

# 6 Traits *of* Writing

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*A breakdown of the new  
2019 Kentucky  
Language Arts Standards*

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# Grades K-5 Kentucky Connections: Ideas



## 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.1.1.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)



# Grades K-5 Kentucky Connections: Organization



## 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
  - Develop multiple events/ideas using clear sequences. C.K.3, C.1.3, C.2.3, C.3.3, C.4.3, C.5.3
  - 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***



# Grades K-5 Kentucky Connections: Voice



## 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**



# Grades K-5 Kentucky Connections: Word Choice



## Evidence in Text:

- **Accurate words & phrasing (v. thesaurus pickers)**
- **Precise words & phrasing (v. vague/general)**
  - Use common nouns. L.K.1.a
  - Use descriptive details. C.K.3, C.1.3, C.2.3, C.3.3, C.4.3, C.5.3
  - 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



# Grades K-5 Kentucky Connections: Sentence Fluency



## 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





# Grades K-5 Kentucky Connections: Conventions



## 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, two; 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