

6 Traits *of* Writing

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Ohio's Learning Standards

English Language Arts



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. W.6.7. W.6.8. W.7.7. W.7.8. W.8.7. W.8.8.
- **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. W.6.4. W.7.4. W.8.4.
 - Convey ideas and information clearly. W.3.2. W.4.2. W.5.2. W.6.2. W.7.2. W.8.2.
- **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. W.6.2. W.7.2. W.8.2.
 - Establish a situation/context. W.3.3a. W.4.3a. W.5.3a. W.6.3a. W.7.3a. W.8.3a.
- **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. W.6.2b.
 - Develop topic with reasons, information, facts, definitions, details, quotations, examples, credible sources. W.7.1b. W.7.2b. W.8.1b. W.8.2b.
 - Support a point of view with reasons and information. W.4.1. W.5.1. W.6.1. W.7.1. W.8.1.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.6.1b. W.7.1b. W.8.1b.
- **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. W.6.8. W.7.8. W.8.8.
 - Support claim(s) with clear reasons and relevant evidence. W.6.1b. W.7.1b. W.8.1b.
 - Draw evidence from text to support. W.4.9. W.5.9. W.6.9. W.7.9. W.8.9.
- **Ideas and information are paraphrased**
 - Quote or paraphrase data while avoiding plagiarism. W.5.8. W.6.8. W.7.8. W.8.8.
- **Info is selected based on prior knowledge of the audience**
 - Write for range of audiences. W.3.10. W.4.10. W.5.10. W.6.10. W.7.10. W.8.10.
- **Reader questions are anticipated and answered**
 - Produce writing appropriate to task, purpose, & audience. W.3.4. W.4.4. W.5.4. W.6.4. W.7.4. W.8.4.

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.



Ohio's Learning Standards
English Language Arts



Grades 6-12 Ohio Connections: Ideas

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.6.7. W.6.8. W.7.7. W.7.8. W.8.7. W.8.8. W.9-10.8. W.11-12.8.
- **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.
 - Convey ideas and information clearly. W.6.2. W.7.2. W.8.2. W.9-10.2. W.11-12.2.
- **Topic narrowed to manageable proportions**
 - Examine a topic. W.6.2. W.7.2. W.8.2.
 - Examine complex ideas. W.9-10.2. W.11-12.2.
 - Establish a situation/context. W.6.3.a. W.7.3.a. W.8.3.a.
 - Narrow 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)**
 - Develop the topic with reasons, information, facts, definitions, concrete details, quotations, examples, credible sources. W.6.1b. W.6.2b. W.7.1b. W.7.2b. W.8.1b. 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 by selecting the most significant and relevant facts. W.11-12.2b.
 - Supporting a point of view with reasons and information. W.6.1. W.7.1. W.8.1.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, 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, supplying evidence for each. W.9-10.1b. W.11-12.1b.
- **Info is meaty and specific (not general or “fluffy” filler)**
- **Relevant and interesting details/examples/support included**
 - Recall/gather relevant information. W.6.8. W.7.8. W.8.8. W.9-10.8. W.11-12.8.
 - Support claim(s) with clear reasons and relevant evidence. W.6.1b. W.7.1b. W.8.1b.
 - Support claims using relevant and sufficient evidence. W.9-10.1b. W.11-12.1b.
 - Draw evidence from text. W.6.9. W.7.9. W.8.9. W.9-10.9. W.11-12.9.
- **Ideas and information are paraphrased**
 - Quote or paraphrase data while avoiding plagiarism. W.6.8. W.7.8. W.8.8.
 - Avoid plagiarism. 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.
- **Reader questions are anticipated and answered**
 - Produces writing appropriate to task, purpose, & audience. W.6.4. W.7.4. W.8.4. W.9-10.4. W.11-12.4.



Grades K-8 Ohio Connections: Organization

Ohio's Learning Standards
English Language Arts

Evidence in Text:

- **Title grabs the reader's attention (v. label)**
- **Captivating, inviting lead (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.
 - Introduce topic/claim clearly. W.6.1a. W.6.2a.
 - Introduce a topic clearly, previewing what is to follow. W.7.1a. W.7.2a. W.8.1a. W.8.2a.
- **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. W.6.3a. W.7.3a. W.8.3a.
 - Write a sequence of how-to instructions. W.1.7.
 - Create an organized structure. W.3.1a. W.4.1a. W.5.1a.
 - Group/Order ideas logically. W.3.2. W.4.1a. W.4.2a. W.5.1a. W.5.2a.
 - Organize reasons and evidence clearly/logically. W.6.1a. W.7.1a. W.8.1a.
 - Organize information using classification, comparison/contrast, cause/effect. W.6.2a. W.7.2a.
- **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. W.6.3a. W.7.3a. W.8.3a.
 - Use pacing to develop events. W.5.3b. W.6.3b. W.7.3b. W.8.3b.
- **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. W.6.3c. W.7.3c. W.8.3c.
 - Use appropriate transitions to clarify the relationships among ideas, concepts, claims, reasons, and evidence. W.6.1c. W.6.2c. W.7.1c. W.7.2c. W.8.1c. W.8.2c.
- **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. W.4.1d. W.4.2e. W.4.3e. W.5.1e. W.5.2e. W.5.3e. 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.
- **Reader is satisfied with ending**

Evidence in Pictures:

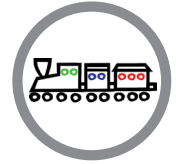
- **Balance on the page— good use of white space**
- **Balance within pictures: proportion, sizing, two sides that match**
- **Use of a title (an early version of introductions)**
- **More than one event, drawn to show order**
 - Use a combination of drawing, dictating, and writing to tell about events 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.



Ohio's Learning Standards
English Language Arts



Grades 6-12 Ohio Connections: Organization

Evidence in Text:

- **Title grabs the reader's attention (v. label)**
- **Captivating, inviting lead (introduction)**
 - Introduce topic/claim clearly. W.6.1a. W.6.2a.
 - Introduce a topic clearly, previewing what is to follow. W.7.1a. W.7.2a. W.8.1a. W.8.2a.
- **Information is revealed in a purposeful/logical order (Requires pre-writing)**
 - Recount/Organize sequenced events. W.6.3a. W.7.3a. W.8.3a.
 - Organize reasons and evidence clearly/logically. W.6.1a. W.7.1a. W.8.1a.
 - Establish clear relationships among claims, counterclaims, reasons, and evidence. W.9-10.1a.
 - Logically sequence claims, counterclaims, reasons, and evidence. W.11-12.1a.
 - Organize information using strategies such as classification, comparison/contrast, cause/effect. W.6.2a. W.7.2a.
 - Organize ideas, concepts, and information into broader categories. W.8.2a.
 - Organize information to make important connections and distinctions. W.9-10.2a.
 - Organize information so that each new element builds on preceding ideas to create a unified whole. W.11-12.2a.
- **Pacing is intentional— parts are developed thoroughly; others are skimmed**
 - Organize an event sequence that unfolds naturally. W.6.3a. W.7.3a. W.8.3a.
 - Use pacing to develop events. 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 and signal shifts. W.6.3c. W.7.3c. W.8.3c.
 - Use a variety of techniques to sequence events so that they build on one another. W.9-10.3c.
 - Use a variety of techniques to sequence events so that they build toward a particular tone and outcome (e.g., sense of mystery, suspense, growth, or resolution). W.11-12.3c.
 - Use appropriate transitions to clarify the relationships among ideas, concepts, claims, 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.11-12.1c.
- **Information revealed is unified and relevant (focused; stays on topic)**
- **Sense of completion/resolution**
 - Provide a concluding statement/section/sense of closure. 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.)**
 - 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)**
 - Establish & maintain formal style. W.6.1d. W.6.2e. W.7.1d. W.7.2e. W.8.1d. W.8.2e.
- **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. W.6.3b. W.7.3b. W.8.3b.
- **Writing may demonstrate a creative point-of-view/attitude**
 - Support a point of view/claim with reasons. W.3.1. W.4.1. W.5.1. W.6.1. W.7.1. W.8.1.
 - Engage reader with a point of view. W.7.3a. W.8.3a.
- **Tone is appropriate for purpose and audience**
 - Style is appropriate for task, purpose, and audience. W.6.4. W.7.4. W.8.4.
- **Awareness of audience (elicits a strong reader response)**
 - Write for range of audiences. W.3.10. W.4.10. W.5.10. W.6.10. W.7.10. W.8.10
 - Engage/Orient the reader. W.4.3a. W.5.3a. W.6.3a. W.7.3a. W.8.3a.
- **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**



