

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 to Calkins to guarantee the GLCE's are being met.

## Highlighted Text Refers to Specific GLCE Concepts Covered

**WriteSteps**

**4th Grade  
MI GLCE**

**Calkins  
Material**

### WRITING GENRE

Students will **write a cohesive piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.**

**Covered in Unit 6**

**W.GN.04.01**

Students will **write a** cohesive **piece** such as a myth, legend, fantasy, or adventure creating relationships among **setting, characters**, theme, and plot.

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

**W.GN.04.02**

**Not assessed on the MEAP.**

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

<p>Students will <b>write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g. compare/contrast) and informational text features.</b></p> <p><b>Covered in Unit 5</b></p>	<p><b>W.GN.04.03</b></p>	<p>Students will write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g. compare/contrast) and informational text features.</p>
<p>Students will use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.</p>	<p><b>W.GN.04.04</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 using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.</p>

## WRITING PROCESS

<p>Students will <b>set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</b></p> <p><b>Covered in Units 2, 5 and 6</b></p>	<p><b>W.PR.04.01</b></p>	<p>Students will set a purpose, <b>consider audience</b>, and replicate authors' styles and patterns when writing a <b>narrative</b> or informational piece.</p>
<p>Students will <b>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., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).</b></p> <p><b>Covered in Units 2, 5 and 6</b></p>	<p><b>W.PR.04.02</b></p>	<p>Students will apply a <b>variety of prewriting strategies for both narrative and informational writing</b> ( e.g., graphic organizers such as maps, webs, Venn diagrams) <b>in order to generate, sequence, and structure ideas</b> (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).</p>
<p>Students will <b>draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.</b></p> <p><b>Covered in Unit 2</b></p>	<p><b>W.PR.04.03</b></p>	<p>Students will draft focused ideas using a variety of drafting techniques <b>composing</b> coherent and mechanically sound <b>paragraphs</b> when writing compositions.</p>

<p>Students will <b>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).</b></p> <p><b>Covered in Unit 3</b></p>	<p><b>W.PR.04.04</b></p>	<p>Students will <b>revise drafts</b> based on constructive and <b>specific oral</b> and written <b>responses to writing</b> by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, <b>connecting main and supporting ideas</b>, transitions).</p>
<p>Students will <b>proofread and edit writing using appropriate resources (e.g. dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.</b></p> <p><b>Covered in Unit 4</b></p>	<p><b>W.PR.04.05</b></p>	<p>Students will <b>proofread and edit writing</b> using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and gradelevel <b>checklists</b> both individually and in groups.</p>

## PERSONAL STYLE

<p>Students will <b>exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).</b></p> <p><b>Covered in Unit 1</b></p>	<p><b>W.PS.04.01</b></p>	<p>Students will exhibit personal style and <b>voice</b> to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, <b>transitions</b>).</p>
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## GRAMMAR and USAGE

Students will in the context of writing, **correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.**

**Covered in Unit 4**

**W.GR.04.01**

Students will in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; **quotation marks** or italics to identify titles or names.

## SPELLING

Students will in the context of writing, **correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multisyllabic); 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).**

**Covered in Unit 4**

**W.SP.04.01**

Students will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multisyllabic); 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).