

**Correlation of  
Miss Jenny's  
6 Traits Writing Program  
to the  
Common Core Standards**

*Note: The 6 Traits Writing book that accompanies this CD includes instructions for creating student-generated, standards-based rubrics based for grades K-5.*

Common Core Language Arts Standards: Grade K	"Miss Jenny's Edutunes" 6 Traits Writing Program
<b>English Language Arts Standards » Writing</b>	
<p><b>Text Types and Purposes</b></p> <p><b>W.K.2.</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>Song 4: "Main Idea, Supporting Details, Wrap It Up"</p> <p>Song 8: "Write About Your Life"</p>
<p><b>W.K.3.</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Song 5: "First, Next, Then, Last"</p>
<p><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Song 4: "Main Idea, Supporting Details, Wrap It Up"</p> <p>Song 8: "Write About Your Life"</p>
<b>English Language Arts Standards » Speaking &amp; Listening</b>	
<p><b>SL.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Song 23: "Present Your Paper With Confidence"</p>
<b>English Language Arts Standards » Language</b>	
<p><b>Conventions of Standard English</b></p> <p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.K.1b</b> Use frequently occurring nouns and verbs.</p>	<p>Song 12: "Check for Proper Conventions"</p> <p>Song 13: "Nouns"</p> <p>Song 14: "Verbs"</p>
<p><b>L.K.1e</b> Use frequently occurring</p>	<p>Song 19: "Prepositions"</p>

prepositions.	
<b>L.K.1f</b> Produce and expand complete sentences in shared language activities.	Song 7: "Does the Reader Feel How You Feel?"
<b>L.K.5</b> With guidance and support from adults, explore word relationships and word meanings. <b>L.K.5b</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	Song 15: "Adjectives"

<b>Common Core Language Arts Standards: Grade 1</b>	<b>"Miss Jenny's Edutunes" 6 Traits Writing Program</b>
<b>English Language Arts Standards » Reading: Informational Text</b>	
<b>Key Ideas and Details</b>  <b>RI.1.2.</b> Identify the main topic and retell key details of a text.	Song 4: "Main Idea, Supporting Details, Wrap It Up"
<b>English Language Arts Standards » Writing</b>	
<b>Text Types and Purposes</b>  <b>W.1.2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Song 4: "Main Idea, Supporting Details, Wrap It Up"

<p><b>W.1.3.</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Song 5: “First, Next, Then, Last”</p> <p>Song 3: “Beginnings and Endings”</p>
<p><b>Production and Distribution of Writing</b></p> <p><b>W.1.5.</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Song 1: “Choose a Big Idea”</p> <p>Song 2: “Writer’s Block”</p> <p>Song 4: “Main Idea, Supporting Details, Wrap It Up”</p> <p>(Note that lesson ideas include expanding paragraphs into advanced essays.)</p>
<p><b>Research to Build and Present Knowledge</b></p> <p><b>W.1.7.</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>Song 1: “Choose a Big Idea”</p> <p>Song 5: “First, Next, Then, Last”</p>
<p><b>English Language Arts Standards » Speaking &amp; Listening</b></p>	
<p><b>Presentation of Knowledge and Ideas</b></p> <p><b>SL.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Song 6: “Writing With Voice”</p> <p>Song 8: “Write About Your Life”</p> <p>Song 9: “Who Will Your Character Be?”</p> <p>Song 10: “My Writing Flows”</p> <p>Song 11: “Colorful Words”</p> <p>Song 23: “Present Your Paper With Confidence”</p>

	<p>Song 24: "Write With Writer Rhino"</p> <p>Song 25: "Write a Book"</p>
<b>English Language Arts Standards » Language</b>	
Use common, proper, and possessive nouns.	Song 13: "Nouns"
Use frequently occurring adjectives.	Song 15: "Adjectives"
Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).	Song 18: "The Function of a Conjunction"
Use determiners (e.g., articles, demonstratives).	Song 21: "An and A"
Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).	Song 19: "The Position of a Preposition"
<b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Song 12: "Check for Proper Conventions"
Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	<p>Song 11: "Colorful Words"</p> <p>Song 14: "Verbs"</p> <p>Song 15: "Adjectives"</p>

<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>Song 18: “Conjunctions”</p>
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<p><b>Common Core Language Arts Standards: Grade 2</b></p>	<p><b>“Miss Jenny’s Edutunes” 6 Traits Writing Program</b></p>
<p>English Language Arts Standards » Writing</p>	
<p><b>Text Types and Purposes</b></p> <p><b>W.2.2.</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Song 4: “Main Idea, Supporting Details, Wrap It Up”</p> <p>Song 3: Beginnings and Endings</p>
<p><b>W.2.3.</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p><i>Several songs support this standard:</i></p> <p>Song 2: “Beginnings and Endings”</p> <p>Song 5: “First, Next, Then, Last”</p> <p>Song 6: “Writing With Voice”</p> <p>Song 7: “Does the Reader Feel How You Feel?”</p> <p>Song 8: “Write About Your Life”</p> <p>Song 9: “Who Will Your Character Be?”</p> <p>Song 10: “My Writing Flows”</p> <p>Song 11: “Colorful Words”</p>

