A CORRELATION OF TRAITS WRITING™ FROM RUTH CULHAM TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS • GRADE 3

Grade 3 Common Core State Standards for English Language Arts	SCHOLASTIC TRAITS WRITING™ from Ruth Culham • Grade 3
Reading: Literature Key Ideas and Details 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Traits Writing connects to reading in every core week of instruction. Twenty-six mentor texts that accompany Traits Writing comprise picture books, chapter books, and everyday texts (such as a newspaper editorial, a recipe, a brochure) that serve as examples of exceptional writing. Each of these read aloud texts engages the students in not only responding to quality, authentic literature, but they serve as models of the key qualities of the traits. The mentor texts are available in the classroom for students reading pleasure and reference. Students listen for the main ideas, central messages and key details in the following grade 3 narrative mentor texts: *Looking Like Me* TG p. 28, 30, 31 *Fairmount Avenue* TG p. 38, 40, 41 *Superdog: The Heart of a Hero* TG p. 48, 49, 50 *Sophie the Awesome* TG p. 58, 59, 60 *Frank & Ernest* Cartoon Strip TG p. 120, 121 *Ron's Big Mission* TG p. 130, 131 *Snow* TG p. 82, 83 *Lon Po Po* TG p. 140, 141 *LaRue Across America* TG p. 158, 159 *Bobby the Brave (Sometimes)* TG p. 178, 179 *Raising Dragons* TG p. 234, 235 *WorldGirl* Script TG p. 244, 245 *If the Shoe Fits* TG p. 254, 255 *Guinea Dog* TG p. 292, 293 *An Orange In January* TG p. 310, 311 Students explore key details in a text. TG p. 48, 58, 120, 121, 255 Students recount stories and determine central message. TG p. 28, 140, 141, 235 Students describe characters and story events. TG p. 31, 38, 49, 59, 130, 159, 178, 245, 292, 293
Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters.	All the narrative literature represents outstanding examples of authors' craft and structure. Teachers can use the text to support the students' competency determining the meaning of phrases and new or challenging vocabulary. See especially the texts selected as exemplary models of the trait Word Choice: *An Orange In January* TG p. 310, 311 *WorldGirl* Script TG p. 244, 245 Students explore examples of literal and non-literal language through author's use of personification in *Looking Like Me*. After reading the mentor text aloud to the students, teacher use such terms such as sentence, paragraph, and chapter to refer to the specific parts of the text they wish to discuss. Teachers can expand upon the discussion of story structure within the mentor texts as they determine appropriate. Students read Benchmark papers that represent strong and weak examples of successive parts of a story. TG p. 86, 152, 276

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	Teachers reread pages from *Fairmount Avenue* to students pointing out the organization and structure of the text and demonstrating how each successive paragraph builds on prior paragraphs showing the sequence of events. TG p. 38
	    Students explore how sequence and transition words link details and guide students from one idea to the next in a *LaRue Across America*. TG p. 159
	    Students discuss the organization and sequence of events in Sophie the Awesome. TG p. 58.
	
	Students write from the point of view of a specific character in a story to persuade another character in the story. TG. p 287; SH p. 186

Integration of Knowledge and Ideas
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
	Students explore illustrations in a text and observe how they help create the mood and contribute to meaning of the story:
	    Students explore how the presentation of text and collage illustrations in *Looking Like Me* captures the interest of the reader. TG p. 28
	    Students examine cover of *Raising Dragons* and help determine if book is realistic or imaginative fiction. TG p. 234
	    Students preview *Guinea Dog* and share reactions to title and cover illustrations. TG p. 292
	Students discuss the author's choices for presentation in Go-Go America. TG p. 68
	Teachers extend the students' study of an author by making more books available in the classroom library. Students can use these books to compare and contrast themes, settings, and plots.
	The mentor texts provide literature by award winning, prolific, favorite authors such as Tomie dePaola, Walter Dean Myers, Gary Soto, Seymour Simon, Lisa Yee, Mark Teague, Ed Young and more. Teachers can include these texts in author studies.

