

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

Kindergarten • Common Core State Standards for English Language Arts

SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Kindergarten

<p>Reading: Literature Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 	<p>Traits Writing connects to reading in every core week of instruction. Twenty-six mentor texts that accompany Traits Writing serve as examples of exceptional writing. Each of these read aloud books engages the students in not only responding to quality, authentic literature, but they serve as models of the key qualities of the traits. Students listen for the main ideas, central messages and key details in the following kindergarten narrative mentor texts:</p> <p><i>Not a Box</i> TG p. 24-25, 30, 32, 157 <i>Let's Play in the Forest</i> TG p. 44-45, 48-52, 160, 162-164, 167 <i>My Lucky Day</i> TG p. 54, 56, 60, 62, 68, 88, 293 <i>Grumpy Bird</i> TG p. 74-76, 78, 80-82, 88, 204, 206-207, 209 <i>Do Like Kyla</i> TG p. 84-86, 88-92, 194, 196 <i>The Pigeon Finds a Hot Dog!</i> TG p. 94-98, 100-102, 272-274, 277 <i>Bunny Cakes</i> TG p. 104, 106, 109-112, 331 <i>What Should I Make?</i> TG p. 114-117, 120-122, 180-183 <i>Pablo's Tree</i> TG p. 146-147 <i>Ruby in Her Own Time</i> TG p. 191 <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> TG p. 214, 216 <i>Higher! Higher!</i> TG p. 228-231, 233, 235 <i>The Three Bears</i> TG p. 238, 239, 243 <i>Bark, George</i> TG p. 262-265, 269 <i>Whistle for Willie</i> TG p. 296-299, 301, 303 <i>Two of Everything</i> TG p. 306-309, 311, 313 <i>The Car Washing Street</i> TG p. 316-318, 321 <i>Library Mouse</i> TG p. 334</p> <p>Students respond to the mentor texts identifying key details, retelling and describing characters, setting and story events.</p> <p>Students discuss story events and key details. TG p. 26, 30, 44, 46, 54, 74, 82, 84, 90, 96, 100, 106, 110, 140, 142, 150, 160, 162, 181, 191, 194, 214, 228, 233, 235, 243, 265, 269, 273, 303, 306, 308, 316, 318, 321</p> <p>Students describe characters, setting and events. TG p. 24, 60, 76, 80, 92, 94, 95, 104, 109, 146, 148, 196, 204, 230, 239, 277, 298, 299, 309, 317, 334</p>
<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	<p>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 unknown words in a text.</p> <p>See especially the texts selected as exemplary models of the trait Word Choice: <i>Higher! Higher!</i> TG p. 228-231, 233, 235 <i>The Three Bears</i> TG p. 238, 239, 243</p> <p>Students explore a variety of text types in Traits Writing. Twenty-six mentor texts comprise the kindergarten library. Teachers accumulate a rich variety of books for their classrooms including fictional storybooks, art books, songbooks, fantasies, picture books, and folktales for students to</p>

