6 Traits of Writing
ALIGNED WITH ELA STANDARDS FROM MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
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**Evidence in Text:**

- **Writer selects topic he knows about and has recent knowledge of/experience with**
  - Recall information from experiences or gather information from provided sources to answer a question. W.K.8. W.1.8. W.2.8

- **Writer addresses all aspects of the writing task**
  - Develop writing appropriate to task, purpose, and audience. W.3.4. W.4.4. W.5.4.

- **Topic narrowed to manageable proportions**

- **Ideas are focused (stays on topic)**
  - Focus on a topic. W.1.5. W.2.5.

- **Sub-topics within the writing are developed (more than a list of undeveloped sentences)**
  - Support a point of view with reasons and information. W.4.1. W.5.1.
  - Provide reasons supported by facts and details. W.3.1b. W.4.1b. W.5.1b.
  - Supply information/some facts and details about the topic. W.1.1. W.1.2.
  - Develop points/the topic with facts, definitions, details. W.2.2. W.3.2b.
  - Develop topic with facts, definitions, concrete details, quotations, and examples. W.4.2b. W.5.2b.
  - Recount two or more events or experiences. W.1.3.
  - Include some details. W.1.3.
  - Recount well-elaborated event or set of events or experiences. W.2.3.

- **Info is meaty and specific (not general or “fluffy” filler)**
  - Produce writing in which development is appropriate to task and purpose. W.1.4. W.2.4. W.3.4. W.4.4. W.5.4.
  - Use dialogue and description to develop experiences or events. W.3.3b. W.4.3b. W.5.3b.

- **Relevant and interesting details/examples/support included**

- **Ideas and information are paraphrased**
  - Summarize or paraphrase information. W.5.7.

- **Info is selected based on prior knowledge of the audience**

- **Reader questions are anticipated and answered**

**Evidence in Pictures:**

- **A main idea, action, character, or event expressed**
  - Reveal an opinion or preference through drawing. W.K.1.
  - Draw a story. W.PK.3.
  - Draw a single event or experience or several loosely linked events. W.K.3.

- **A setting drawn**
  - Describe familiar places. SL.K.4. SL.1.4.

- **Little, close-up picture details included (e.g., eyelashes)**
  - Add drawings or visual displays to provide additional details/clarify ideas. SL.K.5. SL.1.5.

- **Signs of movement included**

- **Multiple pictures tell a more complex story**
  - Several loosely linked events. W.K.3.
  - Recount two or more sequenced events. W.1.3.

- **Pictures match words spoken (Listen to their details within their oral storytelling/explanation)**
  - Describe personal experiences; tell stories. SL.PK.4.
  - Provide oral/picture details. SL.K.5. SL.1.5.
  - Express thoughts and ideas. SL.PK.6. SL.K.6.
  - Describe people, places, things, events. SL.K.4. SL.1.4.

**Evidence in Early Writing:**

- **Pictures match letters/word-labels**
  - Use a combination of drawing, dictating, and writing to tell a story or share information. W.K.1.

- **One, more than one, statement**
  - Produce/Expand complete sentences. L.K.1.a.
  - Produce/Expand simple/compound sentences. L.K.1.a.
  - Provide complete sentences. SL.1.6.

- **Listen for the expression of ideas and details (oral storytelling happens before written stories)**
  - Dictate words to express preference or opinion. W.PK.1.
  - Describe personal experiences; tell stories. SL.PK.4.
  - Speak to express thoughts, feelings, and ideas. SL.PK.6.
  - Describe familiar people, places, things, events. SL.K.4. SL.1.4.
Evidence in Text:

- **Writer selects topic he knows about and has recent knowledge of/experience with**

- **Writer addresses all aspects of the writing task**

- **Topic narrowed to manageable proportions**
  - Narrow or broaden the inquiry when appropriate. W.9-10.7. W.11-12.7.

- **Ideas are focused (stays on topic)**

- **Sub-topics within the writing are developed (more than a list of undeveloped sentences)**
  - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1b. W.7.1b. W.8.1b.
  - Develop claim(s) and counterclaims fairly, supplying evidence for each (i.e., strengths and limitations). W.9-10.1b. W.11-12.1b.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.6.2b. W.7.2b. W.8.2b.
  - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. W.9-10.2b. W.11-12.2b.
  - Develop the topic thoroughly. W.9-10.2b. W.11-12.2b.

