6 Traits of Writing

A breakdown of the NEW 2020 Language Arts Indiana Academic Standards
Evidence in Text:

- Writer selects topic he knows about and has recent knowledge of experience with
  - Identify relevant personal experiences as sources of information on a topic. K.W.5a
  - Find information on a topic or question of interest. 1.W.5a, 2.W.5a, 3.W.5a, 4.W.5a
- Writer addresses all aspects of the writing task
  - Develop and select ideas relevant to purpose and genre. 1.W.4a, 2.W.4a, 3.W.4a, 4.W.4a, 5.W.4a
  - Write for a range of tasks and purposes. 6.W.1, 7.W.1, 8.W.1, 9-10.W.1, 11-12.W.1
- Topic narrowed to manageable proportions
  - Provide a clear main idea. 4.W.3.2a
  - Express ideas precisely and concisely. 6.W.3.2e
  - Formulate a research/inquiry question. 5.W.5a, 6.W.5a, 7.W.5a, 8.W.5a, 9-10.W.5a, 11-12.W.5a
  - Refine and narrow the focus...9-10.W.5a, 11-12.W.5a
- Ideas are focused (stays on topic)
- Sub-topics within the writing are developed (more than a list of undeveloped sentences)
  - Add simple details. K.W.4a
  - Use words and pictures to develop a main idea. K.W.3.2
  - Give multiple reasons. K.W.3.1, 1.W.3.1, 2.W.3.1
  - Provide details to describe characters, actions, thoughts, and feelings. 1.W.3.3, 2.W.3.3c, 4.W.3.3c
  - Develop claim(s) and counterclaims fairly, supplying evidence for each. 9-10.W.3.1c, 11-12.W.3.1c
  - Develop an exposition (e.g., setting, situation, narrators/characters, context, point of view). 5.W.3.3a, 6.W.3.3a, 7.W.3.3a, 8.W.3.3a, 9-10.W.3.3a, 11-12.W.3.3a

Evidence in Pictures:

- A main idea, action, or event expressed
  - Use words and pictures to suggest a particular course of action. K.W.3.1
  - Use words and pictures to develop a main idea. K.W.3.2
  - Use words and pictures to narrate a single event or simple story. K.W.3.3
- Characters depicted
  - A setting drawn
    - Describe places. K.SL.4.1, 1.SL.4.1
- Little, close-up picture details included
  - Provide some information about a topic. K.W.3.2
  - Add simple details. K.W.4a
- Signs of movement included
- Multiple pictures tell a more complex story
- Pictures match words spoken (Listen to their details within their oral storytelling/explanation)
  - Describe people, places, things, and events. K.SL.4.1, 1.SL.4.1

Evidence in Early Writing:

- Pictures match letters/word-labels
  - Use words and pictures to develop a main idea and provide some information about a topic. K.W.3.2
- One, more than one, statement
  - Write sentences. K.W.6.1a, K.W.6.1b, 1.W.6.1e
- Listen for the expression of ideas and details (Oral storytelling happens before written stories)
  - Describe people, places, things, and events. K.SL.4.1, 1.SL.4.1
Evidence in Text:

- **Title grabs the reader’s attention**
  - Suggest a course of action/Propose an idea. K.W.3.1, 1.W.3.1
  - Introduce claim(s) and acknowledge alternate/counter-claims. 7.W.3.1a, 8.W.3.1a, 9-10.W.3.1a, 11-12.W.3.1a
  - Include a beginning/introduction. 1.W.3.3, 2.W.3.3a, 3.W.3.3a, 4.W.3.3a

- **Information revealed is unified and relevant (focused; stays on topic)**

- **Pacing is intentional—parts are developed thoroughly; others are skimmed**

- **Ideas are linked by fluid transitions**

- **Sense of completion/resolution**
  - Provide a concluding statement. 1.W.3.2

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
  - Arranging ideas in order. K.W.3.3

- **Use of a title or label**—organize their organization within their oral storytelling/explanation
  - Tell a story or recount an experience in an organized manner. 2.SL.4.1
  - Give 2-step directions. K.SL.4.3
  - Give 3- and 4-step directions. 1.SL.4.3

Evidence in Early Writing:

- **Pictures and text that enhance one another**—Use words and pictures to develop a main idea. K.W.3.2

- **Use of a title or label**

- **Progression of drawn ideas**—Comparing two things
  - Organize ideas into a beginning, middle, and end. 1.W.3.3

- **Words that suggest beginning**—one day, yesterday, etc.