Range of Reading and Complexity of Text 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Traits Writing promotes a well-stocked library of reading materials across genre. The classroom library should represent a range of text complexity appropriate for grade 3. All mentor literature can become a part of the classroom library. Additionally, teachers are encouraged to provide copies of other books by the author of the week's mentor text in the classroom library to familiarize students with the body of an author's published works. IG p. 29
Reading: Informational Text **Key Ideas and Details** 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Informational mentor texts are available in the classroom for students reading pleasure and reference. Students engage in discussion to understand the text read aloud. Students explore key details in text, identify the main topic, and describe events. See the information texts: *Go, Go America* TG p. 68 *Snow* TG p. 82, 83 *The Respiratory System* TG p. 92, 93 Party Penguins Recipe TG p. 102, 103 "A Night at the Museum" Brochure TG p. 168, 169 *Panda Kindergarten* TG p. 196, 197 *Welcome to My Neighborhood!* TG p. 206, 207 Brownstone Buddies Product Description TG p. 216, 217 *Penguins* TG p. 272, 278

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	Movie Reviews: *Toy Story 3* TG p. 282, 283 *An Orange In January* TG p. 310, 311 "Washing Hands" Poster TG p. 320, 321 *Winter's Tail* TG p. 330, 331 Students demonstrate understanding of key details in text. TG p. 68, 102, 103, 206, 207, 311 Students identify main topic of text. TG p. 82, 83, 92, 93, 168, 169, 196, 197, 217, 272, 273, 283, 330, 331 Students describe sequence of steps and end result in informational text. TG p. 320, 321

Craft and Structure
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.
	All the informational literature in Traits Writing represents outstanding examples of authors' craft and structure. Teachers can use the text to support the students' competency determining the meaning of phrases and new or challenging vocabulary, including academic and domain-specific words.
	Students use text features in informational text to locate relevant information on topic:
	  Students explore fascinating facts about each state in America through the author's use of bold headings, colored print and sidebar facts. *Go, Go America*. TG p. 68
	  Students use table of contents, sidebar facts, labeled diagrams, glossary, pronunciation key, and index, and bold photographs to learn about the respiratory system. *The Respiratory System* TG p. 92, 93
	  Students learn fascinating facts about giant pandas and the hope for their future through colored photographs and text, as well as fast facts listed in back of the book. *Panda Kindergarten*. TG p. 196, 197
	  Students explore the challenges facing penguins and other endangered ocean animals through observation of colored photographs and use of glossary and index in book. *Penguins* TG p. 272, 278
	  Students use colored photograph with text to learn story of injured dolphin. *Winter's Tail* TG p. 330, 331
	
	Students examine details in text that express author's feeling about topic. TG p. 83, 207

Integration of Knowledge and Ideas
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.
	Students explore images and illustrations that contribute to and clarify text.
	  Students examine bold photographs that support the text. TG p. 92
	  Students explore photographs that illustrate the text and provide meaning. TG p. 196
	  Students study illustrations on the cover and title page to gather details about text. TG p. 206
	
	Students explore logical order of steps presented in and instructional poster. TG p. 321
	
	Teachers can use the high quality mentor texts and additional classroom books to engage students in comparing and contrasting ideas presented across texts as they determine appropriate.

Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Traits Writing promotes a well-stocked library of reading materials across genre. The classroom library should represent a range of text complexity appropriate for grade 3. All twenty-six read aloud mentor texts can become a part of the classroom library. Additionally, teachers gather copies of other books by the author of the week's mentor text to include in the classroom library and extend the study of the author. IG p. 29

Reading: Foundational Skills
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
Identify and know the meaning of the most common prefixes and derivational suffixes.
Decode words with common Latin suffixes.
Decode multisyllable words.
Read grade-appropriate irregularly spelled words.
	Weekly lessons in Traits Writing focus on spelling. In each lesson, students build individual spelling word lists, record them in the My Spelling Words list in the Student Handbook, and study them throughout the week. This context exposes students to grade level phonics and word analysis. These lists are developed by the students as they progress through the three-part spelling lessons. Students explore High-Frequency Words, where they read and edit a revised version on the week's warm-up paragraph (available on Traitspace) containing spelling errors that are drawn from high-frequency word lists; Spelling Pattern Words, where they analyze a series of words for common patterns (e.g., words containing the same prefix or vowel spelling); and Student's Own Words, where they revisit pieces in their writing folders to identify words they have struggled with. On Day 5, students engage in a Partner Spell Check and quiz each other on their week's words. IG p. 52
	  See spelling related activities: TG p. 89, 94, 117, 122, 137, 142, 165, 170, 193, 198, 213, 218, 241, 246, 269, 274, 289, 294; SH p. 52, 70, 86, 104, 122, 138, 156, 174, 190
	
