6 Traits of Writing

A breakdown of the new 2019 Kentucky Language Arts Standards
Evidence in Text:

- Writer selects topic he knows about and has recent knowledge of/experience with
  - Recount a single event. C.K.3.b
  - Recount multiple events, memories, or ideas. C.1.3.b, C.2.3.b
  - Collect info from real-world experiences or provided sources to answer or generate questions. C.K.6, C.1.6, C.2.6
  - Summarize information from experiences or gather information from sources. C.3.6, C.4.6, C.5.6

- Writer addresses all aspects of the writing task
  - Compose opinion pieces...to state the topic and an opinion. C.K.1, C.1.1
  - Compose opinion pieces...on topics or texts. C.2.1, C.3.1
  - Compose opinions...on topics or texts, supporting an author’s perspective with reasons and information. C.4.1
  - Compose opinions...on topics or texts, supporting the writer’s perspective with reasons and information. C.5.1
  - Compose informative/explanatory texts...to establish a topic and provide information about the topic. C.K.2, C.1.2, C.2.2
  - Compose informative and/or explanatory texts...to examine a topic and provide information. C.3.2
  - Compose informative and/or explanatory texts...to examine a topic and convey ideas and information clearly. C.4.2, C.5.2
  - Compose narratives...to develop real or imagined experiences. C.K.3, C.1.3, C.2.3, C.3.3, C.4.3, C.5.3
  - Compose for a variety of tasks and purposes. C.3.7, C.4.7, C.5.7
  - Develop writing appropriate to task and purpose. C.K.3.a, C.1.3.a, C.2.3.a, C.3.1.a, C.3.2.a, C.3.3.a, C.4.1.a, C.4.2.a, C.4.3.a, C.5.1.a, C.5.2.a, C.5.3.a
  - Topic narrowed to manageable proportions

- Ideas are focused (stays on topic)
  - Provide a general observation and focus. C.5.2.b
  - Revise to develop and strengthen writing. C.K.1.f, C.K.2.g, C.K.3.e, C.1.1.f, C.1.2.g, C.1.3.e, C.2.1.f, C.2.2.g, C.2.3.f, C.3.1.f, C.3.2.g, C.3.3.f, C.4.1.f, C.4.2.h, C.4.3.g, C.5.1.f

- Sub-topics within the writing are developed (more than a list of undeveloped sentences)
  - Produce writing in which the development is appropriate to task and purpose. C.K.3.a
  - Give multiple reasons. C.1.3.c, C.2.1, C.3.1, C.3.1.c, C.4.1, C.4.1.c, C.5.1, C.5.1.c
  - Use descriptions of actions, thoughts, and feelings. C.K.3.c, C.1.3.c, C.2.3.c, C.3.3.c
  - Provide reasons with details to support opinion. C.K.1.c, C.1.1.c, C.2.1.c
  - Provide reasons with elaborate details to support opinion. C.3.1, C.3.1.c
  - Develop writing that is clear and coherent. C.4.1.a, C.5.1.a
  - Provide reasons that are supported by facts and details. C.4.1.c, C.5.1.c

- Relevant and interesting details/examples/support included
  - Develop the topic (supply information, examples, relevant facts, definitions, concrete details, quotations, etc.). C.K.2.c, C.1.2.c, C.2.2.c, C.3.2.c, C.4.2.c, C.5.2.c
  - Use narrative techniques, such as dialogue and description. C.3.3.c, C.4.3.c, C.5.3.c

- Ideas and information are paraphrased
  - Summarize relevant information; take notes. C.4.6
  - Summarize/Paraphrase information in notes and finished work and provide a list of sources. (Avoid plagiarism.) C.5.6

- Info is selected based on prior knowledge of the audience
  - Compose for a variety of audiences. C.3.7, C.4.7, C.5.7
  - Develop the writing as appropriate to the audience. C.4.1.a, C.5.1.a

- Reader questions are anticipated and answered

Evidence in Pictures:

- A main idea, action, or event expressed
  - State a topic and opinion. C.K.1
  - Establish a topic and provide information. C.K.2

