

6 Traits *of* Writing

*A breakdown of the NEW
2020 Language Arts
Indiana Academic Standards*





Grades K-12 IAS Connections: *Ideas*



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
- Gather relevant information. 5.W.5a, 6.W.5b, 7.W.5b, 8.W.5b, 9-10.W.5b, 11-12.W.5b

• 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)

- Revise to improve...coherence. 3.W.4a, 4.W.4a, 5.W.4a, 6.W.4a, 7.W.4a, 8.W.4a, 9-10.W.4a, 11-12.W.4a

• 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
- Support opinions/claims with logical reasoning and relevant evidence (e.g., reasons, facts, details). 3.W.3.1b, 4.W.3.1b, 5.W.3.1b, 6.W.3.1c, 7.W.3.1b, 8.W.3.1b
- 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

• Relevant and interesting details/examples/support included

- Use words and pictures to provide reasons K.W.3.1
- Identify relevant pictures, charts, texts, experiences, or people as sources of information on a topic. K.W.5a
- Develop ideas relevant to topic. 1.W.4a, 2.W.4a, 3.W.4a, 4.W.4a, W.5.4a
- Develop writing that is clear and coherent. 6.W.4a, 7.W.4a, 8.W.4a, 9-10.W.4a, 11-12.W.4a
- Develop the topic (provide information, examples, relevant facts, definitions, concrete details, quotations, etc.). K.W.3.2, 1.W.3.2, 2.W.3.2, 3.W.3.2b, 4.W.3.2c, 5.W.3.2b, 6.W.3.2b, 7.W.3.2b, 8.W.3.2b, 9-10.W.3.2b, 11-12.W.3.2b
- Use relevant details to convey experiences and events. (Use narrative techniques, such as dialogue, description, multi-plot lines, and reflection.) 4.W.3.3c, 5.W.3.3c, 6.W.3.3c, 6.W.3.3d, 7.W.3.3c, 7.W.3.3d, 8.W.3.3c, 8.W.3.3d, 9-10.W.3.3c, 11-12.W.3.3c
- Use telling details. 9-10.W.3.3e, 11-12.W.3.3e

• Ideas and information are paraphrased

- Record relevant information into their in own words. 3.W.5d
- Summarize/Paraphrase information in own words; give credit to source. (Avoid plagiarism.) 4.W.5d, 5.W.5c, 5.W.5d, 6.W.5d, 6.W.5e, 7.W.5d, 7.W.5e, 8.W.5d, 8.W.5e, 9-10.W.5e, 11-12.W.5e
- Avoid overreliance on any one source. 9-10.W.5e, 11-12.W.5e

• Info is selected based on prior knowledge of the audience

- Write for a range of audiences. K.W.1, 1.W.1, 2.W.1, 3.W.1, 4.W.1, 5.W.1, 6.W.1, 7.W.1, 8.W.1, 9-10.W.1, 11-12.W.1
- Point out strengths and limitations of evidence, anticipating the audience's knowledge level and concerns. 9-10.W.3.1c, 11-12.W.3.1c
- Develop the writing as appropriate to the audience's knowledge of the topic. 9-10.W.3.2b, 11-12.W.3.2b
- Address what is most significant for a specific purpose and audience. 9-10.W.4a, 11-12.W.4a

• Reader questions are anticipated and answered

- Anticipate audience's knowledge level and concerns. 9-10.W.3.1c, 11-12.W.3.1c

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



Grades K-12 IAS Connections: *Organization*



Evidence in Text:

• Title grabs the reader's attention

• Captivating/Inviting beginning or introduction

- Suggest a course of action/Propose an idea. K.W.3.1, 1.W.3.1
- Introduce opinion/position/claim(s). 2.W.3.1, 3.W.3.1a, 4.W.3.1a, 5.W.3.1a, 6.W.3.1a, 7.W.3.1a
- 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
- Develop/Introduce the main idea/topic. K.W.3.2, 1.W.3.2, 2.W.3.2, 3.W.3.2a, 4.W.3.2a, 5.W.3.2a, 6.W.3.2a, 7.W.3.2a, 8.W.3.2a, 9-10.W.3.2a, 11-12.W.3.2a
- 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)

• Information is revealed in a purposeful/logical order (requires pre-writing)

