



# California Common Core State Standards

English Language Arts & Literary in  
History/Social Studies, Science and  
Technical Subjects

# Aligned with the **6 Traits** of **Writing**

Presented by Kristina Smekens  
Smekens Education Solutions, Inc.  
*kristina@smekenseducation.com*  
*www.SmekensEducation.com*



### Evidence in Text:

- **Writer selects topic he knows about and has recent knowledge of/experience with**
  - Recall information from experiences or gather information/research. W.3.7. W.3.8. W.4.7. W.4.8. W.5.7. W.5.8.
- **Writer addresses all aspects of the writing task**
  - Develop writing appropriate to task, purpose, and audience.. W.3.4.
  - Develop writing (including multiple-paragraphs) appropriate to task, purpose, and audience. W.4.4. W.5.4.
  - Convey ideas and information clearly. W.3.2. W.4.2. W.5.2.
- **Topic narrowed to manageable proportions**
  - Recount well-elaborated event. W.2.3.
  - Focus on a topic. W.1.5. W.2.5
  - Examine a topic. W.3.2. W.4.2. W.5.2.
  - Establish a situation/characters. W.3.3a. W.4.3.a. W.5.3a.
- **Ideas are focused (stays on topic)**
- **Sub-topics within the writing are developed (more than a list of undeveloped sentences)**
  - Use drawing, dictating, and writing to supply some information about the topic K.W.2.
  - Supply reasons/facts of support. W.1.1. W.2.1. W.3.1. W.4.1. W.5.1.
  - Develop ideas with facts and details. W.1.2.
  - Develop ideas with facts, definitions, details. W.2.2. W.3.2b.
  - Develop topic with reasons, information, facts, definitions, details, quotations. W.4.2b. W.5.2b.
  - Support a point of view with reasons and information. W.4.1. W.5.1. .
- **Info is meaty and specific (not general or “fluffy” filler)**
- **Relevant and interesting details/examples/support included**
  - Recall/gather relevant information. W.K.8. W.1.8. W.2.8. W.3.8. W.4.8. W.5.8.
  - Draw evidence from text to support. W.4.9. W.5.9.
- **Ideas and information are paraphrased**
  - Take notes and paraphrase information. W.4.8. W.5.8.
  - Quote or paraphrase data while avoiding plagiarism. W.5.8.
- **Info is selected based on prior knowledge of the audience**
  - Write for range of audiences. W.3.10. W.4.10. W.5.10.
- **Reader questions are anticipated and answered**
  - Produce writing appropriate to task, purpose, & audience. W.3.4. W.4.4. W.5.4.

### Evidence in Pictures:

- **A main idea, action, or event expressed**
  - Use a combination of drawing, dictating, and writing to tell a reader the topic. W.K.1.
  - Single-event narrative/what happened. W.K.3. W.1.3.
- **Characters depicted**
- **A setting drawn**
  - Describe places. SL.K.4. SL.1.5.
- **Little, close-up picture details included (e.g., eyelashes)**
  - Provide additional oral/picture details. 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)**
  - Provide oral/picture details. SL.K.5. SL.1.5.
  - Describe people, places, things, and 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 reader the topic. W.K.1.
- **One, more than one, statement**
  - Produce/Expand complete sentences. L.K.1.f. L.1.1j.
  - Provide complete sentences. SL.1.6.
- **Listen for the expression of ideas and details (oral storytelling happens before written stories)**
  - Describe familiar people, places, things, events. SL.K.4. SL.1.4.



