

**A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE  
FOR ENGLISH LANGUAGE ARTS • GRADE 5**

**Grade 5 Common Core State Standards for English Language Arts**

**SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 5**

<p><b>Reading: Literature</b> <b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li> <li>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> </ol>	<p>Traits Writing connects to reading in every core week of instruction. Twenty-six mentor texts include authentic literature as well as everyday text. These mentor texts represent examples of exceptional writing and serve as models of the key qualities of the traits. IG p. 19. Teachers read aloud excerpts of the books and posters. Students listen for the main ideas, central messages and key details. The mentor texts cover a variety of genres, including poetry, humor, realistic fiction, historical fiction and tale. These texts are made available in the classroom for students' independent reading pleasure and reference. See the grade 5 narrative mentor texts:</p> <p><i>Hewitt Anderson's Great Big Life</i>, TG p. 28, 29, 30, 31  <i>John, Paul, George, and Ben</i>, TG p. 38, 29, 40, 41  <i>Tsunami</i>, TG p. 48, 49, 50, 51  <i>Bud, Not Buddy</i>, TG p. 58, 59, 60, 61  <i>My Rotten Redheaded Older Brother</i>, TG p. 68  <i>Brave as a Mountain Lion</i>, TG p. 120, 121  <i>Crow Call</i>, TG p. 130, 131  <i>Lincoln's Lincoln</i>, TG p. 140, 141  <i>Becoming Naomi León</i>, TG p. 244, 245  <i>Eight Days: A Story of Haiti</i>, TG p. 254, 255  <i>Duke Ellington</i>, TG p. 320, 321; SH p. 209  <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283  <i>LaRue for Mayor</i>, TG p. 292, 293  <i>Puppies, Dogs and Blue Northers</i>, TG p. 330, 331</p> <p>Students explore story elements, including character, setting and story events in mentor texts, drawing on specific details in the text: TG p. 48, 58, 59, 120, 121, 254, 255, 272, 273; SH p. 175</p>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> <li>6. Describe how a narrator's or speaker's point of view influences how events are described.</li> </ol>	<p>All the narrative literature represents outstanding examples of authors' craft and structure. Teachers can use the text to support the students' competency, determining the meaning of phrases and new or challenging vocabulary. See especially the texts selected as exemplary models of the trait Word Choice, including figurative language such as metaphors and similes:</p> <p><i>Brave as a Mountain Lion</i>, TG p. 120, 121; SH p. 64, 71  <i>Duke Ellington</i>, TG p. 320, 321; SH p. 209</p> <p>The poem, <i>Paul Revere's Ride</i>, by Henry Wadsworth Longfellow, as reproduced in the mentor text, <i>The Many Rides of Paul Revere</i>, TG p. 169, 170</p> <p>Teachers discuss what creates a smooth and rhythmic flow in writing, including use of figurative language such as similes, metaphors and alliteration. TG p. 249, 305; SH p. 196</p> <p>Students explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem after watching the following mentor videos in which organization is discussed:</p> <p><i>Brave as a Mountain Lion</i>, TG p. 120, 121, Mentor Video on <i>Traitspace</i>  <i>Crow Call</i>, TG p. 130, 131, Mentor Video on <i>Traitspace</i>  <i>The Many Rides of Paul Revere</i>, TG p. 169, 170, Mentor Video on <i>Traitspace</i>  <i>Eight Days: A Story of Haiti</i>, TG p. 254, 255, Mentor Video on <i>Traitspace</i></p>

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	<p><i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283, , Mentor Video on <i>Traitspace</i></p> <p>After reading the mentor text aloud to the students, teachers lead a discussion about how a narrator’s or speaker’s point of view influences how events are described. The following mentor narrative texts are particularly useful for discussions on the narrator’s influencing point of view.</p> <p><i>Hewitt Anderson’s Great Big Life</i>  <i>Tsunami</i>  <i>Bud, Not Buddy</i>  <i>My Rotten Redheaded Older Brother</i>  <i>Brave as a Mountain Lion</i>  <i>Crow Call</i>  <i>The Many Rides of Paul Revere</i>  <i>J. Peterman Catalog Description</i>  <i>Becoming Naomi León</i>  <i>Eight Days: A Story of Haiti</i>  <i>Common Ground: The Water, Earth and Air We Share</i>  <i>Duke Ellington</i>  <i>Puppies, Dogs and Blue Northers</i></p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Students explore visual elements and observe how they contribute to the meaning, tone, or beauty of a text. See the narrative mentor texts that represent exemplar presentation and meaning through illustration and visual elements:</p> <p><i>Hewitt Anderson’s Great Big Life</i>  <i>John, Paul, George, and Ben</i>  <i>Tsunami</i>  <i>My Rotten Redheaded Older Brother</i>  <i>Brave as a Mountain Lion</i>  <i>Crow Call</i>  <i>The Many Rides of Paul Revere</i>  <i>Eight Days: A Story of Haiti</i>  <i>Common Ground: The Water, Earth and Air We Share</i>  <i>LaRue for Mayor</i>  <i>Duke Ellington</i></p> <p>In the Mentor Videos, accessible on <i>Traitspace</i>, authors discuss their writing, character development and word choice. All the mentor texts connect the reader to the text. Author and illustrator Mark Teague discusses how his illustrations contribute to meaning of the story <i>LaRue for Mayor</i>. Mentor Video, <i>Traitspace</i>; TG p. 292</p> <p>Students explore illustrations in a text and how they help create the mood and contribute to meaning of the story:</p> <p><i>My Rotten Redheaded Older Brother</i>, TG p. 68  <i>Crow Call</i>, TG p. 130</p>

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	<p>Teachers stock the classroom library with a range of grade appropriate literature. Teachers can extend the students’ study of an author by making additional books available in the classroom library. IG p. 29.</p> <p>The mentor texts provide literature by award winning, prolific, favorite authors such as Christopher Paul Curtis, Molly Bang, Lois Lowry, Patricia Polacco, Gary Paulson and Mark Teague. The mentor literature can become a part of the classroom library. Teachers can include these texts in extended genre studies.</p> <p>The mentor texts and the other available classroom resources can be utilized to compare and contrast stories in the same genre and with similar themes and topics.</p>
<p><b>Range of Reading and Complexity of Text</b> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>The Traits Writing program promotes a well-stocked classroom library of reading materials across genre, including stories, dramas and poetry. The classroom library should represent a range of text complexity appropriate for the grade and student population. The mentor literature can become a part of the classroom library. Teachers are encouraged to provide copies of other books by the mentor authors to familiarize students with the body of an author’s published works. IG p. 29. The mentor texts provide literature by award winning, favorite authors such as Christopher Paul Curtis, Lois Lowry, Patricia Polacco, Gary Paulson, Pam Muñoz Ryan and Mark Teague.</p>
<p><b>Reading: Informational Text</b> Key Ideas and Details 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>The high-quality mentor texts in Traits Writing include informational and expository texts. The teacher reads aloud and students listen for explicit meaning. The mentor books are available in the classroom library for students to re-read and use for reference. In this context, students are engaged in reading to identify the main idea, key details and making inferences and summarizing the texts.</p> <p><i>John, Paul, George, and Ben</i>, TG p. 38, 29, 40, 41  <i>Tsunami</i>, TG p. 48, 49, 50, 51  <i>Doodle 4 Google</i>, TG p. 82, 83  <i>How Big Is It? A Book All About Bigness</i>, TG p. 92, 93  <i>Achoo! The Most Interesting Book You’ll Ever Read About Germs</i>, TG p. 102, 103  <i>Lincoln’s Lincoln</i>, TG p. 140, 141  <i>Eats, Shoots &amp; Leaves</i>, TG p. 158, 159  <i>The Many Rides of Paul Revere</i>, TG p. 169, 170  <i>Puffins Cereal Box</i>, TG p. 178, 179  <i>X-treme X-Ray</i>, TG p. 196, 197  <i>101 Animal Secrets</i>, TG p. 206, 207  <i>Airline Safety Information Card</i> (health and safety writer), TG p. 216, 217  <i>J. Peterman Catalog Description</i> (copywriter), TG p. 234, 235  <i>Splash Country Brochure</i>, TG p. 272, 273  <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283  <i>Mancala Game Brochure</i>, TG p. 310, 311  <i>Duke Ellington</i>  <i>Puppies, Dogs and Blue Northerners</i>, TG p. 330, 331</p>

