

Grosse Pointe Curriculum Connected to 6+1 Traits

	K	1	2	3	4	5
IDEAS	<ul style="list-style-type: none"> Informational writing – list, name & describe Brainstorm ideas for writing Contribute to class research project 	<ul style="list-style-type: none"> Describe specific actions/emotions Write research questions 	<ul style="list-style-type: none"> Use supporting details Develop 2 research questions related to teacher selected topic Include major events in narrative writing 	<ul style="list-style-type: none"> Personification Setting Actions and thoughts that reveal character traits Use details to describe character traits Use topic sentences and supporting details (S1's and S2's) Initiate research questions and take notes for ideas in research projects Revise by adding details Revise flow of ideas 	<ul style="list-style-type: none"> Create relationships among setting, characters, theme and plot Use conflicts and resolutions in narrative writing Use topic sentences (s1) and supporting details (s2) Find and narrow research questions Take notes 	<ul style="list-style-type: none"> Transition from summary to analysis Collect anecdotal information and expert testimony Include theory and evidence in informational writing Use focus questions and hypothesis Use central idea and supporting details for informational writing Use the element of surprise to enhance narrative writing Include setting, time period, heroes, anti-heroes, narrator, conflict/resolution and plot in narrative writing
WORD CHOICE	<ul style="list-style-type: none"> Use word like clusters Use copied words Expressed sentiment 	<ul style="list-style-type: none"> Use word wall to enhance writing Use strong verbs and precise nouns Use transition words (before, after, now, finally) Use specific vocabulary in informational writing 	<ul style="list-style-type: none"> Use more complex nouns and verbs Use descriptive language 	<ul style="list-style-type: none"> Use transition words Use strong verbs 	<ul style="list-style-type: none"> Experiment with formal and informal language Dialogue word choice (use words other than said) Begin to use technical language Use strong verbs Use sensory images Use figurative language (simile and metaphors) Use conjunctions, adverbs, comparative and superlative adjectives 	<ul style="list-style-type: none"> Use formal and informal language Use accurate technical language Use personification and hyperbole Use synonyms and antonyms State of being verbs Strong words for emotional appeal and opinions Powerful verbs
SENTENCE FLUENCY			<ul style="list-style-type: none"> Varying sentence beginnings Identify declarative, interrogative, and exclamatory sentences Use more complex sentences 	<ul style="list-style-type: none"> Use multiple sentences to slow down or speed up reading including varying patterns Vary sentence structure Identify declarative, interrogative, and exclamatory sentences 	<ul style="list-style-type: none"> Use a variety of sentence types (interrogative, declarative, exclamatory) Use a variety of sentence lengths Use prepositional phrases Use simple and compound sentences 	<ul style="list-style-type: none"> Correctly use compound subjects and predicates Use proper nouns, pronouns, articles, and conjunctions Use mature sentence structure Use a variety of sentence types and lengths
VOICE	<ul style="list-style-type: none"> Consider audience reaction as they plan for writing (narrative & informational) Develop originality in oral, written and visual messages in both narrative and informational writing 	<ul style="list-style-type: none"> Set a purpose for writing Consider audience Develop personal style 	<ul style="list-style-type: none"> Set a purpose/consider audience/develop personal style Begin to use style and patterns derived from studying authors craft Write in 1st and 3rd person based on genre and purpose Stylistic changes when editing In informational writing, gather facts interesting to the student and his/her audience 	<ul style="list-style-type: none"> Exhibit personal style and voice to enhance the message Set a purpose/consider audience Replicate author's styles and patterns when writing narrative or informational piece 	<ul style="list-style-type: none"> Set a purpose, consider audience, and replicate author's styles and patterns when writing narrative or informational pieces Exhibit personal style and voice to enhance the written message Write opinion piece 	<ul style="list-style-type: none"> Set a purpose, consider audience and replicate author's styles and patterns when writing narrative or informational text Exhibit personal style and voice Write in diary form Write a position piece Select a point of view for persuasion Use humor in writing
CONVENTIONS	<ul style="list-style-type: none"> Identify period, question mark and exclamation point 	<ul style="list-style-type: none"> Write complete simple sentences with capital letter and end mark (., ?, !) Capitalize first and last names Capitalize I 	<ul style="list-style-type: none"> Correctly write more complex sentences Commas in a series Commas in a letter Commas in a date Contractions Colon in time Capitalize proper nouns Quotation marks with teacher assistance 	<ul style="list-style-type: none"> Write in complete sentences Commas in a series Use quotation marks Capitalize first word in quotes Capitalize months and days of week Capitalize proper nouns Subject/Verb agreement Correctly use verb tenses Correctly use nouns and possessives 	<ul style="list-style-type: none"> Correctly use direct and indirect objects Correctly use hyphens between syllables Apostrophes in contractions Commas in salutations Commas in phrases Commas in dialogue Quotation marks or italics to identify titles or names 	<ul style="list-style-type: none"> Hyphens in compound and number words Use compound subjects and predicates, proper nouns, pronouns, articles, and conjunctions Commas between 2 independent clauses Comma to set off direct address Commas between long phrases Commas between clauses Colon to separate hours and minutes Colon to introduce a list Write correctly with dialogue
ORGANIZATION	<ul style="list-style-type: none"> Write a brief personal narrative Write a class book Draft focused ideas 	<ul style="list-style-type: none"> Sequence informational writing Draft focused ideas using multiple connected sentences Write a personal narrative Write an informational piece that addresses a focus question 	<ul style="list-style-type: none"> Produce and present research project Use effective conclusions Draft coherent and mechanically sounds paragraphs when writing compositions Revise for editions, deletions, transitions Write realistic fiction Write fantasy Write personal narrative Write magazine feature article Use sequence and problem/solution in narrative writing 	<ul style="list-style-type: none"> Write cohesive narrative piece (fable/folktale, realistic, fiction, poetry) Use sequence, (beginning, middle, end), and problem/solution for narrative writing Use compare/contrast, cause/effect, problem/solution, sequence as patterns for informational writing Draft coherent and mechanically sound paragraphs when writing compositions Write summary Write biography Write research project Use title, heading, subheading and table of contents 	<ul style="list-style-type: none"> Write myth/legend, fantasy, and adventure for narrative Compare/contrast, sequence and descriptive informational writing Write a research project Draft and revise ideas in paragraph form Use transition sentences to organize paragraphs Begin outlining and charting to organize material Organize relevant information to draw conclusions Write directions Write letters 	<ul style="list-style-type: none"> Write mystery, tall tale, historical fiction for narrative Write sequence, compare/contrast for informational writing Write persuasion and support position with evidence Write a research project Draft and revise to clearly communicate information Organize paragraphs into essays of various lengths Use headings and subheadings Use titles, leads and endings

*Students must have regular practice editing and revising writing in all trait areas beginning by assessing teacher models, then peer models, and progressing to self assessment.

*Students must experience writing poetry, narrative, and informational pieces progressing to the next GPWA level

*Students in grades 1-5 should use process and impromptu approaches. Grades 2-5 experience the state test format. Grades 1-5 use graphic organizers in prewriting.

*For more detailed information refer to the full Grosse Pointe Writing Curriculum Guide