- **Info is meaty and specific (not general or “fluffy” filler)**
  - Use dialogue, description, and reflection to develop experiences, events, and/or characters. W.6.3b. W.7.3b. W.8.3b.
  - Use dialogue, description, reflection, and multiple plot lines to develop experiences, events, and/or characters. W.9-10.3b. W.11-12.3b.

- **Relevant and interesting details/examples/support included**
  - Use well-chosen details. W.9-10.3. W.11-12.3.

- **Ideas and information are paraphrased**

- **Info is selected based on prior knowledge of the audience**
  - Anticipate audience’s knowledge level, concerns, values, and possible biases. W.11-12.1b.
  - Develop the topic as appropriate to the audience’s knowledge of the topic. W.9-10.2b. W.11-12.2b.

- **Reader questions are anticipated and answered**
  - Produce clear and coherent writing in which the development is appropriate to task and purpose. W.6.4. W.7.4. W.8.4. W.9-10.4. W.11-12.4.
Evidence in Text:

• Title grabs the reader’s attention (v. label)

• Captivating, inviting lead (introduction)
  — State an opinion or preference. W.K.1.
  — Introduce the topic. W.1.1, W.2.1, W.2.2, W.3.1a, W.3.2a.
  — Introduce a topic/text clearly. W.4.1a, W.4.2a, W.5.1a, W.5.2a.
  — Establish a situation/context; orient the reader. W.3.3a, W.4.3a, W.5.3a.

• Information is revealed in a purposeful/logical order (requires pre-writing)
  — Write a sequence of how-to instructions. W.1.7.
  — Create an organizational structure. W.3.1a, W.4.1a, W.5.1a.
  — Group related information together. W.3.2a.
  — Group related ideas in paragraphs and sections. W.4.1a, W.4.2a, W.5.1a, W.5.2a.
  — Group/Order ideas/information logically. W.5.1a, W.5.2a.
  — Provide logically ordered reasons. W.5.1b.
  — Write an appropriate narrative sequence. W.K.3.
  — Recount/Organize sequenced events. W.1.3, W.2.3.
  — Organize an appropriate narrative sequence. W.3.3a, W.4.3a, W.5.3a.
  — Produce writing in which organization is appropriate to task, purpose, & audience. W.1.4, W.2.4, W.3.4, W.4.4, W.5.4.

• Pacing is intentional— parts are developed thoroughly; others are skimmed
  — Use pacing to develop experiences or events. W.5.3b.

• Ideas are linked by fluid transitions
  — Use temporal words/phrases to signal order where appropriate. W.1.3, W.2.3, W.3.3d.
  — Use linking words and phrases. W.2.1, W.3.1c, W.3.2c.
  — Link ideas using words and phrases. W.4.1c, W.4.2c.
  — Use a variety of transitional words and phrases to manage sequence. W.4.3c.
  — Link ideas with transitional words, phrases, and clauses. W.5.1c, W.5.2c, W.5.3c.

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

• Sense of completion/resolution
  — Provide a concluding statement or section/sense of closure. W.1.1, W.1.2, W.1.3, W.2.1, W.2.2, W.2.3, W.3.1d, W.3.2d, W.3.3e, W.4.1d, W.4.2e, W.4.3e, W.5.1d, W.5.2e, W.5.3e.

• 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
  — Draw a single event or experience, or several loosely linked events or experiences. W.K.3.

• Listen to their organization within their oral explanation
  — Dictate an appropriate narrative sequence. W.K.3.

Evidence in Early Writing:

• Pictures and text that enhance one another

• Use of a title or label

• Progression of drawn ideas: comparing two things, from large to small, from first to last, problem to solution
  — Write a sequence of how-to instructions. W.1.7.
  — Recount/Organize sequenced events. W.1.3, W.2.3.

• Words that suggest beginning: one day, yesterday, etc.
  — Introduce the topic. W.1.1, W.2.1, W.2.2.

• Words that connect ideas: and, and then, next
  — Use a combination of drawing, dictating, and writing to sequence a narrative. W.K.3
  — Use temporal words to signal order. W.1.3, W.2.3.
  — Use linking words (e.g., because, and, also). W.2.1.