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	<p>Students demonstrate understanding of key details in text. TG p. 68, 103, 130, 131, 206, 207, 272, 273; SH p. 79, 175</p> <p>Selected mentor texts provide an opportunity to read technical and content area material. The following mentor texts provide an opportunity for students to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><i>How Big Is It? A Book All About Bigness</i>, TG p. 92, 93  <i>Achoo! The Most Interesting Book You'll Ever Read About Germs</i>, TG p. 102, 103  <i>Eats, Shoots &amp; Leaves</i>, TG p. 158, 159  <i>X-treme X-Ray</i>, TG p. 196, 197  <i>101 Animal Secrets</i>, TG p. 206, 207  <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283</p>
<p><b>Craft and Structure</b></p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>The informational mentor text represents outstanding examples of authors' craft and structure. Teachers can use the text to support the students' competency determining the meaning of phrases and new or challenging vocabulary, including academic and domain-specific words. The mentor texts present a variety of nonfiction structures. The following mentor and every day texts represent examples of chronological, cause and effect, compare and contrast, problem and solution structure.</p> <p><i>John, Paul, George, and Ben</i>, TG p. 38, 29, 40, 41  <i>Tsunami</i>, TG p. 48, 49, 50, 51  <i>How Big Is It? A Book All About Bigness</i>, TG p. 92, 93  <i>Eats, Shoots &amp; Leaves</i>, TG p. 158, 159  <i>The Many Rides of Paul Revere</i>, TG p. 169, 170  <i>Airline Safety Information Card</i> (health and safety writer), TG p. 216, 217  <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283  <i>Mancala Game Brochure</i>, TG p. 310, 311</p> <p>Students hear first-hand the authors discuss the of the importance of structure in the following Mentor Videos on <i>Traitspace</i>:</p> <p><i>How Big Is It? A Book All About Bigness</i>, TG p. 92, 93; Mentor Video on <i>Traitspace</i>  <i>Airline Safety Information Card</i> (health and safety writer), TG p. 216, 217; Mentor Video on <i>Traitspace</i>  <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283; Mentor Video on <i>Traitspace</i>  <i>Mancala Game Brochure</i>, TG p. 310, 311; Mentor Video on <i>Traitspace</i></p> <p>The informational books in Traits Writing represent different points of view, including multiple accounts of the same event or topic. Students can use these texts to note important similarities and differences in point of view.</p> <p><i>John, Paul, George, and Ben</i>  <i>Tsunami</i></p>

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	<p><i>Achoo! The Most Interesting Book You'll Ever Read About Germs</i>  <i>Lincoln's Lincoln</i>  <i>The Many Rides of Paul Revere</i>  <i>Common Ground: The Water, Earth and Air We Share</i></p>
<p><b>Integration of Knowledge and Ideas</b>            7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.            8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).            9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Students conduct research to draw on information from multiple print or digital sources for their Independent Unit Writing Projects. The Traits Writing Program encourages teachers to have an accessible classroom library of a variety of grade-appropriate materials that support students' interests and inspire research projects. Students see the Mentor Videos available on <i>Traitspace</i> where authors discuss the importance of research in writing pertinent, authentic, valid nonfiction.</p> <p><i>Tsunami</i>, TG p. 48, 49, 50, 51, <i>Traitspace</i>  <i>Achoo! The Most Interesting Book You'll Ever Read About Germs</i>, TG p. 102, 103, <i>Traitspace</i>  <i>Lincoln's Lincoln</i>, TG p. 140, 141, <i>Traitspace</i>  <i>The Many Rides of Paul Revere</i>, TG p. 169, 170, <i>Traitspace</i>  <i>Airline Safety Information Card</i> (health and safety writer), TG p. 216, 217, <i>Traitspace</i>  <i>J. Peterman Catalog Description</i> (copywriter), TG p. 234, 235, <i>Traitspace</i>  <i>Mancala Game Brochure</i>, TG p. 310, 311, <i>Traitspace</i></p> <p>Authors discuss how they use reason and evidence to support particular points in their text in the Mentor Videos on <i>Traitspace</i>:</p> <p><i>John, Paul, George, and Ben</i>, TG p. 38, 29, 40, 41, <i>Traitspace</i>  <i>Doodle 4 Google</i>, TG p. 82, 83, <i>Traitspace</i>  <i>Achoo! The Most Interesting Book You'll Ever Read About Germs</i>, TG p. 102, 103, <i>Traitspace</i>  <i>Lincoln's Lincoln</i>, TG p. 140, 141, <i>Traitspace</i>  <i>Eats, Shoots &amp; Leaves</i>, TG p. 158, 159, <i>Traitspace</i>  <i>The Many Rides of Paul Revere</i>, TG p. 169, 170, <i>Traitspace</i>  <i>Puffins Cereal Box</i>, TG p. 178, 179, <i>Traitspace</i>  <i>Airline Safety Information Card</i> (health and safety writer), TG p. 216, 217, <i>Traitspace</i>  <i>J. Peterman Catalog Description</i> (copywriter), TG p. 234, 235, <i>Traitspace</i>  <i>Splash Country Brochure</i>, TG p. 272, 273, <i>Traitspace</i>  <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283, <i>Traitspace</i>  <i>Mancala Game Brochure</i>, TG p. 310, 311, <i>Traitspace</i></p> <p>High quality mentor texts inspire extended learning and further research which engages students with additional classroom or library resources to extend their knowledge on a person, events or period in history. The books inspire students to extend their reading about topics including the founding fathers, the environment, biology, ecology and the environment.</p> <p><i>John, Paul, George, and Ben</i>, TG p. 38, 29, 40, 41  <i>Tsunami</i>, TG p. 48, 49, 50, 51</p>

