

**CORRELATION OF TRAITS WRITING™ TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADE 6**

**Grade 6 Common Core State Standards**

**Traits Writing™ from Ruth Culham**

**Reading: Literature**

**Key Ideas and Details**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Traits Writing includes a Literature Anthology of excerpts from high-quality fiction. In addition the anthology presents Everyday Text Posters and functional texts such as cartoons, signs, ad campaigns, and songs. These examples of outstanding writing serve as models for teaching the key qualities of the traits. Each text is keyed directly to a lesson in the Teaching Guide and is accompanied by a video of the author who created it or of a writer who creates texts similar to it. IG p. 10

Traits Writing recognizes the strong connection between reading and writing. Teachers are encouraged to include the full texts that represented by the excerpts in their classroom libraries to expand students' engagement with high interest, exemplar texts.

See the grade 6 narrative mentor text excerpts:

*Harlem Summer* by Walter Dean Myers, TG p. 48; LA p. 6

*Little Sister is Not My Name* by Sharon Draper, TG p. 92-93; LA p. 9; SH p. 52-53

*I Survived the Shark Attacks of 1916* by Lauren Tarshis, TG p.102; LA p. 10; SH p. 60

*Touch Blue* by Cynthia Lord, TG p. 168-169; LA p. 14-15; SH p. 104-105

*Standford Wong Flunks Big-Time* by Lisa Yee, TG p. 196-197; LA 16-17; SH p. 122

*Ask Me No Questions* by Marina Budhos, TG p. 206-207; LA p. 18-19; SH p. 130

*Sherman's Lagoon* Comic Strip (cartoonist), Everyday Text 5, TG p. 216-217

*Esperanza Rising* by Pam Muñoz Ryan, TG p. 254; LA p. 21; SH p. 164-165

*Bad Kitty Gets a Bath* by Nick Bruel, TG p. 292; LA p. 23-26; SH p. 190

*The Mostly True Adventures of Homer P. Figg* by Rodman Philbrick, TG p. 320; LA p. 27; SH p. 208

*Greetings From Planet Earth* by Barbara Kerley, TG p. 330; LA p. 28-29; SH p. 216-217

Students explore key ideas and details in fictional texts in Traits Writing:

Teachers share a review of the movie version of the novel, *Percy Jackson and The Olympians: The Lightning Thief*. Students explore the reviewer's critique of the movie, as well as the narrative summary of the story line.

Students brainstorm a list of favorite novels or short stories that have been

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	<p>made into movies to write a narrative summary of the story. TG p. 82-83, Everyday Text 2; SH p. 45</p> <p>Students explore character development and how it contributes to the plot in <i>Ask Me No Questions</i>. TG p. 206</p>
<p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Students explore the craft and structure of fictional text.</p> <p>Students determine the meaning of words and phrases as they are used in texts and examine their impact on meaning and tone.</p> <p>Teachers read the opening passage from <i>Harlem Summer</i> and students listen for sensory details, descriptive words, and authentic dialogue to help them see what is being described in their mind’s eye. TG p. 48; LA p. 6-7; SH p. 23</p> <p>Students determine meaning of obscure, nonsensical words used in the poem “Jabberwocky” from the <i>Through the Looking-Glass</i>. TG p. 115; Traitspace</p> <p>Students recall words and phrases that captured their interest in a fictional news story, “Newman Dog Tells All!” used in product packaging. Discuss the words and phrases, their meanings, and the subtle differences between terms. TG p. 310, Everyday Text 8</p> <p>Students explore how the narrative in <i>Sherman’s Lagoon</i> Comic Strip is structured to engage the reader, develop the story through dialogue, and help the reader see the humor. TG p. 216-217; Everyday Text 5; SH p. 139</p> <p>In Investigating Narrative Writing, teachers compare and contrast autobiographies and biographies to illustrate point of view. TG p. 182</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>Each week in Traits Writing, students have the opportunity to watch a brief video interview with the author of that week’s mentor text. 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</p> <p>There are seven mode-specific, theme-based core units within Traits Writing.</p>