- Characters depicted

- A setting drawn

- Little, close-up picture details included
  - Supply information to develop a topic. C.K.2.c
  - Add details through...pictures. C.K.1.a, C.K.2.a, C.1.1.a, C.1.2.a, C.2.1.a, C.2.2.a

- Signs of movement included

- Multiple pictures tell information/a story
  - Develop experiences or multiple events or ideas. C.K.3

- Pictures match words spoken (Listen to their details within their oral storytelling/explanation)

Evidence in Early Writing:

- Pictures match letters/word-labels
  - Use combination of drawing, dictating, and writing to state/establish a topic and develop it. C.K.1, C.K.2, C.K.3

- Write, more than one statement
  - Write complete sentences. L.K.1.e
  - Add details through writing and/or pictures. C.K.1.a, C.K.2.a, C.1.1.a, C.1.2.a, C.2.1.a, C.2.2.a

- Listen for the expression of ideas and details (Oral storytelling happens before written stories)
Evidence in Text:

• Title grabs the reader’s attention

• Captivating/Inviting beginning or introduction
  — Orient the reader/Establish a situation and introduce a narrator and/or characters. C.3.3.b, C.4.3.b, C.5.3.b
  — Introduce the main idea/topic. C.K.1.b, C.K.2.b, C.1.1.b, C.1.2.b, C.2.1.b, C.2.2.b, C.3.1.b, C.3.2.b
  — Introduce a topic or text clearly. C.4.1.b, C.4.2.b, C.5.1.b, C.5.2.b

• Information revealed is unified and relevant (focused; stays on topic)

• Information is revealed in a purposeful/logical order according to the genre (requires pre-writing)
  — Develop text structure across paragraphs. C.K.2.e, C.1.2.e, C.2.2.e, C.3.2.e, C.4.2.e, C.5.2.e
  — Organize an event sequence that reflects linear, non-linear, and/or circular structure. C.3.3.b, C.4.3.b, C.5.3.b
  — Analyze/Sort/Categorize information into categories. C.3.6, C.4.6
  — Create an organizational structure. C.3.1.b, C.4.1.b, C.5.1.b
  — Group related ideas (logically) to support writer’s purpose. C.4.1.b, C.5.1.b
  — Provide logically ordered reasons. C.5.1.c
  — Group related information (logically) in paragraphs and sections. C.4.2.b, C.5.2.b
  — Revise to develop and strengthen writing. C.K.1.f, C.K.2.g, C.K.3.e, C.1.1.f, C.1.2.g, C.1.3.e, C.2.1.f, C.2.2.g, C.2.3.f, C.3.1.f, C.3.2.g, C.3.3.f, C.4.1.f, C.4.2.h, C.4.3.g, C.5.1.f
  — Include formatting when useful to aiding comprehension. C.4.2.b, C.5.2.b
  — Organize according to task and purpose. C.K.3.a, C.1.3.a, C.2.3.a, C.3.1.a, C.3.2.a, C.3.3.a, C.4.1.a, C.4.2.a, C.4.3.a, C.5.1.a, C.5.2.a, C.5.3.a

• Pacing is intentional—parts are developed thoroughly; others are skimmed
  — Use pacing to develop experiences and events. C.5.3.c

• Ideas are linked by fluid transitions
  — Use temporal words and phrases to signal event order. C.1.3.d, C.2.3.d, C.3.3.d
  — Use a variety of transition words, phrases, and clauses to manage the sequence of events. C.4.3.d, C.5.3.d

• Sense of completion/resolution
  — Provide a concluding idea or section/Create a sense of closure. C.K.1.e, C.K.2.f, C.K.3.d, C.1.1.e, C.1.2.f, C.1.3.e, C.2.1.e, C.2.2.f, C.2.3.e, C.3.1.e, C.3.2.f, C.4.1.e, C.4.2.g, C.5.1.e, C.5.2.g
  — Create a sense of closure that follows narrated experiences or events. C.3.3.e
  — Provide a conclusion that follows the narrated experiences or events. C.4.3.f, C.5.3.f

• Reader is satisfied with ending

Evidence in Pictures:

• Balance on the page—good use of white space

• Balance within pictures: proportion, sizing, two sides that match

• Use of a title (an early version of introductions)

• More than one event, drawn to show order
  — Compose narratives...drawing...clear sequences. C.1.3

• Listen to their organization within their oral storytelling/explanation

Evidence in Early Writing:

• Pictures and text that enhance one another

• Use of a title or label

• Progression of drawn ideas: comparing two things

• Words that suggest beginning: one day, yesterday, etc.