- Arrange ideas in order. K.W.3.3
- Organize ideas into a beginning, middle, and ending. 1.W.3.3
- Write logically connected sentences/paragraphs. 1.W.3.1, 2.W.3.1
- Select and organize ideas; plan and develop. 1.W.4a, 2.W.4a, 3.W.4a, 4.W.4a, 5.W.4a, 6.W.4a, 7.W.4a, 8.W.4a, 9-10.W.4a, 11-12.W.4a
- Group related ideas/information/evidence in a logical way. 3.W.3.1b, 3.W.3.2a, 4.W.3.1c, 5.W.3.1c, 6.W.3.1b, 6.W.3.2a, 7.W.3.1a, 7.W.3.2a, 8.W.3.1a, 8.W.3.2a
- Establish clear relationship/significance among claim(s), counterclaims, reasons, and evidence. 9-10.W.3.1a, 11-12.W.3.1a
- Provide supporting paragraphs with topic and summary sentences. 4.W.3.2b
- Organize sentences, paragraphs, ideas, and information logically. 5.W.3.2a, 6.W.3.2a, 7.W.3.2a, 8.W.3.2a
- Organize complex ideas/information. 9-10.W.3.2a, 11-12.W.3.2a

- Organize/Develop an event sequence; create a smooth progression. 3.W.3.3, 4.W.3.3, 5.W.3.3, 6.W.3.3, 7.W.3.3, 8.W.3.3, 9-10.W.3.3, 11-12.W.3.3.
- Revise to improve organization. 2.W.4, 3.W.4, 4.W.4, 5.W.4
- Present information, choosing from a variety of formats. 2.W.5, 3.W.5, 4.W.5, 5.W.5, 6.W.5, 7.W.5, 8.W.5, 9-10.W.5, 11-12.W.5

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

- Use pacing to develop experiences and events. 5.W.3.3, 6.W.3.3, 7.W.3.3, 8.W.3.3, 9-10.W.3.3, 11-12.W.3.3

• Ideas are linked by fluid transitions

- Use temporal words to signal event order. 1.W.3.3, 2.W.3.3
- Connect ideas and events using transition words. 3.W.3.3, 4.W.3.3, 5.W.3.3
- Use effective transitions to create cohesion. 6.W.3.1, 7.W.3.1, 8.W.3.1, 9-10.W.3.1, 11-12.W.3.1
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one setting to another. 6.W.3.3, 7.W.3.3, 8.W.3.3
- Connect opinion and reasons (with words, phrases, and clauses). 3.W.3.1, 4.W.3.1, 5.W.3.1
- Connects ideas/clarify relationships using transition words and phrases. 3.W.3.2, 4.W.3.2, 5.W.3.2, 6.W.3.2, 7.W.3.2, 8.W.3.2, 9-10.W.3.2, 11-12.W.3.2

• Sense of completion/resolution

- Organize ideas into a beginning, middle, and ending. 1.W.3.3
- Provide an ending/concluding statement or section. 1.W.3.2, 2.W.3.1, 2.W.3.2, 2.W.3.3, 3.W.3.1, 3.W.3.2, 3.W.3.3, 4.W.3.1, 4.W.3.2, 4.W.3.3, 5.W.3.1, 5.W.3.2, 5.W.3.3, 6.W.3.1, 6.W.3.2, 6.W.3.3, 7.W.3.1, 7.W.3.2, 7.W.3.3, 8.W.3.1, 8.W.3.2, 8.W.3.3, 9-10.W.3.1, 9-10.W.3.2, 9-10.W.3.3, 11-12.W.3.1, 11-12.W.3.2, 11-12.W.3.3

• 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

- Arranging ideas in order. K.W.3.3

• Listen to 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



Grades K-12 IAS Connections: *Voice*



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
 - Establish and maintain a style appropriate to purpose and audience. 6.W.3.1d, 6.W.3.2f, 7.W.3.1c, 7.W.3.2e, 8.W.3.1d, 8.W.3.2e, 9-10.W.3.1e, 9-10.W.3.2e, 11-12.W.3.1e, 11-12.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
 - Establish and maintain consistent style/tone appropriate to audience. 6.W.3.1d, 6.W.3.2f, 7.W.3.1c, 7.W.3.2e, 8.W.3.1d, 8.W.3.2e, 9-10.W.3.1e, 9-10.W.3.2e, 11-12.W.3.1e, 11-12.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 for a range of purposes and audiences. K.W.1, 1.W.1, 2.W.1, 3.W.1, 4.W.1, 5.W.1, 6.W.1, 7.W.1, 8.W.1, 9-10.W.1, 11-12.W.1
 - 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.)**
- **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**