	<p>Students read and write in the focus mode and theme for the duration of that unit. (IG p. 12) Throughout each unit, students can compare and contrast texts in different forms and their approach to similar themes.</p> <p>Students discuss different genres of fiction and the theme of courage (TG p. 72) and compare and contrast the following mentor texts excerpts: <i>Percy Jackson and the Olympians: The Lightning Thief</i> Film Review, TG p. 82-83, <i>Little Sister Is Not My Name!</i>, TG p. 92-93, and <i>I Survived the Shark Attacks of 1916</i>, TG p. 102-103</p> <p>Teachers show students examples of high-quality graphic novels, such as the <i>Bone</i> series by Jeff Smith and discuss the clear, precise language and exciting illustrations that make a graphic novel effective. TG p. 109</p> <p>Students connect the theme of social awareness to persuasive writing (TG p. 144) and compare and contrast the following mentor texts excerpts: <i>Woe Is I Jr.</i>, TG p. 158-159, and <i>Touch Blue</i>, TG p. 168-169</p> <p>Students connect the theme of patience to the narrative mode (TG p. 182) and compare and contrast the following mentor text excerpts: <i>Stanford Wong Flunks Big-Time</i>, TG p. 196-197, <i>Ask Me No Questions</i>, TG p. 206-207, and <i>Sherman’s Lagoon</i> Comic Strip, TG p. 216-217</p> <p>Students connect the theme of motivation to the persuasive mode of writing (TG p. 258) and explore the mentor text excerpt, <i>Bad Kitty Gets a Bath</i>, TG p. 292-293</p> <p>Students connect the theme of imagination to the narrative mode of writing (TG p. 296) and compare and contrast the following mentor texts excerpts: <i>The Mostly True Adventures of Homer P. Figg</i>, TG p. 320-321, and <i>Greetings From Planet Earth</i>, TG p. 330-331</p>
<p><b>Range of Reading and Level of Text Complexity</b> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Traits Writing promotes a well-stocked classroom library of reading materials across genre that can be used as mentor texts for writing. Teachers are encouraged to stock the library with a variety of books ranging in text complexity appropriate for grade 6-8. IG p. 27</p>
<p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and how it is conveyed</p>	<p>Traits Writing includes a Literature Anthology of excerpts from high-quality nonfiction. The anthology includes Everyday Text Posters, as well as functional texts such as speeches, reviews, signs, and brochures. These examples of outstanding writing serve as models for teaching the key qualities of the traits. Each text is keyed directly to a lesson in the Teaching Guide and is accompanied</p>

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through particular details; provide a summary of the text distinct from personal opinions or judgments.  
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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by a video of the author who created it or of a writer who creates texts similar to it. IG p. 10

Traits Writing recognizes the strong connection between reading and writing. Teachers are encouraged to include the full texts in their classroom libraries. See the grade 6 informational mentor text excerpts:

*The Missouri Review: Interview With Sandra Cisneros*, TG p. 28; LA p. 4,  
*How to Write Your Life Story* by Ralph Fletcher, TG p. 38; LA p. 5 David Harrison Elementary School Opening Addresss (speechwriter), Everyday Text 1, TG p. 58-59

*Leo the Snow Leopard* by Juliana, Isabella, and Craig Hatkoff, TG p. 68-69; LA p. 8 *Percy Jackson and the Olympians: The Lightning Thief* Film Review (film reviewer), Everyday Text 2, TG p. 82-83

The San Diego Zoo Sign (communications coordinator), Everyday Text 3, TG p. 120-121

*Oh My Gods!* By Megan E. Bryant, TG p. 130-131; LA p. 11; SH p. 78

*The Brian* by Seymour Simon, TG p. 140; LA p. 12; SH p. 86

*Woe Is I Jr : The Younger Grammarphobe's Guide to Better English in Plain English*, by Patricia T. O'Conner, TG p. 158-159; LA p. 13; SH p. 96-97

Fund Raising T-Shirts (fundraiser), Everyday Text 4, TG p. 178-179

*Wild Weather* by Ryan Herndon and Kris Hirschmann, TG p. 234-235; LA p. 20; SH p. 148

Recipe for Tinkertown Museum (curator), Everyday Text 6, TG p. 244-245

Motivational Posters (product designer), Everyday Text 7, TG p. 272

*Burp!: The Most Interesting Book You'll Ever Read About Eating*, by Diane Swanson, TG p. 282; LA p. 22; SH p. 182

Newman's Own Premium Dog Treats Package (copywriter), Everyday Text 8, TG p. 310

Students explore key ideas and details in informational texts throughout Traits Writing:

Students make an inference about the mentor text, *Woe IS I Jr.*, TG p. 158; LA p. 13

Students determine and summarize the focused topic of an excerpt from the mentor text, *The Brain*. TG p. 140; LA p. 12

Students review "finding a focus" in *How to Write Your Life Story* and explore the process of inclusion and exclusion of information in an autobiography. TG p. 38

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<p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Students explore the craft and structure of informational text. See the following:</p> <p>Students determine the purpose of sequence and transition words and phrases in mentor text, <i>Woe Is I Jr.</i>, TG p. 158-159; LA p. 13; SH p. 97</p> <p>Students explore and analyze sentence structure in excerpt from <i>Oh My Gods!</i> and discuss fluency of writing. TG p. 131</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>Each week in Traits Writing, students have the opportunity to watch a brief video interview with the author of that week’s mentor text. 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</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Traits Writing promotes a well-stocked classroom library of reading materials across genre that can be used as mentor texts for writing. Teachers are encouraged to stock the library with a variety of books ranging in text complexity appropriate for grade 6-8. IG p. 27</p>
<p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with</p>	<p>Conventions is an editing trait of writing that identifies the mechanical correctness of the piece. During the seven core units in Traits, students focus on one aspect of conventions each week, either word study (spelling/vocabulary) or grammar and usage. Other conventions (punctuation, paragraphing, and capitalizing) are reviewed as needed. Students note the use of conventions in 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. IG p. 52</p> <p>In Unit 1, teachers introduce Editing as on of the Steps in the Writing Process.</p>