	Additionally, the Tips for Teaching Spelling feature is provided in each spelling lesson. Teachers can use the suggested activities to reinforce the week's lesson. See specifically:
	  Students sort words in appropriate columns for different spelling patterns. TG p. 89, 117, 165, 193, 213
	  Students compare word pairs. TG p. 89, 193
	  Students read writing pieces backwards to focus on one word at a time. TG p. 117
	  Students think of written or picture clues to help remember correct spelling of misspelled words. TG p. 137
	  Students create word lists with different spelling patterns for the same sound. TG p. 137
	  Students are encouraged to record multisyllabic words they encounter. TG p. 137
	  Students compare words with long and short vowel sounds. TG p. 165
	  Students identify regular and irregularly spelled words. TG p. 165, 193, 213
	  Students check the dictionary when necessary. TG p.193, 241
	  Students distinguish between root word and inflectional ending. TG p. 269
	  Students identify common prefixes and suffixes. TG p. 289

Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
Read grade-level text with purpose and understanding.
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Students listen to teachers read aloud a mentor text modeling excellent fluency in each lesson in Traits Writing and opportunities for students to read aloud with accuracy, appropriate rate, and expression are provided. See specific instruction:
	  Teacher reads text aloud as students listen for rhythm and flow of writing. TG p. 131, 197. 255
	  Students read aloud their finished paragraphs softly to make sure it flows. TG p. 197
	  Teachers read aloud, pointing out the different sentence types used that make the writing sound smooth and rhythmic. TG p. 255

Language
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
Form and use regular and irregular plural nouns.
Use abstract nouns (e.g., childhood).
Form and use regular and irregular verbs.
Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
Ensure subject-verb and pronoun-antecedent agreement.*
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
Use coordinating and subordinating conjunctions.
Produce simple, compound, and complex sentences.
 	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Capitalize appropriate words in titles.
Use commas in addresses.
Use commas and quotation marks in dialogue.
Form and use possessives.
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	Conventions is an editing trait of writing that identifies the mechanical correctness of the piece. In Unit 1, teachers refer to The Steps in the Writing Process: Editing to introduce and demonstrate the editing process. Teachers project the Teacher's Editing Model (available on *Traitspace*) and review it with students for one convention at a time. 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. TG 63-72; SH p. 30-36
	
	Day 2 of each lesson includes a Conventions Focus activity, in which students learn about and practice particular editing skills such as spelling, punctuation, capitalization, or grammar and usage. On Day 5, students self-assess their understanding of the week's concept by carrying out a Partner Conventions Check with a classmate. Students focus on one aspect of conventions each week. These skills spiral throughout the year within the units. IG p. 17
	
	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
	
	In Unit 8, the final core unit, students review all the conventions covered throughout the year. IG p. 52
	
	Students demonstrate command of the conventions of standard English grammar and usage. Lessons on grammar and usage focus on Sentence Study, Paragraph Study, and Student's Own Work. (IG p. 52) See the following activities:
	  Students practice building sentences with words cards by expanding basic sentences including conjunctions. TG p. 125; SH p. 74
	  Students rewrite sentences using techniques for creating sentence fluency. TG p. 131; SH p. 79
	  Students look for grammatical errors in a sample passage and examine their own writing for problems with grammar. TG p. 127, 175, 251, 279; SH p. 78, 112, 164, 182
	  Students exchange a grammar and usage check with a partner. TG p. 132, 180, 208, 256, 284
	  Students label sentence types and discuss appropriate punctuation and voice inflection. TG p. 191; SH p. 118
	  Students write a paragraph about things the learned using different kinds of sentences. TG p. 197, SH p. 123
	  Students look for verb errors in a sample passage and examine their own writing for grammar problems. TG p. 203; SH p. 130
	  Students examine sentence length, using conjunctions, and various types of sentences. TG p. 249; SH p. 160
	  Students look for convention errors in sample passage and examine their own writing for convention errors. TG p. 307; SH p. 200

	Students identify complete sentences and fragments. TG p. 315; SH p. 204
	Students look for convention errors in sample passages and examine their own writing for conventions problems. TG p. 317
	Students review plural nouns and irregular verbs. TG p. 317;SH p. 208
	Students explore the key quality varying sentence types and strive to use a variety of sentences (simple, compound, and complex) to make their writing more fluent. TG p. 189-198
	