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	<p><i>How Big Is It? A Book All About Bigness</i>, TG p. 92, 93  <i>Achoo! The Most Interesting Book You'll Ever Read About Germs</i>, TG p. 102, 103  <i>The Many Rides of Paul Revere</i>, TG p. 169, 170  <i>X-treme X-Ray</i>, TG p. 196, 197  <i>101 Animal Secrets</i>, TG p. 206, 207  <i>Common Ground: The Water, Earth and Air We Share</i>, TG p. 282, 283</p>
<p><b>Range of Reading and Level of Text Complexity</b>            10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Traits Writing mentor and everyday texts represent a range of text complexity and outstanding writing, including examples of historical, scientific or technical text. Traits Writing promotes a well-stocked classroom library of reading materials across genre. In addition, teachers gather copies of other books by the author of the week’s mentor text to include in the classroom library and extend the study of the author. Teachers supplement the mentor texts with additional examples of outstanding genres such as history and social studies, science, and technical texts. IG p. 29.</p>
<p><b>Reading: Foundational Skills</b>  <b>Phonics and Word Recognition</b>            3. Know and apply grade-level phonics and word analysis skills in decoding words.            Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Most of the weeks in Traits Writing focus on spelling and in this context grade-level phonics and word analysis skills are reinforced. In each lesson, students build individual spelling word lists, record them in the My Spelling Words list in the Student Handbook, and study them throughout the week. Word lists are developed by the students as they progress through the three-part spelling lessons. Students explore high-frequency words where they read and edit a revised version on the week’s warm-up paragraph (available on <i>Traitspace</i>) containing spelling errors that are drawn from high-frequency word lists. Focus continues with students analyzing a series of words for common patterns (e.g., words containing the same prefix or vowel spelling). Then students revisit pieces in their writing folders and identify specific words with which they have struggled. On Day 5, students engage in a partner spell check and quiz each other on their week’s words. IG p. 52; TG p. 89, 94, 117, 122, 137, 142, 165, 170, 193, 198, 213, 218, 241, 246, 269, 274, 289, 294; SH p. 52, 70, 86, 104, 122, 138, 156, 174, 190            Students play spelling games to look for spelling patterns. TG p. 89, 117, 165, 193, 213            Students listen to identify ending sounds. TG p. 117            Students sort words by different spelling patterns. TG p. 137            Students identify words with prefixes and suffixes. TG p. 165, 193, 241, 269, 289            Students search for words with Latin or Greek roots. TG p. 213, 269, 289</p>
<p><b>Fluency</b>            4. Read with sufficient accuracy and fluency to support comprehension.            Read grade-level text with purpose and understanding.            Read grade-level prose and poetry 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. Opportunities for students to read aloud with accuracy, appropriate rate and expression are provided. The following lessons in the Teachers’ Guide and Student Handbook support reading with accuracy and fluency, supporting comprehension. Students re-read as necessary and self-correct for word recognition as they read aloud, working in pairs, in groups and presenting before the class:            Students read aloud a draft, <i>An Admirable American</i>. TG p. 39; SH p. 15            Students read aloud their own writing. TG p. 250; 315; SH. p. 161, 162, 163, 164, 166            Students read aloud on the Talk Show they create. TG p. 184</p>

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	<p>Students read their <i>X-treme X-ray</i> sentences aloud. TG p. 197; SH p. 123</p> <p>Every student makes his or her own podcast. The students practice reading their own podcasts in pairs, focusing on reading fluently and expressively, before recording their stories as podcasts. TG p. 222</p> <p>Students read their own writing aloud. TG p. 253</p>
<p><b>Language</b> <b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Conventions, one of the seven traits of writing, identify the mechanical correctness of the writing. Every lesson in Traits Writing includes a Conventions Focus activity in which students practice editing skills such as spelling, punctuation, capitalization, and grammar. These skills spiral throughout the year. To demonstrate command of the conventions of standard English, students analyze sentences for proper usage of conventions in activities found in both the Student Handbook and on <i>Traitspace</i>, IG p. 51-52. <i>Traitspace</i> offers students additional practice to gain command of the conventions of standard English capitalization, punctuation, and spelling when writing in the Revised Warm-Up Activities With Errors.</p> <p>In Unit 1, teachers provide direct, specific instruction on the steps in the writing process that includes the editing step. With the Teacher's Editing Model (available on <i>Traitspace</i>) students focus on one convention at a time. Students learn the conventions of writing, identify and practice using editing symbols, learn basic editing rules, and learn to apply the rules of standard English to correct their work to ensure their writing is clear and easy to read. Throughout Traits Writing students address and refine their competency with the conventions of standard English. TG p.63-72; SH p. 30-36.</p> <p>Day 2 of each lesson includes a Conventions Focus activity, in which students learn about and practice particular editing skills such as spelling, punctuation, capitalization, or grammar and usage. On Day 5, students self-assess their understanding of the week's concept by carrying out a Partner Conventions Check with a classmate. Students focus on one aspect of conventions each week. These skills spiral throughout the year within the units. IG p. 17</p> <p>Students improve their capitalization by participating in the following activities: TG p. 98, 99, 100, 101, 104; SH p. 60; <i>Traitspace</i>: See Lesson Plans for Steps in the Writing Process in Unit 1 and Revised Warm-Up Activities With Errors in Units 2 through 8</p> <p>Students improve their punctuation by participating in the following activities: TG p. 78-79; 84; <i>Traitspace</i> : See activities: Lesson Plans of Revised Warm-Up Activities With Errors</p> <p>Most of the weeks in Traits Writing focus on spelling. Students read and edit a revised version of the week's warm-up paragraph (available on <i>Traitspace</i>). This writing piece contains spelling errors that are drawn from high-frequency word lists. Students analyze spelling pattern words, e.g. words that contain the same prefix or vowel spelling. Students are provided with three words following this target pattern to add to their My Spelling Word List that they write down on either in the Student Handbook or on the page printed from <i>Traitspace</i>.</p> <p>In addition, students visit their own writing folders and find words with which they struggle. On day five of each week, students work with another student in Partner Spell Check where they quiz each other their own words. Activities are provided in the lesson to assist students as</p>

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	<p>they learn the words. Specific instruction focuses on the other conventions including punctuation, capitalization, and grammar and usage. Students analyze a series of sentences that do and do not contain proper usage of the target convention to determine the focus skill and related rule(s) of the week. Students then apply the skill by writing sentences in the Student Handbook. Students read a revised warm-up paragraph with conventions errors (available on <i>Traitspace</i>). Students work together to locate and correct the errors. Finally, students check pieces in their writing folders for correct application of the target convention.</p> <p>See spelling related activities: TG p. 89, 94, 117, 122, 137, 142, 165, 170, 193, 198, 213, 218, 241, 246, 269, 274, 289, 294; SH p. 52, 70, 86, 104, 122, 138, 156, 174, 190</p> <p>Direct instruction on punctuation: TG p. 79, 307, 317</p> <p>Direct instruction on capitalization: TG p. 99, 307, 317</p> <p>Direct instruction on grammar and usage: TG p. 127, 155, 175, 203, 231, 251, 279, 307, 317</p> <p>Students play spelling games to look for spelling patterns. TG p. 89, 117, 165, 193, 213</p> <p>Students sort words in appropriate columns for different spelling patterns. TG p. 137</p> <p>Students identify words with prefixes and suffixes. TG p. 165, 193, 241, 269, 289</p> <p>Students search for words with Latin or Greek roots. TG p. 213, 269, 289</p> <p>Students proofread their work. TG p. 193</p> <p>Students follow Lesson Plans for Steps in the Writing Process in Unit 1 and Revised Warm-Up Activities With Errors in Units 2 through 8 in <i>Traitspace</i></p> <p>Students refer to Student-Friendly Scoring Guide: Conventions, SH p. 239</p> <p>Teachers can distribute Practice Questions (in downloadable format from <i>Traitspace</i>) to help students prepare for standardized writing tests. Teachers allow students a limited amount of time to answer five multiple-choice questions addressing punctuation, spelling, capitalization, and grammar and usage skills. Teachers can use these test practice questions to measure each student’s knowledge of grade-level conventions. IG p. 61</p> <p>See specifically Reality Check: TG p. 111, 149, 187, 225, 263, 301</p> <p>In Unit 8, the final core unit, students review all the conventions covered throughout the year. TG p. 306, 307, 308, 309, 312, 306, 317, 321, 322, 327, 328, 329, 332</p>
<p><b>Knowledge of Language</b></p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</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 striking words and phrases and begin to use literary techniques such as alliteration, simile, and metaphor to produce clear and powerful writing.</p> <p>Sentence Fluency is an auditory trait regarding how sentences sound. Students explore graceful, varied, and rhythmic language to create fluent writing that is easy to read aloud. Students strive to use a variety of sentences, including simple, compound, and complex, to make their writing more fluent.</p> <p>The Voice trait explores the tone of a piece of writing revealing the feelings and attitudes of the</p>