- **Words that connect ideas**—and, and then, next
  - Use temporal words to signal event order. 1.W.3.3, 2.W.3.3

- **Words that suggest conclusion**—the end, good-bye, thank you
  - Provide a concluding statement. 1.W.3.2
Evidence in Text:

- Writer is interested in the topic; he cares about the topic
  — Identify a topic of interest. 2.W.5a, 3.W.5a

- Writing may reflect the personality of the writer

- Reader can interpret the writer’s “attitude” toward the topic (e.g., playful, angry, frustrated, joyful, etc.)
  — In expository writing, the writer sounds confident and authoritative (like an expert)
    — Use appropriate language/vocabulary to support a tone and formality appropriate to the topic. 5.W.3.2e

- Reader can interpret a character’s “attitude” toward the situation (in narrative writing)
  — Provide details to describe actions, thoughts, and feelings. 2.W.3.3c
  — Include dialogue. 3.W.3.3c, 4.W.3.3c
  — Reveal character personalities, feelings, and responses. 4.W.3.3c, 5.W.3.3c
  — Use narrative techniques to develop events and characters. 6.W.3.3c, 7.W.3.3c, 8.W.3.3c, 9-10.W.3.3c, 11-12.W.3.3c

- Writing may demonstrate a creative perspective/attitude

- Tone is appropriate for purpose and audience
  — Use language and vocabulary appropriate for audience. 4.W.3.2f, 5.W.3.1d, 5.W.3.2e
  — Use a variety of techniques to... build toward a particular tone (e.g., a sense of mystery, suspense, growth, or resolution). 11-12.W.3.3d

- Awareness of audience (elicits a strong reader response)
  — Write to a particular or identified audience. 1.W.3.1, 4.W.3.1a, 5.W.3.1a
  — Engage/Orient the reader. 6.W.3.3a, 7.W.3.3a, 8.W.3.3a, 9-10.W.3.3a, 11-12.W.3.3a
  — Anticipate audience’s knowledge level and concerns. 9-10.W.3.1c, 11-12.W.3.1c

- Writing that makes a connection to a personal memory of the reader

- Writing that communicates directly with the audience (e.g., questions, parentheses, etc.)
  — Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. 6.W.6.2b

- 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
  — Communicate effectively with a variety of audiences and for different purposes. K.SL.1
  — Adjust the use of spoken language to communicate effectively. 1.SL.1
  — Add drawings to clarify ideas, thoughts, and feelings. 1.SL.4.2

Evidence in Early Writing:

- Words that convey feelings (e.g., fun, cool, happy, sad, etc.)
  — Correctly use exclamation mark. 1.W.6.2b
  — Write exclamatory sentences. 1.W.6.1e

- Voice-filled conventions (e.g., exclamation points, all-capital letters, underlined words, bold words, etc.)
  — Voice-filled conventions (e.g., exclamation points, all-capital letters, underlined words, bold words, etc.)
  — Correctly use exclamation mark. 1.W.6.2b
  — Write exclamatory sentences. 1.W.6.1e

- Attempts to increase feeling/attitude with really and very

- Language written into speech-dialogue bubbles

- Readers want to share the writing with others
Evidence in Text:

• Accurate words & phrasing (v. thesaurus pickers)

• Precise words & phrasing (v. vague/general)
  — Use precise words to describe characters and actions. 1.W.3.3
  — Use descriptive details. 2.W.3.3b, 3.W.3.3b, 4.W.3.3b
  — Use vocabulary appropriate for topic. 4.W.3.2f
  — Use appropriate vocabulary to convey meaning. 5.W.3.2e
  — Use precise and expressive vocabulary for effect. 5.W.3.3d

• Original words & phrasing (v. clichés)

• Concise language
  — Choose language and content-specific vocabulary that express ideas precisely and concisely. 6.W.3.2e, 7.W.3.2d, 8.W.3.2d, 9-10.W.3.2d
  — Choose language and content-specific vocabulary to manage the complexity of the topic. 11-12.W.3.2d