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<p>unclear or ambiguous antecedents).*</p> <p>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>Spell correctly.</p>	<p>Students apply rules of standard English to correct errors in conventions – spelling, punctuation, paragraphing, capitalization, and grammar usage. TG 63-72; SH p. 30-36</p> <p>Day 2 of each lesson (in Units 2-8) includes a Conventions Focus activity, in which students learn about and practice particular editing skills such as spelling and vocabulary 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. TG p. 13; IG p. 17, 52</p> <p>Students demonstrate command of the conventions of standard English grammar and usage, specifically subjective and objective pronouns. TG p. 175, 180; SH p. 110</p> <p>Additionally, see the following Conventions Focus activities: Grammar and Usage, TG p. 79, 99, 127, 155, 175, 203, 231, 251, 279, 307, 327; Partner Grammar and Usage Check, TG p. 84, 104, 132, 160 180, 208, 236, 256, 284, 312, 332; SH p. 42, 58, 76, 94, 110, 128, 146, 162, 180, 188, 198, 214; Word Study, TG p. 89, 117, 137, 165, 193, 213, 241, 269, 289, 317; Partner Word Study Check, TG p. 94, 122, 142, 170, 198, 218, 246, 274, 294, 322; SH p. 50, 68, 84, 102, 120, 136, 154, 172, 206</p> <p>If time allows, teachers can distribute Practice Questions (in downloadable format from Traitspace) to help students prepare for standardized writing tests. Teachers allow students a limited amount of time to answer five multiple-choice questions related to related to 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) See specifically Reality Check: TG p. 111, 149, 187, 225, 263, 301</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>Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>Maintain consistency in style and tone.*</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 Sentence Fluency and Voice establish the focus for direct instruction on varying sentence patterns for meaning and maintaining consistency in style and tone.</p>

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	<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. See specific instruction: Students craft well-built sentences. TG p. 123-132; SH p. 72-79 Students use a variety of sentences, such as simple, compound, and complex, to make their writing more fluent. 189-198; SH p. 116-123 Students capture smooth and rhythmic flow in their writing using interesting language patterns and linking ideas with appropriate sequence and transition words. TG p. 247-256; SH p. 158-165 Students break the rules to add interest and impact to their writing. TG p. 313-322; SH p. 202-209</p> <p>The Voice trait explores the tone of a piece of writing revealing the feelings and attitudes of the author. Students experiment with language to add power and clarity to writing revealing their style and purpose and creating a connection to the audience. See specific instruction: Students establish tone to connect to readers and keeping their interest. TG p. 95-104; SH p. 54-61 Students convey purpose in their writing. TG p. 161-170; SH p. 98-105 Students create a connection to the audience to relay the message. TG p. 227-236; SH p. 142-149 Students take risks to create voice. TG p. 285-294; SH p. 184-191</p>
<p><b>Vocabulary Acquisition and Use</b> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries,</p>	<p>Students acquire and use new vocabulary throughout Traits Writing. Word Choice lessons in Traits Writing explore the vocabulary the writer uses to convey meaning and enlighten the reader. Teachers guide 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. See specific instruction: Students discuss different techniques to apply strong verbs in their writing. TG p. 113-122; SH p. 64-71 Students explore word relationship and distinguish among the connotations of words. TG p. 117, 175, 307 Students explore different techniques for selecting striking words and phrases,</p>

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<p>thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>such as synonyms, alliteration, and similes, to produce clear and powerful writing. TG p. 171-180; SH p. 106-113 Students learn how to use specific and accurate words to describe things. TG p. 237-246; SH p. 150-157 Students discuss different ways of choosing words that deepen meaning and convey accuracy in their writing. TG p. 303-312; SH p. 194-201</p> <p>Additionally, students focus on different aspects of conventions each week, including word study. These Word Study lessons cover Greek and Latin roots words. IG p. 52 See specifically: Word Study, TG p. 89, 117, 137, 165, 193, 213, 241, 269, 289, 317 Partner Word Study Check, TG p. 94, 122, 142, 170, 198, 218, 246, 274, 294, 322; SH p. 50, 68, 84, 102, 120, 136, 154, 172, 206 See also list of common prefixes and suffixes with definitions, SH p. 239-240 and on Traitspace</p>
<p><b>Writing</b> <b>Text Types and Purposes</b></p> <p>1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Traits Writing is a systematic, core, full-year (36 week) writing curriculum based on the Trait Model. It is an effective, research-based tool for assessing and teaching writing. The fundamental principles are conducting high-quality assessment that leads to focused, differentiated instruction, establishing clear goals for teaching and learning, using a shared vocabulary to talk about writing, and weaving revision and editing together seamlessly and strategically to give students voices and skills to write efficiently, effectively, confidently and successfully.</p> <p>The Trait Model consists of seven traits of writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions and Presentation. Each trait of writing is divided into four key qualities that are spiraled throughout the program, building upon each, providing clear and concrete skills to be developed for students to become lifelong, successful writers. IG p. 4-5 Interweaved with the core units are six Reality Checks with lessons on the modes of writing. Teachers preview the writing mode that is going to be the focus of the next unit and assign the unit writing project to supports that mode. Throughout the year, students write and apply the traits in three basic modes of</p>