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	<p>author. Students experiment with language to add power and clarity to writing revealing their style and purpose and creating a connection to the audience. Students explore the mechanical correctness of writing through Conventions. Skills in punctuation, capitalization, spelling, paragraphing, and grammar usage are the focus of these lessons.</p> <p>Students explore words and phrases used for effect in the Word Choice units of Traits Writing:</p> <p>Students explore using strong verbs and discuss importance of word choice in writing. TG p. 114, 115, 116, 117, 118, 120, 121, 122; SH p. 66, 67, 68, 69, 71</p> <p>Students discuss striking words and phrases used in writing. TG p., 172, 173, 174, 176, 177, 178, 179, 180; SH p. 108, 109, 110</p> <p>Students explore using specific and accurate words for good writing. TG p. 238, 239, 240, 242, 243, 244, 245, 246; SH 152, 153, 154, 155, 157</p> <p>Students refer to Student-Friendly Scoring Guide: Word Choice, SH p. 237</p> <p>Sometimes writing can be more effective with unusual punctuation or sentence structure. Unit 8, Week 2 introduces ways in which students can break the rules to create more creative, fluent writing in the following activities: TG p. 314, 315, 316, 318, 319, 320, 321, 322; SH p. 202, 203, 204, 205, 206, 209</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figurative language, including similes and metaphors, in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>Traits Writing mentor texts demonstrate exceptional writing examples and include some challenging vocabulary. Teachers provide appropriate differentiated instruction as necessary to meet the needs of their students. Students acquire and use new vocabulary throughout Traits Writing. Word Choice is a trait addressed in specific instruction. In this context students extend their experience with a wide range of striking words and phrases, specific and accurate words, strong verbs, and vocabulary that deepens meaning in their compositions. These key qualities of vocabulary and word usage are highlighted in Traits Writing Units 3, 4, 6 and 8 and spiraled throughout the seven core units of focus.</p> <p>Students explore using strong verbs and discuss importance of word choice in writing. TG p. 114, 115, 116, 117, 118, 120, 121, 122; SH p. 66, 67, 68, 69, 71</p> <p>Students discuss striking words and phrases used in writing. TG p., 172, 173, 174, 176, 177, 178, 179, 180; SH p. 108, 109, 110</p> <p>Students explore using specific and accurate words for good writing. TG p. 238, 239, 240, 242, 243, 244, 245, 246; SH p.152, 153, 154, 155, 157</p> <p>Students search for words with Latin or Greek roots. TG p. 213, 269, 289</p> <p>Students discuss four types of figurative language: simile, metaphor, personification, and onomatopoeia. TG p. 305; SH p. 196</p> <p>Students evaluate their work with the Student-Friendly Scoring Guide: Word Choice, SH p. 237</p>

