

## Grosse Pointe Curriculum Connected to 6+1 Traits

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

\*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