• Words that suggest conclusion: the end, goodbye, thank you
  — Provide some sense of closure. W.1.1, W.1.2, W.1.3
Evidence in Text:

• Title grabs the reader’s attention (v. label)

• Captivating, inviting lead (introduction)
  — Introduce a topic clearly, previewing what is to follow. W.7.2a. W.8.2a.
  — Set out a problem, situation, or observation; orient the reader. W.9-10.3a. W.11-12.3a.

• Information is revealed in a purposeful/logical order (Requires pre-writing)
  — Organize information using strategies such as definition, classification, comparison/contrast, cause/effect. W.6.2a. W.7.2a.
  — Organize ideas, concepts, and information into broader categories. W.8.2a.
  — Organize complex ideas, concepts, and information. W.9-10.2a.
  — Create an appropriate progression of experiences or events. W.9-10.3a. W.11-12.3a.
  — Use a variety of techniques to sequence events so that they build on one another (e.g., sense of mystery, suspense, growth, or resolution). W.9-10.3c. W.11-12.3c.

• Pacing is intentional— parts are developed thoroughly; others are skimmed
  — Use pacing to develop experiences, events, and/or characters. W.6.3b. W.7.3b. W.8.3b. W.9-10.3b. W.11-12.3b.

• Ideas are linked by fluid transitions
  — Use a variety of transition words, phrases, and clauses to convey sequence, show relationships, and signal shifts. W.6.3c. W.7.3c. W.8.3c.
  — Use words, phrases, and clauses (i.e., varied syntax) to link the major sections. W.9-10.1c. W.11-12.1c.

• Information revealed is unified and relevant (focused; stays on topic)
  — Organize information so that each new element builds on preceding ideas to create a unified whole. W.11-12.2a.
  — Establish clear relationships among claim(s), counterclaims, reasons, and evidence. W.9-10.1a.
  — Make important connections and distinctions. W.9-10.2a.

• Sense of completion/resolution

• Reader is satisfied with ending
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, knowledgeable, joyful, etc.)
  — Provide a reaction to what is described. W.K.3.
  — Include some details about what happened or was experienced. W.1.3.
  — Include details to show actions, thoughts, and feelings. W.2.3.
• In expository writing, the writer sounds confident and authoritative (like an expert)
• Reader can interpret a character’s “attitude” toward the situation (narrative)
  — Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations. W.3.3b. W.4.3b. W.5.3b.
• Writing may demonstrate a creative point-of-view/attitude
• Tone is appropriate for purpose and audience
• Awareness of audience (elicits a strong reader response)
• Writing that makes a connection to a personal memory of the reader
• Writing that communicates directly with the audience (e.g., questions, parentheses, etc.)
• 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
  — Describe people, places, things, and events with feelings. SL.1.4.

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.)
  — Produce/Expand exclamatory sentences. L.2.1a.
  — Recognize/Use end punctuation for sentences. L.K.2c. L.1.2b.
• Attempts to increase feeling/attitude with really and very
• Language written into speech/dialogue bubbles
• Readers want to share the writing with others
• Awareness of audience (elicits a strong reader response)
  — Write (or dictate) for a range of audiences. W.1.10
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, knowledgeable, joyful, etc.)

• In expository writing, the writer sounds confident and authoritative (like an expert)

• Reader can interpret a character's "attitude" toward the situation (narrative)
  — Use narrative techniques, such as dialogue and description, to develop characters. W.6.3b. W.7.3b. W.8.3b.
  — Use narrative techniques, such as dialogue, description, reflection to develop experiences, events, and/or characters. W.9-10.3b. W.11-12.3b.
  — Conveys a tone/the writer's attitude toward the subject (e.g., humorous, serious, or ironic). W.8.3d.

• Writing may demonstrate a creative point-of-view/attitude
  — Engage the reader by establishing one or multiple point(s) of view. W.7.3a. W.8.3a. W.9-10.3a. W.11-12.3a.