• Words that connect ideas: and, and then, so then

• Words that suggest conclusion: the end, goodbye, thank you
Evidence in Text:

• Writer is interested in the topic; he cares about the topic
• Writing may reflect the personality of the writer
• Reader can interpret the writer’s “attitude” toward the topic (e.g., playful, angry, frustrated, joyful, etc.)
• In expository writing, the writer sounds confident and authoritative (like an expert)
  — Differentiate between formal and informal discourse patterns based on context. L.4.3.c
• Reader can interpret a character’s “attitude” toward the situation (in narrative writing)
  — Include details which describe actions, thoughts, emotions. C.K.3.c, C.1.3.c, C.2.3.c, C.3.3.c
  — Include dialogue. C.3.3.c, C.4.3.c, C.5.3.c
  — Show the response of characters to situations. C.3.3.c, C.4.3.c, C.5.3.c
• Writing may demonstrate a creative perspective/attitude
• Tone is appropriate for purpose and audience
  — Use language and vocabulary appropriate for audience. 4.W.3.2, 5.W.3.1, 5.W.3.2
  — Differentiate between formal and informal based on context. L.4.3.c
• Awareness of audience (elicits a strong reader response)
  — Compose for a variety of audiences. C.3.7, C.4.7, C.5.7
  — Produce writing appropriate for audience. C.4.1.a, C.4.2.a, C.4.3.a, C.5.1.a, C.5.2.a, C.5.3.a
  — Orient the reader. C.4.3.b, C.5.3.b
• Writing that makes a connection to a personal memory of the reader
• Writing that communicates directly with the audience (e.g., questions, parentheses, etc.)
  — Choose punctuation for effect. L.4.3.b
• Writing that anticipates readers’ questions
• A detail that makes the reader feel something
• Readers want to share the writing with others

Evidence in Pictures:

• Feelings conveyed through choice of color and close-up details
• Characters’ faces show feeling/voice
• Readers want to share the writing with others
• Listen to the voice within their oral storytelling/explanation

Evidence in Early Writing:

• Words that convey feelings (e.g., fun, cool, happy, sad, etc.)
• Voice-filled conventions (e.g., exclamation points, all-capital letters, underlined words, bold words, etc.)
  — Demonstrate appropriate use of exclamatory sentences. L.1.1.h
• Attempts to increase feeling/attitude with really and very
• Language written into speech/dialogue bubbles
• Readers want to share the writing with others
Evidence in Text:
• Accurate words & phrasing (v. thesaurus pickers)
• Precise words & phrasing (v. vague/general)
  — Use common nouns. L.K.1.a
  — Choose words and phrases for effect/to convey ideas precisely. L.3.3.a, L.4.3.a
  — Use concrete words and phrases and sensory details to convey experiences and events precisely. C.4.3.e, C.5.3.e
  — Explore/Demonstrate understanding of word relationships and nuances in word meanings. L.K.5, L.1.5, L.2.5, L.3.5, L.4.5, L.5.5
• Original words & phrasing (v. clichés)
• Concise language
  — Choose words and phrases for effect. L.3.3.a
  — Use precise language and domain-specific vocabulary to inform about or explain the topic. C.4.2.f, C.5.2.f
  — Demonstrate understanding of words by relating them to their synonyms and antonyms. L.1.5.c, L.2.5.a, L.3.5.b, L.4.5.c, L.5.5.c
  — Use general academic and domain-specific words and phrases. L.4.4.d, L.5.4.d
• Minimal redundancy
• Show, don’t tell
  — Use sensory details. C.4.3.e, C.5.3.e
• Description (e.g., adjectives and action verbs)
  — Write sentences that include verbs. L.K.1.a
  — Write sentences using verbs to convey a sense of past, present, and future. L.3.1.e, L.4.1.b, L.5.1.b
  — Use adjectives and adverbs in a sentence. L.2.1.e
  — Define/Distinguish the shades of meaning among closely related verbs and adjectives. L.1.5.d, L.2.5.b