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Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Provide a conclusion that follows from the narrated experiences or events.

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writing: narrative, expository and persuasive. They establish a purpose and learn to make that purpose clear to the reader. The ultimate goal of Traits Writing is to give students the tools, skills, experience and practice that result in competency across the modes of writing and gives them the confidence and experience to see themselves as writers. IG p. 7

**Units 4 and 7 focus on persuasive writing.** Students write opinion pieces to support claims based on specific topics or texts using valid reasoning and relevant evidence. Students are encouraged to construct an argument that takes a clear position, offers good and sound reasoning, backs up argument with solid facts and examples, reveals weaknesses in other positions, and uses voice to add credibility and confidence. 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. Typical persuasive formats include advertisements, blogs or Web pages, editorials, speeches, persuasive essays, reviews and critiques, debate outlines/notes, memos and emails, commercials and infomercials, contest entries, consumer guides or reports, and letters of reference, application, or complaint. TG p. 150, 264

Focused persuasive unit writing projects include the following:

Students write a commercial script for an organization to promote awareness of a social issue as part of a three-week unit focusing on Organization, Voice, and Word Choice. The script should include the purpose of the organization, ways in which the audience can be helpful to the organization, examples of how support will benefit others, and a sincere, knowledgeable tone to add credibility to the appeal. TG p. 145

Students write a persuasive essay centering on the theme of motivation as part of a three-week unit focusing on Ideas, Organization, and Voice. The essay should include a topic that he/she feels strongly about, a clearly stated opinion about the topic, reasons why opinion is valid, facts and examples to support, and a strong, confident voice to convince the reader. TG p. 259

Students work independently on their persuasive unit writing projects, paying special attention to the following key qualities: Using Sequence Words and Transition Word, TG p. 153, 159; Conveying the Purpose, TG p. 163, 169; Selecting Striking Words and Phrases, TG p. 173, 179; Using Details, TG p. 267, 273; Ending With a Sense of Resolution, TG p. 277, 283; Taking Risks to Create Voice, TG p. 287, 293

See additional persuasive writing activities:

Students write a flyer that will persuade business owners to support a cause.

TG p. 154; SH p. 93

Students work in groups to write a short text that matches the topic, format, and purpose of their topic. TG p. 163

Students outline an argument clearly conveying the purpose. TG p. 164; SH p. 101

Students rewrite a letter using a more confident tone. TG p. 169; SH p. 105

Students write an email introducing their character and asking to join the group. TG p. 173

Students write a petition to a company selecting striking words and phrases.

TG p. 174; SH p. 109

Students write a brochure to convince people to donate time to a cause. TG p. 179; SH p. 113

Students draft a paragraph to persuade a picky eater to give their food a try. TG p. 267

Students create a side-bar ad using high-quality details to motivate customers to click the link to their website. TG p. 268; SH p. 171

Students write slogans to include in a motivational poster. TG p. 273; SH p. 175

Students write a persuasive paragraph explaining their position on an issue. TG p. 277

Students write a review with a sense of resolution to post online. TG p. 278; SH p. 179

Students plan and write a persuasive piece of writing. TG p. 283; SH p. 183

Students write an opening argument in a trial taking risks to create voice. TG p. 287

Students write a speech using strong verbs to create voice. TG p. 288; SH p. 187

Students use the Persuasive Publishing Checklist to check writing for completeness. SH p. 114, 192

Additionally, students write Key Quality Quickwrites (nonstop writing for 3 minutes) presented in Reality Checks 3 and 6. Students choose one of three photos from the Unit's weekly introductions in the Student Handbook and answer the question posed in caption by connecting to the key quality they studied during that week. TG p. 185, 299; SH p. 91, 99, 107, 169, 177, 185

Practice Prompts are also 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 (usually 20 minutes). Persuasive writing prompts include:

Write a letter to your family to convince them where to go on the next vacation. TG p. 148

Think of a school policy that you would like to see changed and convince others to agree with you. TG p. 186

Take a side in a debate and write a blog post letting others know your opinion on the issue. TG p. 186

