

6 Traits of Writing

ALIGNED WITH ELA STANDARDS FROM

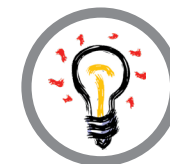


MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

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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
 - 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. 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 an opinion with reasons. W.2.1. W.3.1.
 - 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 some information about a topic W.PK.2. W.K.2.
 - Supply information/some facts and details about the topic. W.1.1. W.1.2.
 - Examine a topic. W.3.2. W.4.2. W.5.2.
 - Convey ideas and information clearly. W.3.2. W.4.2. W.5.2.
 - 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**
 - Recall/gather relevant information. W.K.8. W.1.8. W.2.8. W.3.8. W.4.8. W.5.7.
 - Draw evidence from text to support. W.4.9. W.5.8.
- **Ideas and information are paraphrased**
 - Summarize or paraphrase information. W.5.7.
- **Info is selected based on prior knowledge of the audience**
 - Write for a range of audiences. W.1.10. W.2.10. W.3.10. W.4.10. W.5.9.
- **Reader questions are anticipated and answered**
 - Produce writing appropriate to task, purpose, and audience. W.1.4. W.2.4. W.3.4. W.4.4. W.4.5.

Evidence in Pictures:

- **A main idea, action, character, or event expressed**
 - Reveal an opinion or preference through drawing. W.K.1.
 - Draw information about a topic. W.PK.2. W.K.2.
 - 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, and events. SL.K.4. SL.1.4.

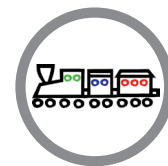
Evidence in Early Writing:

- **Pictures match letters/word-labels**
 - Use a combination of drawing, dictating, and writing to tell a 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**
 - Develop writing appropriate to task, purpose, and audience. W.6.4. W.7.4. W.8.4. W.9-10.4. W.11-12.4.
- **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.
 - Acknowledge and distinguish the claim(s) from alternate or opposing claims. W.7.1a. W.8.1a. W.9-10.1a. W.11-12.1a.
 - Convey ideas, concepts, and information clearly/accurately. W.6.2. W.7.2. W.8.2. W.9-10.2. W.11-12.2.
 - 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.
 - Draw evidence from text to support analysis, interpretation, reflection, and research. W.6.9. W.7.9. W.8.9. W.9-10.9. W.11-12.9.
- **Info is meaty and specific (not general or “fluffy” filler)**
 - Use relevant descriptive details. W.6.3d. W.7.3d. W.8.3d.
 - 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.9-10.3.b. W.11-12.3b.
- **Relevant and interesting details/examples/support included**
 - Support with/Supply relevant evidence. W.6.1b. W.7.1b. W.8.1b.
 - Support with/Supply relevant, significant, and sufficient evidence. W.9-10.1. W.11-12.1. W.11-12.1b.
 - Convey ideas...with well-chosen and relevant (information). W.6.2. W.7.2. W.8.2. W.9-10.2. W.11-12.2. W.11-12.2b.
 - Use well-chosen details. W.9-10.3. W.11-12.3.
 - Use relevant descriptive details. W.6.3d. W.7.3d. W.8.3d.
 - Gather relevant information. W.6.8. W.7.8. W.8.8. W.9-10.8. W.11-12.8.
- **Ideas and information are paraphrased**
 - Quote or paraphrase data while avoiding plagiarism. W.6.8. W.7.8. W.8.8. W.9-10.8. W.11-12.8.
- **Info is selected based on prior knowledge of the audience**
 - Write for range of audiences. W.6.10. W.7.10. W.8.10. W.9-10.10. W.11-12.10.
 - 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:

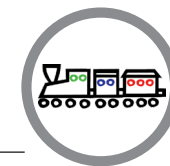
- **Title grabs the reader's attention (v. label)**
- **Captivating, inviting lead (introduction)**
 - State an opinion or preference. W.K.1.
 - Introduce the topic. W.1.1. W.2.1. W.2.2. W.3.1a. W.3.2a.
 - Introduce a topic/text clearly. W.4.1a. W.4.2a. W.5.1a. W.5.2a.
 - Establish a situation/context; 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.
 - Use clear sequences. W.3.3. W.4.3. W.5.3.
 - 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 claim(s). W.6.1a. W.7.1a. W.8.1a. W.9-10.1a. W.11-12.1a.
- Introduce a topic. W.6.2a. W.9-10.2a. W.11-12.2a.
- Introduce a topic clearly, previewing what is to follow. W.7.2a. W.8.2a.
- Establish a situation/context. W.6.3.a. W.7.3a. W.8.3a.
- 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 reasons and evidence clearly/logically. W.6.1a. W.7.1a. W.8.1a.
- Logically sequence claim(s), counterclaims, reasons, and evidence. W.9-10.1a. W.11-12.1a.
- 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.
- Use well-structured sequences. W.6.3. W.7.3. W.8.3. W.9-10.3. W.11-12.3.
- Organize an appropriate narrative sequence. W.6.3a. W.7.3a. W.8.3a.
- 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.
- Organization is appropriate to task, purpose, & audience. W.6.4. W.7.4. W.8.4. W.9-10.4. W.11-12.4.