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	<p>use during independent group work. Many of the selected texts are made available because they specifically reinforce the week’s lesson. IG p. 28.</p> <p>Students identify author and illustrator and define the role of each. TG p. 24, 44, 54, 68, 74, 84, 92, 94, 104, 114, 146, 157, 160, 191, 194, 204, 214, 228, 238, 262, 272, 293, 296, 306, 316, 334</p>
<p>Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Teachers conduct picture walks through texts and discuss the relationship between the illustrations and the story. TG p. 44, 54, 60, 64, 88, 90, 104, 114, 140, 141, 146, 160, 180, 194, 204, 214, 228, 238, 262, 272, 296, 301, 306, 316</p> <p>Teachers can use the high quality mentor literature to engage students in comparing and contrasting characters across texts as they determine appropriate.</p>
<p>Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Traits Writing engages students in purposeful reading activities using the mentor texts. Each mentor text has been professionally selected to represent the highest quality writing and presentation. Teachers introduce each text setting a purpose for listening and/or reading along. TG p. 24-25, 30, 32, 44-45, 48-52, 54, 56, 60, 62, 68, 74-76, 78, 80-82, 84-86, 88-92, 94-98, 100-102, 104, 106, 109-112, 114-117, 120-122, 146-147, 157, 160, 162-164, 167, 180-183, 191, 194, 196, 204, 206-207, 209, 214, 216, 228-231, 233, 235, 238, 239, 243, 262-265, 269, 272-274, 277, 293, 296-299, 301, 303, 306-309, 311, 313, 316-318, 321, 331, 334</p> <p>Traits Writing promotes a well-stocked library of reading materials across genre, representing a range of text complexity appropriate for kindergarten. Carefully selected literature that offers access to books across genres, including realia, creates a print rich environment that supports not only reading comprehension but inspiration, example and motivation to emerging writers. The twenty-six read aloud mentor texts can become components of the classroom library. IG p. 28 Additionally, teachers gather copies of specific author’s books and an assortment of books including fictional storybooks, art books, songbooks, fantasies, picture books, and folktales for students to use during independent group work that reinforce the week’s lesson.</p>
<p>Reading: Informational Text Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Students explore key details in text, identify the main topic, and describe events in the following read aloud informational mentor texts for kindergarten:</p> <p><i>Ten Black Dots</i> TG p. 34-36, 40, 42, 136-138 <i>Dinosaurs, Dinosaurs</i> TG p. 64-66, 68, 70-72, 282-284, 286-287 <i>What Should I Make?</i> TG p. 114-117, 120-122, 180-183 <i>What Do Wheels Do All Day?</i> TG p. 126, 128, 130, 132 <i>Un gato y un perro/A Cat and a Dog</i> TG p. 170-172, 175 <i>Water Hole Waiting</i> TG p. 225 <i>Animal Action ABC</i> TG p. 248, 250-251, 253 <i>Up, Down, and Around</i> TG p. 259 <i>My River</i> TG p. 327</p>

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	<p>Students identify key details in text. TG p. 36, 66, 72, 126, 136, 138, 251, 253, 259, 283</p> <p>Students identify main topic and retell key details. TG p. 40, 64, 68, 70, 114, 122, 130, 132, 180, 181, 225, 248, 282, 284, 286, 327</p> <p>Students describe connection between information presented in text. TG p. 34, 120, 170, 181</p>
<p>Craft and Structure</p> <p>4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>5. Identify the front cover, back cover, and title page of a book.</p> <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Students explore word choice in informational mentor texts. TG p. 64, 114, 225, 259, 327</p> <p>Students identify cover and title of mentor texts. TG p. 34, 64, 114, 126, 136, 170, 180, 248, 282, 327</p> <p>Students identify author and illustrator and define the role of each. TG p. 34, 114, 126, 136, 170, 225, 248, 282, 327</p>
<p>Integration of Knowledge and Ideas</p> <p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Teachers conduct picture walks in texts and discuss information shared through illustrations in texts as students explore the relationship between words and pictures. TG p. 34, 64, 126, 136, 170, 180, 248, 282</p> <p>Traits Writing provides students with many opportunities to hear from authors through video clips during the Mentor Text lessons. These clips introduce students to the author’s process. During the read aloud, teachers prompt students to explore author’s reasons for writing text. TG p. 126, 136, 170, 180, 248, 282, 327</p> <p>Teachers gather a variety of informational books on specific topics providing opportunities for students to identify similarities and differences in texts on same topic. TG p. 37, 47, 67, 287, 299</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Traits Writing engages students in purposeful reading activities using the mentor texts. Each mentor text has been professionally selected to represent the highest quality writing and presentation. Teachers introduce each text setting a purpose for listening and/or reading along. TG p. 24-25, 30, 32, 44-45, 48-52, 54, 56, 60, 62, 68, 74-76, 78, 80-82, 84-86, 88-92, 94-98, 100-102, 104, 106, 109-112, 114-117, 120-122, 146-147, 157, 160, 162-164, 167, 180-183, 191, 194, 196, 204, 206-207, 209, 214, 216, 228-231, 233, 235, 238, 239, 243, 262-265, 269, 272-274, 277, 293, 296-299, 301, 303, 306-309, 311, 313, 316-318, 321, 331, 334</p> <p>Traits Writing promotes a well-stocked library of reading materials across genre, representing a range of text complexity appropriate for kindergarten. Carefully selected literature that offers access to books across genres, including realia, creates a print rich environment that supports not only reading comprehension but inspiration, example and motivation to emerging writers. The twenty-six read aloud mentor texts can become components of the classroom library. IG p. 28</p> <p>Additionally, teachers gather copies of specific author’s books and an assortment of informational books including nonfiction, alphabets book, animal books, transportation books, and number books.</p>