• Tone is appropriate for purpose and audience
  — Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. L.6.3a. L.7.3a. L.8.3a.
  — Vary from formal English as appropriate for intended purpose and audience. L.6.3b. L.7.3b. L.8.3b.
  — Establish a mood that invokes an emotion. W.7.3d.
  — Establish mood and tone. W.9-10.3d.
  — Use a variety of techniques to build toward a particular tone and outcome (e.g., sense of mystery, suspense, growth, or resolution). W.11-12.3c.

• Awareness of audience (elicits a strong reader response)

• Writing that makes a connection to a personal memory of the reader

• Writing that communicates directly with the audience (e.g., questions, parentheses, etc.)

• Writing that anticipates readers' questions
  — Anticipate the audience's knowledge level and concerns. W.9-10.1b.
  — Provide development appropriate to the audience's knowledge of the topic. W.9-10.2b.

• A detail that makes the reader feel something

• Readers want to share the writing with others
Grades PK-5 Connections: Word Choice

Evidence in Text:
- Accurate words & phrasing (v. thesaurus pickers)
- Precise words & phrasing (v. vague/general)
  — Describe people, places, things, and events using appropriate vocabulary. SL.1.4.
  — Choose words and phrases for effect. L.3.3a.
  — Choose words and phrases to convey ideas precisely. L.4.3a.
  — Use concrete words and phrases. W.4.3d. W.5.3d.
  — Choose and use appropriate vocabulary. W.2.5b. W.3.5b.
  — Use precise language and domain-specific vocabulary. W.4.2d. W.5.2d. W.6.2d.
- Original words & phrasing (v. clichés)
- Concise language
- Minimal redundancy
- 5 sensory words
  — Use sensory details. W.4.3d. W.5.3d.
- Show, don’t tell
  — Include details. W.1.3. W.2.3.
  — Use sensory details. W.4.3d. W.5.3d.
- Strong action verbs
  — Distinguish shades of meaning among related verbs. L.K.5d. L.1.5d. L.2.5b.

Evidence in Pictures:
- Pretend writing (the squiggle line)
- Listen to student word choice within oral storytelling/explanation
  — Describe personal experiences. SL.PK.4.
  — Describe people, places, things, & events. SL.K.4. SL.1.4.

Evidence in Early Writing:
- Language woven into picture (on signs, on shirts, on vehicles, etc.)
  — Use a combination of drawing, dictating, and writing to tell a reader the topic. W.K.1.
- Words written of any kind (e.g., single letters, letter strings, letter combinations, consonants only, etc.)
  — Write letter(s) for most sounds. L.K.2d.
- Words you can read & make sense of
- Synonyms to replace nice, fun, cool, like, love, very, really, good
- Specific verbs
  — Distinguish shades of meaning among verbs describing same general action. L.K.5d.
  — Distinguish shades of meaning among verbs differing in manner. L.1.5d.
- Specific adjectives
  — Distinguish shades of meaning among adjectives differing in intensity. L.1.5d.
  — Distinguish shades of meaning among closely related adjectives. L.2.5b.
- 5 sensory words
  — Include details. W.1.3. W.2.3.
- Big words using s-t-r-e-t-c-h-e-d o-u-t spelling strategies
  — Spell simple/untaught words phonetically. L.K.2e. L.1.2f.
Evidence in Text:

• Accurate words & phrasing (v. thesaurus pickers)
  — Distinguish among connotation/denotations. L.6.5c. L.7.5c. L.8.5c.
  — Analyze nuances in meaning of words with similar denotations. L.9-10.5b. L.11-12.5b.

• Precise words & phrasing (v. vague/general)

• Original words & phrasing (v. clichés)

• Concise language
  — Revise and edit to make work more concise and cohesive. L.11-12.3b.

• Minimal redundancy
  — Revise and edit work to decrease redundancy. L.9-10.3b.

• Show, don’t tell
  — Use details to describe/to convey a vivid picture of experiences, events, setting, and/or characters. W.9-10.3d. W.11-12.3d.