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<p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Traits Writing is a full-year writing curriculum based on the Trait Model. It is an effective, research-based tool for assessing and teaching writing. The fundamental principles include high-quality assessment that leads to focused, differentiated instruction, establishing clear goals for teaching and learning, using a shared vocabulary to discuss writing, and weaving revision and editing together seamlessly and strategically to give students voices and skills to write effectively.</p> <p>The Trait Model consists of seven traits of writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions and Presentation. Each trait is divided into four key qualities that spiral throughout the program. The program builds upon each trait, improving the students’ writing skills throughout the year. Traits Writing’s ultimate goal is to give students the tools, skills, experience and practice, ensuring students will become lifelong, successful writers. IG p. 4-5. The three basic modes of writing are narrative, expository and persuasive. Units 4 and 7 focus on opinion, or persuasive writing where students write opinion pieces to support claims based on specific topics using valid reasoning and relevant evidence. Students are encouraged to take a stand on an issue in persuasive writing activities in Traits Writing. As they learn to write persuasively, students learn that juicy, sensory details make their writing more interesting, providing reason that are supported by facts and details.</p> <p>Students begin work on their Independent Writing Persuasive Unit Project, by researching topics for a persuasive essay that will influence the audience to share or better understand their opinions or to take action in a cause. Teachers can assign other persuasive formats in place of the essay for the Independent Writing Persuasive Unit Project, including an advertisement, an award nomination, an editorial, a review, a debate outline, speech. Students write a persuasive essay as part of a three-week unit focusing on Organization, Voice, and Word Choice traits. TG p. 145, 259</p> <p>Students write nonstop for 3 minutes in the Key Quality Quickwrites exercise, presented in Reality Checks 3 and 6, which focus on persuasive writing. TG p. 185, 299; SH p. 91, 99,107</p> <p>Sample writing prompts are provided within each Reality Check to help prepare students for standardized writing tests. Teachers choose a prompt and instruct students to write for allotted amount of time. Persuasive writing prompts include:</p> <p>Explain why a young person in the student’s community deserves recognition. TG p. 110</p> <p>Name a place in the world you would like to visit and explain why you would like to go there. TG p. 148</p> <p>Students imagine that they wake up one day with the ability to fly. They explain where they would go and what they would see. TG p. 186.</p> <p>Students write their side to the debate on whether the school should cut the school play as part of cost-cutting measures. TG p. 186.</p> <p>Write a letter to the newspaper editor to convince readers of the need for the new holiday. TG p. 262</p> <p>Write a persuasive letter convincing someone to donate computers to your class. TG p. 300</p> <p>Additional persuasive writing activities include:</p>
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	<p>Students can write a an ad for a new sandwich, TG p. 162, 163.          Students write an essay on “What’s the Purpose Patriot”. TG p. 169; SH p. 105.          Students create a cereal box, featuring their persuasive descriptions. TG p. 179; SH p. 113          Write about an invention that has been harmful to people and explain why. TG p. 224          Students create a brochure of a travel destination. TG p. 273; SH p. 175          Students write about the persuasive message found in author Molly Bang’s conclusion in <u>Common Ground</u>. TG p. 283; SH p. 183          Students write a letter from Ike to Mrs. LaRue, convincing her that she need not be concerned about the hot dog incident at the swearing-in ceremony. TG p. 293; SH p. 191          Students use the Persuasive Publishing Checklist to check writing for completeness. SH p. 114, 192</p> <p>Units 2, 5 and 8 in Traits Writing focus on the expository or the informative/explanatory mode of writing learning that the purpose is to explain or inform. They conduct research, learning how to narrow their topic’s focus. Students work on both short and long-term projects, including a three week long Independent Writing Expository Unit Project corresponding with each expository writing unit. Students choose the format of their Independent Writing Expository Unit Project from several formats, including a letter, guidebook, how-to manual, magazine article, news story, and research report.          Students focus on structuring the body of their writing as they continue their Independent Writing Expository Unit Project, evaluate other students’ work and write short pieces of their own, TG p. 209-218          During Unit 8, Students review expository writing and create a fact-based magazine article. They will use all the traits they have worked during the school year, including developing the topic, linking ideas within categories of information using words and phrases, using precise language and domain-specific vocabulary to inform about or explain the topic. They will provide a concluding statement or section related to the information or explanation presented. TG p. 296-297, 302-312, 312-322, 323-332          Students focus on choosing a top for their Independent Writing Expository Unit Project, learning how to narrow the topic’s focus. Students choose their topic from several formats, including letter, guidebook, how-to manual, magazine article, news story, and research report. TG p. 72          Students write nonstop for three minutes in the Key Quality Quickwrites exercise, presented in Reality Checks 3 and 6 focus on expository writing. TG p. 185, 299          Sample writing prompts are provided within each Reality Check. Informative/ explanatory writing prompts include:          Students write about what makes them nervous and what steps they take to calm themselves down. TG p. 186.          Students write about the best way to make someone laugh. TG p. 300.          See expository writing activities:          Students create an idea bank. TG p. 77; SH p. 40          Students create a doodle for ideas. TG p. 83; SH p. 45</p>
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	<p>Students work on their expository unit writing project, paying special attention to Creating the Lead, as well as other key qualities. TG p. 87, 93</p> <p>Students work independently on their expository unit writing project, paying special attention to Establishing a Tone, as well as other traits and the writing process. TG p. 97, 103</p> <p>Students work on tuning in on the tone. TG p. 97; SH p. 56</p> <p>Students work independently on their expository unit writing project, paying special attention to Varying Sentence Types, as well as other key qualities. TG p. 191, 197</p> <p>Students write sentences of varying types, including simple, compound, and complex that are statements, questions, commands or explanations. TG p. 191; SH p. 118</p> <p>Students write varying sentence structures while listening to the mentor text, <i>X-treme X-ray</i>. TG p. 197; SH p. 123</p> <p>Students work independently on their expository unit writing project, paying special attention to Developing the Topic, as well as other key qualities. TG p. 201, 207</p> <p>Students work in groups, exploring techniques for building strong paragraphs. TG p. 201; SH p. 126</p> <p>Students record facts, examples and experiences on a graphic organizer while listening to the mentor text, <i>101 Animal Secrets</i>. TG p. 207; SH p. 131</p> <p>Students work independently on their expository unit writing project, paying special attention to Structuring the Body, as well as other key qualities. TG p. 211, 217</p> <p>Students work in groups, select a topic from a list to learn about text structure. TG p. 211; SH p. 139</p> <p>Students create emergency exit instructions for a movie theater. TG p. 217; SH p. 139</p> <p>Students work independently on their expository unit writing project, paying special attention to Choosing Words That Deepen Meaning, as well as other key qualities. TG p. 305, 311</p> <p>Students create a menu, using bold, precise words and figurative language. TG p. 305; SH p. 196</p> <p>Students choose a game or sport and write directions for it, assuming the reader has never played it before. TG p. 311; SH p. 201</p> <p>Students work independently on their expository unit writing project, paying special attention to Breaking the Rules to Create Fluency, as well as other key qualities. TG p. 315, 321</p> <p>Students work independently on their expository unit writing project, paying special attention to putting the traits together. TG p. 325, 331</p> <p>Students write a letter introducing themselves to next year’s teacher. TG p. 337</p> <p>Students write a reflection from the point of view of the writing folder. TG p. 340; SH p. 227</p> <p>Students use the Expository Publishing Checklist to check writing for completeness. SH p. 62, 140, 218</p> <p>Units 3 and 6 in Traits Writing focus on narrative writing. Students apply the target trait and key quality to develop real or imagined experiences using well-chosen details and well-structured event sequence. They investigate narrative writing, gaining understanding of the</p>
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purpose of the narrative mode, learning that it could be in the form of a short story, biographical sketch, historical account, personal essay, skit, or set of journal entries. Students write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students also use a variety of transitional words and phrases to manage the sequence of events and use concrete words and phrases and sensory details to convey experiences and events precisely. Finally, they provide a conclusion that follows from the narrated experiences or events. Students work on both short and long-term projects, including a three week long Independent Writing Narrative Unit Project corresponding with each narrative writing unit. 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 work on both short and long-term projects, including a three week long Independent Writing Narrative Unit Project corresponding with each narrative writing unit. Options are provided for the format of the unit writing project. Teachers can choose from the suggested options or another format based on curricular needs, state standards, or student preferences. Other narrative writing formats include: a short story, a biographical sketch, historical account, journal entry, or skit. TG p. 107, 115, 121, 125, 131, 135, 141, 221, 229, 235, 239, 245, 249, 255

Students write narrative Key Quality Quickwrites (nonstop writing for 3 minutes) presented in the Reality Checks. TG p. 109, 147, 223, 261; SH p. 65, 73, 81

Sample writing prompts are provided within each Reality Check to help prepare students for standardized writing tests. Teachers choose a prompt and instruct students to write for allotted amount of time. Narrative writing prompts include:

- Describe a time you lost something valuable to you or to someone else. TG p. 110
- Think about an unusual food that you have eaten. Describe the food (color, shape, texture) to a friend who has never tried it. TG p. 148
- Pick a book by your favorite author and write a dialogue between the two of you, given the context of the story. TG p. 148
- Write a story about the worst day you have ever had. TG p. 224
- Explain about a day in your life that started out ordinary and ended up extraordinary. TG p. 262
- Write about the best gift you ever gave someone. Include their reaction and explain what made the gift so special. TG p. 262
- Write an imaginary story about meeting your favorite storybook character. TG p. 300
- Write a story about being a grownup for a day. TG p. 300

See narrative writing projects:

- Students write a short piece about a talent (hidden or not) they have. TG p. 29; SH p. 9
- Students write about the accommodations that the humongous Anderson parents make for their normal-sized son in *Hewitt Anderson's Great Big Life*. TG p. 31; SH p. 10
- Students write a quickwrite about a person they find inspiring. TG p. 39; SH p. 15
- Students pinpoint and write about a prewriting technique. TG p. 41; SH p. 13

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	<p>Students write about what slows them down when they draft. TG p. 45; SH p. 20</p> <p>Students write about a natural disaster they have experienced, read about or seen on TV. TG p. 49; SH p. 21</p> <p>Students draft a 50-word sentence. TG p. 51; SH p. 22</p> <p>Inspired by the mentor text, <i>Bud, Not Buddy</i>, students detail their most treasured, non-store-bought items that they would pack in a suitcase. TG p. 59; SH p. 27</p> <p>Students write a beginning-of-the-year benchmark paper. TG p. 69</p> <p>Students work independently on their narrative unit writing project, paying special attention to <i>Applying Strong Verbs</i>, as well as other key qualities. TG p. 115, 121</p> <p>Students write strong verbs describing how four animals move and act. TG p. 115; SH p. 66</p> <p>Students write sentences using strong verbs. TG p. 121; SH p. 71</p> <p>Students work independently on their narrative unit writing project, paying special attention to <i>Crafting Well-Built Sentences</i>, as well as other key qualities. TG p. 125, 131</p> <p>Students reorganize and craft well-built sentences. TG p. 125; SH p. 74</p> <p>Students read a page from mentor text, <i>Crow Call</i>, and answer questions about its sentences. TG p. 131; SH p. 79</p> <p>Students work independently on their narrative unit writing project, paying special attention to <i>Focusing the Topic</i>, as well as other key qualities. TG p. 135, 141</p> <p>Students learn to zero in on the forest, looking for details. TG p. 135; SH p. 82</p> <p>Students create a magnificent monument plaque. TG p. 141; SH p. 87</p> <p>Students work independently on their narrative unit writing project, paying special attention to <i>Creating a Connection to the Audience</i>, as well as other key qualities. TG p. 229, 235</p> <p>Students work independently on their narrative unit writing project, paying special attention to <i>Using Specific and Accurate Words</i>, as well as other key qualities. TG p. 239, 245</p> <p>Students reverse-revise passages from the mentor text, <i>Becoming Naomi León</i>, meaning that they substitute vibrant, descriptive words for bland, nonspecific ones. TG p. 245; SH p. 157</p> <p>Students work independently on their narrative unit writing project, paying special attention to <i>Capturing Smooth and Rhythmic Flow</i>, as well as other qualities. TG p. 249, 255</p> <p>Students rewrite a choppy paragraph. TG, p. 249; SH p. 165</p> <p>Students write an end-of-the-year benchmark paper. TG p. 338</p> <p>Students use the Narrative Publishing Checklist to check writing for completeness. SH p. 88, 166</p>
<p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or</p>	<p>Traits Writing provides deliberate and specific instruction on the writing process and launches students’ life-long writing journey. 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. Teachers use the writing traits as an assessment and instructional tool to support students’ writing as they compose in the writing process. TG p. 23-72; IG p. 21</p> <p>Students identify steps in writing process and write about which steps might be easiest for them and which steps might be hardest. TG p. 25; SH p. 7</p>