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<p>Reading: Foundational Skills Print Concepts 1. Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Students demonstrate an understanding of the features of print: Teachers track print while reading aloud to help students match speech to text. TG p. 35, 37, 44, 45, 47, 51, 54, 74, 84, 89, 94, 100, 101, 104, 111, 120, 139, 141, 161 Students master basic writing skills, including identifying letters of the alphabet and sequence of letters in words. TG p. 25, 26, 28, 29, 31, 35, 37, 39, 41, 47, 49, 51, 59, 61, 65, 69, 71, 77, 95, 97, 99, 101, 105, 107, 109, 111, 115, 117, 119, 121, 161, 163, 167</p>
<p>Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Traits Writing focuses on phonological awareness to develop writing confidence and competency. Students engage in conversation, discussion and listening experiences that specifically reinforce an understanding of spoken words, syllables and sounds. TG p. 25, 28, 32, 35, 37, 42, 45, 47, 52, 56, 62, 72, 75, 77, 85, 95, 96, 97, 99, 101, 109, 111, 112, 115, 116, 127, 128, 129, 131, 133, 138, 151, 153, 162, 165, 171, 173, 175, 181, 183, 196, 205, 207, 217, 241, 265, 285</p> <p>Students explore phonemes and identify rhyming words. TG p. 126, 127, 129, 131, 133, 151, 153 Onsets and rimes are included as part of spelling awareness. TG p. 107, 129, 149, 173, 197, 217, 241, 265, 285</p>
<p>Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Instruction and attention to grade-level phonics is specific and deliberate. Students develop competency with grade-level phonics. TG p. 25, 28, 32, 35, 37, 42, 45, 47, 52, 56, 62, 72, 75, 77, 85, 95, 96, 97, 99, 101, 109, 111, 112, 115, 116, 127, 128, 129, 131, 133, 138, 151, 153, 162, 165, 171, 173, 175, 181, 183, 196, 205, 207, 217, 241, 265, 285</p>
<p>Fluency 4. Read emergent-reader texts with purpose and understanding.</p>	<p>Students listen to teachers read mentor texts aloud modeling excellent fluency: Teachers modify their voice to show different characters in stories, to express different emotions, and to emphasize rhythm of text. TG p. 24, 44, 54, 74, 94, 160, 238, 262, 293 Teachers prompt students to chant chorally the repeating phrases during read aloud. TG p. 30, 40, 50, 60, 110, 120, 136, 160, 282 Students read aloud using different voices to show different emotions. TG p. 195, 197</p>