Ohio's Learning Standards
English Language Arts



Grades 6-12 Ohio 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, knowledgeable, joyful, etc.)**
- **In expository writing, the writer sounds confident and authoritative (like an expert)**
 - Establish & maintain formal style. W.6.1d. W.6.2e. W.7.1d. W.7.2e. W.8.1d. W.8.2e. W.9-10.1d. W.9-10.2e. W.11-12.1d. W.11-12.2e.
- **Reader can interpret a character's "attitude" toward the situation (narrative)**
 - Use narrative techniques, such as dialogue, to develop characters and to show the responses of characters to situations. W.6.3b. W.7.3b. W.8.3b. W.9-10.3b. W.11-12.3b.
- **Writing may demonstrate a creative point-of-view/attitude**
 - Support a point of view/claim with reasons. W.6.1a. W.7.1a. W.8.1a.
 - Engage reader with a point of view. W.7.3a. W.8.3a.
 - Engage reader establishing one or multiple point(s) of view. W.9-10.3a. W.11-12.3a.
- **Tone is appropriate for purpose and audience**
 - Style is appropriate for task, purpose, and audience. W.6.4. W.7.4. W.8.4. W.9-10.4. W.11-12.4.
- **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/Orient 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**
- **A detail that makes the reader feel something**
- **Readers want to share the writing with others**



Grades K-8 Ohio Connections: 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.
 - Distinguish among connotation/denotations. L.6.5c. L.7.5c. L.8.5c.
- **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. W.6.2d. L.6.6. W.7.2d. L.7.6. W.8.2d. L.8.6.
 - Choose language that expresses ideas precisely and concisely. L.4.3a. L.7.3a.
 - Use concrete words and phrases. W.4.3d. W.5.3d.
 - Use precise words and phrases. W.6.3d. W.7.3d. W.8.3d.
- **Original words & phrasing (v. clichés)**
- **Concise language**
 - Use precise language and domain-specific vocabulary. W.4.2d. W.5.2d. W.6.2d. W.7.2d. W.8.2d.
 - Choose language that expresses ideas precisely and concisely. L.7.3a.
- **Minimal redundancy**
 - Recognize & eliminate wordiness and redundancy. L.7.3a.
- **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
 - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W.6.3. W.7.3. W.8.3.
- **Strong action verbs**
 - Distinguish shades of meaning among related verbs. L.K.5d. L.1.5d. L.2.5b. L.3.5c.
 - Form verbs in the indicative, imperative, interrogative, conditional, & subjunctive mood. L.8.1c.
 - Use verbs in active and passive voice. L.8.1b. L.8.3a.
 - Use verbs (active, passive, subjunctive) to achieve particular effects. L.8.3a.

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.



Ohio's Learning Standards
English Language Arts

Grades 6-12 OhioConnections: Word Choice

W: Writing Standards
L: Language Standards



Evidence in Text:

- **Accurate words & phrasing (v. thesaurus pickers)**

- Distinguish among connotation/denotations. L.6.5c. L.7.5c. L.8.5c.

- **Precise words & phrasing (v. vague/general)**

- Use precise language and domain-specific vocabulary. W.6.2d. L.6.6. W.7.2d. L.7.6. W.8.2d. L.8.6. W.9-10.2d. L.9-10.6. W.11-12.2d. L.11-12.6.

- Choose language that expresses ideas precisely and concisely. L.7.3a.

- 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**

- Use precise language and domain-specific vocabulary. W.6.2d. W.7.2d. W.8.2d. W.9-10.2d. W.11-12.2d.

- Choose language that expresses ideas precisely and concisely. L.7.3a.

- **Minimal redundancy**

- Recognize & eliminate wordiness and redundancy. L.7.3a.

- **Show, don't tell**

- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W.6.3d. W.7.3d. W.8.3d.

- **Strong action verbs**

- Form verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. L.8.1c.

- Use verbs in active and passive voice. L.8.1b. L.8.3a.

- Use verbs (active, passive, subjunctive) to achieve particular effects. L.8.3c.



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.
 - Choose among simple, compound, complex, and compound-complex sentences. L.7.1b.
 - Use conjunctions, prepositions, & interjections within sentences. L.5.1a.
 - Explain the function of phrases and clauses within sentences. L.7.1a.
 - Use phrases and clauses within sentences. W.6.1c. W.7.1c. W.8.1c.
- **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. L.6.3a.
 - Choose among simple, compound, complex, and compound-complex sentences. L.7.1b.
- **“Deadwood” has been cut; every word counts**
 - Recognize & eliminate wordiness and redundancy. L.7.3a.
- **Use of parallel structure**
- **Use of figurative language**
 - Use effective dialogue. W.3.3b. W.4.3b. W.5.3b. W.6.3b. W.7.3b. W.8.3b.
 - Demonstrate understanding of figurative language/figures of speech:
 - L.4.5ab. L.5.5ab. (similes, metaphors, idioms, adages, proverbs)
 - L.6.5a. (personification)
 - L.7.5a. (literary, biblical, and mythological allusions)
 - L.8.5a. (verbal irony & puns)
- **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. L.6.3a.
 - Use punctuation (comma, dash, ellipsis) to indicate pause or break. L.8.2a.