	Students demonstrate command of the writing conventions of standard English including capitalization, punctuation and spelling. Each spelling lesson focuses on High-Frequency Words, Spelling Pattern Words and Student's Own Words. Lessons on conventions of punctuation and capitalization focus on Sentence Study, Paragraph Study, and Student's Own Work. IG p. 52:
	   Students review common piece of writing and list editing tasks that need to be done. TG p. 64, 65; SH p. 32, 36
	   Students connect editing to conventions. TG p. 66
	   Students look for punctuation errors in sample passage and examine their own writing for punctuation problems. TG p. 79; SH p. 44
	   Students exchange a punctuation check with a partner. TG p. 84, 160, 236
	   Students gather challenging words for Partner Spell Check. TG p. 89, 193, 213, 269; SH p. 52, 122, 138, 174
	   Students exchange a spelling check with a partner. TG p. 94, 122, 142, 179, 198, 218, 246, 274, 294
	   Students look for capitalization errors in a sample passage and examine their own writing for capitalization problems. TG p. 99; SH p. 60
	   Students exchange a capitalization check with a partner. TG p. 104
	   Students look for spelling errors in a sample passage and examine their own writing for spelling problems. TG p. 117, 137, 165, 213, 241, 289; SH p. 70, 86, 104, 138, 156, 190
	   Students look for abbreviation errors in a sample passage and examine their own writing for punctuation problems. TG p. 155; SH p. 96
	   Students look for paragraphing errors in a sample passage and examine their own writing for paragraphing problems. TG p. 231; SH p. 148
	   Students look for convention errors in sample passage and examine their own writing for convention errors. TG p. 307; SH p. 200
	   Students write a sentence with correct punctuation of an abbreviation. SH p. 208

Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English.	Students demonstrate their knowledge and competency of language and its conventions in the writing products of Traits Writing. The traits of writing, especially Word Choice, Sentence Fluency, Voice, and Conventions, establish the focus for direct instruction on the correct, appropriate, creative, effective and efficient use of the English language. Word Choice instruction guides the students to examine and use rich, colorful, and precise language to communicate. Students explore striking words and phrases and begin to use literary techniques such as alliteration, simile, and metaphor to produce clear and powerful writing. 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. 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. Students explore the mechanical correctness of writing through Conventions. Skills in punctuation, capitalization, spelling, paragraphing, and grammar usage are the focus of these lessons. Students explore words and phrases used for effect in the Word Choice units of Traits Writing: Students explore using strong verbs and discuss importance of word choice in writing. TG p. 121 Students discuss striking words and phrases used in writing. TG p. 179 Students explore using specific and accurate words for good writing. TG p. 245 Students explore using words that deepen meaning in writing. TG p. 245
Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Traits Writing mentor texts demonstrate exceptional writing examples that include some challenging vocabulary. Teachers provide appropriate differentiated instruction as necessary to meet the needs of their students. Students acquire and use new vocabulary throughout Traits Writing. Additionally, 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 in Units 3, 4, 6 and 8: Students discuss different techniques to apply strong verbs in their writing. TG p. 113-122; SH p. 66, 67 Students explore different techniques for selecting striking words and phrases, such as synonyms, alliteration, and similes. TG p. 171-180; SH p. 108, 109, 113 Students learn how to use specific and accurate words to describe things. TG p. 237-246; SH p. 152, 153, 157 Students discuss different ways of choosing words that deepen meaning and convey accuracy. TG p. 46, s303-312; SH p. 196, 197, 201 Additionally, students can refer to glossaries in instructional mentor texts to determine or clarity meaning of key words and phrases. See specifically: *The Respiratory System* TG p. 92, 93 *Penguins* TG p. 272, 278

Writing	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.
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	
Provide reasons that support the opinion.	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
Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	
Provide a concluding statement or section.	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	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 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.
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
Develop the topic with facts, definitions, and details.	
Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
Provide a concluding statement or section.	
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	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 take a stand on an issue in the following focused persuasive unit writing activities:
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Students write a persuasive essay as part of a three-week unit focusing on Organization, Voice, and Word Choice traits. TG p. 145
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Students write a speech as part of a three-week unit focusing on the Ideas, Organization, and Voice traits. TG p. 259
Use temporal words and phrases to signal event order.	Options are provided for the format of the unit writing project. Teachers can choose from the suggested options or another format based on curricular needs, state standards, or student preferences. Other persuasive writing formats include: an advertisement, award nomination, editorial, review, or debate outline. TG p. 145, 259
Provide a sense of closure.	
	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
	Sample writing prompts are provided within each Reality Check to help prepare students for standardized writing tests. Teachers choose a prompt and instruct students to write for allotted amount of time. Persuasive writing prompts include:
	Explain an activity you like to do outside and why you enjoy it. TG p. 148
	Tell about a time when you helped someone do something. TG p. 148
	Convince your teacher that your field trip suggestion is a good one. TG p. 148