• 5 sensory words

• Strong action verbs
  — Use precise words….to capture action. W.7.3d.
  — Form verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. L.8.1b.
  — Use verbs in active and passive voice. L.8.1b.
Evidence in Text:

• Easy to read aloud the first time through
• Varied sentence lengths (simple, compound, complex)
  — Produce and expand simple and compound sentences. L.1.1a. L.2.1a.
  — Produce and expand declarative, interrogative, imperative, and exclamatory sentences. L.2.1a.
  — Produce and expand complete simple, compound, and complex sentences. L.3.1a.
  — Use prepositional phrases within sentences. L.4.1e.
  — Expand and combine sentences. L.5.3a.
• Varied sentence beginnings
• Varied sentence types (declarative, interrogative, exclamatory)
  — Demonstrate understanding that a question is a type of sentence. L.1.1b.
  — Form questions that seek additional information (rather than yes/no). L.K.1b.
  — Use end punctuation. L.1.2b.
• Varied sentence structures
  — Rearrange complete simple, compound, and complex sentences. L.3.1a.
  — Recognize and correct inappropriate sentence fragments and run-ons. L.4.1a.
  — Vary sentence patterns for meaning, interest, and style. L.5.3a.
• “Deadwood” has been cut; every word counts
  — Reduce sentences. L.5.3a.
• Use of parallel structure
• Use of figurative language
  — Use figurative language to suggest images. W.3.3c.
  — Use figurative language such as similes and metaphors. W.4.3d.
  — Demonstrate understanding of figurative language (similes, metaphors, idioms, adages, proverbs) L.4.5ab. L.5.5ab.
• Natural ordering of words in a series
• Vary sentences for impact/effect
  — Choose among sentence types depending on the meaning to be conveyed. L.2.1a.
  — Expand, combine, and reduce sentences for meaning, interest, and style. L.5.3a.

Evidence in Pictures:

• Listen to the fluency of their oral storytelling
  — Demonstrate ability to speak in complete sentences. LPK.1a.
  — Demonstrate ability to form questions. LPK.1a.

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)
  — Produce and expand complete sentences. L.K.1a.
• Multiple sentences, patterned or not
  — Use rhyming words to create structure. W.K.3a.
  — Use rhyming words and words that repeat long or short vowel sounds to create structure. W.K.3a.
  — Use words and phrases that form patterns of sounds to create structure. W.2.3a.
• Varied sentence beginnings
• Mixture of statements and questions and exclamations
  — Form questions that seek additional information (rather than yes/no). L.K.1a.
  — Produce and expand declarative, interrogative, imperative, and exclamatory sentences. L.2.1a.
  — Use end punctuation. L.1.2b.
• Mixture of long and short sentences
  — Produce and expand sentences. L.K.1b.
  — Produce and expand simple and compound sentences. L.2.1b.
• Dialogue/Speech bubbles that echo the way people really speak
Evidence in Text:

• Easy to read aloud the first time through

• Varied sentence lengths (simple, compound, complex)
  — Explain the function of phrases and clauses in sentences. L.6.1b.

• Varied sentence beginnings

• Varied sentence types (declarative, interrogative, exclamatory)

• Varied sentence structures
  — Use simple, compound, complex, and compound-complex sentences to add variety to writing. L.6.1a.

• “Deadwood” has been cut; every word counts
  — Revise and edit to decrease redundancy. L.9-10.3b.
  — Revise and edit to make work more concise and cohesive. L.11-12.3b.

• Use of parallel structure
  — Use parallel structure. L.9-10.1c.

• Use of figurative language
  — Demonstrate understanding of figurative language/figures of speech:
    NOTE: previous grades taught— similes, metaphors, idioms, adages, proverbs
    L.6.5.a. personification
    L.7.5.a. literary, biblical, and mythological allusions
    L.8.5.a. verbal irony & puns
    L.9-10.5.a. euphemism, oxymoron
    L.11-12.5.a. hyperbole, paradox
  — Use figurative language techniques such as personification. W.6.3d.
  — Use figurative language to describe settings and characters and establish mood and tone. W.9-10.3d.
  — Use techniques such as metaphor, simile, and analogy to manage complexity of topic. W.11-12.2d.
  — Use figurative language to convey a vivid picture of experiences, events, setting, and/or characters. W.11-12.3d.

• Natural ordering of words in a series

• Vary sentences for impact/effect
  — Vary sentence patterns for meaning and audience interest. L.6.3a. L.7.3a. L.8.3a.
  — Recognize that changing the placement of a phrase or clause can add variety. L.7.1d.
  — Use punctuation (comma, dash, ellipsis) to indicate pause or break. L.8.2a.
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 left to right and top to bottom. RF.K.1a.