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<p>Language Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Students explore convention of English grammar:</p> <p>Students recognize and print letters of the alphabet. TG p. 25, 26, 27, 29, 31, 35, 37, 39, 41, 45, 47, 49, 51, 59, 61, 65, 69, 71, 75, 77, 95, 97, 99, 101, 105, 107, 109, 111, 115, 117, 119, 121, 161, 163, 165, 167</p> <p>Students understand and use nouns and verbs. TG p. 139, 141, 144, 233, 235, 248, 249, 251, 259, 280, 323</p> <p>Students master basic writing skills, including building simple sentences and speak in complete sentences. TG p. 31, 37, 41, 47, 51, 55, 57, 60, 61, 65, 67, 69, 79, 71, 75, 79, 81, 91, 99, 101, 111, 115, 121, 131, 143, 153, 161, 163, 165, 167, 177, 187, 201, 211, 217, 221, 235, 245, 255, 269, 279, 289, 299, 303, 309, 311, 313, 309, 323</p> <p>Students explore convention of English capitalization, punctuation and spelling: Students identify and use correct capitalization and end punctuation. TG p. 31, 41, 61, 69, 70, 71, 81, 91, 97, 99, 101, 102, 111, 112, 116, 117, 118, 121, 122, 128, 131, 143, 153, 161, 162, 163, 165, 167, 168, 177, 183, 185, 187, 188, 211, 212, 215, 231, 235, 236, 228, 231, 251, 256, 264, 269, 279, 289, 296, 299, 300, 303, 306, 309, 320, 327, 341</p> <p>Students focus on spelling throughout Traits Writing. Students study spelling patterns words and add words from their own writings to their My Spelling Words list in writing journal. TG p. 107, 109, 111, 112, 129, 131, 133, 134, 149, 151, 153, 154, 173, 178, 181, 183, 197, 202, 217, 222, 241, 246, 265, 270, 285, 290, 300, 309, 320, 341</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</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 applicable to meet the needs of their students. Students acquire and use new vocabulary throughout Traits Writing.</p> <p>In Unit 4, students study the work of favorite authors, focusing on the wise word choices they have made. Students participate in activities to help them expand their vocabularies and apply the Word Choice trait to their own writing. TG p. 226</p> <p>Students determine meaning of unknown words and phrases based on kindergarten reading content and apply them accurately in writing: Students listen to and discuss word choice in the read-aloud. TG p. 228, 238, 248 Students “share the pen” with teacher to create a new story based on the mentor text. TG p. 230 Students brainstorm and list categories of new and interesting words. TG p. 232 Students “share the pen” with the teacher to create a writing piece that uses specific, accurate, and original words to convey information. TG p. 240 Students generate specific and accurate descriptive words. TG p. 242 Students “share the pen” with the teacher to create a new book page that includes descriptive,</p>

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	<p>accurate, and lively words inspired by the mentor text. TG p. 250 Students categorize sensory words. TG p. 252</p>
<p>Writing Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Traits Writing is a systematic, core, full-year writing curriculum based on the Writing Process and Writing Traits. The kindergarten program covers six trait-based core units that are based on the Trait Model, which is an effective, research-based tool for assessing and teaching writing. It consists of seven traits of writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions and Presentation. 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. IG p. 4</p> <p>Kindergarten students solidify their understanding of what writing is, what writers do, what tools writers use, and the various reasons people write through guided and independent writing experiences offered in Traits Writing. Students engage in Shared Writing, Interactive Writing, and Independent Writing activities. Shared Writing activities provide opportunities for the teachers to teach the basic aspects of writing, such as the writing process and various formats of writing. Students revisit the mentor text and offer ideas based on a writing prompt as the teacher records their thinking. Interactive Writing activities offer a mentor text-based group writing experience providing a structured opportunity for student to share ideas and apply the week’s focus trait. Independent Writing activities include Independent Journal Writing activities, which consist of prompts based on the mentor text or classroom experiences and Independent Writing activities, which are broader in scope and generally extend over multiple classroom sessions. IG p. 49</p> <p>In addition to applying the traits, students learn about the purpose of writing through lessons and activities centered on the three basic modes of writing: narrative, expository and persuasive. Students establish a purpose for writing and learn to make that purpose clear to the reader. The ultimate goal of Traits Writing is to give students the tools, skills, experience and practice that result in competency across the modes of writing and gives them the confidence and experience to see themselves as writers. IG p. 7</p> <p><i>Persuasive</i> Students write opinion pieces to share what they think or how they feel about a specific topic: Students explore persuasive writing and write their opinion about an abstract painting. TG p. 78-79 Students use pictures and words in a persuasive writing activity inspired by a mentor text. TG p. 149, 167, 207, 235, 265, 299 Teachers engage students in shared writing experiences. TG p. 76 Students engage in the following persuasive Interactive Writing experiences: Students create sentences that show how they feel about the read-aloud. TG p. 206 Students write an advertisement. TG p. 274</p>