• Minimal redundancy

• Show, don’t tell
  — Use descriptive details. 3.W.3.3b

• Strong action verbs

Evidence in Pictures:

• Pretend writing (the squiggle line)

• Listen to student word choice within oral storytelling/explanation
  — Describe familiar people, places, things, and events. K.SL.4.1, 1.SL.4.1

Evidence in Early Writing:

• Language woven into picture (on signs, on shirts, on vehicles, etc.)
  — Use words and pictures to provide logical reasons. K.W.3.1
  — Use words and pictures to develop a main idea. K.W.3.2
  — Use words and pictures to narrate a single event or simple story. K.W.3.3

• Words written of any kind (e.g., single letters, letter strings, letter combinations, consonants only, etc.)

• Words you can read & make sense of

• Synonyms to replace nice, fun, cool, like, love, very, really, good

• Specific verbs
  — Write sentences that include verbs. K.W.6.1b, 1.W.6.1b
  — Write sentences using verbs to convey a sense of past, present, and future. 1.W.6.1b

• Specific adjectives
  — Use precise words to describe characters. 1.W.3.3
  — Write sentences that use adjectives and adverbs. 2.W.6.1c

• 5 sensory words
  — Provide some details about the topic. 1.W.3.2
  — Recount an experience with careful attention to sensory details. 2.SL.4.1

• Big words using s-t-r-e-t-c-h-e-d o-u-t spelling strategies
  — Spell words phonetically. K.W.6.2c, 1.W.6.2c
Evidence in Text:

- Easy to read aloud the first time through
- Varied sentence lengths/structures (simple, compound, complex)
  — Use varied syntax. 11-12.W.3.1d
- Varied sentence beginnings
- Varied sentence types (declarative, interrogative, exclamatory)
  — Recognize that there are different kinds of sentences. K.W.6.1e
  — Write simple declarative, interrogative, imperative, and exclamatory sentences. 1.W.6.1e,
- “Deadwood” has been cut; every word counts
- Use of parallel structure
  — Identify and use parallelism in all writing to present items in a series and items juxtaposed
    for emphasis. 9-10.W.6.1e
- Use of figurative language
  — Use figurative language for effect. 5.W.3.3
- Natural ordering of words in a series
- Vary sentences for impact/effect
  — Use appropriate sentence variety to convey meaning; for effect. 5.W.3.2e
  — Vary sentence patterns for meaning, reader interest, and style. 7.W.6.1e

Evidence in Pictures:

- Listen to the fluency of their oral storytelling/explanation
  — Use complete sentences to describe familiar people, places, things, and events. K.SL.4.1

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
- Varied sentence beginnings
- Mixture of statements and questions and exclamations
  — Recognize that there are different kinds of sentences. K.W.6.1e
  — Write complete simple declarative, interrogative, imperative, and exclamatory sentences. 1.W.6.1e
  — Correctly use a period, question mark, and exclamation mark at the end of a sentence. 1.W.6.2b
- Mixture of long and short sentences
- Dialogue/Speech bubbles that echo the way people really speak
Evidence in Early Writing:

- Letters that appear upright and closed
- Letters that face the right direction
- Left to right and top-to-bottom orientation
  - Write by moving from left to right and top to bottom. K.W.2.2

- Distinction between upper & lowercase [whether correct or not]
  - Identify and name all uppercase and lowercase letters. K.RF.2.4
  - Write all uppercase and lowercase letters. 1.W.2.1

- Association of letters with sounds (phonics)
  - Understand and apply knowledge of phonics. K.RF.1, 1.RF.1, 2.RF.1
  - Spell simple words phonetically. K.W.6.2c
  - Review (edit) writing for correct spelling of simple words. K.W.4a

- Readable spelling
  - Utilize environmental print for spelling support
    - Correctly spell high-frequency words. 1.W.6.2c, 2.W.6.2c
    - Edit for conventions (correct spelling of frequently used words). 1.W.4a, 2.W.4a, 3.W.4a, 4.W.4a

- Writing on a line
  - Space letters, words, and sentences appropriately. 1.W.2.1
  - Space words and sentences properly. 2.W.2.1
  - Leave space between letters in a word, words in a sentence, and words & the edges of the paper. 3.W.2.1

