

This document is designed to showcase the specific Michigan Grade Level Content Expectations for writing taught through the WriteSteps and Lucy Calkins programs. The writer’s workshop model is the heart of each program, as well as direct teacher instruction and extensive modeling. However, WriteSteps provides more comprehensive teacher instruction including DVD’s of lessons and accompanying classroom material specifically for the Michigan GLCEs. Accordingly, WriteSteps is an excellent supplemental companion with Calkins to guarantee the GLCE’s are being met.

## Highlighted Text Refers to Specific GLCE Concepts Covered

**WriteSteps**

**1st Grade  
MI GLCE**

**Calkins  
Material**

### WRITING GENRE

Students will **write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.**

**Covered in Units 2, 3 and 6**

**W.GN.01.01**

Students will **write a personal narrative using illustrations** and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.

Students will approximate poetry based on reading a wide variety of grade-appropriate poetry.

**W.GN.01.02**

**Not assessed on the MEAP.**

Students will approximate poetry based on reading a wide variety of grade-appropriate poetry.

<p>Students will write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.</p> <p><b>Materials provided in binder</b></p>	<p><b>W.GN.01.03</b></p> <p><b>Not assessed on the MEAP.</b></p>	<p>Students will write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.</p>
<p>Students will use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project.</p>	<p><b>W.GN.01.04</b></p> <p><b>Not assessed on the MEAP.</b></p>	<p>Students will use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project.</p>

## WRITING PROCESS

<p>Students will <b>with teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning.</b></p> <p><b>Covered in Units 1, 2, 3 and 6</b></p>	<p><b>W.PR.01.01</b></p>	<p>Students will with teacher support, set a purpose, <b>consider audience</b>, and incorporate literary language when writing a <b>narrative</b> or informational piece; begin to use specific strategies including graphic organizers when planning.</p>
<p>Students will <b>draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.</b></p> <p><b>Covered in Units 2, 3 and 6</b></p>	<p><b>W.PR.01.02</b></p>	<p>Students will draft focused ideas using multiple connected sentences with appropriate gram-mar, usage, mechanics, and temporary spellings when com-posing a narrative or informational piece.</p>

<p>Students will <b>attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g., using strong verbs or precise nouns, and adding needed information).</b></p> <p><b>Covered in Unit 4</b></p>	<p><b>W.PR.01.03</b></p>	<p>Students will <b>attempt to revise draft</b> based on reading it aloud to clarify meaning for their intended audience (e.g., using strong verbs or precise nouns, and <b>adding needed information</b>).</p>
<p>Students will attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed check-list, both individually and in groups.</p> <p><b>Covered in Unit 5</b></p>	<p><b>W.PR.01.04</b></p>	<p>Students will attempt to proof-read and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.</p>

## PERSONAL STYLE

<p>Students will <b>develop personal style in oral, written, and visual messages in both narrative (e.g., natural language, specific action, emotion) and informational writing (e.g., sequence, specific vocabulary, visual representation).</b></p> <p><b>Covered in Units 2,3 and 6</b></p>	<p><b>W.PS.01.01</b></p>	<p>Students will develop personal style in oral, written, and visual messages in both narrative (e.g., natural language, specific action, emotion) and informational writing (e.g., sequence, specific vocabulary, visual representation).</p>
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## GRAMMAR and USAGE

<p>Students will in the context of writing, <b>correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.</b></p> <p><b>Covered in Units 2, 3, 5 and 6</b></p>	<p><b>W.GR.01.01</b></p>	<p>Students will in the context of writing, correctly use complete simple sentences beginning with a capital letter and <b>ending with a period</b>, question mark, or exclamation point and capitalize first and last names, and the pronoun I.</p>
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# SPELLING

Students will in the context of writing, correctly spell frequently en-counterred one-syllable words from common word families.

**Covered in Units 2, 3, 5 and 6**

**W.SP.01.01**

Students will in the context of writing, correctly spell frequently en-counterred one-syllable words from common word families.

Students will in the context of writing, **correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).**

**Covered in Units 2, 3, 5 and 6**

**W.SP.01.02**

Students will in the context of writing, **correctly spell** less frequently encountered words **using structural cues (letter/sound, rimes)** and environmental sources (**word walls, word lists**).