students make animal trading cards using juicy details. TG p. 255-264

Students write using juicy details. SH p. 130

**CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 2**

Students write idea and provide facts to support. SH p. 131
Students write a table of contents for a new book. TG p. 265-274
Students write about something with a terrific title. SH p. 136
Students write facts about topic. SH p. 137
Students write a picture book about something in nature. TG p. 275-284
Students write about different ways to express themselves. SH p. 142
Students list details to explain topic. SH p. 143
Students write an informational brochure. TG p. 288
Students write questions and answers for game show. SH p. 177, 178

Students produce narrative compositions. They apply the target trait and key quality highlighted in each unit to develop real or imagined experiences using well-chosen details and well-structured event sequence:

Students write about a favorite relative or friend. TG p. 25
Students draw and write about places where they like to write. TG p. 27
Students use story maps to write. TG p. 42
Students draw and write about doing something they love. SH p. 21
Students write a beginning-of-the-year benchmark paper. TG p. 72
Students write their own fable. TG p. 75-84
Students draw and write about finding a big idea. SH p. 30
Students write about characters, setting, and events for story. SH p. 31
Students write a personal narrative. TG p. 85-94
Students draw and write about something that starts boldly. SH p. 36
Students write ideas for personal narrative, including bold beginning. SH p. 37
Students write the greeting and closing of a letter; write a thank-you note. SH p. 39
Students write journal entry to express feelings. TG p. 95-104
Students draw and write about expressing a feeling. SH p. 42, 43
Students write an account of a persons' week. TG p. 147-156
Students draw and write about something with a mighty middle. SH p. 70
Students use words and pictures to tell a story. SH p. 71
Students create a cartoon using illustrations and text. TG p. 157-166
Students draw and write about something with sparkle and pizzazz. SH p. 76
Students write story events. SH p. 77
Students write about morning events. SH p. 79
Students write an animal fantasy story. TG p. 167-176
Students draw and write about something just right in their life. SH p. 82
Students write in a story web. SH p. 83
Students write an invitation to a gathering. TG p. 216
Students write a contest entry sharing their thoughts and feelings. TG p. 219-228
Students write about something that reaches out to connect. SH p. 110
Students write character ideas in speech bubble. SH p. 111
Students write a fractured folktale. TG p. 229-238
Students draw and write about something that stretches to do new things. SH p. 116
Students write story events for fractured tale. SH p. 117

**CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 2**

	<p>Students write and draw major events from story to show author’s flow. TG p. 239-248 Students draw and write about things that come in different lengths. SH p. 122 Students write to expand a story. SH p. 123 Students write a personal recollection. TG 291-300 Students draw and write about using words to create meaning. SH p. 150 Students write details about a specific misunderstanding. SH p. 151 Students create their own tall tale. TG p. 301-310 Students draw and write about something that sounds smooth. SH p. 156 Students write about an everyday problem. SH p. 157 Students write a short speech to express thoughts and feelings. TG p. 314 Students draw and write about something with parts that work together. SH p. 162 Students write about a talent that they worked hard to develop. SH p. 163 Students write about personal goals. TG p. 324; SH p. 170 Students write a letter to next year’s teacher introducing themselves. TG 325; SH p. 171 Students write a sensational skit. TG p. 328; SH p. 175 Students write invitations for game show. TG p. 330 Students write a short thank-you note. TG p. 333 Students compose poetry. TG p. 333</p> <p>Analytic assessment of student writing is a signature of Traits Writing. Teachers use the Beginning Writers Coninua available at TraitSPACE 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. 32, 54, 55, 56, 57, 58, 59, 60, 61, 62, 72, 84, 94, 104, 120, 130, 140, 156, 166, 176, 192, 202, 212, 228, 238, 248, 264, 274, 284, 300, 310, 320</p>
<p>Production and Distribution of Writing 4. (Begins in grade 3) 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 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 See specific instruction: Students draw and write about what writers do, SH p. 8 Students write about a visit from their relatives then revise and edit their papers. TG p. 25, 32 Students revise to improve their papers. TG p. 57 Students add their own ideas to revise pages from book. TG p. 58 Students work with partner to revise story. TG p. 62 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.</p>

**CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 2**

	<p>See all revising activities: TG p. 32, 54, 55, 56, 57, 58, 59, 60, 61, 62, 72, 84, 94, 104, 120, 130, 140, 156, 166, 176, 192, 202, 212, 228, 238, 248, 264, 274, 284, 300, 310, 320</p> <p>Traits Writing encourages group and peer collaborative participation. Whole-Class sharing and reflection provides the opportunity for classmates to share what they learned and how they are becoming better writers. TG p. 32, 54, 55, 56, 57, 58, 59, 60, 61, 62, 72, 84, 94, 104, 120, 130, 140, 156, 166, 176, 192, 202, 212, 228, 238, 248, 264, 274, 284, 300, 310, 320</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 See specific Technology Activities: Students use drawing software to create illustrations for a writing project. TG p. 109 Students create final version of writing on word processor and import photos of themselves from digital camera for an “About the Author” caption. TG p. 109 Students use presentation software to create slides from one of their writing projects, adding drawings, sound effects or music as desired. TG p. 181 Students use word processor program to create a visual version of a narrative piece to publish on a classroom or school Web page. TG p. 181 Students print images or create e-cards from website to add to story. TG p. 217 Students work with a partner on a word processing program or with a draw and paint program to illustrate story they created together. TG p. 217 Students create a note card from a character in one of their stories to a character in another using a word processing program and share with class. TG p. 253 Students create a digital recording of one of their stories. TG p. 253</p>
<p>Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 8. Recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)</p>	<p>Writing in the expository mode includes engaging students in researching and gathering information with peers or independently. Students produce a variety of writing products to share with class or others: Students explore example of good commentary through mentor text and a variety of information books or articles about sports to create a commentary. TG p. 114-120 Students create class photo album depicting important events by exploring pictures and captions in mentor text and other autobiographies and biographies provided by teacher. TG p. 124-130 Students produce cards with focused ideas about topic by paying attention to main idea and supporting details in mentor text and examples of instructional writing provided. TG p. 134-140 Students create class nature book by browsing various repetitive and non-repetitive poems noting interesting language and phrases used. TG p. 186-192 Students create a contrasting pattern book by reviewing mentor text and examine a variety of pattern books paying particular attention to illustrations to repeated phrases. TG p. 196-202 Students write and expert essay by reviewing mentor text and a variety of published</p>

**CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 2**

	<p>information books and articles provided by teacher. TG p. 206-212</p> <p>Students make animal trading cards by examining mentor text and a variety of detailed information books with photographs of animals provided. TG p. 258-264</p> <p>Students write a table of contents for a new book by reviewing mentor text and other information books on science topics. TG p. 268-274</p> <p>Students write a picture book about something in nature by reviewing mentor text and examining other nature-related information books provided for classroom use. TG p. 278-284</p>
<p>Range of Writing 10. (Begins in grade 3)</p>	<p>Begins at grade 3.</p>
<p>Speaking & Listening</p> <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others’ talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</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 students’ participation in targeted discussion. Wrap Up and Whole-Class Reflection: TG p. 32, 54, 55, 56, 57, 58, 59, 60, 61, 62, 72, 84, 94, 104, 120, 130, 140, 156, 166, 176, 192, 202, 212, 228, 238, 248, 264, 274, 284, 300, 310, 320</p> <p>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</p> <p>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.</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.</p> <p>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</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Publishing and presenting are the final steps of the writing process. Traits Writing provides specific instruction on the publishing step of the writing process. Students present their writing in oral presentations and readings. Students engage in discussion and conversation about their products, their writing process and express their ideas and observations in different contexts. TG p. 27, 30, 32, 50, 84, 94, 104, 108, 109, 120, 130, 140, 144, 145, 156, 166, 176, 180, 181, 192, 202, 212, 216, 217, 228, 238, 248, 252, 253, 264, 274, 284, 288, 289, 300, 310, 320</p> <p>Students clarify ideas, thoughts, and feelings in writing through audio and visual displays. See specifically:</p> <p>Students share their puppets with their classmates. TG p. 30</p> <p>Teachers invite students to illustrate their writing. TG p. 32, 94, 104, 109, 156, 212, 217, 228,</p>

**CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 2**

238, 248, 253, 264, 274, 284, 310

Students create a comic strip with words and illustrations. TG p. 108

Students create mini story boards. TG p. 144

Students use voice recorder to record Action Commentaries. TG p. 145

Students create cartoon including illustrations and dialogue in speech balloons. TG. 166

Students perform their fantasy story by acting out role of characters. TG p. 176

Students create a time line to show the order of events in writing project. TG p. 180

Students share project using presentation software. TG p. 181

Students make a digital recording of on of their stories. TG p. 253

Students make a travel brochure including words and pictures. TG p. 288

Students transform a project into digital form. TG p. 289

Students create new version of story adding clip art and enhancing its graphic quality. TG p. 289