- Use of the capitalized "I"
  - Capitalize the pronoun "I." K.W.6.2a, 1.W.6.2a

- Beginning sentence capitals
  - Capitalize the first word of a sentence. K.W.6.2a, 1.W.6.2a
  - Edit writing for basic capitalization. 1.W.4
  - Recognize the components of a sentence (e.g., capitalization). 1.RF.2.3

- Use of end punctuation
  - Recognize and name end punctuation. K.W.6.2b
  - Correctly use periods, question marks, and exclamation marks at the end of a sentence. 1.W.6.2b
  - Edit writing for end punctuation. 1.W.4
Evidence in Text:

**Appropriate use of capitalization in different situations**
- Demonstrate a command of capitalization (varied focus by grade level).
- Apply correct usage of capitalization in writing. 5.W.6.2a
- Edit writing for basic capitalization. 1.W.4a, 2.W.4a, 3.W.4a, 4.W.4a

**Correct use of sentence punctuation**
- Demonstrate a command of punctuation (varied focus by grade level).
- Edit writing for punctuation. 1.W.4a, 2.W.4a, 3.W.4a, 4.W.4a
- Recognize sentence fragments and run-ons. 6.W.6.1e, 7.W.6.1e
- Use commas
  - in dates and to separate items in a series. 1.W.6.2b
  - in letter greetings & closings, dates, & items in a series. 2.W.6.2b
  - in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle). 3.W.6.2b
  - before a coordinating conjunction in a compound sentence. 4.W.6.2b
  - for appositives, 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. 5.W.6.2b
  - with subordinate clauses. 7.W.6.2b
- Use punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission. 8.W.6.2b
- Use semicolons to connect main clauses and colons to introduce a list or quotation. 6.W.6.1b
- Use a semicolon and a conjunctive adverb to link two or more closely related independent clauses. 9-10.W.6.2b
- Use an apostrophe to form contractions and possessives. 2.W.6.2b
- Punctuate dialogue/speech. 3.W.6.2b, 4.W.6.2b
- Apply correct use of apostrophes and quotation marks in writing. 5.W.6.2b
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. 6.W.6.2b

**Paragraph indenting is appropriate**
- Write a logically connected paragraph. 2.W.3.1, 2.W.3.2
- Organize sentences and paragraphs logically. 5.W.3.2a

**Spelling correctness**
- Demonstrate a command of spelling (varied focus by grade level).
  K.W.6.2c, 1.W.6.2c, 2.W.6.2c, 3.W.6.2c, 4.W.6.2c
  - Correctly spell words with common spelling patterns. 1.W.6.2c
  - Correctly spell common irregularly spelled and grade-appropriate high-frequency words. 1.W.6.2c, 2.W.6.2c
  - Correctly spell words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. 2.W.6.2c
  - Use conventional spelling for high-frequency words and other studied words and for adding affixes to base words. 3.W.6.2c
  - Use spelling patterns and generalizations when writing. 3.W.6.2c, 4.W.6.2c
- Apply correct spelling patterns and generalizations in writing. 5.W.6.2c
- Apply conventions learned previously. 6.W.6.2c, 7.W.6.2c, 8.W.6.2c, 9-10.W.6.2c, 11-12.W.6.2c

**Correct use of grammar and mechanics**
- Demonstrate a command of English grammar & usage (varied focus by grade level).
- Recognize and correct inappropriate shifts in verb tense. 4.W.6.1b, 8.W.6.1b
- Use a variety of pronouns; recognize and correct vague pronouns. 6.W.6.1a
- Recognize and correct problems with subject/verb agreement. 7.W.6.1b
- Recognize and correct misplaced and dangling modifiers. 7.W.6.1d
- Form and use active and passive voice. 8.W.6.1b
- Form and use verbs in indicative, imperative, interrogative, conditional, and subjunctive moods. 9-10.W.6.1b

**Level of convention formality matches the purpose, audience, topic, and genre of the writing**
- Use appropriate language, vocabulary, sentence variety to support a tone and formality appropriate to the topic. 5.W.3.2e

**Manipulate conventions for stylistic effect**