• Pacing is intentional— parts are developed thoroughly; others are skimmed

- Organize writing appropriate to task, purpose, and audience. W.6.4. W.7.4. W.8.4. W.9-10.4. W.11-12.1c.
- 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 to clarify the relationships among ideas, concepts, claim(s), counterclaims, reasons, and evidence. W.6.1c. W.6.2c. W.7.1c. W.7.2c. W.8.1c. W.8.2c. W.9-10.1c. W.9-10.2c. W.11-12.1c. W.11-12.2c.
- 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)

- Maintain flow of ideas. W.9-10.8. W.11-12.8.
- Integrate information selectively. W.9-10.8. W.11-12.8.
- 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

- Provide a concluding statement/section. W.6.1e. W.6.2f. W.6.3e. W.7.1e. W.7.2f. W.7.3e. W.8.1e. W.8.2f. W.8.3e. W.9-10.1e. W.9-10.2f. W.9-10.3e. W.11-12.1e. W.11-12.2f. W.11-12.3e.

• 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**
 - Produce writing appropriate to task, purpose, and audience. W.1.4. W.2.4. W.3.4. W.4.4. W.5.4.
- **Awareness of audience (elicits a strong reader response)**
 - Write for a range of audiences. W.1.10. W.2.10. W.3.10. W.4.10. W.5.9.
- **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**
 - Express feelings. SL.PK.6. SL.K.6.
 - 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**
 - Establish & maintain a style appropriate to audience (e.g., formal for academic writing). W.6.1d. W.6.2e. W.7.1d. W.7.2e. W.8.1d. W.8.2e. W.9-10.2d. W.9-10.2e. W.11-12.2d. W.11-12.2e.
 - Produce writing appropriate to task, purpose, and audience. W.6.4. W.7.4. W.8.4. W.9-10.4. W.11-12.4.
 - Select accurate vocabulary appropriate for audience/style. W.7.5b. W.8.5b. W.9-10.5b. W.11-12.5b.
 - 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)**
 - Write for range of audiences. W.6.10. W.7.10. W.8.10. W.9-10.10. W.11-12.10.
 - Engage the reader. W.6.3a. W.7.3a. W.8.3a. W.9-10.3a. W.11-12.3a.
- **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**
 - 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**



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.
 - Use general academic and domain-specific vocabulary appropriately. W.4.5b. L.4.6. W.5.5b. L.5.6.
- **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 descriptive details. W.3.3. W.4.3. W.5.3.
 - 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)

- Select accurate vocabulary. W.6.5b. W.7.5b. W.8.5b. W.9-10.5b. W.11-12.5b.
- 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)

- Use precise language and domain-specific vocabulary. W.6.2d. W.7.2d. W.8.2d. W.9-10.2d. W.11-12.2d.
- Use accurately grade-appropriate general academic and domain-specific words and phrases. L.6.6. L.7.6. L.8.6. L.9-10.6. L.11-12.6.
- Use precise words and phrases. W.6.3d. W.7.3d. W.8.3d. W.9-10.3d. W.11-12.3d.

• 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 relevant descriptive details. W.6.3d. W.7.3d. W.8.3d.
- 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

- Use sensory language. W.6.3d. W.7.3d. W.9-10.3d. W.11-12.3d.

• 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 sentence. 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. L.PK.1a.
 - Demonstrate ability to form questions. L.PK.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)**
 - Use phrases and clauses within sentences. W.6.1c. W.7.1c. W.8.1c. W.9-10.1c. W.11-12.1c.
 - 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.
 - Vary sentence patterns/syntax. L.6.3a. L.9-10.1a. L.11-12.1c.
- **“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.
 - Vary syntax for effect. L.9-10.1a. L.11-12.1c. L.11-12.3a.
 - 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 lowercase 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

- Group related information in paragraphs. W.4.1a. W.4.2a.

• 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

- Demonstrate command of conventions of capitalization. L.6.2. L.7.2. L.8.2. L.9-10.2. L.11-12.2.

• 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

- Spell correctly. L.6.2b. L.7.2b. L.8.2c. L.9-10.2c. L.11-12.2b.

• Paragraph indenting is appropriate

- Organize reasons and evidence in paragraphs and sections. W.6.1a. W.7.1a. W.8.1a.
- Organize information in paragraphs and sections. W.6.2a. W.7.2a.

• 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.
- Use phrases & clauses in sentences. W.6.1c. W.7.1a. W.8.1c. W.9-10.1c. W.11-12.1c.
- Demonstrate command of grammar and usage. L.9-10.1. L.11-12.1.

• 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.