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Students write opinion piece about what makes a best friend. TG p. 298
See the following Independent Writing activities: TG. 41, 49, 75, 79, 109, 121, 151, 185, 205, 209, 219, 239, 263, 283

Expository

Students write expository/informative pieces to share facts about a specific topic:
Students explore informative writing and write what they know about a person. TG p. 68-69
Teachers engage students in Shared Writing experiences. TG p. 26, 36, 66, 96, 106
Students engage in the following expository Interactive Writing experiences:
Students write information about a dinosaur. TG p. 72
Students write a party invitation. TG p. 112
Students write about different kinds of writing. TG p. 122
Students create a list showing steps. TG p. 162, 196
Students create a set of directions. TG p. 182
Students write to convey information. TG p. 240
Students create a nonfiction piece about dogs. TG p. 284
Students write description of their school. TG p. 318
See the following Independent Writing activities: TG. 35, 65, 69, 71, 119, 127, 165, 181, 253, 317

Narrative

Students write narrative compositions to tell a story to entertain their readers:
Students explore narrative writing and write a story about themselves. TG p. 58-59
Teachers engage students in Shared Writing experiences. TG p. 46, 56, 86
Students engage in the following narrative Interactive Writing experiences:
Students use their imagination to write a story. TG p. 32
Students write a story using the mentor text as a model. TG p. 42, 62, 102, 230, 264, 308
Students write a story about a character from the mentor text. TG p. 52, 148
Students focus on sequence of story in mentor text. TG p. 82, 172
Students write details about an activity depicted in the mentor text. TG p. 92
Students write dialogue for characters in mentor text. TG p. 216
See the following Independent Writing activities: TG. 25, 29, 31, 39, 45, 51, 55, 59, 61, 81, 85, 89, 91, 95, 99, 101, 105, 111, 115, 131, 133, 137, 141, 147, 161, 167, 171, 175, 195, 199, 201, 215, 229, 233, 235, 243, 249, 267, 269, 273, 277, 287, 297, 301, 303, 307, 311, 321

Analytic assessment of student writing is a signature of Traits Writing. Teachers use the Beginning Writers Continuum available at TraitSpace and in the Teaching Guide after each unit to assess students' progress and development. TG p. 336-342; IG p. 38-43

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<p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, explore 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. In Unit 1, kindergartners explore what writing is, what writers do, and the impact writing has on their lives. Students learn about the steps in the writing process: prewriting, drafting, revising, editing, and publishing. Students apply these steps in their writing in fun, developmentally appropriate ways, exploring mentor texts for inspiration. 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. 12</p> <p>Traits Writing encourages group and peer collaborative participation. At the end of each week, students are provided time to Share and Celebrate their growing writing skills. Whole-Class Reflection provides the opportunity for classmates to share what they learned and how they are becoming better writers. TG p.32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 134, 134, 144, 154, 168, 178, 188, 202, 212, 222, 236, 246, 256, 270, 280, 290, 304, 314, 324; IG p. 60</p> <p>The Reality Checks at the end of each Unit provide opportunities for teachers to engage students in individual, small-group, or whole-class publishing and presentation activities. A Technology Option is included for each activity. See the following Technology Option suggestions: Teachers assist students with basic keyboarding skills as they type sentences from their favorite writing piece. Additionally, teachers can show students how to use a drawing tool or digital clip art to illustrate their sentences. TG p. 157 Teachers invite students to record a piece of writing and add their drawings to a secure website where classmates and families can respond to their work. Students can add sound effects and music if desired. TG p. 191 Teachers can videotape students presenting and discussing a piece of their writing to share with parents and other classes. TG p. 225 Teachers can demonstrate to students how to revise and edit their writing using the word processor. TG p. 327</p>
<p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>	<p>Traits Writing provides opportunities for students to hear from the authors of the mentor texts through video clips of the author. These clips introduce students to the author’s process and bring writing alive in a way that is highly motivating and rewarding for students. After students view the videos, teachers are encouraged to accumulate additional titles by the featured author making them available in the writing center or classroom library for browsing and exploring throughout the unit. Teachers can extend the study of the author through book groups or author studies. Students can meet in small groups to browse or read and then discuss the author’s books. IG p. 47</p> <p>Students recall and share information from experience or gathering information about animals. In addition they research further information about dinosaurs. TG p. 65 Students recall and write a biography. TG p. 69 Students engage with informational texts to learn more (research) a subject of interest. TG p. 69</p>