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trying a new approach.  
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Students write a short piece, a quickwrite, about a talent they have. TG p. 29; SH p. 9  
Students write details of five everyday household objects that one might find in a giant's house and why. TG p. 31; SH p. 10  
Students write a prewrite and then a draft about an American who has inspired them. TG p. 39; SH p. 15  
Students pinpoint and write about a prewriting technique. TG p. 41; SH p. 16  
Students write about what slows them down when they draft. TG p. 45; SH p. 20  
Students write about a natural disaster they have experienced, read about or seen on TV. TG p. 49; SH p. 21  
Students draft a 50-word sentence. TG p. 51; SH p. 22  
Inspired by the mentor text, Bud, Not Buddy, students detail their most treasured, non-store-bought items that they would pack in a suitcase. TG p. 59; SH p. 27

Traits Writing students use independent writing time to produce mode-specific unit projects. Each student completes one project per unit, using all newly acquired and established trait-focused skills. At the end of each unit, students use a mode-specific Publishing Checklist in the Students Handbook to evaluate their unit project for clarity, task, audience, conventions and purpose before creating a final, polished version for publication. IG p. 57

With guidance and support from peers and adults, students strengthen their compositions. Instruction, revision, feedback and support is available to students throughout the writing process. Students store key pieces of writing each week in their writing folder to be used in a two-part Writing Folder Application activity. On Day 1 of each lesson, students will select one piece in their writing folder that would benefit from being revised based on the week's focus trait and key quality. Students apply their knowledge of the new trait and identify aspects of their writing to revise. Students can meet with partner to discuss their revision ideas and get additional feedback.

On Day 4, students continue revising their selected piece using what they've learned about the trait and key quality throughout the week. Students save their revision in writing folder for possible revision in subsequent weeks. See specific instruction on editing and revising writing:

TG p. 32, 42, 52, 53-62, 63-72, 77, 83, 87,93, 97, 103, 115, 121, 125, 131, 135, 141, 153, 159, 163, 169, 173, 179, 194, 197, 201, 207, 211, 217, 229, 235, 239, 245, 249, 255, 267, 273, 277, 283, 287, 293, 305, 311, 315, 321, 325, 331, 338, 339, 340

The Whole-Class Warm-Up Activities on Day 2 of each lesson are designed to give students focused practice in revision. Each activity is based on one key quality of one trait. Teachers project the Warm-Up page from the Student Handbook, discuss the Think About so students understand the trait's key quality and instruct students to complete the warm-up activity by revising the poorly written paragraph. See specifically: TG p. 78, 88, 98, 116, 126, 136, 154, 164, 174, 192, 202, 212, 230, 240, 250, 268, 278, 288, 306, 316, 326; SH p. 41, 49, 57, 67, 75, 83, 93, 101, 109, 119, 127, 135, 145, 153, 161, 171, 179, 187, 197, 205, 213. These Warm-Up activities are also available on *Traitspace*.

Students complete and publish every unit project in Traits Writing. In addition, a print and technology activities feature is provided at the end of units 2-7 within the Reality Check.

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Teachers engage students in individual, small-group, or whole-class publishing activities. Suggestions include using the computer to create final products, videotaping student reading aloud, or performing completed pieces. TG p. 108-109, 146-147, 184-185, 222-223, 260-261, 298-299; IG p. 35, 60-61

See the suggestions for print activities for publishing the unit projects:

- Students write interview questions for a morning TV talk show. TG p. 109
- Students turn their expository compositions into skits. TG p.109
- Students rework their narrative unit project into another format, such as a puppet show, picture book for younger readers, play, poem, song, short story or TV reality show. TG p. 147
- Students transform their project into a graphic novel. TG p. 147
- Students write a letter to the editor of a newspaper or magazine. TG p. 185
- Students turn their persuasive piece into a speech. TG p. 185
- Students create a photo essay. TG p. 223
- Students rework their expository piece into a journal entry or letter, motto, nature guide, news story, picture book, review, song or examination. TG p. 223
- Students rework their project into a play, scrapbook, poem, song, puzzle, TV interview. TG p. 261
- Students turn their composition into a puppet show. TG p. 261
- Students redo the format to a speech, editorial, interview, blog entry or review. TG p. 299

See the technology activities related to publishing the final unit projects:

- Students learn how to edit on a computer. TG p. 70, 71; SH p. 34
- Students become videographers and create an instructional video. TG p. 108
- Students produce a slide show quiz. TG p. 108
- Students create text messages. TG p. 146
- Students create their own blog posts. They are encouraged to add photos or illustrations. TG p. 146
- Students, under the teacher’s supervision, initiate their own web group on a social media or the school’s website. They learn Internet safety rules and good “netiquette.” TG p. 184
- Students design and create their own talk show, planning and rehearsing it before videotaping it. TG p. 184
- Students craft a podcast. TG p. 222
- Students create an instructional manual, using a template. TG p. 222
- Students adapt their persuasive unit project, such as a print advertisement or movie review, into a television commercial or entertainment section of a news show. They can post their new production on a video-sharing website. TG p. 298
- Students use technology to make video representations of their projects. TG p. 298
- Students search the web for online games to locate word searches, crossword puzzles, Sudoku with letters, anagrams, and more. They bookmark the sites they like to revisit. TG p. 345
- Students bring in their own handheld electronic devices and allow them to play word games. TG p. 345

