READING

WRITING

SPEAKING, LISTENING, AND VIEWING

Writing

Michigan's English Language Arts Grade Level Content Expectations in Writing are categorized into seven domains:

Writing Genre (GN)   Grammar and Usage (GR)
Writing Process (PR)   Personal Style (PS)
Spelling (SP)   Handwriting (HW)
Writing Attitude (AT)

A successful writing program incorporating the seven domains of the Grade Level Content Expectations is a cornerstone of a classroom community. It provides students with opportunities to share their stories, ideas, and creativity. Writing instruction that spans across the curriculum enables students to solve problems, think critically, and construct knowledge in all subject areas.

To assure mastery of essential writing skills, processes, and strategies, explicit and systematic instruction should occur at every grade level. Using the stages of the writing process, students will continue to evolve in their ability to fluently compose clear, focused, and cohesive writings. Progressing through the grades, students will use the skills they have previously learned to refine, extend, and acquire new knowledge at the next grade level.

Students develop their own voices by writing about ideas that are of great importance to them. Common experiences, issues and themes embodied in text should provide the context for teaching. Reading and exploring different types of writing, their purposes, structures and characteristics, helps students become proficient at narrative, informational, research, descriptive, persuasive, and argumentative writing.

A deep knowledge of the Michigan's identified writing elements will enable students to monitor, reflect, and adjust their own writing and critique the writing of others for clarity, coherence, correctness, purpose and audience.

- Ideas and Content
- Organization
- Style and Voice
- Conventions

The reflection of these elements within a student's own work will serve to demonstrate growth over time and guide instructional decisions.

In this global economy, it is essential that Michigan students possess effective written communication skills. Mastery of the skills, processes and strategies taught in a comprehensive K-8 writing program will prepare students for future learning expectations and life long pursuits.

Writing Genre

Writing Genre

K	1	2	3	4	5	6	7	8
Students will…								
W.GN.00.01 write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.	**W.GN.01.01** write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.	**W.GN.02.01** 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.	**W.GN.03.01** write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions, and thoughts that reveal important character traits.	**W.GN.04.01** write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.	**W.GN.05.01** 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, anti-heroes, and narrator; and depicting conflicts and resolutions.	**W.GN.06.01** write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.	**W.GN.07.01** write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).	**W.GN.08.01** write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).
W.GN.00.02 approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade-appropriate poetry.	**W.GN.01.02** approximate poetry based on reading a wide variety of grade-appropriate poetry.	**W.GN.02.02** approximate poetry based on reading a wide variety of grade-appropriate poetry.	**W.GN.03.02** write poetry based on reading a wide variety of grade-appropriate poetry.	**W.GN.04.02** write poetry based on reading a wide variety of grade-appropriate poetry.	**W.GN.05.02** write poetry based on reading a wide variety of grade-appropriate poetry.			
W.GN.00.03 write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.	**W.GN.01.03** write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	**W.GN.02.03** 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.	**W.GN.03.03** 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.	**W.GN.04.03** 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.	**W.GN.05.03** write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.	**W.GN.06.02** write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.	**W.GN.07.02** write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.	**W.GN.08.02** write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.
W.GN.00.04 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.	**W.GN.01.04** use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project.	**W.GN.02.04** 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. **(M .04 with .05)**	**W.GN.03.04** 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.	**W.GN.04.04** 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.	**W.GN.05.04** 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.	**W.GN.06.03** formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.	**W.GN.07.03** formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.	**W.GN.08.03** formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented final project using the writing process.

Writing Process

	K	1	2	3	4	5	6	7	8
Writing Process	*Students will...*								
	W.PR.00.01 with teacher assistance, consider the audience's reaction as they plan narrative or informational writing.	**W.PR.01.01** with teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning.	**W.PR.02.01** set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece. **(M .01 with .02)**	**W.PR.03.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	**W.PR.04.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	**W.PR.05.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	**W.PR.06.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	**W.PR.07.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	**W.PR.08.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.
	W.PR.00.02 brainstorm to generate and structure ideas for narrative or informational writing.		**W.PR.02.02** 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). **(PC .03)**	**W.PR.03.02** apply a variety of pre-writing 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).	**W.PR.04.02** apply a variety of pre-writing 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).	**W.PR.05.02** apply a variety of pre-writing 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, relationship of theory/evidence, or compare/contrast).	**W.PR.06.02** apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).	**W.PR.07.02** apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).	**W.PR.08.02** apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect, or sequential text patterns).
	W.PR.00.03 draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.	**W.PR.01.02** draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.	**W.PR.02.03** draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details. **(M/PC .04 with .06)** **W.PR.02.04** write in first and third person based on genre type and purpose. **(PC .05)** **W.PR.02.05** draft a coherent piece with appropriate grammar, usage, mechanics, and temporary spellings. **(PC .07)**	**W.PR.03.03** 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). **(M .03 with .04)**	**W.PR.04.03** draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.	**W.PR.05.03** draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.	**W.PR.06.04** draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.	**W.PR.07.04** draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.	**W.PR.08.03** draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.
	W.PR.00.04 attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning.	**W.PR.01.03** attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g., using strong verbs or precise nouns, and adding needed information). **(M/PC .04 with .05)**	**W.PR.02.06** 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. **(M/PC .08 and .09 with .10)**	**W.PR.03.04** 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). **(PC .05)**	**W.PR.04.04** 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).	**W.PR.05.04** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve organization and flow of ideas (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).	**W.PR.06.03** revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.	**W.PR.07.03** revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.	**W.PR.08.04** revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.