Write a statement to convince your principal which charity to sponsor in a fund-raising event. TG p. 186

Write a letter of introduction to an employer, describing your strengths and persuading him or her to hire you. TG p. 224

Identify and explain the traits you think a true friendship must have using examples from life, history, or fiction. TG p. 262

Give details to support your position on a topic. TG p. 262

Use details and reasons to support your analysis of a given topic. TG p. 262

Write a brief biological sketch of your hero that will help others understand why he or she is so great. TG p. 300

Write a TV commercial for your favorite food that will persuade people to buy it. TG p. 300

**Units 3 and 6 focus on expository writing.** Students focus on deliberate and spiraled instruction developing competency in expository, informative, and explanatory writing. Students writing should inform the reader about a topic, explain something interesting or curious about a topic, focus on making the topic clear, anticipate and answer the reader's questions, and include details that add information, support key ideas, and help the reader make connections. 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. Typical expository formats include personal or business letters, guidebooks, how-to manuals, magazine articles, news stories, blogs or Web pages, essay or research reports, applications and forms, board game instructions, test questions, summaries, and lists or directions. TG p. 112, 226

Focused expository unit writing projects include the following:

Students write a how-to manual based on the theme of humor as part of a three-week unit focusing on Word Choice, Sentence Fluency, and Ideas. The manual should provide ways to make people laugh, give clear directions with easy-to-follow steps, anticipate and address questions, include details and examples, and offer a list of necessary materials. TG p. 107

Students write a research report based on his/her investigation of the topic centered around the theme of curiosity as part of a three-week unit focusing on Voice, Word Choice, and Sentence Fluency. The report should include a topic of interest, research using reliable sources, citations of sources used, excerpts with quotation marks, and a confident, informative tone. TG p. 221

Students work independently on their expository unit writing projects, paying special attention to the following key qualities: Applying Strong Verbs, TG p. 115, 121; Crafting Well-Built Sentences, TG p. 125, 131; Focusing the Topic, TG p. 135, 141; Creating a Connection to the Audience, TG p. 229, 235; Using Specific and Accurate Words, TG p. 239, 245; Capturing Smooth and Rhythmic Flow, TG p. 249, 255

See additional expository writing activities:

Students used strong verbs to write a short encyclopedia entry. TG p. 115

Students write a short descriptive article about a new water park. TG p. 116; SH p. 67

Students write an online catalog blurb with well-built sentences. TG p. 126; SH p. 75

Students write an email with a focused topic. TG p. 136; SH p. 83

Students write a TV emergency weather alert creating a connection to the audience. TG p. 230; SH p. 145

Students write a how-to piece that makes a strong connection to the audience. TG p. 235; SH p. 149

Students write direction using specific and accurate words. TG p. 240; SH p. 153

Students write a recipe for a school TG p. 245; SH p. 157

Students write a factual description using smooth and rhythmic sentences. TG p. 250; SH p. 161

Additionally, students write Key Quality Quickwrites (nonstop writing for 3 minutes) presented in Reality Checks 2 and 5. Students choose one of three

photos from the Unit's weekly introductions in the Student Handbook and answer the question posed in caption by connecting to the key quality they studied during that week. TG p.147, 261; SH p. 65, 73, 81, 143, 151, 159

Practice Prompts are also 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 (usually 20 minutes). Expository writing prompts include:

Write five interview questions for a famous figure in history and answer them the way you think the famous person would answer them. TG p. 148

Write a detailed description of an amazing sight in nature for someone who may never have seen it. TG p. 224

Write a set of easy-to-follow instructions that explain how to play a game. TG p. 300

**Units 2, 5, and 8 focus on narrative writing.** Students apply the target trait and key quality highlighted in each unit to tell a story that offers a clear, well-developed story line, includes characters that grow and change over time, conveys time and setting effectively, presents a conflict and resolution, and entertains the reader. 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. Typical narrative formats include historical accounts, journal entries or blog entries, short stories, skits, personal essays, autobiographical sketches, biographical sketches, myths or legends, screenplays, science fiction or fantasy stories, and song lyrics. TG p. 74, 188, 302

Focused narrative unit writing projects include the following:

Students write a fictional story centered on the theme of courage as part of a three-week unit focusing on the Ideas, Organization, and Voice traits. The story should include a credible setting, characters described in detail, a well-developed plot including a conflict and resolution, a logical sequence of events and a satisfying ending. TG p. 72

Students write a nonfiction narrative essay about patience as part of a three-week unit focusing on the Sentence Fluency, Ideas and Organization traits. The essay should tell a story about a real life event or series of events, express thoughts and feelings through sensory words and details, use either first person or third person narration, and describe events in chronological

order to make the story as surprising, challenging, or entertaining as possible. TG p. 183

Students write a fantasy short story based on the theme of imagination as part of a three-week unit focusing on the Word Choice, Sentence Fluency, and other traits. The story should contain magical or unearthly characters, places, and events. TG p. 297