Grades K-12 IAS Connections: *Word Choice*



Evidence in Text:

- **Accurate words & phrasing (v. thesaurus pickers)**
 - Revise to improve word choice. 2.W.4a, 3.W.4a, 4.W.4a, 5.W.4a
- **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
 - Use precise words and phrases. 6.W.3.3d, 7.W.3.3d, 8.W.3.3d, 9-10.W.3.3e, 11-12.W.3.3e
- **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
 - Eliminate wordiness. 6.W.3.2d, 7.W.3.2d, 8.W.3.2d, 9-10.W.3.2d, 11-12.W.3.2d
- **Minimal redundancy**
 - Eliminate redundancy. 6.W.3.2d, 7.W.3.2d, 8.W.3.2d, 9-10.W.3.2d, 11-12.W.3.2d
- **Show, don't tell**
 - Use descriptive details. 3.W.3.3b
 - Use sensory details. 4.W.3.3d, 6.W.3.3d, 7.W.3.3d, 8.W.3.3d, 9-10.W.3.3e, 11-12.W.3.3e
- **Strong action verbs**
 - Write sentences that include verbs. K.W.6.1b, 1.W.6.1b, 2.W.6.1b, 3.W.6.1b, 4.W.6.1b, 5.W.6.1b, 6.W.6.1b, 7.W.6.1b, 8.W.6.1b, 9-10.W.6.1b, 11-12.W.6.1b

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



Grades K-12 IAS Connections: *Sentence Fluency*



Evidence in Text:

- **Easy to read aloud the first time through**
- **Varied sentence lengths/structures (simple, compound, complex)**
 - Revise sentence structure/sentence fluency. 1.W.4a, 2.W.4a, 3.W.4a, 4.W.4a, 5.W.4a
 - Write simple and compound sentences. 2.W.6.1e, 3.W.6.1e, 4.W.6.1e, 5.W.6.1e
 - Write simple, compound, complex, and compound-complex sentences. 6.W.6.1e, 7.W.6.1e
 - Use varied syntax. 11-12.W.3.1d
 - Apply conventions learned previously. 8.W.6.1e, 9-10.W.6.1e, 11-12.W.6.1e
- **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, 2.W.6.1e, 3.W.6.1e, 4.W.6.1e, 5.W.6.1e
- **“Deadwood” has been cut; every word counts**
 - Eliminate wordiness and redundancy. 6.W.3.2e, 7.W.3.2d, 8.W.3.2d, 9-10.W.3.2d, 11-12.W.3.2d
- **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**



Grades K-1 IAS 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**
 - 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**
- **Spaces between words or lines**
 - 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



Grades K-12 IAS Connections: *Conventions*



Evidence in Text:

• Appropriate use of capitalization in different situations

- Demonstrate a command of capitalization (varied focus by grade level).
K.W.6.2a, 1.W.6.2a, 2.W.6.2a, 3.W.6.2a, 4.W.6.2a
- 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).
K.W.6.2b, 1.W.6.2b, 2.W.6.2b, 3.W.6.2b, 4.W.6.2b, 5.W.6.2, 6.W.6.2b, 7.W.6.2b, 8.W.6.2b, 9-10.W.6.2b
- 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).
K.W.6.1, 1.W.6.1, 2.W.6.1, 3.W.6.1, 4.W.6.1, 5.W.6.1, 6.W.6.1, 7.W.6.1, 8.W.6.1, 9-10.W.6.1, 11-12.W.6.1
- Apply conventions learned previously. 7.W.6.1a, 7.W.6.1c, 8.W.6.1a, 8.W.6.1c, 8.W.6.1d, 8.W.6.1e, 9-10.W.6.2a, 9-10.W.6.2c, 9-10.W.6.2d, 11-12.W.6.1a, 11-12.W.6.1b, 11-12.W.6.1c, 11-12.W.6.1d
- Write sentences using verbs. K.W.6.1b, 1.W.6.1b, 2.W.6.1b, 3.W.6.1b, 4.W.6.1b, 5.W.6.1b, 6.W.6.1b, 7.W.6.1b, 8.W.6.1b, 9-10.W.6.1b
- 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