Writing Process - Continued

Writing Process	K	1	2	3	4	5	6	7	8
Students will…									
		W.PR.01.04 attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups. (PC .06)	**W.PR.02.07** attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups. (PC.11)	**W.PR.03.05** proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups. (PC .06)	**W.PR.04.05** 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.	**W.PR.05.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.	**W.PR.06.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.	**W.PR.07.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.	**W.PR.08.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

Personal Style

Personal Style	K	1	2	3	4	5	6	7	8
Students will…									
	W.PS.00.01 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).	**W.PS.01.01** develop personal style in oral, written, and visual messages in both narrative (e.g., natural language, specific action, emotion) and informational writing (e.g., sequence, specific vocabulary, visual representation).	**W.PS.02.01** 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).	**W.PS.03.01** 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).	**W.PS.04.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., strong verbs, figurative language, sensory images) and informational writing (e.g., precision, established importance, transitions).	**W.PS.05.01** 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).	**W.PS.06.01** 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).	**W.PS.07.01** 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).	**W.PS.08.01** 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).

Grammar & Usage

Grammar & Usage	K	1	2	3	4	5	6	7	8
Students will…									
		W.GR.01.01 in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.	**W.GR.02.01** 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.	**W.GR.03.01** 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.	**W.GR.04.01** 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.	**W.GR.05.01** 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.	**W.GR.06.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.	**W.GR.07.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.	**W.GR.08.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.

Spelling

	K	1	2	3	4	5	6	7	8
Spelling	*Students will…*								
	W.SP.00.01 in the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.	**W.SP.01.01** in the context of writing, correctly spell frequently encountered one-syllable words from common word families.	**W.SP.02.01** 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).	**W.SP.03.01** 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).	**W.SP.04.01** in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); 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).	**W.SP.05.01** in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); 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).	**W.SP.06.01** in the context of writing, correctly spell frequently encountered and frequently misspelled words.	**W.SP.07.01** in the context of writing, correctly spell the derivatives of bases and affixes.	**W.SP.08.01** in the context of writing use correct spelling conventions.
	W.SP.00.02 in the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists).	**W.SP.01.02** in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).							

Handwriting

	K	1	2	3	4	5	6	7	8
Handwriting	*Students will…*								
	W.HW.00.01 form upper and lowercase manuscript letters.	**W.HW.01.01** legibly write upper and lower case manuscript letters.	**W.HW.02.01** fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.	**W.HW.03.01** fluently and legibly write the cursive alphabet.	**W.HW.04.01** write neat and legible compositions.	**W.HW.05.01** write neat and legible compositions.	**W.HW.06.01** write neat and legible compositions.	**W.HW.07.01** write neat and legible compositions.	**W.HW.08.01** write neat and legible compositions.
	W.HW.00.02 leave space between words and word-like clusters of letters.								
	W.HW.00.03 write from left to right and top to bottom.								

Writing Attitude

	K	1	2	3	4	5	6	7	8
Attitude	*Students will…*								
	W.AT.00.01 be enthusiastic about writing and learning to write.	**W.AT.01.01** be enthusiastic about writing and learning to write.	**W.AT.02.01** be enthusiastic about writing and learning to write.	**W.AT.03.01** be enthusiastic about writing and learning to write.	**W.AT.04.01** be enthusiastic about writing and learning to write.	**W.AT.05.01** be enthusiastic about writing and learning to write.	**W.AT.06.01** be enthusiastic about writing and learning to write.	**W.AT.07.01** be enthusiastic about writing and learning to write.	**W.AT.08.01** be enthusiastic about writing and learning to write.