**Grosse Pointe Curriculum Connected to 6+1 Traits**

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<th>5</th>
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</thead>
<tbody>
<tr>
<td><strong>IDEAS</strong></td>
<td>Informational writing – list, name &amp; describe</td>
<td>Brainstorm ideas for writing</td>
<td>Contribute to class research project</td>
<td>Describe specific action/ emotions</td>
<td>Write research questions</td>
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<td></td>
<td>Use supporting details</td>
<td>Develop 2 research questions related to teacher selected topic</td>
<td>Include major events in narrative writing</td>
<td>Personalization</td>
<td>Setting</td>
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<td></td>
<td>Actions and thoughts that reveal character traits</td>
<td>Use details to describe character traits</td>
<td>Use topic sentences and supporting details (S1’s and S2’s)</td>
<td>Create relationships among setting, character, theme and plot</td>
<td>Use conflicts and resolutions in narrative writing</td>
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<td></td>
<td>Revise by adding details</td>
<td>Rewrite flow of ideas</td>
<td>Take notes</td>
<td>Use topic sentences (s) and supporting details (s2)</td>
<td>Use topic sentences and supporting details (S1’s and S2’s)</td>
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<td></td>
<td>Revise flow of ideas</td>
<td>Include major events in narrative writing</td>
<td>Take notes</td>
<td>Use strong verbs</td>
<td>Use strong verbs and precise nouns</td>
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<td></td>
<td>Use sequence of events</td>
<td>Use specific vocabulary in informational writing</td>
<td>Use use of words and phrases</td>
<td>Experiment with formal and informal language</td>
<td>Use topic sentences and supporting details (S1’s and S2’s)</td>
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<td></td>
<td>Use word-like clusters</td>
<td>Use word wall to enhance writing</td>
<td>Use transition words</td>
<td>Dialogue word choice (use words other than said)</td>
<td>Begin to use technical language</td>
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<td></td>
<td>Use copy words</td>
<td>Use strong verbs and precise nouns</td>
<td>Use strong verbs</td>
<td>Use strong verbs</td>
<td>Use descriptive language</td>
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<td></td>
<td>Expressive sentiment</td>
<td>Use transition words</td>
<td>Use descriptive language</td>
<td>Use sensory imagery</td>
<td>Use figurative language (simile and metaphor)</td>
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<td></td>
<td>Use specific vocabulary in informational writing</td>
<td>Varying sentence beginnings</td>
<td>Identify declarative, interrogative, and exclamatory sentences</td>
<td>Use conjunctions, adverbs, comparative and superlative adjectives</td>
<td>Use formal and informal language</td>
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<td>Use word like clusters</td>
<td>Use more complex nouns and verbs</td>
<td>Use more complex sentences</td>
<td>Identify declarative, interrogative, and exclamatory sentences</td>
<td>Use accurate technical language</td>
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<td>Use copy words</td>
<td>Use descriptive language</td>
<td>Use multiple sentences to slow down or speed up reading</td>
<td>Use a variety of sentence types (declarative, exclamatory, interrogative)</td>
<td>Use personification and hyperbole</td>
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<td>Expressive sentiment</td>
<td>Use sequence words (before, after, now, finally)</td>
<td>Vary sentence structure</td>
<td>Use a variety of sentence lengths</td>
<td>Use synonyms and antonyms</td>
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<td>Use specific vocabulary in informational writing</td>
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<td>Identify declarative, interrogative, and exclamatory sentences</td>
<td>Use prepositional phrases</td>
<td>State of being verbs</td>
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<td>Use word like clusters</td>
<td>Use word wall to enhance writing</td>
<td>Use transition words</td>
<td>Use simple and compound sentences</td>
<td>Strong words for emotional appeal and opinions</td>
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<td>Use strong verbs and precise nouns</td>
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<td>Use strong verbs</td>
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**WORD CHOICE**

- Consider audience reaction as they plan for writing (narrative & informational)
- Develop originality in oral, written and visual messages in both narrative and informational writing
- Set a purpose for writing
- Consider audience
- Develop personal style

**SENTENCE FLAIR**

- Identify period, question mark and exclamation point
- Write complete simple sentences with capital letter and end mark (. , ? , !)
- Capitalize first and last names
- Capitalize I
- Correctly write more complex sentences
- Commas in a series
- Commas in a list
- Commas in a date
- Contractions
- Colon in time
- Capitalize proper nouns
- Quotation marks with teacher assistance

**CONVICTIONS**

- Write a brief personal narrative
- Write a class book
- Draft focused ideas

- Sequence informational writing
- Draft focused ideas using connected sentences
- Draft a personal narrative
- Write an informational piece that addresses a focus question

- 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

- Write cohesive narrative piece (table/timeline, 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

- Write myths/legends, 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

- 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

**ORGANIZATION**

- Students must have regular practice editing and revising writing in all first areas beginning by assessing teacher models, then learner 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 imprimis 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.