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 6-12 Ohio Connections: Sentence Fluency

Evidence in Text:

- **Easy to read aloud the first time through**
- **Varied sentence lengths (simple, compound, complex)**
 - Choose among simple, compound, complex, and compound-complex sentences. L.7.1b.
 - 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.7.1a.
- **Varied sentence beginnings**
- **Varied sentence types (declarative, interrogative, exclamatory)**
- **Varied sentence structures**
 - Vary sentence patterns for meaning, interest, and style. L.6.3a.
 - Choose among simple, compound, complex, and compound-complex sentences. L.7.1b.
 - Vary syntax for effect. L.11-12.3a.
- **“Deadwood” has been cut; every word counts**
 - Recognize & eliminate wordiness and redundancy. L.7.3a.
- **Use of parallel structure**
 - Use parallel structure. L.9-10.1a.
- **Use of figurative language**
 - Use effective dialogue. W.6.3b. W.7.3b. W.8.3b. W.9-10.3b. W.11-12.3b.
 - 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)
- **Natural ordering of words in a series**
- **Vary sentences for impact/effect**
 - Expand, combine, and reduce sentences for meaning, interest, and style. L.6.3a.
 - Use punctuation (comma, dash, ellipsis) to indicate pause or break. L.8.2a.
 - 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.



Grades K-1 Ohio 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 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.
- **Readable spelling**
 - Spell simple words phonetically. L.K.2d.
 - Spell untaught words phonetically. 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.2a.
- **Beginning sentence capitals**
 - Capitalize the first word in a sentence. L.K.2a.
 - Recognize features of a sentence (capitalization). RF.1.1a.
- **Use of end punctuation**
 - Recognize and name end punctuation. L.K.2b.
 - Use end punctuation. L.1.2b.
 - Recognize features of a sentence (ending punctuation). RF.1.1a.



Ohio's Learning Standards
English Language Arts

Grades K-8 Ohio Connections: Conventions

W: Writing Standards
L: Language Standards



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. L.6.2. L.7.2. L.8.2.

• 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.
- Use commas, parentheses, & dashes to set off parenthetical elements. L.6.2a.
- Use a comma to separate coordinate adjectives. L.7.2a.

• 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.
- Spell correctly. L.6.2b. L.7.2b. L.8.2c.

• 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 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.
- Use correct and consistent pronouns; avoid ambiguity. L.6.1d.
- Explain functions of phrases and clauses in sentences. L.7.1a.
- Recognize/correct inappropriate verb shifts (tenses). L.5.1d. L.8.1d.
- Explain functions of verbals (gerunds, participles, infinitives) in sentences. L.8.1a.
- Use phrases & clauses in sentences. W.6.1c. W.7.1c. W.8.1c.

• 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.
- Maintain consistency in style and tone. L.6.3b.

• Manipulate conventions for stylistic effect

- Choose punctuation for effect. L.4.3b.
- Use verbs (active, passive, subjunctive) to achieve particular effects. L.8.3a.



Grades 6-12 Ohio Connections: Conventions

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 commas, parentheses, & dashes to set off 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 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.
- **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**
- **Correct use of grammar and mechanics**
 - Use correct and consistent pronouns; avoid ambiguity. L.6.1d.
 - Explain functions of phrases and clauses in sentences. L.7.1a.
 - Recognize/correct inappropriate verb shifts (tenses). L.8.1d.
 - Explain functions of verbals (gerunds, participles, infinitives) in sentences. L.8.1a.
 - Use various types of phrases and clauses. L.9-10.1b.
 - Use phrases & clauses in sentences. W.6.1c. W.7.1c. W.8.1c. W.9-10.1c. W.11-12.1c
 - Demonstrate command of grammar and usage. L.11-12.1.
- **Level of convention formality matches the purpose, audience, topic, and genre of the writing**
 - Maintain consistency in style and tone. L.6.3b.
 - Edit work to conform to guidelines in style manual (e.g., MLA). L.9-10.3a.
 - Make effective choices for meaning and style. L.11-12.3.
- **Manipulate conventions for stylistic effect**
 - Use verbs (active, passive, subjunctive) to achieve particular effects. L.8.3a.