Explain why you like a particular special place. TG p. 262 Write about a particular time you did something that you will always remember. TG p. 262 Explain why you think there should be no homework on school holidays. TG p. 262 Write a letter to convince your parent that you should be able to set your own bedtime. TG p. 300 See additional persuasive writing activities: Students work independently on their narrative unit writing project, paying special attention to organizing their writing Using Sequence and Transition Words to connect details. TG p. 153, 159 Students write a postcard telling about a vacation. SH 97 Students continue working independently on their narrative unit writing project, paying special attention to Conveying the Purpose. TG p. 163, 169 Students write a paragraph to persuade. SH p. 105 Students continue working independently on their narrative unit writing project, paying special attention to Selecting Striking Words and Phrases. TG p. 173, 179 Students work independently on their narrative unit writing project, paying special attention to Using Details, as well as other key qualities. TG p. 267, 273 Students write about cause and effect. SH p. 175 Students continue working independently on their narrative unit writing project, paying special attention to Ending With a Sense of Resolution. TG p. 277, 283 Students write a review about a movie. SH p. 183 Students continue working independently on their narrative unit writing project, paying special attention to Taking Risks to Create Voice. TG p. 287, 293 Students write from point of view of character. SH p. 186 Students write reasons they should be allowed to have a dog. SH p. 191 Students use the Persuasive Publishing Checklist to check writing for completeness. SH p. 114, 192 Units 2, 5, and 8 focus on deliberate and spiraled instruction developing student competency in expository, informative, and explanatory writing. Expository formats include: letter, guidebook, how-to-manual, magazine article, news story, research paper. Students write to inform or explain about a topic, making it clear by answering questions and including details to support key ideas and make connections. Focused expository unit writing projects include: Students choose a topic and format to inform or explain something in writing as part of a three-week unit focusing on Ideas, Organization, and Voice traits. TG p. 72 Students write a magazine article as part of a three-week unit focusing on the Sentence Fluency, Ideas, and Organization traits. TG p. 183 Students write expository essay as part of a three-week unit focusing on Word Choice, Sentence Fluency, and a review of all the revision traits. TG p. 297 Options are provided for the format of the unit writing project. Teachers can choose from the suggested options or another format based on curricular needs, state standards, or student preferences. Other expository writing formats include: a letter, guidebook, how-to-manual, news

story, research report, or announcement. TG p. 183, 297

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

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

Describe a favorite place you have visited providing information about climate, animals, people and landforms. TG. 186

Explain how to give a pet a bath, sharing steps in the correct order. TG p. 186

Convince someone to help conserve fuel and energy by giving up using a car one day a week and walking, riding a bike, or using public transportation instead. TG p. 186

Write about how you achieved a specific goal and why the goal was important to you. TG p. 300

See additional expository writing activities:

Students work independently on their expository unit writing project, paying special attention to Finding a Topic, as well the writing process. TG p. 77, 83

Students continue working independently on their expository unit writing project, paying special attention to Creating the Lead, as well as other key qualities. TG p. 87, 93

Students write a new lead for a chapter of a book. SH p. 53

Students continue working independently on their expository unit writing project, paying special attention to Establishing a Tone, as well as other traits and the writing process. TG p. 97, 103

Students write a favorite recipe. SH p. 61

Students work independently on their expository unit writing project, paying special attention to Varying Sentence Types, as well as other key qualities. TG p. 191, 197

Students write a paragraph about something learned from text including all kinds of sentences. SH p. 123

Students continue working independently on their expository unit writing project, paying special attention to Developing the Topic, as well as other key qualities. TG p. 201, 207

Students continue working independently on their expository unit writing project, paying special attention to Structuring the Body, as well as other key qualities. TG p. 211, 217

Students write a product description for a new buddy. SH p. 139

Students work independently on their expository unit writing project, paying special attention to Choosing Words That Deepen Meaning, as well as other key qualities. TG p. 305, 311