### Evidence in Text:

- **Title grabs the reader's attention (v. label)**
- **Captivating, inviting introduction**
  - Introduce the topic. W.K.1. W.1.1. W.2.1. W.2.2. W.3.1a. W.3.2a. W.4.1a. W.4.2a. W.5.1a. W.5.2a.
- **Information is revealed in a purposeful/logical order (requires pre-writing)**
  - Use a combination of drawing, dictating, and writing to tell about events in order. W.K.3.
  - Recount/Organize sequenced events. W.1.3. W.2.3. W.3.3a. W.4.3a. W.5.3a.
  - 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 info/ideas logically. W.3.2. W.4.1a. W.4.2a. W.5.1a. W.5.2a.
- **Pacing is intentional— parts are developed thoroughly; others are skimmed**
  - Organize an event sequence that unfolds naturally. W.3.3a. W.4.3a. W.5.3a.
  - Use pacing to develop events. W.5.3b.
- **Ideas are linked by fluid transitions**
  - Use temporal words to signal event order. W.1.3. W.2.3.
  - Use linking words, phrases, and temporal words. W.3.1. W.3.2. W.3.3c.
  - Link ideas with transitional words and phrases. W.4.1c. W.4.2c. W.4.3c.
  - Link ideas with transitional words, phrases, and clauses. W.5.1c. W.5.2c. W.5.3c.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts. 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.3.3d.
  - Provide a concluding statement or section related to the opinion/information/experience. W.4.1d. W.4.2e. W.4.3e. W.5.1e. W.5.2e. W.5.3e.

### 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**
  - Use a combination of drawing, dictating, and writing to tell about events in order. W.K.3.
- **Listen to their organization within their oral storytelling/ explanation**
  - Tell about the events in order. 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.K.1. 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 tell about events in order. W.K.3.
  - Use temporal words to signal event 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 a sense of closure. W.1.1. W.1.2. W.1.3.



### 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.)**
  - Use drawing, dictating, and writing to provide a reaction to what happened. W.K.3.
  - Include some details regarding what had happened. W.1.3.
  - Describe 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)**
  - Describe actions, thoughts, and feelings. W.2.3.
  - Use dialogue and descriptions of actions, thoughts, and feelings. W.3.3b.
  - Use narrative techniques, such as dialogue, to develop characters and to show the responses of characters to situations. W.3.3b. W.4.3b. W.5.3b.
- **Writing may demonstrate a creative point-of-view/attitude**
  - Support a point of view/claim with reasons. W.2.1 W.3.1. W.4.1. W.5.1.
- **Awareness of audience (elicits a strong reader response)**
  - Write for range of audiences. W.2.10 W.3.10. W.4.10. W.5.10.
  - Engage/Orient the reader. W.4.3a. W.5.3a.
- **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**
  - Describe actions, thoughts, and feelings. W.2.3.
  - Use dialogue and descriptions of actions, thoughts, and feelings. W.3.3b.
  - Use dialogue and description to show the responses of characters to situations. W.4.3b. W.5.3b.
- **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.K.4. SL.1.4.

### Evidence in Early Writing:

- **Words that convey feelings (e.g., fun, cool, happy, sad, etc.)**
  - Describe people, places, things, and events with feelings. SL.K.4. SL.1.4.
- **Voice-filled conventions (e.g., exclamation points, all-capital letters, underlined words, bold words, etc.)**
  - Produce/Expand exclamatory sentences. L.1.1j.
  - Recognize/Use end punctuation for sentences. L.K.2b. 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**

GRADES K-5: **Word Choice****W:** Writing Standards**L:** Language Standards**SL:** Speaking & Listening Standards**Evidence in Text:**

- **Accurate words & phrasing (v. thesaurus pickers)**
  - Distinguish shades of meaning among related words/synonyms. L.K.5d. L.1.5d. L.2.5b. L.3.5c. L.4.5c. L.5.5c.
- **Precise words & phrasing (v. vague/general)**
  - Use precise language and domain-specific vocabulary. W.4.2d. L.4.6. W.5.2d. L.5.6.
  - Choose language that expresses ideas precisely and concisely. L.4.3a.
  - Use concrete words and phrases. W.4.3d. W.5.3d. .
- **Original words & phrasing (v. clichés)**
- **Concise language**
  - Use precise language and domain-specific vocabulary. W.4.2d. W.5.2d.
- **Minimal redundancy**
- **Show, don't tell**
  - Include details. W.1.3. W.2.3.
  - Use descriptive details. W.3.3.
  - Use sensory details. W.4.3. W.5.3
- **Strong action verbs**
  - Distinguish shades of meaning among related verbs. L.K.5d. L.1.5d. L.2.5b. L.3.5c.

