

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**

**2nd Grade  
MI GLCE**

**Calkins  
Material**

### WRITING GENRE

Students will **write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events.**

**Covered in Units 1 and 4**

**W.GN.02.01**

Students will write a narrative piece such as realistic fiction, fantasy, or **personal narrative** depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events.

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

**W.GN.02.02**

**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 including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.</p> <p><b>Materials provided in binder</b></p>	<p><b>W.GN.02.03</b></p> <p><b>Not assessed on the MEAP.</b></p>	<p>Students will write an informational piece including a magazine feature article using an organizational pattern such as description, <b>enumeration</b>, sequence, or compare/contrast that may include graphs, <b>diagrams</b>, or charts to enhance the understanding of central and key ideas.</p>
<p>Students will use the writing process to produce and present a research project; develop two research questions related to a teacher-selected topic; gather electronic or print resources and organize the information using key ideas with teacher assistance.</p>	<p><b>W.GN.02.04</b></p> <p><b>Not assessed on the MEAP.</b></p>	<p>Students will use the writing process to produce and present a research project; develop two research questions related to a teacher-selected topic; gather electronic or print resources and organize the information using key ideas with teacher assistance.</p>

## WRITING PROCESS

<p>Students will <b>set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece.</b></p> <p><b>Covered in Units 1, 3, 4 and 6</b></p>	<p><b>W.PR.02.01</b></p>	<p>Students will set a purpose, consider audience, and begin to use <b>styles and patterns derived from studying authors' craft when writing a narrative or informational piece.</b></p>
<p>Students will <b>develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).</b></p> <p><b>Covered in Units 1, 3, 4 and 6</b></p>	<p><b>W.PR.02.02</b></p>	<p>Students will develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent <b>specific organizational patterns</b> (e.g., problem/solution, sequence, description, or compare/contrast).</p>
<p>Students will <b>draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details.</b></p> <p><b>Covered in Unit 3</b></p>	<p><b>W.PR.02.03</b></p>	<p>Students will draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details.</p>

<p>Students will <b>write in first and third person based on genre type and purpose.</b>  <b>Covered in Unit 4</b></p>	<p><b>W.PR.02.04</b></p>	<p>Students will write in first and third person based on genre type and purpose.</p>
<p>Students will <b>draft a coherent piece with appropriate grammar, usage, mechanics, and temporary spellings.</b>  <b>Covered in Units 1,3,4 and 6</b></p>	<p><b>W.PR.02.05</b></p>	<p>Students will draft a coherent piece with appropriate grammar, usage, mechanics, and temporary spellings.</p>
<p>Students will <b>revise drafts based on constructive and specific oral and written responses to writing; identify sections of the piece that need to be revised using reorganization, additions, deletions, and appropriate use of transitions; make stylistic changes in content and form to suit intended purpose and audience.</b>  <b>Covered in Unit 2</b></p>	<p><b>W.PR.02.06</b></p>	<p>Students will <b>revise drafts based on constructive and specific oral</b> and written <b>responses to writing</b>; identify sections of the piece that need to be revised using reorganization, <b>additions, deletions</b>, and appropriate use of transitions; make stylistic changes in content and form to suit intended purpose and audience.</p>
<p>Students will attempt to <b>proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.</b>  <b>Covered in Unit 5</b></p>	<p><b>W.PR.02.07</b></p>	<p>Students will attempt to proofread and edit writing using appropriate resources including dictionaries 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., descriptive language, use of imagination, varying sentence beginnings) and informational writing (e.g., facts, effective conclusions).</b>  <b>Covered in Units 1,3,4 and 6</b></p>	<p><b>W.PS.02.01</b></p>	<p>Students will develop personal style in <b>oral, written, and visual messages</b> in both narrative (e.g., descriptive language, use of imagination, varying sentence beginnings) and <b>informational writing (e.g., facts</b>, effective conclusions).</p>
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## GRAMMAR and USAGE

Students will in the context of writing, **correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.**

**Covered in Unit 5**

**W.GR.02.01**

Students will in the context of writing, correctly use more complex complete sentences, nouns and verbs, **commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.**

## SPELLING

Students will in the context of writing, **correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).**

**Covered in Unit 5**

**W.SP.02.01**

Students will in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., **word walls, word lists**).