Students continue working independently on their expository unit writing project, paying special attention to Breaking the Rules to Create Fluency, as well as other key qualities. TG p. 315, 321

Students continue working independently on their expository unit writing project, paying special attention to putting the traits together. TG p. 325, 331

Students write a letter introducing themselves to next year's teacher. TG p. 337
Students write a how-to set of directions. TG p. 340; SH p. 225
Students use the Expository Publishing Checklist to check writing for completeness. SH p. 62, 140, 218

Units 3 and 6 emphasis narrative compositions. Students apply the target trait and key quality highlighted in each unit to develop real or imagined experiences using well-chosen details and well-structured event sequence. Focused narrative unit writing projects include:
Students write a short story with characters, a setting, and a problem to be solved as part of a three-week unit focusing on the Word Choice, Sentence Fluency, and Ideas traits. TG p. 107
Students write a personal essay as part of a three-week unit focusing on the Voice, Word Choice, and Sentence Fluency traits. TG p. 221

Options are provided for the format of the unit writing project. Teachers can choose from the suggested options or another format based on curricular needs, state standards, or student preferences. Other narrative writing formats include: a biographical sketch, historical account, journal entry, or skit. TG p. 107, 221

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

Sample writing prompts are provided within each Reality Check to help prepare students for standardized writing tests. Teachers choose a prompt and instruct students to write for allotted amount of time. Narrative writing prompts include:
Explain what animal makes a good class pet and why. TG p. 110
Describe a time you saw something that amazed you. TG p. 110
Tell what a child should do to stay physically fit. TG p. 110
Tell about a time you saw someone being helpful and explain what the person did. TG p. 224
Write a letter to tell a new student about interesting places to visit in your community. TG p. 224
Describe what makes a good friend. TG p. 224
Write an imaginary story about meeting your favorite storybook character. TG p. 300

See additional narrative writing activities:
Students write a short piece (quickwrite) explaining who they are. TG p. 29, SH p. 9
Students write about what makes them unique. TG p. 31, SH p. 10
Students write a quickwrite about the bedroom of their dreams. TG p. 39; SH p. 15
Students pinpoint and write about a prewriting technique. TG p. 41; SH p. 16
Students write about what slows them down when they draft. TG p. 45; SH p. 20
Students write about what it takes to be a hero. TG p. 49; SH p. 21
Students draft a 25-word sentence. TG p. 51; SH p. 22
Students write about a special name that they have earned. TG p. 59; SH p. 27

	Students write a beginning-of-the-year benchmark paper. TG p. 69 Students work independently on their narrative unit writing project, paying special attention to Applying Strong Verbs, as well as other key qualities. TG p. 115, 121 Students write a comic strip. SH p. 71 Students continue working independently on their narrative unit writing project, paying special attention to Crafting Well-Built Sentences, as well as other key qualities. TG p. 125, 131 Students write paragraph using techniques for creating sentence fluency. SH p. 79 Students continue working independently on their narrative unit writing project, paying special attention to Focusing the Topic, as well as other key qualities. TG p. 135, 141 Students write each story's focus. SH p. 87 Students work independently on their narrative unit writing project, paying special attention to Creating a Connection to the Audience, as well as other key qualities. TG p. 229, 235 Students continue working independently on their narrative unit writing project, paying special attention to Using Specific and Accurate Words, as well as other key qualities. TG p. 239, 245 Students write first few lines of a script. SH p. 157 Students continue working independently on their narrative unit writing project, paying special attention to Capturing Smooth and Rhythmic Flow, as well as other qualities. TG p. 249, 255 Students write a paragraph about a pair of magic shoes. SH p. 165 Students write an end-of-the-year benchmark paper. TG p. 338 Students use the Narrative Publishing Checklist to check writing for completeness. SH p. 88, 166
Production and Distribution of Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Traits Writing students use independent writing time to produce mode-specific unit projects. Each student completes one project per unit, using all newly acquired and established trait-focused skills and applying all the steps in the writing process: prewrite, draft, revise, edit and publish. At the end of each unit, students use a mode-specific Publishing Checklist in the Students Handbook to evaluate their unite project before creating a final, polished version for publication. IG p. 57 Deliberate and specific instruction on the writing process gets students started on their writing journey in the Traits Writing curriculum. Unit 1 covers instruction over a five week period engaging and clarifying for students the steps of the writing process: prewriting, drafting, revising, editing and publishing. Students learn routines and write a beginning-of-year benchmark paper. Teachers use the writing traits as an assessment tool and instructional tool to support students' writing as they learn to apply the writing process. IG p. 21 See specific instruction: 　Students identify steps in writing process and write about which steps might be easiest for them and which steps might be hardest. TG p. 25; SH p. 7 　Students write a short piece (quickwrite) explaining who they are. TG p. 29, SH p. 9 　Students write about what makes them unique. TG p. 31, SH p. 10 　Students write a quickwrite about the bedroom of their dreams. TG p. 39; SH p. 15 　Students pinpoint and write about a prewriting technique. TG p. 41; SH p. 16 　Students write about what slows them down when they draft. TG p. 45; SH p. 20 　Students write about what it takes to be a hero. TG p. 49; SH p. 21