Students work independently on their narrative unit writing projects, paying special attention to the following key qualities: Finding a Topic, TG p. 77, 83; Creating the Lead, TG p. 87, 93; Establishing a Tone, TG p. 97, 103; Varying Sentence Types, TG p. 191, 197; Developing the Topic, TG p. 201, 207; Structuring the Body, TG p. 211, 217; Choosing Words that Deepen Meaning, TG p. 305, 311; Creating Fluency, TG p. 315, 321, All the traits and their key qualities, TG p. 325, 331

See additional narrative writing activities:

Students write an introductory paragraph of a story. TG p. 77

Students write a journal entry sharing a clear topic. TG p. 78; SH p. 41

Students write narrative summaries of a film review. TG p. 83; SH p. 45

Students write a “letter from the editor” with an interesting lead to grab the reader’s attention. TG p. 88; SH p. 49

Students create birthday cards with contrasting tones. TG p. 98; SH p. 57

Students write a one-page story inspired by the mentor text. TG p. 103; SH p. 61

Students write a journal entry using a variety of sentence types to detail one day. TG p. 192; SH p. 119

Students work together to write a plot summary of a story. TG p. 201; SH p. 126

Students write a story using interesting details and a well-developed topic. TG p. 202; SH p. 127

Students write a short story using a story map to plan. TG p. 207; SH p. 131

Students write an oral interview with a well-structured body sharing their version of a tale. TG p. 212; SH p. 135

Students write a comic strip. TG p. 217; SH p. 139

Students write a short description of a scene. TG p. 305

Students create a piece of writing relating events in a meaningful way. TG p. 306; SH p. 197

Students write a narrative testimonial. TG p. 311; AH p. 201

	<p>Students create a fluent piece of writing intentionally breaking some rules of standard English. TG p. 316; SH p. 205</p> <p>Students write two different versions of action in story. TG p. 321; SH p. 209</p> <p>Students write a travel narrative using all the traits. TG p. 326; SH p. 213</p> <p>Students write a paragraph to answer a question. TG p. 331; SH p. 217</p> <p>Students use the Narrative Publishing Checklist to check writing for completeness. SH p. 62, 140, 218</p> <p>Additionally, students write Key Quality Quickwrites (nonstop writing for 3 minutes) presented in Reality Checks 1 and 4. Students choose one of three photos from the Unit’s weekly introductions in the Student Handbook and answer the question posed in caption by connecting to the key quality they studied during that week. TG p. 109, 223; SH p. 39, 47, 55, 117, 125, 133</p> <p>Practice Prompts are also 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 (usually 20 minutes). Narrative writing prompts include:</p> <ul style="list-style-type: none"> <li>Write about a time you faced a challenge and how you met or failed. TG p. 110</li> <li>Tell a story about a time someone you know exhibited courage, selflessness, or heroism. TG p. 110</li> <li>Make up a story to write about based on a specified idea. TG p. 110</li> <li>Using your imagination, write three daily log entries telling about your adventures as the captain of a spaceship exploring the galaxy. TG p. 148</li> <li>Write a short narrative that illustrates a proverb. TG p. 224</li> </ul>
<p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding</p>	<p>On Day 2 of each week, students do a Whole-Class R.A.F.T.S. activity where they write a short piece based on “role,” “audience,” “format,” “topic,” and “strong verbs” provided in the Student Handbook and Teaching Guide. (also available on Traitspace) These activities are designed to give students focused practice in drafting and revising. They require original writing and each one is based on one key quality of one trait, making that trait more manageable. IG p. 17, 50</p> <p>See the following R.A.F.T.S. activities: TG p. 78-81, 88-91, 98-101, 116-119, 126-129, 136-139, 154-157, 164-167, 174-177, 192-195, 202-205, 212-215, 230-233, 240-243, 250-253, 268-271, 278-281, 288-291, 306-309, 316-319, 326-329; SH p. 41, 49, 57, 87, 75, 83, 93, 101, 109, 119, 127, 135, 145, 153,</p>

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skills to type a minimum of three pages in a single sitting.