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<p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>Students investigate expository writing, learning that the purpose is to explain or inform. TG p. 72. Traits Writing students work on both short and long-term projects, including a three week long Independent Writing Expository Unit Project corresponding with each expository writing unit. Students apply the target traits and key qualities highlighted in each unit to accumulate and present information clearly and accurately.</p> <p>Students conduct short research projects that build knowledge through investigation. They focus on choosing a topic for their Independent Writing Expository Unit Project, learning how to narrow the topic’s focus and to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. They also choose the format of their Independent Writing Expository Unit Project from several formats, including a letter, guidebook, how-to manual, magazine article, news stories, and research reports.</p> <p>Students recall information from experiences or gather information from multiple sources to complete assignment. Students research in both digital and print formats.</p> <p>Students explore a topic. TG p. 78; SH p. 41</p> <p>Students learn about the <i>Google 4 Doodle</i> online contest. They design their own Doodle logo and then write a short statement supporting the theme and the design. TG p. 83; SH p. 45</p> <p>Students write down the lively leads in mentor text, <i>How Big Is It?</i> and then create their own leads. TG p. 93; SH p. 53</p> <p>Students record words about germs while listening to the mentor text, <i>Achoo! The Most Interesting Book You’ll Ever Read About Germs</i> that help convey the tone. TG p. 103; SH p. 61</p> <p>Students create a magazine article for their expository writing project, including visuals such as photographs, diagrams, charts and graphs. TG p. 183</p> <p>Students research to prepare a talk on a topic of choice. TG p. 201; SH p. 126</p> <p>Students record information learned about topic, including facts, examples and experiences, on a graphic organizer. TG p. 207; SH p. 131</p> <p>Students identify different organizational structures for nonfiction text. TG p. 211; SH p. 134</p> <p>Students create emergency exit instructions for a movie theater, after reviewing the Everyday Text Airline Safety Card from Alaska Airlines. TG p. 217; SH p. 139</p> <p>After reviewing the everyday text, the <i>Mancala Game Brochure</i>, students choose a game or sport and write directions. TG p. 311; SH p. 201</p> <p>The Traits Writing classroom should include a well-stocked carefully developed library that extends, supports and challenges students to pursue their interests and curiosity. Ample nonfiction resources that are accessible to students supports their research journey and provides resources for the expository texts they write. IG p. 29.</p>
<p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Traits Writing is a full-year writing curriculum based on the Trait Model. It is an effective, research-based tool for assessing and teaching writing. The fundamental principles include high-quality assessment that leads to focused, differentiated instruction, establishing clear goals for teaching and learning, using a shared vocabulary to discuss writing, and weaving revision and editing together seamlessly and strategically to give students voices and skills to</p>

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	<p>write effectively.</p> <p>The Trait Model consists of seven traits of writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions and Presentation. Each trait is divided into four key qualities that spiral throughout the program. The program builds upon each trait, improving the students’ writing skills throughout the year. Traits Writing’s ultimate goal of is to give students the tools, skills, experience and practice, ensuring students will become lifelong, successful writers.</p> <p>IG p. 4-5</p> <p>In Traits Writing, students write independently for extended periods of time, five days a week, to implement what they have learned and to develop strong writing muscles. Student use independent writing time to work on the mode-specific unit project over the course of three weeks. On days 1 and 4 of each week, teachers guide students to apply all their newly acquired and established trait-focused skills to their writing project. IG p. 57</p> <p>At the end of each unit, students produce Key Quality Quickwrites (non-stop writing for 3 minutes) connecting their writing to the key quality studied that week. IG p. 61 Students also work on a three-week long Independent Writing Unit Project in Units 2-7. Each Independent Writing Unit Project corresponds with one of the three basic modes of writing of narrative, expository and persuasive.</p> <p>In addition, three sample writing prompts representative of the types of writing students will face on state assessments are provided. Teachers choose a prompt and instruct students to write for twenty minutes or the allotted amount of time for their state’s test. IG p. 61</p> <p>Direct and intense instruction engages students in writing across an extensive range of topics, formats and purposes. Students write narrative, expository and persuasive compositions. Within these modes students have options to write across the curriculum, across a wide variety of formats and for an array of purposes. Traits Writing prepares students to see and believe in themselves as competent, effective, successful writers.</p>
<p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Opportunities for students to engage in a range of collaborative discussions are provided throughout the week for each lesson in Traits Writing. Teachers review speaking and listening routines to enhance the discussions. Teachers discuss with the students how they can use the mentor texts presented in each lesson as a model for their writing and students to apply what they learn to their writing.</p> <p>On Day 1 of each lesson, teachers introduce the key quality of the target trait being taught and lead a Focus Lesson by gathering the students and exploring together. Teachers allow students to share their responses and discuss issues raised in the lesson and end with a Wrap Up discussion with the students. IG p. 49</p> <p>On Day 2, teachers lead a Whole-Class Warm Up Activity designed to give students focused practice in revision. Teachers project the Warm-Up page (available on <i>Traitspace</i>) and discuss the Think About questions with the students. IG p. 50</p> <p>On Day 3, students can work in differentiated small groups that will change from week to week as students’ different strengths and weaknesses on the various traits are revealed. These flexible groupings are the hallmark of successful differentiation. Teachers work with one group</p>

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3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

at a time, while the other groups complete independent activities. IG p. 55  
On Day 4 of each lesson, teachers conduct a Mentor Text Lesson. Each lesson is linked to an authentic published text that shows good use of the week’s target trait and key quality. These texts consist of picture books, chapter books, and young adult novels in addition to “everyday texts” which include greeting cards, product packaging labels, travel brochures, catalogs, menus, and posters. Teachers show a video clip of the author (available in TraitSpace). These unique and inspiring video clips introduce students to the author’s process and often contain advice students can apply to their own writing. The mentor videos bring authors to life with fascinating anecdotes, writing process suggestions, personal experiences and inspiration. Teachers are encouraged to extend the students’ study of an author by making more books by the author available in the classroom, and by encouraging them to research more about the author’s life through available resources, including authors’ websites. IG p. 54

Teachers then read the text aloud. 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. IG p. 53

On Day 5 of each lesson in Traits Writing, teachers conduct one-on-one conferences with the students. While students continue working on their unit writing project, revising and editing on their own or getting feedback from a partner, the teacher can circulate and carry out one of the following types of conferences: The Quick Stop for students who are working well and don’t have questions; The Stop and Chat for students who have a quick question or straightforward problem; or The Stop and Stay for students who need a lot of help. IG p. 58

At the end of each lesson, teachers gather students to reflect on how they are growing as writers in a Whole-Class Reflection. Teachers ask open-ended questions to spark conversation among the students and prompt students to provide examples from their work that illustrate what they have learned. Teachers should review speaking and listening routines to enhance the conversation and provide time for all students to share their ideas. IG p. 59

See specific instruction: TG p. 32, 42, 52, 62, 84, 94, 104, 122, 132, 142, 160, 170, 180, 198, 208, 218, 236, 246, 256, 274, 284, 294, 312, 322, 332

The following lessons in the Teachers’ Guide and Student Handbook support reading with accuracy and fluency, supporting comprehension:

Students listen to the teacher read aloud from the exemplary Traits Writing’s Mentor Texts:

*Hewitt Anderson’s Great Big Life*, TG p. 28, 29, 30, 31

*John, Paul, George, and Ben*, TG p. 38, 29, 40, 41

*Tsunami*, TG p. 48, 49, 50, 51

*Bud, Not Buddy*, TG p. 58, 59, 60, 61

*My Rotten Redheaded Older Brother*, TG p. 68

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*Doodle 4 Google*, TG p. 82, 83  
*How Big Is It? A Book All About Bigness*, TG p. 92, 93  
*Achoo! The Most Interesting Book You'll Ever Read About Germs*, TG p. 102, 103  
*Brave as a Mountain Lion*, TG p. 120, 121  
*Crow Call*, TG p. 130, 131  
*Lincoln's Lincoln*, TG p. 140, 141  
*Eats, Shoots & Leaves*, TG p. 158, 159  
*The Many Rides of Paul Revere*, TG p. 169, 170  
*Puffins Cereal Box*, TG p. 178, 179  
*X-treme X-Ray*, TG p. 196, 197  
*101 Animal Secrets*, TG p. 206, 207  
*Airline Safety Information Card* (health and safety writer), TG p. 216, 217  
*J. Peterman Catalog Description* (copywriter), TG p. 234, 235  
*Becoming Naomi León*, TG p. 244, 245  
*Eight Days: A Story of Haiti*, TG p. 254, 255  
*Splash Country Brochure*, TG p. 272, 273  
*Common Ground: The Water, Earth and Air We Share*, TG p. 282, 283  
*LaRue for Mayor*, TG p. 292, 293  
*Mancala Game Brochure*, TG p. 310, 311  
*Duke Ellington*, TG p. 320, 321  
*Puppies, Dogs and Blue Northers*, TG p. 330, 331