	Students draft a 25-word sentence. TG p. 51; SH p. 22

Students draft a 25-word sentence. TG p. 51; SH p. 22
Students write about a special name that they have earned. TG p. 59; SH p. 27

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

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

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 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 use editing functions on a computer to edit writing and print final version to share and compare editing choices with the class. TG p. 70, 71

Teachers encourage students to select a nonfiction piece of writing to edit to look like encyclopedia entry and post their writings on the class wiki. Students can add photos or scan illustrations to enhance their work. TG p. 108

Students showcase highlights of their projects in presentation software slides designed to enhance the message. TG p. 108

Students use templates in word-processing programs to transform their narrative projects into a variety of professional-looking formats such as Newsletter, Brochure, and Poster. TG p. 146

Students record their narratives using a computer, recording software, and a microphone. Teachers can transfer their recording to a CD to keep in audio library. TG p. 146

	Students create and record a podcasts based on the topics of their persuasive unit projects. TG p. 184
	Students think about the topic of their persuasive projects and how they might turn it into a series of text messages. TG p. 184
	Students prepare work for publication and share their work in e-Portfolios set up by teacher. TG p. 222
	Teachers set up a pen-pal link with a classroom in another geographical location providing students with an opportunity to learn about other cultures, practice letter writing, and gain practical knowledge of e-mail technology. TG p. 222
	Students type in text of chosen piece of writing using any word-processing program and experiment with font style and format to make changes. TG p. 260
	Students use computer art program to create pictures for their narrative unit project. TG p. 260
	Students work in groups to create and film a television commercial based on a member's persuasive unit project. Teachers can allow students to post their videos to a video-sharing website or a class Web page. TG p. 298
	Students upload pictures from a digital camera and use the drawing and art tools in a word-processing program or photo software to create a persuasive flyer. TG p. 298
Research to Build and Present Knowledge 7. Conduct short research projects that build knowledge about a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 9. (Begins in grade 4)	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: Students explore topic by elaborating on it in writing. TG p. 78 Students work with partner to complete graphic organizer with information on topic. TG p. 83; SH p. 45 Students work in pairs or small groups to write a recipe and assemble them in categories for a class cookbook. TG p. 103; SH p. 61 Students change the format of a piece of their writing based on suggested formats (letter of recommendation or complaint, advertisement, consumer report, editorial, contest entry rules, blog entry, podcast, posting on webpage, protest song, poster, debate notes, speech, letter to the editor) to share with classmates, and explain why they chose the new format. TG p. 109, 185, 223, 261, 299 Students make a movie poster for their expository writing project, including eye-catching art that captures the theme, as well as bold headlines and catchphrases. TG p. 109 Students write a paragraph about things learned on topic. TG p. 197; SH p. 123 Students prepare a talk on a topic of choice. TG p. 201; SH p. 126 Students write to develop the body of paper with information to make sense of topic. TG p. 202 Students write information learned about topic in graphic organizer. TG p. 207;SH p. 131 Students identify different organizational structures for nonfiction text. TG p. 211; SH p. 134 Students work to structure the body of a paper using details to highlight and support the main theme. TG p. 212; SH p. 135 Students organize information to write a product description. TG p. 217; SH p. 139