- Distinction between upper & lowercase [whether correct or not]
  — Recognize and name some uppercase letters of alphabet and some lower case letters in their own name. RF.PK.1d.
  — Recognize and name all upper- and lowercase letters. RF.K.1d.
  — Print upper- and lowercase letters. L.K.2a.
  — Print legibly all uppercase and lowercase letters. L.1.2a.

- Writing numbers
  — Write numbers 0-20. L.K.2f.
  — Write numbers to 120. L.1.2g.

- Association of letters with sounds (phonics)
  — Write a letter for most consonant and short-vowel sounds. L.K.2d.
  — Spell simple words phonetically, drawing on sound-letter knowledge. L.K.2e.
  — Know and apply grade-level phonics. RF.K.3.
  — Draw on phonemic awareness. L.1.2f.

- Readable spelling
  — Spell simple words phonetically. L.K.2e.
  — Spell untaught words phonetically. L.1.2f.

- Spelling correctness
  — Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2e.

- Utilize environmental print for spelling support

- Writing on a line
- Spaces between words or lines
  — Understand words are separated by spaces. RF.K.1c.

- Use of the capitalized “I”
  — Capitalize the pronoun “I.” L.K.2b.

- Beginning sentence capitals
  — Capitalize the first word in a sentence. L.K.2b.
  — Recognize features of a sentence (e.g., capitalization). RF.1.1a.

- Appropriate use of capitalization in different situations
  — Capitalize the names of months and people. L.1.2c.

- Use of end punctuation
  — Recognize and name end punctuation. L.K.2c.
  — Use end punctuation. L.1.2b.
  — Recognize features of a sentence (e.g., ending punctuation). RF.1.1a.

- Correct use of sentence punctuation
  — Use commas in dates and to separate individual words in a series. L.1.2d.

- Correct use of grammar and mechanics
  — Form questions using frequently occurring nouns, verbs, question words, and prepositions. L.PK.1a.
  — Use frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions. L.K.1a.
  — Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles. L.1.1g.
  — Use verbs to convey a sense of past, present, and future. L.1.1d.
  — Use singular and plural nouns with matching verbs. L.1.1c.
  — Use common, proper, and possessive nouns. L.1.1e.
  — Use personal, possessive, and indefinite pronouns. L.1.1f.
Evidence in Text:

- **Distinction between upper & lowercase**
  - Print upper- and lowercase letters legibly and fluently. L.2.2a.

- **Writing numbers**
  - Write numbers, determining by context when to use a numeral or a written number. L.2.2g.
  - Write out numbers as words at beginning of sentences. L.3.2g.

- **Appropriate use of capitalization in different situations**
  - Capitalize holidays, product names, & geographic names. L.2.2b.
  - Capitalize words in titles. L.3.2b.
  - Use correct capitalization. L.4.2b.
  - Demonstrate command of conventions of capitalization. L.5.2.

- **Correct use of sentence punctuation**
  - Use commas in greetings and closings of letters. L.2.2c.
  - Use apostrophes to form contractions and frequently occurring possessives. L.2.2d.
  - Determine when to write a numeral or a written number. L.2.2g.
  - Use commas in addresses. L.3.2c.
  - Use commas and quotation marks for dialogue. L.3.2d.
  - Use commas and quotation marks to mark direct speech and quotations from a text. L.4.2c.
  - Use underlining, quotation marks, or italics to indicate titles of works. L.5.2e.
  - Use commas before a coordinating conjunction in a compound sentence. L.4.2d.
  - Use punctuation to separate items in a series. L.5.2b.
  - Use a comma to separate an introductory element from the rest of the sentence. L.5.2c.
  - Use a comma to set off words yes and no, to set off a tag question, and to indicate direct address. L.5.2d.

- **Spelling correctness**
  - Generalize learned spelling patterns. L.2.2e.
  - Use conventional spelling for high-frequency words, studied words, and for adding suffixes to base words. L.3.2f.
  - Use spelling patterns and generalizations. L.3.2h.
  - Correctly use frequently confused words (e.g., their, there, they’re). L.4.1b.
  - Spell grade-level words correctly. L.4.2e. L.5.2f.