Evidence in Pictures:
• Pretend writing (the squiggle line)
• Listen to student word choice within oral storytelling/explanation

Evidence in Early Writing:
• Language woven into picture (on signs, on shirts, on vehicles, etc.)
• Words written of any kind (e.g., single letters, letter strings, letter combinations, consonants only, etc.)
  — Use common nouns. L.K.1.a
• Words you can read & make sense of
• Synonyms to replace nice, fun, cool, like, love, very, really, good
  — Demonstrate an understanding of...adjectives and their synonyms. L.K.5.c
• Specific verbs
  — Write sentences that include verbs. L.K.1.a
  — Demonstrate an understanding of...verbs and their synonyms. L.K.5.c
• Specific adjectives
  — Use adjectives in a sentence. L.1.1.e
• 5 sensory words
• Big words using s-t-r-e-t-c-h-e-d o-u-t spelling strategies
  — Spell words phonetically. L.K.2.d, L.1.2.e
Evidence in Text:

- Easy to read aloud the first time through
- Varied sentence lengths/structures (simple, compound, complex)
  - Use grade-appropriate conjunctions. C.K.2.d, C.1.2.d, C.2.2.d, C.3.2.d, C.4.2.d, C.5.2.d
  - Produce, expand, and rearrange complete simple and compound sentences. L.2.1.f
  - Use a variety of conjunctions. C.4.3.d, C.5.3.d
  - Write simple, compound, and complex sentences. L.3.1.i
  - Produce complete sentences, recognizing and correcting inappropriate fragments or run-ons. L.4.1.f
- Varied sentence beginnings
- Varied sentence types (declarative, interrogative, exclamatory)
- “Deadwood” has been cut; every word counts
- Use of parallel structure
- Use of figurative language
  - Distinguish the literal and nonliteral meanings of words and phrases in context. L.3.5.a
  - Explain the meaning of simple similes and metaphors in context. L.4.5.a
  - Interpret figurative language, including similes and metaphors, in context. L.5.5.a
  - Recognize and explain the meaning of common idioms, adages, and proverbs. L.4.5.b, L.5.5.b
  - Demonstrate understanding of figurative language. L.4.5, L.5.5
- Natural ordering of words in a series
  - Order adjectives according to conventional patterns. L.4.1.d
- Vary sentences for impact/effect
  - Expand, combine, and reduce sentences for meaning, reader/listener interest and style. L.5.3.a

Evidence in Pictures:

- Listen to the fluency of their oral storytelling/explanation

Evidence in Early Writing:

- Writer can read back what the writer wrote
- Reader can read the writing without the writer’s help
- Appearance of sentence (word groupings or conventional sentence)
- Multiple sentences, patterned or not
  - Write complete sentences. L.K.1.e
- Varied sentence beginnings
- Mixture of statements and questions and exclamations
  - Write interrogative sentences (who, what, where, when, why, and how). L.K.1.c
  - Write complete declarative, interrogative, imperative, and exclamatory sentences. L.1.1.h
  - Use end punctuation appropriately. L.1.2.b
- Mixture of long and short sentences
- Dialogue/Speech bubbles that echo the way people really speak
Grades K-1 Kentucky Connections: Conventions