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	<p>Students use additional books to generate new topics and ideas. TG p. 137</p> <p>Students recall from experience and information large animals on earth and write about it. TG p. 285</p> <p>Additionally, teachers can gather a variety of informational books on specific topics providing opportunities for students to gather information from provided sources. TG p. 37, 47, 67, 287, 299</p>
<p>Range of Writing 10. (Begins in grade 3)</p>	<p>Begins in grade 3.</p>
<p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.</p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Students participate in conversation about kindergarten topics in Traits Writing. In the Learning Center situations students share, communicate and cooperate with peers on specific tasks or responding to prompts. TG p. 25, 27, 29, 31, 35, 37, 39, 41, 45, 47, 49, 51, 55, 57, 59, 61, 65, 67, 69, 71, 75, 77, 79, 81, 85, 87, 89, 91, 95, 97, 99, 101, 105, 107, 109, 111, 115, 117, 119, 121, 127, 129, 131, 133, 137, 139, 141, 143, 147, 149, 151, 153, 161, 163, 165, 167, 171, 173, 175, 177, 181, 183, 185, 187, 195, 197, 199, 201, 205, 207, 209, 211, 215, 217, 219, 221, 229, 231, 235, 239, 241, 245, 249, 251, 253, 255, 263, 265, 267, 269, 273, 275, 277, 279, 297, 299, 301, 303, 307, 309, 311, 313, 317, 319, 321, 323</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. TG p. 51, 61, 77, 81, 134</p> <p>At the end of each day, teachers Wrap Up the lesson by inviting students to discuss the mentor text, the focus trait, the writing process, or some other aspect of writing that they have learned. In addition the Whole Class Reflection engages students in large group conversation about their experiences writing and sharing what they learned about writing. TG p.32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 134, 134, 144, 154, 168, 178, 188, 202, 212, 222, 236, 246, 256, 270, 280, 290, 304, 314, 324, 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. TG p.24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 126, 136, 146, 160, 170, 180, 194, 204, 225, 229, 238, 248, 259, 262, 272, 282, 293, 296, 306, 316, 327, 334</p> <p>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. 46-47</p>

**A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
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<p>Presentation of Knowledge and Ideas</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>On Day 5 of each week, teachers provide time for students to share their growing writing skills during Share and Celebrate. Students choose a piece of writing that they have worked on during the week to share with the class. Teachers can review classroom speaking and listening routines. After each writer has shared, students offer feedback, such as what they liked about the piece. IG p. 59</p> <p>See the following Share and Celebrate activities: TG p.134, 144, 154, 168, 178, 188, 202, 212, 222, 236, 256, 270, 280, 290, 304, 314, 324</p> <p>Students explore the Presentation trait in each Reality Check and present a favorite piece of writing. Students choose a piece of writing and rework it if needed, according to guidelines in the Presentation Poster. Students rewrite piece and add pictures if they wish. Teachers can review the routines for speakers and listeners before the students take turns presenting their writing. TG. 156, 190, 224, 258, 292, 326</p>
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