**Evidence in Pictures:**

- **Pretend writing (the squiggle line)**
- **Listen to student word choice within oral storytelling/explanation**
  - Provide oral/picture details. SL.K.5. SL.1.5.
  - Describe people, places, things, & events with feelings. 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.2c.
- **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 related verbs. L.K.5d. L.1.5d.
- **Specific adjectives**
  - Distinguish shades of meaning among related words/synonyms. L.K.5d. L.1.5d.
- **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 untaught words phonetically. L.K.2d. L.1.2e.

**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.1.1j.
  - Write & rearrange complete simple and compound sentences. L.2.1f.
  - Produce simple, compound, and complex sentences. L.3.1i.
  - Use prepositions within sentences. L.4.1a.
  - Expand, combine, and reduce sentences. L.5.3a.
  - Use conjunctions, prepositions, & interjections within sentences. L.5.1a.
- **Varied sentence beginnings**
- **Varied sentence types (declarative, interrogative, exclamatory)**
  - Understand and use question words (e.g., who, what, where). L.K.1d.
  - Produce declarative, interrogative, imperative, and exclamatory sentences. L.1.1j.
  - Use end punctuation. L.1.2b.
- **Varied sentence structures**
  - Write & rearrange complete simple and compound sentences. L.2.1f.
  - Produce simple, compound, and complex sentences. L.3.1i.
  - Vary sentence patterns for meaning, interest, and style. L.5.3a.
- **Use of parallel structure**
- **Use of figurative language**
  - Use dialogue. W.3.3b. W.4.3b. W.5.3b.
  - Demonstrate understanding of figurative language/figures of speech: L.4.5ab. L.5.5ab. (similes, metaphors, idioms, adages, proverbs) L.6.5a. (personification)
- **Natural ordering of words in a series**
  - Order adjectives according to conventional patterns. L.4.1d.
- **Vary sentences for impact/effect**
  - Expand, combine, and reduce sentences for meaning, interest, and style. L.5.3a.

**Evidence in Pictures:**

- **Listen to the fluency of their oral storytelling**

**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 sentences in shared language activities. L.K.1f.
- **Multiple sentences, patterned or not**
- **Varied sentence beginnings**
- **Mixture of statements and questions and exclamations**
  - Understand and use question words (e.g., who, what, where). L.K.1d.
  - Produce declarative, interrogative, imperative, and exclamatory sentences. L.1.1j.
  - Use end punctuation. L.1.2b.
- **Mixture of long and short sentences**
  - Produce and expand sentences in shared language activities. L.K.1f.
  - Produce and expand simple and compound sentences. L.1.1j.
- **Dialogue/Speech bubbles that echo the way people really speak**