<p><b>Production and Distribution of Writing</b></p> <p><b>W.2.5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Song 12: “Check for Proper Conventions”</p> <p>Song 22: “Take Pride When You Write”</p> <p><i>These songs can also be used to teach aspects of editing:</i></p> <p>Song 3: “Beginnings and Endings”</p> <p>Song 5: “First, Next, Then, Last”</p> <p>Song 6: “Writing With Voice”</p> <p>Song 7: “Does the Reader Feel How You Feel?”</p> <p>Song 8: “Write About Your Life”</p> <p>Song 9: “Who Will Your Character Be?”</p> <p>Song 10: “My Writing Flows”</p> <p>Song 11: “Colorful Words”</p>
<p><b>W.2.8.</b> Recall information from experiences ... to answer a question.</p>	<p>Song 8: “Write About Your Life”</p> <p>Song 7: “Does the Reader Feel How You Feel?”</p>
<p>English Language Arts Standards » Speaking &amp; Listening</p>	
<p><b>Presentation of Knowledge and Ideas</b></p> <p><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Song 23: “Present Your Paper With Confidence”</p>
<p>English Language Arts Standards » Language</p>	

<p><b>Conventions of Standard English</b></p> <p><b>L.2.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Song 15: “Adjectives” Song 16: “Adverbs”</p>
<p><b>L.2.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Song 12: “Check for Proper Conventions”</p>

<p><b>Common Core Language Arts Standards: Grade 3</b></p>	<p><b>“Miss Jenny’s Edutunes” 6 Traits Writing Program</b></p>
<p>English Language Arts Standards » Writing</p>	
<p><b>CCSS.ELA-Literacy.W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>CCSS.ELA-Literacy.W.3.1a</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><b>CCSS.ELA-Literacy.W.3.1b</b> Provide reasons that support the opinion.</p> <p><b>CCSS.ELA-Literacy.W.3.1d</b> Provide a concluding statement or section.</p> <p><b>CCSS.ELA-Literacy.W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas</p>	<p>Song 4: “Main Idea, Supporting Details, Wrap It Up”</p> <p>Song 3: Beginnings and Endings</p>



<p>and information clearly.</p> <p><b>CCSS.ELA-Literacy.W.3.2a</b> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p><b>CCSS.ELA-Literacy.W.3.2b</b> Develop the topic with facts, definitions, and details.</p> <p><b>CCSS.ELA-Literacy.W.3.2d</b> Provide a concluding statement or section.</p> <p><b>Text Types and Purposes</b></p> <p><b>W.2.2.</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	
<p><b>CCSS.ELA-Literacy.W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>CCSS.ELA-Literacy.W.3.3a</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>CCSS.ELA-Literacy.W.3.3b</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of</p>	<p>Song 3: "Beginnings and Endings"</p> <p>Song 5: "First, Next, Then, Last"</p> <p>Song 6: "Writing With Voice"</p> <p>Song 7: "Does the Reader Feel How You Feel?"</p> <p>Song 8: "Write About Your Life"</p> <p>Song 9: "Who Will Your Character Be?"</p> <p>Song 10: "My Writing Flows"</p> <p>Song 11: "Colorful Words"</p>

<p>characters to situations.</p> <p><b>CCSS.ELA-Literacy.W.3.3c</b> Use temporal words and phrases to signal event order.</p> <p><b>CCSS.ELA-Literacy.W.3.3d</b> Provide a sense of closure.</p>	
<p><b>Production and Distribution of Writing</b></p> <p><b>CCSS.ELA-Literacy.W.3.4</b> 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.)</p> <p><b>CCSS.ELA-Literacy.W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>See above songs, plus:</p> <p>Song 12: “Check for Proper Conventions”</p>
<p><b>CCSS.ELA-Literacy.L.3</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CCSS.ELA-Literacy.L.3.1a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<p>Song 14: “Verbs”</p> <p>Song 15: “Adjectives”</p> <p>Song 16: “Adverbs”</p> <p>Song 17: “Pronouns”</p>

<p><b>Common Core Language Arts Standards: Grade 4</b></p>	<p><b>“Miss Jenny’s Edutunes” 6 Traits Writing Program</b></p>
<p>English Language Arts Standards » Writing</p>	
<p><b>CCSS.ELA-Literacy.W.4.1</b> Write opinion pieces on topics or texts,</p>	<p>Song 3: “Beginnings and Endings”</p>