	Students create instructional poster about how to make someone laugh. TG p. 321; SH p. 209 Students use Expository Publishing Checklist to check writing. SH p. 218 Students assemble their writing into an anthology for the classroom library. Students illustrate their writing, assemble the pieces in logical order, and make a table of contents and cover. TG p. 223 Students add a cover, title page, and dedication to their completed narrative. TG p. 261 Students publish a persuasive writing piece as a letter to the editor. TG p. 299
Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	In Traits Writing, students write independently for extended periods of time, five days a week, to implement what they have learned and to develop strong writing muscles. Student use independent writing time to work on the mode-specific unit project over the course of three weeks. On days 1 and 4 of each week, teachers guide students to apply all their newly acquired and established trait-focused skills to their writing project. IG p. 57 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
Speaking & Listening **Comprehension and Collaboration** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	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. 49 On Day 2, teachers lead a Whole-Class Warm Up Activity designed to give students focused practice in revision. Teachers project the Warm-Up page (available on Traitspace) 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 an authentic published text that shows good use of the week's target trait and key quality. These texts consist of picture books, chapter books, and young adult novels in addition to "everyday texts" which include greeting cards, product packaging labels, travel brochures, catalogs, menus, and posters. Teachers show a video clip of the author (available in Traitspace). These unique and inspiring video clips introduce students to the author's process and often contain advice students can apply to their own writing. The mentor videos bring authors to life with fascinating anecdotes, writing process suggestions, personal experiences and inspiration. Teachers are encouraged to extend the students' study of an author by making more books by the author

	available in the classroom, and by encouraging them to research more about the author's life through available resources, including authors' websites. IG p. 54
	Teachers then read the text aloud. Students listen strategically and purposefully to the books read aloud and are immediately engaged in responding to the literature. Initially students respond to the text for general comprehension, pleasure and information. Upon another reading, students listen for deliberate identification of a trait of key quality represented by the text. Children discuss the text and how it represents the trait as the model of exceptional writing. IG p. 53
	On Day 5 of each lesson in Traits Writing, teachers conduct one-on-one conferences with the students. While students continue working on their unit writing project, revising and editing on their own or getting feedback from a partner, the teacher can circulate and carry out one of the following types of conferences: The Quick Stop for students who are working well and don't have questions; The Stop and Chat for students who have a quick question or straightforward problem; or The Stop and Stay for students who need a lot of help. IG p. 58
	At the end of each lesson, teachers gather students to reflect on how they are growing as writers in a Whole-Class Reflection. Teachers ask open-ended questions to spark conversation among the students and prompt students to provide examples from their work that illustrate what they have learned. Teachers should review speaking and listening routines to enhance the conversation and provide time for all students to share their ideas. IG p. 59 See specific instruction: TG p. 32, 42, 52, 62, 84, 94, 104, 122, 132, 142, 160, 170, 180, 198, 208, 218, 236, 246, 256, 274, 284, 294, 312, 322, 332, 236, 246, 256, 274, 284, 294, 302, 312, 322, 336, 340
Presentation of Knowledge and Ideas 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	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 present their writing projects to the class, sharing appropriate facts and relevant details, and speaking clearly and at an understandable pace. See specifically: Student pairs share their revised leads with the rest of the class and encourage class to identify the technique they used. TG p. 93 Student pairs share their recipes, discussing the tone of each section and the effect they hoped to have on the reader. TG p. 103 Students showcase highlights of their projects in presentation software slides designed to enhance the message. TG p. 108 Students work individually or in pairs to create a comic strip to share with the class. TG p. 121 Students record their narratives using a computer, recording software, and a microphone. Teachers can transfer their recording to a CD to keep in audio library. TG p. 146 Partners write the opening for a brochure to persuade and share with the class. TG p. 169 Students create and record a podcasts based on the topics of their persuasive unit projects. TG

	p. 184 Students write a passport for a buddy and take turns sharing with the class. TG p. 217 Students prepare work for publication and share their work in e-Portfolios set up by teacher. TG p. 222 Students write evidence from the text to support a motto. TG p. 235 Students work in pairs to brainstorm ideas for new television show for kids and perform their scripts for the class. TG p. 245 Students write a movie review and read their reviews to the class to determine which were most effective in persuading. TG p. 283 Students work in groups to create and film a television commercial based on a member's persuasive unit project. Teachers can allow students to post their videos to a video-sharing website or a class Web page. TG p. 298 Students write additional page for story and share with the class. TG p. 311 Students create instructional posters to share with the class. TG p. 321 Students work independently to add examples to their work and share it with the class. TG p. 331 Students choose a writing piece of theirs to present at a Writing Slam. TG p. 341