

6 Traits *of* Writing

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





Grades K-8 Kentucky: Trait of 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 (e.g., writes with a purpose)

- 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... C.4.1, C.5.1
- Compose arguments... C.6.1, C.7.1, C.8.1
- Compose informative/explanatory texts...to establish/examine a topic and provide information about the topic. C.K.2, C.1.2, C.2.2, C.3.2, C.4.2, C.5.2
- Compose informative/explanatory texts to examine and convey complex ideas clearly... C.6.2, C.7.2, C.8.2
- 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, C.6.3, C.7.3, C.8.3
- 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, C.6.1.a, C.6.2.a, C.6.3.a, C.7.1.a, C.7.2.a, C.7.3.a, C.8.1.a, C.8.2.a, C.8.3.a

• Topic narrowed to manageable proportions

tions

• Ideas are focused (stays on topic)

- Provide a general observation and focus. C.5.2.b
- Produce writing that is clear and coherent. C.4.1.a, C.4.2.a, C.4.3.a, C.5.1.a, C.5.2.a, C.5.3.a, C.6.1.a, C.6.2.a, C.6.3.a, C.7.1.a, C.7.2.a, C.7.3.a, C.8.1.a, C.8.2.a, C.8.3.a

• Sub-topics within the writing are developed (more than a list of undeveloped sentences)

- 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
- Provide reasons that are supported by facts and details. C.4.1.c, C.5.1.c
- Support claims...using valid reasoning and relevant and sufficient evidence. C.6.1, C.7.1, C.8.1
- Acknowledge/distinguish and counter/refute opposing claims. C.6.1.c, C.7.1.b, C.8.1.b
- Convey complex ideas clearly...through effective selection and analysis of content. C.6.2, C.7.2, C.8.2
- 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, C.5.2.h, C.5.3.g, C.6.1.g, C.6.2.h, C.6.3.g, C.7.1.g, C.7.2.h, C.7.3.g, C.8.1.g,

C.8.2.h, C.8.3.g

• 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, C.6.2.c, C.7.2.c, C.8.2.c
- Use... well-chosen, relevant descriptive details. C.6.3.e, C.7.3.e, C.8.3.e
- Use narrative techniques, such as dialogue and description. C.3.3.c, C.4.3.c, C.5.3.c, C.6.3.c, C.7.3.c, C.8.3.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, C.6.6, C.7.6, C.8.6

• 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.4.2.a, C.4.3.a, C.5.1.a, C.5.2.a, C.5.3.a, C.6.1.a, C.6.2.a, C.6.3.a, C.7.1.a, C.7.2.a, C.7.3.a, C.8.1.a, C.8.2.a, C.8.3.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-8 Kentucky: Trait of Organization



Evidence in Text:

- **Title grabs the reader's attention**
- **Captivating/Inviting beginning or introduction**
 - Orient the reader/Establish a situation/context and point of view and introduce a narrator and/or characters. C.3.3.b, C.4.3.b, C.5.3.b, C.6.3.b, C.7.3.b
 - Engage the reader by setting out a problem, situation, or observation, establishing a point of view and introducing narrator/characters. C.8.3.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, C.6.2.b, C.7.2.b, C.8.2.b
 - Introduce claim. C.6.1.b, C.7.1.b, C.8.1.b
- **Information is revealed in a purposeful/logical order according to the genre (requires pre-writing)**
 - 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
 - Organize reasons and evidence clearly/logically. C.6.1.b, C.7.1.b, C.8.1.b
 - 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 ideas, concepts, and information into broader categories. C.8.2.b
 - Include formatting when useful to aiding comprehension. C.4.2.b, C.5.2.b, C.6.2.b, C.7.2.b, C.8.2.b
 - Analyze/Sort/Categorize information into categories. C.3.6, C.4.6
 - Use... clear sequences. C.K.3, C.1.3, C.2.3, C.3.3, C.4.3, C.5.3
 - Use well-structured event sequences for an intended purpose. C.6.3, C.7.3, C.8.3
 - 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
 - Organize an event sequence/progression that unfolds naturally, logically, and smoothly. C.6.3.b, C.7.3.b, C.8.3.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, C.6.1.a, C.6.2.a, C.6.3.a, C.7.1.a, C.7.2.a, C.7.3.a, C.8.1.a, C.8.2.a, C.8.3.a
- **Pacing is intentional— parts are developed thoroughly; others are skimmed**
 - Use pacing to develop experiences and events. C.5.3.c, C.6.3.c, C.7.3.c, C.8.3.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
 - Use a variety of transition words to convey sequence and signal shifts in time frame or setting and show relationships among experiences and events. C.6.3.d, C.7.3.d, C.8.3.d
 - Use transition words, phrases, and clauses to clarify relationship among claim(s) and reasons. C.6.1.d, C.7.1.d
 - Use transitions to create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence. C.8.1.d
 - Use appropriate and varied transitions to create cohesion/clarify relationships among ideas and concepts. C.6.2.d, C.7.2.d, C.8.2.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 from and reflects on the narrated experiences or events. C.4.3.f, C.5.3.f, C.6.3.f, C.7.3.f
 - Provide a conclusion that connects the narrative's relevance to the intended purpose. C.8.3.f
 - Provide a concluding statement or section that follows/supports the argument presented. C.6.1.f, C.7.1.f, C.8.1.f
 - Provide a concluding statement or section that follows from/supports the information presented. C.6.2.g, C.7.2.g, C.8.2.g
- **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-8 Kentucky: Trait of 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 informative/explanatory writing, the writer sounds confident and authoritative (like an expert)**
 - Differentiate between formal and informal discourse patterns based on context. L.4.3.c
- **In argumentative/informative writing, the writer sounds confident and authoritative (like an expert)**
 - Establish and maintain a formal style. C.6.1.e, C.6.2.f, C.7.2.f, C.8.2.f
- **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**
 - Differentiate between formal and informal based on context. L.4.3.c
 - Maintain consistency in style and tone. L.6.3.b
 - Establish and maintain a task-appropriate style. C.7.1.e, C.8.1.e
- **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.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, C.6.1.a, C.6.2.a, C.6.3.a, C.7.1.a, C.7.2.a, C.7.3.a, C.8.1.a, C.8.2.a, C.8.3.a
 - Orient the reader. C.4.3.b, C.5.3.b
 - Engage the reader. C.6.3.b, C.7.3.b, C.8.3.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-8 Kentucky: Trait of 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, C.1.3.c, C.2.3.c, C.3.3.c, C.4.3.c, C.5.3.c, C.6.3.e, C.7.3.e, C.8.3.e
 - Choose words and phrases for effect/to convey ideas precisely/concisely. L.3.3.a, L.4.3.a, L.7.3.a
 - Use concrete words and phrases and sensory details to convey experiences and events precisely. C.4.3.e, C.5.3.e, C.6.3.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, L.6.5, L.7.5, L.8.5
- **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, C.6.2.e, C.7.2.e, C.8.2.e
 - 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, L.6.4.d, L.7.4.d, L.8.4.d
- **Minimal redundancy**
- **Show, don't tell**
 - Use sensory details. C.4.3.e, C.5.3.e, C.6.3.e, C.7.3.e, C.8.3.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
 - Use relative adverbs. L.4.1.a
 - Order adjectives to conventional patterns. L.4.1.d
 - 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-8 Kentucky: Trait of 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
 - Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. L.7.1.b
- **Varied sentence beginnings**
- **Varied sentence types (declarative, interrogative, exclamatory)**
 - Use declarative, interrogative, imperative sentences, and exclamatory sentences. L.1.1.h
- **“Deadwood” has been cut; every word counts**
 - Recognize and eliminate wordiness and redundancy. L.7.3.a
- **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, L.6.5, L.7.5, L.8.5
- **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
 - Vary sentence patterns for meaning, reader/listener interest, and style. L.6.3.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: Trait of 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
- 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
- Appropriate use of capitalization in different situations
 - Capitalize proper nouns. L.1.2.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
- Use punctuation within a sentence
 - Use commas in dates and to separate words in a series. L.1.2.c
- Spelling correctness
 - Spell simple words phonetically based on sound-letter relationship/spelling conventions. L.K.2.d, L.1.2.e



Grades K-8 Kentucky: Trait of Conventions, *continued*



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
 - in dialogue. L.3.2.c
 - 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
 - to set off nonrestrictive/parenthetical elements. L.6.2.a
 - to separate coordinate adjectives. L.7.2.a
- Use an apostrophe to form contractions and possessives. L.2.2.c
- Use quotation marks in dialogue. L.3.2.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
- Demonstrate appropriate use of punctuation (commas, parentheses, dashes). L.6.2.a
- Use punctuation to indicate a pause or break. L.8.2.a
- Use ellipsis to indicate an omission. L.8.2.b

• 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, L.6.3, L.7.3, L.8.3

- 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
- Use possessives. L.3.2.d
- Use regular and irregular verbs. L.3.1.d
- Use verb tenses. L.3.1.e
- Ensure subject-verb agreement and pronoun-antecedent agreement. L.3.1.f
- Use comparative and superlative adjectives and adverbs. L.3.1.g
- Use coordinating and subordinating conjunctions. L.3.1.h
- Use progressive verb tenses. L.4.1.b
- Use modal auxiliaries to convey various conditions (can, may, must). L.4.1.c
- Use the perfect verb tenses. L.5.1.b
- Use verb tense to convey various times, sequences, states, and conditions. L.5.1.c
- Recognize and correct inappropriate shifts in verb tense. L.5.1.d
- Use verbs in active and passive voice. L.8.1.b
- Use verbs correctly in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts. L.8.1.c
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. L.8.3.a
- Use pronouns (personal, possessive, indefinite) appropriately. L.1.1.c
- Use reflexive pronouns. L.2.1.c
- Use past tense of frequently occurring irregular verbs. L.2.1.d
- Use relative pronouns. L.4.1.a
- Recognize vague pronouns and correct pronoun errors. L.6.1.a
- Recognize and correct inappropriate shifts in pronouns. L.6.1.b

- Use prepositional phrases. L.4.1.e
- Use correlative conjunctions. L.5.1.e
- Create sentences using correctly placed clauses and phrases. L.7.1.a
- Identify verbals correctly based on their intended function. L.8.1.a

• 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
- Group related information in paragraphs... C.4.1.b, C.4.2.b, C.5.2.b

• 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, L.6.2.b, L.7.2.b, L.8.2.c

• 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

- Recognize variations from standard English and implement strategies to improve expression in conventional language. L.6.1.c