Evidence in Early Writing:
• Letters that appear upright and closed
• Letters that face the right direction
• Left to right and top-to-bottom orientation
  — Follow words from left to right, top to bottom, and page by page. RF.K.1.a
• Distinction between upper & lowercase [whether correct or not]
  — Recognize and name all uppercase and lowercase letters. RF.K.1.d
  — Print all uppercase and lowercase letters and numerals. HW.K.1, HW.1.1
  — Form all uppercase and lowercase cursive letters, words, and sentences. HW.2.1, HW.3.1
• Association of letters with sounds to produce readable spelling (i.e., phonetic spelling)
  — Know and apply grade-level phonics. RF.K.3
  — Write a letter or letters for most consonant and short-vowel sounds. L.K.2.c
  — Spell simple words phonetically. L.K.2.d
  — Use conventional spelling for words with common spelling patterns. L.1.2.d
  — Spell frequently occurring irregular words correctly. L.1.2.d
• Utilize environmental print for spelling support
  — Edit to strengthen writing. C.K.1.f, C.K.2.g, C.K.3.e
• Writing on a line
• Spaces between words or lines
  — Recognize the distinguishing features of a sentence (e.g., spacing). RF.1.1.a
• Use of the capitalized “I”
  — Capitalize the pronoun “I.” L.K.2.a
• Beginning sentence capitals
  — Capitalize the first word of a sentence. L.K.2.a
  — Recognize the distinguishing features of a sentence (e.g., capitalization). RF.1.1.a
• Use of end punctuation
  — Recognize and name end punctuation. L.K.2.b
  — Recognize the distinguishing features of a sentence (e.g., ending punctuation). RF.1.1.a
  — Demonstrate appropriate use of end punctuation. L.1.2.b
Evidence in Text:

- **Appropriate use of capitalization in different situations**
  - Capitalize proper nouns. L.1.2.a, L.2.2.a
  - Capitalize appropriate words in titles. L.3.2.a
  - Demonstrate appropriate use of capitalization. L.4.2.a

- **Correct use of sentence punctuation**
  - Use commas
    - in dates and to separate items in a series. L.1.2.c, L.5.2.a
    - in varied communication formats (e.g., letter, email, blog). L.2.2.b
    - in addresses. L.3.2.b
    - to indicate direct speech. L.4.2.b
    - before a coordinating conjunction in a compound sentence. L.4.2.c
    - to separate an introductory element from the rest of the sentence. L.5.2.b
    - to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. L.5.2.c
  - Use an apostrophe to form contractions and possessives. L.2.2.c
  - Use quotation marks to indicate direct speech and quotations. L.4.2.b
  - Use quotation marks (or underlining or italics) to indicate titles of works. L.5.2.d

- **Paragraph indenting is appropriate**
  - Develop text structure across paragraphs. C.1.2.e, C.2.2.e, C.3.2.e, C.4.2.e, C.5.2.e

- **Spelling correctness**
  - Spell words using spelling conventions. L.1.2.e,
    - Spell words based on sound-letter relationships. L.K.2.d
    - Spell untaught words phonetically. L.1.2.e
    - Generalize spelling patterns. L.2.2.d
    - Use conventional spelling for high-frequency words where suffixes are added to base words. L.3.2.e
    - Use spelling patterns and generalizations in writing words. L.3.2.f
    - Use frequently confused words (to, too; there, their, they’re). L.4.1.g
  - Use reference materials to self-check and correct spelling. L.2.2.e, L.3.2.g, L.4.2.d
  - Use strategies and resources to identify and correct spelling errors. L.5.2.e

- **Correct use of grammar and mechanics**
  - Use knowledge of language and its conventions when writing. L.2.3, L.3.3, L.4.3, L.5.3
  - Demonstrate command of the conventions of standard English grammar and usage. L.3.1, L.4.1, L.5.1
  - Write sentences using verbs. L.K.1.a, L.1.1.b, L.2.1.d, L.3.1.d
  - Use verbs to convey sense of past, present, and future. L.1.1.d
  - Recognize and correct inappropriate shifts in verb tense. L.5.1.d
  - Use progressive verb tenses. L.4.1.b
  - Use modal auxiliaries to convey various conditions (can, may, must). L.4.1.c
  - Use verb tense to convey various times, sequences, states, and conditions. L.5.1.c
  - Use pronouns (personal, possessive, indefinite) appropriately. L.1.1.c
  - Use reflexive pronouns. L.2.1.c
  - Use relative pronouns. L.4.1.a
  - Use prepositional phrases. L.4.1.e
  - Use correlative conjunctions. L.5.1.e

- **Level of convention formality matches the purpose, audience, topic, and genre of the writing**
  - Differentiate between formal and informal based on context. L.4.3.c

- **Manipulate conventions for stylistic effect**