

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

**3rd Grade
MI GLCE**

**Calkins
Material**

WRITING GENRE

Students will **write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.**
Covered in Units 5 and 6

W.GN.03.01

Students will write a cohesive **narrative piece** such as a fable, folktale, or realistic fiction using personification, setting, **actions and thoughts** that reveal important character traits.

Students will **write poetry based on reading a wide variety of grade-appropriate poetry.**
Covered in Unit 2 - Limerick

W.GN.03.02

Not assessed on the MEAP.

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

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| <p>Students will write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.</p> <p>Covered in Unit 3</p> | <p>W.GN.03.03</p> | <p>Students will write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.</p> |
| <p>Students will use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.</p> | <p>W.GN.03.04</p> <p>Not assessed on the MEAP.</p> | <p>Students will use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.</p> |

WRITING PROCESS

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| <p>Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p>Covered in Units 3, 5, and 6</p> | <p>W.PR.03.01</p> | <p>Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> |
| <p>Students will apply a variety of prewriting strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).</p> <p>Covered in Units 3, 5 and 6</p> | <p>W.PR.03.02</p> | <p>Students will apply a variety of prewriting strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).</p> |

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| <p>Students will draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution).</p> <p>Covered in Unit 4</p> | <p>W.PR.03.03</p> | <p>Students will draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution).</p> |
| <p>Students will revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p> <p>Covered in Units 1, 5 and 6</p> | <p>W.PR.03.04</p> | <p>Students will revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p> |
| <p>Students will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.</p> <p>Covered in Units 5 and 6</p> | <p>W.PR.03.05</p> | <p>Students will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.</p> |

PERSONAL STYLE

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| <p>Students will exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).</p> <p>Covered in Units 1, 5, and 6</p> | <p>W.PS.03.01</p> | <p>Students will exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).</p> |
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GRAMMAR and USAGE

Students will in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

Materials provided in binder.

W.GR.03.01

Not assessed on the MEAP.

Students will in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; **commas** in a series; and begin use of **quotation marks** and capitalization in dialogue.

SPELLING

Students will in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

Materials provided in binder.

W.SP.03.01

Not assessed on the MEAP.

Students will in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).