Students listen to authors, a playwright, copy writer, journalist and others discuss the writing process in the Mentor Video section on *Traitspace*. They identify the reasons and evidence a speaker provides to support particular point in the following mentor videos:

Jerdene Nolen, author of *Hewitt Anderson's Great Big Life*, *Traitspace*  
 Lane Smith, author of *John, Paul, George, and Ben*, *Traitspace*  
 Kimiko Kajikawa, author of *Tsunami*, *Traitspace*  
 Christopher Paul Curtis, author of *Bud, Not Buddy*, *Traitspace*  
 Patricia Polacco, author of *My Rotten Redheaded Older Brother*, *Traitspace*  
 Contest Writer, author of *Doodle 4 Google*, *Traitspace*  
 Ben Hillman, author of *How Big Is It? A Book All About Bigness*, *Traitspace*  
 Ann Herbert Scott, author of *Brave as a Mountain Lion*, *Traitspace*  
 Lois Lowry, author of *Crow Call*, *Traitspace*  
 Historian, author of *Lincoln's Lincoln*, *Traitspace*  
 Lynn Truss, author of *Eats, Shoots & Leaves*, *Traitspace*  
 James Cross Giblin, author of *The Many Rides of Paul Revere*, *Traitspace*  
 Food Writer, author of *Puffins Cereal Box*, *Traitspace*  
 Nick Veasey, author of *X-treme X-Ray*, *Traitspace*  
 Melvin and Gilda Berger, authors of *101 Animal Secrets*, *Traitspace*  
 Health and Safety Writer, author of *Airline Safety Information Card*, *Traitspace*  
 Copywriter, author of *J. Peterman Catalog Description*, *Traitspace*

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	<p>Pam Muñoz Ryan, author of <i>Becoming Naomi León</i>, Traitspace Edwidge Danticat, author of <i>Eight Days: A Story of Haiti</i>, Traitspace Publicity Writer, author of <i>Splash Country Brochure</i>, Traitspace Molly Bang, author of <i>Common Ground: The Water, Earth and Air We Share</i>, Traitspace Mark Teague, author of <i>LaRue for Mayor</i> Traitspace Game Copy Writer, author of <i>Mancala Game Brochure</i>, Traitspace Andrea Davis Pinkney, author of <i>Duke Ellington</i>, Traitspace Gary Paulsen, author of <i>Puppies, Dogs and Blue Northers</i>, Traitspace</p>
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**Presentation of Knowledge and Ideas**

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Presentation and publication are the final steps of the writing process. Traits Writing provides specific instruction on the presentation and publishing step of the writing process within the Reality Checks. Print and technology-related activities are provided. Students can present their writing in oral presentations and readings, sharing visual displays when appropriate. Students engage in discussion about their products, their writing process, and express their ideas and observations in different contexts. See specific presentation activities:

Students design their own Doodle logo and then write a short statement supporting the theme and the design. Students share their design with the class, voting for the favorite. TG p. 83; SH p. 45

Students write down the lively leads in mentor text, *How Big Is It?* and create their own leads. They then share their leads with the rest of the class. TG p. 93; SH p. 53

Students share the words they recorded about germs related to the mentor text, *Achoo! The Most Interesting Book You'll Ever Read About Germs*. TG p. 103; SH p. 61

Students become videographers and create an instructional video. TG p. 108

Students produce a slide show quiz using technology. TG p. 108

During a presentation to their classmates, students showcase their newly formatted piece of writing. They formats could include a skit, expert interview letter of recommendation or complaint, advertisement, consumer report, editorial, contest entry rules, blog entry, podcast, posting on webpage, protest song, poster, debate notes, speech, or letter to the editor. TG p. 109

Students create their own blog posts and are encouraged to add photos or illustrations. TG p. 146

Students create a magazine article for their expository writing project, including an attention-grabbing headline that captures the theme, as well as subheads, and visuals such as photographs, diagrams, charts and graphs. TG p. 183

Students, under the teacher's supervision, initiate their own web group on a social media or the school's website. They learn Internet safety rules and good "netiquette." TG p. 184

Students design and create their own talk show, planning and rehearsing it before videotaping it. TG p. 184

Students prepare a talk on a topic of choice. TG p. 201; SH p. 126

Students record information learned about topic, including facts, examples and experiences, on a graphic organizer while listening to the teacher read aloud the mentor text, *101 Animal Secrets*. TG p. 207; SH p. 131

Students craft a podcast. TG p. 222

Students create an instructional manual, using a template. TG p. 222

Students share their emergency exit instructions for a movie theater. TG p. 217; SH p. 139

Students rework their projects and present it to the class. The students should choose between the following formats: announcement, application, consumer guide or report, dialogue, dictionary/ thesaurus entry, directions, greeting card, instructions, an interview (real or imaginary), introductions, journal entry, letter, motto, nature guide, news story, package copy, picture book, resume, review, song or test questions. TG p. 223

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	<p>Students create a puppet show, turning their narrative projects into a script. TG p. 261</p> <p>Students choose a game or sport and write directions for it. While one reads their directions, the other students act it out. TG p. 311; SH p. 201</p> <p>Students present their narrative unit projects, explaining why they chose the new format to the class. They could choose from the following formats: biographical sketch, children’s book, friendly letter, e-mail, blog entry, graphic novel, TV drama, picture book, play, poem, song, TV interview, family scrapbook or crossword puzzle. TG p. 261</p> <p>Students adapt their persuasive unit project, such as a print advertisement or movie review, into a television commercial or entertainment section of a news show. They then could post their new production on a video-sharing website. TG p. 298</p> <p>Students use technology to make video representations of their projects. TG p. 298</p> <p>Students create a promotional jingle and present it to the class. TG p. 299</p> <p>Students change the format of their projects, presenting it to the class. Again, they can choose from the following types: letter or email of complaint, debate outline or notes, resume, advice column, contest entry, infomercial, speech, packaging flyer, editorial, interview, blog entry, or review. TG p. 299</p> <p>Students share their examples of how author Andrea Davis Pinkney broke the rules to create fluency in <i>Duke Ellington</i>. TG p. 321; SH p. 209</p> <p>Students create an impromptu skit that transforms the traits of Traits Writing into characters. TG p. 341</p> <p>Traits Writing students learn to differentiate between contexts that call for formal English and conversational English during small-group and informal discussions. Traits Writing offers many opportunities for peer-to-peer discussions during the Differentiated Small Groups, calling out spelling words to a partner during Partner Spell Check, during Whole-Class Reflection and while brainstorming in class for good ideas about the traits and the writing. Teachers would encourage students to speak more formally during class presentations, such as those listed in Reality Check.</p>
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