161, 171, 179, 187, 197, 205, 213

Students produce additional writing that focuses on developing the topic, organizing the body, and creating a connection to the audience. For example:

Students work in small groups to develop a narrative topic with a well-developed plot. TG p. 200-201; SH p. 126

Students write a short story that develops the plot and resolves a conflict. TG p. 206-207; SH p. 131

Students structure the body of a narrative to create interest. TG p. 210-211; SH p. 134

Students write a chronically structured comic strip. TG p. 216-217; SH p. 139

Students explore creating a connection to the audience in their writing. TG p. 228-229; SH p. 144

Students write a how-to piece that makes a strong connection to the audience. TG p. 235; SH p. 149

Students can use the Publishing Checklists provided in the Student Handbook to check writing for completeness before going public. See: Narrative Publishing Checklist, SH p. 62, 140, 218; Expository Publishing Checklist, SH p. 88, 166; Persuasive Publishing Checklist, SH p. 114, 192

Deliberate and specific instruction on the writing process gets students started on their writing journey in the Traits Writing curriculum. Unit 1 covers instruction over a five week period engaging and clarifying for students the steps of the writing process: prewriting, drafting, revising, editing and publishing. Students learn routines and write a beginning-of-year benchmark paper. Teachers use the writing traits as an assessment tool and instructional tool to support students' writing as they learn to apply the writing process. IG p. 21; TG p. 23-72 See specific instruction:

Students write a personal story inspired by interview excerpt and video. TG p. 29; SH p. 10

Students prewrite and write a poem. TG p. 55; SH p. 14

Students prewrite a "recipe" for a trait and write a final version. TG p. 36; SH p. 15

Students write a short script based on video plan. SH p. 17

Students prewrite and draft a beginning-of-the-year benchmark paper. TG p. 42, 52

Students draft a blog entry about progress on their benchmark papers. TG p. 46;



SH p. 21

Students draft an opening paragraph for a story inspired by the mentor text. TG p. 48; SH p. 22

Students write their own version of a draft. TG p. 51; SH p. 23

Students draft and revise character descriptions. TG p. 55; SH p. 26

Students write a welcoming address for a museum dedicated to their own life. TG p. 59; SH p. 28

Students revise opening sentences to strengthen and clarify them. TG p. 61; SH p. 29

Students revise their beginning-of-the-year benchmark paper. TG p. 62

Students write photo captions that include a wide variety of punctuation marks. TG p. 69; SH p. 34

Students complete their beginning-of-the-year benchmark papers. TG p. 70

In Units 2–8, students revise and edit their writing as needed, applying what they learn as they learn it, leading to thoughtful and polished final pieces. Students store key pieces of writing they complete 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. (IG p. 56)

See specific instruction on editing and revising writing in Writing Folder Application, Pinpointing a Piece and Improving the Piece: TG p. 77, 83, 87, 93, 97, 103, 115, 121, 125, 131, 135, 141, 153, 159, 163, 169, 173, 179, 191, 197, 201, 207, 211, 217, 229, 235, 239, 245, 249, 255, 267, 273, 277, 283, 287, 293, 305, 311, 315, 321, 325, 331

Traits Writing embodies a wealth of technology resources that extend students learning. The Technology Activities feature at the end of units 2-7 within the Reality Check provides print and technology-related activities. Teachers engage students in highly motivating print and electronic publishing activities, such as creating e-books to collaborating on video conferences. These activities expose students to the latest technologies and help them develop their skills in using

them. Most activities use available software programs or child-friendly websites. IG p. 35; TG p. 61

See specific technology activities:

Students work in teams to film an interview about the courageous acts they described in their narrative unit projects. Students can upload their video to a teacher-friendly video site, allowing students to view and comment on their classmates' work. TG p. 108

Students post their narrative unit projects to a class blog, either using a secure and supervised public website or on the school website, to share and comment on each others' work. Students should convert their projects' files to PDF format so accidental changes cannot be made. TG p. 108

Teachers invite students to make their expository unit project public and easy to access by publishing it online. Students can post a summary of their project on a classroom homepage. TG p. 146

Using a site such as Blabberize, students can upload a drawing of a character they created and record what they want it to say. When they play back, the characters mouth will move as if speaking the recorded words. TG p. 146

Students work in teams to film a 30-second public service announcement based on their persuasive unit projects. Students can create signs or computer graphics, music, and sound effects to go along with their announcements. Teachers can tape students' announcements and let them upload their finished videos to a teacher- or student-friendly video site, allowing students to view and comment on their classmates' work. TG p. 184

Students share information from their persuasive unit projects in a mock TV panel discussion. Students can videotape their show and share it with the class. TG p. 184

Students create their own videos based on their nonfiction narrative unit projects and share them in the classroom in their own "SchoolTube" presentations. TG p. 222

Students record their nonfiction narrative essays for an audio essay book. TG p. 222