- **Paragraph indenting is appropriate**

- **Correct use of grammar and mechanics**
  - Use reflexive pronouns. L.2.1d.
  - Use adjectives and adverbs. L.2.1b.
  - Choose between adjectives and adverbs depending on what is modified. L.2.1b.
  - Use collective nouns and frequently occurring irregular plural nouns. L.2.1c.
  - Use reflexive pronouns. L.2.1d.
  - Form and use the past tense of frequently occurring irregular verbs. L.2.1e.
  - Ensure subject-verb and pronoun-antecedent agreement. L.3.1b.
  - Use verbs in the present, past, and future tenses. L.3.1c.
  - Form and use progressive verb tenses. L.4.1f.
  - Use abstract nouns. L.3.1f.
  - Form and use regular and irregular plural nouns and past tense verbs. L.3.1g.
  - Form and use comparative and superlative adjectives and adverbs. L.3.1e.
  - Use coordinating and subordinating conjunctions. L.3.1d.
  - Form and use possessives. L.3.2e.
  - Form and use prepositional phrases within sentences. L.4.1e.
  - Use relative pronouns and relative adverbs. L.4.1d.
  - Use modal auxiliaries (e.g., may, can, must). L.4.1c.
  - Use verb tense to convey times, sequences, states, and conditions. L.5.1a.
  - Use active and passive verbs. L.5.1c.
  - Form and use perfect verb tenses. L.5.1d.
  - Recognize & correct inappropriate verb shifts (tenses). L.5.1b.

- **Level of convention formality matches the purpose, audience, topic, and genre of the writing**
  - Compare formal and informal uses of English. L.2.3a.
  - Recognize & observe differences between conventions of spoken and written English. L.3.3b.
  - Differentiate when to use formal & informal English. L.4.3c.
  - Compare & contrast the varieties of English (e.g., dialects, registers). L.5.3b.

- **Manipulate conventions for stylistic effect**
  - Choose punctuation for effect. L.4.3b.
Evidence in Text:

- **Appropriate use of capitalization in different situations**

- **Correct use of sentence punctuation**
  - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2a.
  - Use a comma to separate coordinate adjectives. L.7.2a.
  - Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.8.2a.
  - Use an ellipsis to indicate an omission. L.8.2b.
  - Use a semicolon to link two or more closely related independent clauses. L.9-10.2a.
  - Use a colon to introduce a list or quotation. L.9-10.2b.
  - Demonstrate command of conventions of punctuation. L.11-12.2.
  - Observe hyphenation conventions. L.11-12.2a.

- **Spelling correctness**

- **Paragraph indenting is appropriate**

- **Correct use of grammar and mechanics**
  - Explain functions of phrases and clauses in sentences. L.6.1b.
  - Place or rearrange phrases or clauses, recognizing and correcting misplaced or dangling modifiers. L.6.1c.
  - Use phrases and clauses, with attention to skillful use of verb tenses to add clarity. L.7.1a.
  - Recognize/correct vague pronouns. L.7.1b.
  - Recognize/correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases. L.7.1c.
  - Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents. L.8.1a.
  - Manipulate and rearrange clauses and phrases, attending to agreements of pronouns and their antecedents. L.9-10.1a.
  - Form and use verbs in the active and passive voices. L.8.1b.
  - Form and use verbs in the indicative, interrogative, conditional, and subjunctive moods. L.8.1b.
  - Attend to logical use of verb tenses. L.9-10.1a.
  - Use various types of phrases and clauses. L.9-10.1b.

- **Level of convention formality matches the purpose, audience, topic, and genre of the writing**
  - Apply understanding that usage is a matter of contention, can change, and is sometimes contested. L.11-12.1a.
  - Attend to the norms and conventions of the writing discipline. W.9-10.1d. W.9-10.2e. W.11-12.1d. W.11-12.2e.
  - Edit work to conform to guidelines in style manual (e.g., MLA). L.9-10.3a.
  - Make effective choices for meaning. L.9-10.3. L.11-12.3.

- **Manipulate conventions for stylistic effect**
  - Make effective choices for style. L.9-10.3. L.11-12.3.