

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	K MI GLCE	Calkins Material
WRITING GENRE		
Students will <b>write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.</b> <i>Covered in Units 1, 2, and 4</i>	<b>W.GN.00.01</b>	Students will <b>write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.</b>
Students will <b>approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade-appropriate poetry.</b> <i>Covered in Unit 5 - Color Poetry</i>	<b>W.GN.00.02</b>  Not assessed on the MEAP.	Students will <b>approximate poetry</b> , using copy change and <b>teacher guidance</b> , based on reading a wide variety of grade-appropriate poetry.
Students will <b>write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.</b> <i>Materials provided in binder</i>	<b>W.GN.00.03</b>  Not assessed on the MEAP.	Students will write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.

<p>Students will contribute to a class research project by adding relevant information to a class book including gathering information from teacher-selected resources and using the writing process to develop the project. <b>Materials provided in binder</b></p>	<p><b>W.GN.00.04</b> <b>Not assessed on the MEAP.</b></p>	<p>Students will contribute to a class research project by adding relevant information to a class book including gathering information from teacher-selected resources and using the writing process to develop the project.</p>
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## WRITING PROCESS

<p>Students will <b>with teacher assistance, consider the audience's reaction as they plan narrative or informational writing.</b> <b>Covered in Units 1, 2 and 4</b></p>	<p><b>W.PR.00.01</b></p>	<p>Students will with teacher assistance, <b>consider the audience's reaction</b> as they plan narrative or informational writing.</p>
<p>Students will brainstorm to generate and structure ideas for narrative or informational writing. <b>Covered in Units 1, 2, 4 and 5</b></p>	<p><b>W.PR.00.02</b></p>	<p>Students will brainstorm to generate and structure ideas for narrative or informational writing.</p>
<p>Students will <b>draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.</b> <b>Covered in Units 1, 2, 3, 4 and 5</b></p>	<p><b>W.PR.00.03</b></p>	<p>Students will <b>draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.</b></p>
<p>Students will attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning. <b>Covered in Unit 6</b></p>	<p><b>W.PR.00.04</b> <b>Not assessed on the MEAP.</b></p>	<p>Students will <b>attempt to revise writing based on reading it aloud,</b> requesting suggestions and clarifications that support meaning.</p>

## PERSONAL STYLE

Students will **develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing).**

**Covered in Units 1, 2 and 4**

**W.PS.00.01**

Students will develop originality in **oral, written, and visual messages in both narrative** (e.g., natural language, expressed sentiment, **original ideas**) and informational writing (e.g., **listing**, naming, describing).

## SPELLING

Students will in the context of writing, **correctly spell a small number (about 18) of frequently encountered and personally meaningful words.**

**Covered in Units 1, 2, 3, 4, and 5**

**W.SP.00.01**

Students will in the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.