	<p>With appropriate software, students can create a website devoted to the topic of their expository unit projects. The website should include a title, a home page, sub-pages, graphics, and an email address to which readers can write. TG p. 260</p> <p>Students create multimedia presentations of the expository unit projects, including a slide show with text and graphics. Students can also include posters, photos, sound effects, and music to enhance their presentations. TG p. 260</p> <p>Students explore online resources, including reliable and generic “answer sites,” to get needed information. TG p. 298</p> <p>Students go online to find videos and podcasts of great speeches. Students rewrite their persuasive essays as a speech and videotape them for students to view and critique. TG p. 298</p>
<p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>Writing in the expository mode includes engaging students in researching and gathering information with peers or independently to build knowledge on a topic. Expository formats include: letters, guidebooks, how-to-manuals, magazine articles, news stories, research papers, menus, brochures, directions and lists. Students produce a variety of writing products to share with class or others that inform the reader about the topic. For example:</p> <p>Students work on a research report for their unit 6 expository writing project. Students brainstorm possible topics of interest, look for information about the topic using reliable print and online sources, paraphrase information, and cite sources. Teachers can provide examples of reliable websites and print sources that students might use for their research. TG p. 221</p> <p>Additionally, within the Independent Activities each week students reflect on and respond to preview questions about an author in preparation for the Mentor Text Lesson. Students can look up information about the author on the internet and share with the class. See the following Independent Activities and Previews: TG p. 81, 91, 101, 119, 129, 139, 157, 167, 177, 195, 205, 215, 233, 243, 253, 271, 281, 291, 309, 319, 329; SH p. 44, 52, 60, 70, 86, 96, 104, 112, 122, 130, 138, 148, 156, 164, 174, 182, 190, 200, 208, 216</p>

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<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 audience.</p>	<p>Students write routinely throughout Traits Writing for a range of tasks, purposes and audience. 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 unit writing project. (IG p. 57) Day 2’s Whole-Class R.A.F.T.S, activities are designed to give students focused practice in drafting and revising their own writing. (IG p. 50) On Day 5 of each week, students write a six-word summary or example of the unit’s theme and record it on the board. (IG p. 49)</p> <p>Within the Reality Check 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. Additionally, 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>Throughout the year, students write and apply the traits in three basic modes of writing: narrative, expository and persuasive. They establish a purpose and learn to make that purpose clear to the reader. The Voice trait explores the tone of a piece of writing revealing the feelings and attitudes of the author. Students experiment with language to add power and clarity to writing revealing their style and purpose and creating a connection to the audience. For example: Students convey purpose in their writing. TG p. 161-170; SH p. 98-105 Students create a connection to the audience to relay the message. TG p. 227-236; SH p. 142-149</p>
<p><b>Speaking &amp; Listening</b></p> <p><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 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and</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. 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.</p>

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reflect on ideas under discussion.  
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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49)  
On Day 2, teachers lead a Whole-Class R.A.F.T.S. Activity designed to give students focused practice in revision. Teachers project the R.A.F.T.S. page (available on TraitSpace and in Students Handbook) and discuss the Think About questions with the students. (IG p. 50)  
On Day 3, students are placed 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 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 a mentor text, located in the Literature Anthology, which shows good use of a focus trait, key quality, modes, and theme and serves as a marvelous fiction or nonfiction model for student writers. In addition to mentor texts, Everyday Texts, which include speeches, product labels, travel brochures, comic strips, and game instructions, are presented as posters and used to broaden the scope of writing for the students.

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 excerpts and are immediately engaged in responding to the text. Students listen for deliberate identification of a trait of key quality represented by the text and 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

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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, 72, 84, 94, 104, 122, 132, 142, 160, 170, 180, 198, 208, 218, 236, 246, 256, 274, 284, 294, 312, 322, 332

**Presentation of Knowledge and Ideas**

- 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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 rotate roles to film an interview about courageous acts described in unit project. Students can upload videos for others to view and comment. TG p. 108 Students make recordings of animated characters created for writing project to share with class. TG p. 146 Students make videos of their nonfiction narratives using props and costumes to enhance presentations. TG p. 222 Students create multimedia presentation on their unit topic to present to class. TG p. 260 Students rewrite persuasive essays as a speech and video tape for class to view. TG p. 298

Additionally, students present their writing to the class, sharing appropriate facts and relevant details, and speaking clearly and at an understandable pace. See specifically: Students share and discuss their chosen leads. TG p. 93 Students display their signs and read them aloud to the class. TG p. 121 Students share focused topic sentences with the class. TG p. 141

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	<p>Students share sentences that demonstrate writing technique in lesson. TG p. 159</p> <p>Students share rewrites with class and discuss effectiveness. TG p. 169</p> <p>Groups present brochures to the class and discuss effective elements. TG p. 179</p> <p>Students read sentence remix and listen for fluency. TG p. 197</p> <p>Students share their stories and identify narrative elements. TG p. 207</p> <p>Students share comic strips with class and discuss pacing techniques. TG p. 217</p> <p>Students share writing with class and explore connection to audience. TG p. 235</p> <p>Students share complete recipes with the class. TG p. 245</p> <p>Students read revisions aloud listening for fluency. TG p. 255</p> <p>Students share their final endings to a story. TG p. 283</p> <p>Students share and compare their lists in small groups. TG p. 293</p> <p>Students make product presentations explaining their product. TG p. 311</p> <p>Students read aloud both versions of their story comparing differences in tone. TG p. 321</p> <p>Students share paragraphs with class for evaluation of traits. TG p. 331</p>
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