<p>supporting a point of view with reasons and information.</p> <p><b>CCSS.ELA-Literacy.W.4.1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p><b>CCSS.ELA-Literacy.W.4.1b</b> Provide reasons that are supported by facts and details.</p> <p><b>CCSS.ELA-Literacy.W.4.1d</b> Provide a concluding statement or section related to the opinion presented.</p> <p><b>CCSS.ELA-Literacy.W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CCSS.ELA-Literacy.W.4.2a</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>CCSS.ELA-Literacy.W.4.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>CCSS.ELA-Literacy.W.4.2e</b> Provide a concluding statement or section related to the information or explanation</p>	<p>Song 4: "Main Idea, Supporting Details, Wrap It Up"</p>
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<p>presented.</p> <p><b>CCSS.ELA-Literacy.W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>CCSS.ELA-Literacy.W.4.3a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>CCSS.ELA-Literacy.W.4.3b</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><b>CCSS.ELA-Literacy.W.4.3c</b> Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><b>CCSS.ELA-Literacy.W.4.3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>CCSS.ELA-Literacy.W.4.3e</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Song 3: “Beginnings and Endings”</p> <p>Song 5: “First, Next, Then, Last”</p> <p>Song 6: “Writing With Voice”</p> <p>Song 7: “Does the Reader Feel How You Feel?”</p> <p>Song 8: “Write About Your Life”</p> <p>Song 9: “Who Will Your Character Be?”</p> <p>Song 10: “My Writing Flows”</p> <p>Song 11: “Colorful Words”</p>
<p><b>Production and Distribution of Writing</b></p> <p><b>CCSS.ELA-Literacy.W.4.4</b> Produce clear and coherent writing in which the development and organization</p>	<p>See above songs, plus:</p> <p>Song 12: “Check for Proper Conventions”</p>

<p>are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>CCSS.ELA-Literacy.W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	
<p><b>Presentation of Knowledge and Ideas</b></p> <p><b>CCSS.ELA-Literacy.SL.4.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Song 4: “Main Idea, Supporting Details, Wrap It Up”</p> <p>Song 23: “Present Your Paper With Confidence”</p>
<p><b>CCSS.ELA-Literacy.L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CCSS.ELA-Literacy.L.4.1e</b> Form and use prepositional phrases.</p>	<p>Song 19: “Prepositions”</p>

<p><b>Common Core Language Arts Standards: Grade 5</b></p>	<p><b>“Miss Jenny’s Edutunes” 6 Traits Writing Program</b></p>
<p>English Language Arts Standards » Writing</p>	

<p><b>CCSS.ELA-Literacy.W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>CCSS.ELA-Literacy.W.5.1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p><b>CCSS.ELA-Literacy.W.5.1b</b> Provide logically ordered reasons that are supported by facts and details.</p> <p><b>CCSS.ELA-Literacy.W.5.1d</b> Provide a concluding statement or section related to the opinion presented.</p> <p><b>CCSS.ELA-Literacy.W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CCSS.ELA-Literacy.W.5.2e</b> Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Song 3: “Beginnings and Endings”</p> <p>Song 4: “Main Idea, Supporting Details, Wrap It Up”</p>
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<p><b>CCSS.ELA-Literacy.W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>CCSS.ELA-Literacy.W.5.3a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>CCSS.ELA-Literacy.W.5.3b</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p><b>CCSS.ELA-Literacy.W.5.3c</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p><b>CCSS.ELA-Literacy.W.5.3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>CCSS.ELA-Literacy.W.5.3e</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Song 3: “Beginnings and Endings”</p> <p>Song 5: “First, Next, Then, Last”</p> <p>Song 6: “Writing With Voice”</p> <p>Song 7: “Does the Reader Feel How You Feel?”</p> <p>Song 8: “Write About Your Life”</p> <p>Song 9: “Who Will Your Character Be?”</p> <p>Song 10: “My Writing Flows”</p> <p>Song 11: “Colorful Words”</p>
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<p><b>Production and Distribution of Writing</b></p> <p><b>CCSS.ELA-Literacy.W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>CCSS.ELA-Literacy.W.5.5</b> With 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>See above songs, plus:</p> <p>Song 12: “Check for Proper Conventions”</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p><b>CCSS.ELA-Literacy.SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Song 4: “Main Idea, Supporting Details, Wrap It Up”</p> <p>Song 23: “Present Your Paper With Confidence”</p>
<p><b>CCSS.ELA-Literacy.L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CCSS.ELA-Literacy.L.5.1a</b>  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p>Song 18: “Conjunctions”  Song 19: “Prepositions”  Song 20: “Interjections”</p>