GRADES K-1: **Conventions**

L: Language Standards

RF: Reading Fluency Standards

**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 & lower case [whether correct or not]**
  - Print many uppercase and lowercase letters. L.K.1a.
  - Print all uppercase and lowercase letters. L.1.1a.
- **Association of letters with sounds (phonics)**
  - Write a letter for most consonant and short-vowel sounds. L.K.2c.
  - Spell simple words phonetically, drawing on sound-letter knowledge. L.K.2d.
  - Know and apply grade-level phonics. RF.1.3.
  - Draw on phonemic awareness. L.1.2e.
- **Spelling correctness**
  - Spell simple words phonetically. L.K.2d.
  - Spell untaught words phonetically. L.1.2e.
  - Use conventional spelling for words with common spelling patterns and some irregular words. L.1.2d.
- **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 capitalization in different situations**
  - Capitalize first word in a sentence and the pronoun “I”. L.K.2a.
  - Capitalize dates and names of people. L.1.2a.
- **Correct use of sentence punctuation**
  - Recognize and name end punctuation. L.K.2b.
  - Use end punctuation. L.1.2b.
  - Use commas in dates and to separate single words in a series. L.1.2c.
- **Correct use of grammar and mechanics**
  - Use frequently occurring nouns and verbs. L.K.1b.
  - Use personal (subject, object), possessive, and indefinite pronouns. L.1.1d
  - Use adjectives, conjunctions, articles, prepositions. L.1.1fghi.
  - Use verbs to convey past, present, and future tenses. L.1.1e.
  - Use singular and plural nouns with matching verbs. L.1.1c.
  - Use common, proper, and possessive nouns. L.1.1b.



## Evidence in Text:

### • Appropriate use of capitalization in different situations

- Capitalize first word in a sentence and the pronoun “I”. L.K.2a.
- Capitalize dates and names of people. L.1.2a.
- Capitalize holidays, product names, & geographic names. L.2.2a.
- Capitalize words in titles. L.3.2a.
- Use correct capitalization. L.4.2a.
- Demonstrate command of conventions of capitalization. L.5.2.

### • Correct use of sentence punctuation

- Use end punctuation. L.1.2b.
- Use commas in dates and to separate single words in a series. L.1.2c.
- Use apostrophes for possessives and contractions. L.2.2c.
- Use commas in greetings and closings of letters. L.2.2b.
- Use commas in addresses. L.3.2b.
- Use commas and quotation marks for dialogue. L.3.2c. L.4.2b.
- Use commas before a conjunction in a compound sentence. L.4.2c.
- Use punctuation to separate items in a series. L.5.2a.
- Use a comma to separate an introductory element within a sentence. L.5.2b.

### • Spelling correctness

- Use conventional spelling for words with common spelling patterns and some irregular words. L.1.2d.
- Learn generalized spelling patterns. L.2.2d.
- Use spelling patterns and generalization. L.3.2f.
- Correctly spell commonly confused words (e.g., their, there, they’re). L.4.1g.
- Spell grade-level words correctly. L.4.2d. L.5.2e.

### • Paragraph indenting is appropriate

- Group related information in paragraphs. W.4.2a.

### • Correct use of grammar and mechanics

- Use frequently occurring nouns and verbs. L.K.1b.
- Use adjectives, conjunctions, articles, prepositions. L.1.1fghi.
- Use verbs to convey past, present, and future tenses. L.1.1e.
- Use singular and plural nouns with matching verbs. L.1.1c.
- Use common, proper, and possessive nouns. L.1.1b.
- Use adjectives and adverbs. L.2.1e.
- Use irregular plural nouns and irregular past tense verbs. L.2.1bd.
- Use subject-verb and pronoun-antecedent agreement. L.3.1f.
- Understand nouns, pronouns, verbs, adjectives, & adverbs within sentences. L.3.1a.
- Form and use regular and irregular plural nouns and verbs. L.3.1bd.
- Use comparative and superlative adjectives and adverbs. L.3.1g.
- Use coordinating and subordinating conjunctions. L.3.1h.
- Use correct possessives. L.3.2d.
- Use prepositions within sentences. L.4.1e. L.5.1a.
- Use interrogative, relative pronouns and relative adverbs. L.4.1a.
- Use modal auxiliaries (e.g., may, can, must). L.4.1c.
- Use conjunctions, prepositions, & interjections within sentences. L.5.1a.
- Recognize/correct inappropriate verb shifts (tenses). L.5.1d.

### • 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 spoken and written conventions. L.3.3b.
- Differentiate when to use formal & informal English. L.4.3c.
- Compare the varieties of English (e.g., dialects, registers). L.5.3b.

### • Manipulate conventions for stylistic effect

- Choose punctuation for effect. L.4.3b.