

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

**5th Grade
MI GLCE**

**Calkins
Material**

WRITING GENRE

Students will **write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, antiheroes, and narrator; and depicting conflicts and resolutions.**

Covered in Unit 6

W.GN.05.01

Students will write a cohesive **narrative piece** such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, antiheroes, and narrator; and depicting conflicts and resolutions.

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

W.GN.05.02

Not assessed on the MEAP.

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

<p>Students will write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.</p> <p>Covered in Unit 5</p>	<p>W.GN.05.03</p>	<p>Students will write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.</p>
<p>Students will use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.</p>	<p>W.GN.05.04</p> <p>Not assessed on the MEAP.</p>	<p>Students will use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.</p>

WRITING PROCESS

<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 2, 5 and 6</p>	<p>W.PR.05.01</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., role and relationships of characters, settings, ideas, relationships of theory/evidence, or compare/contrast).</p> <p>Covered in Units 2, 5 and 6</p>	<p>W.PR.05.02</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., role and relationships of characters, settings, ideas, relationships of theory/evidence, or compare/contrast).</p>

<p>Students will draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.</p> <p>Covered in Units 2 and 5</p>	<p>W.PR.05.03</p>	<p>Students will draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.</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., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).</p> <p>Covered in Unit 3</p>	<p>W.PR.05.04</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., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).</p>
<p>Students will proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p> <p>Covered in Unit 4</p>	<p>W.PR.05.05</p>	<p>Students will proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>

PERSONAL STYLE

<p>Students will exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p> <p>Covered in Unit 1</p>	<p>W.PS.05.01</p>	<p>Students will exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>
---	--------------------------	--

GRAMMAR and USAGE

Students will in the context of writing, **correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list.**

Covered in Unit 4

W.GR.05.01

Students will in the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list.

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, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).**

Covered in Unit 4

W.SP.05.01

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, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).