



**NEW EDITION**  
NEW TECHNOLOGY! NOW A BLENDED SOLUTION!

**EVERY STRATEGY SUPPORTS STUDENTS  
IN REACHING RIGOROUS  
WRITING STANDARDS**

Informative/Explanatory ▪ Opinion/Argument ▪  
Narrative ▪ Research ▪ Using Technology ▪ Reading ▪  
Speaking and Listening ▪ Language ▪ Content-Area Writing

Step Up  
to Writing®  
FOURTH EDITION

Grade Bands K-2  
Coming Fall 2015

 VOYAGER SOPRIS  
LEARNING™

## NEW STRATEGIES. SAME PROVEN APPROACH.

*Step Up to Writing*® is a comprehensive resource of multisensory writing strategies that develop students' ability to create thoughtful, well-written compositions. With a focus on the complete writing process, *Step Up to Writing* provides instruction to teach each phase of writing—ensuring students understand what good writing looks like; are able to evaluate their own writing and the writing of others; and are confident in planning, drafting, editing, revising, producing, and publishing an original composition.

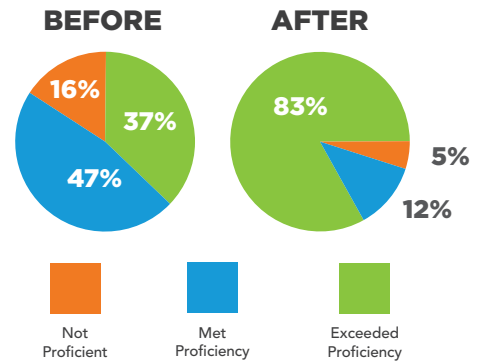
### New in the Fourth Edition:

- Foundational skills strategies
- New strategies that apply across grade levels
- Three text types: informative/explanatory, opinion/argument, narrative
- Focus on research skills and technology
- Assessments that mirror high-stakes tests

### Students Benefit from:

- Increased confidence in their writing ability
- Mastery in composing key text types
- Point-of-use differentiation
- Techniques for reading deeply
- Ability to skillfully use the English language
- Engagement and collaboration with peers
- Presentation and speaking and listening skills
- Strategic use of technology for research and publishing
- Preparation for assessment writing

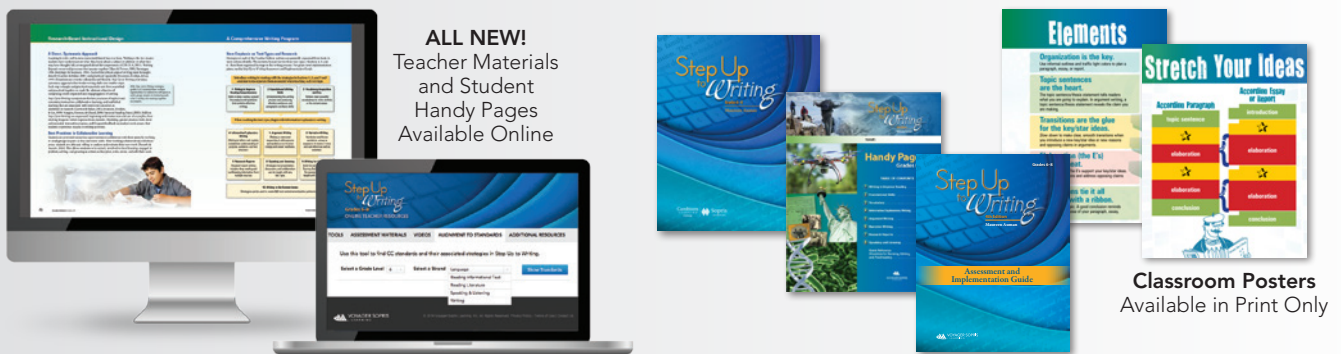
Performance of Fourth Grade Students on the FCAT Writing Assessment After One Year of *Step Up to Writing* : 2010-2011 School Year



Visit the Research and Results page at [www.voyagersopris.com/stepuptowriting](http://www.voyagersopris.com/stepuptowriting)

## BLENDED SOLUTION OF ONLINE AND PRINT MATERIALS!

New Online Teacher Resource Site Provides *Step Up to Writing* Materials in One Place for Ease of Implementation



## EVERY STRATEGY SUPPORTS RIGOROUS STANDARDS IN THE AREA OF WRITING, LANGUAGE, READING, OR SPEAKING AND LISTENING

The 10 sections of *Step Up to Writing* have been rebuilt to reflect higher performance expectations and prepare students for college and career. **Strategies within each section of the Teacher Edition are generally organized from basic to more advanced skills.** The sections focused on the three text types—Sections 4, 5, and 6—are organized by steps in the writing process.

Seamlessly integrates into any literacy curriculum or can be implemented as a standalone writing solution.

### STEP UP TO WRITING ADDRESSES CRITICAL TEXT TYPES

Introduce writing by starting with the strategies in Sections 1, 2, and 3 and continue to incorporate them as needed when teaching each text type.

1: Writing to Improve Reading Comprehension

2: Foundational Writing Skills

3: Vocabulary Acquisition and Use

When teaching the text types, begin with informative/explanatory writing.

4: Informative/Explanatory Writing

5: Opinion/Argument Writing

6: Narrative Writing

7: Research Reports

8: Speaking and Listening

9: Writing for Assessments

10: Writing in the Content Areas

Download the Full Table of Contents at  
[www.voyagersopris.com/stepuptowriting](http://www.voyagersopris.com/stepuptowriting)

# GRADE LEVEL TO GRADE LEVEL; TEACHER TO TEACHER

Step Up to Writing empowers students to meet grade-specific standards while building skills mastered in preceding grades. The strategies establish a common language for writing instruction across grade levels and content areas, and can be implemented in every subject-area class. Skills are taught in a scaffolded way that is effective at the classroom, school, and district levels.

Progression of Skills within Grade Levels

## A Five-Sentence Opinion Paragraph

<b>Title =</b> Be Straw-Free! <b>Topic/Opinion =</b> Stop using plastic straws	
✨ Plastic straws create a lot of garbage ✨ Don't need plastic straws ✨ More fun to sip	<b>Be Straw-Free!</b> Many restaurants give us plastic straws for our drinks, and we need to ask them to stop. First, we only use straws once and throw them away, creating a lot of garbage. Second, we don't need straws to drink. Third, it is more fun to sip from a cup. That is why everyone should say no to plastic straws.
<b>Conclusion =</b> Say no to plastic straws	

Work Cited: "Be Straw-Free Campaign: Frequently Asked Questions." ecocycle.org. Eco-Cycle, n.d. Web. 28 May 2014.

## A Stronger Opinion Paragraph

<b>Title =</b> Be Straw-Free! <b>Topic/Opinion =</b> Stop using plastic drinking straws	
✨ Plastic straws create a lot of garbage ✨ Don't need plastic straws	Americans use 500 million straws each day - Space in landfills - Plastic takes a long time to break down Can drink without them - Use reusable straws • Steel or glass
<b>Conclusion =</b> Ask for no plastic straws	

Works Cited: "Be Straw-Free Campaign: Frequently Asked Questions." ecocycle.org. Eco-Cycle, n.d. Web. 28 May 2014.  
 "The Milled Mind." etymonline. Etym, Inc., n.d. Web. 28 May 2014.  
 "Simply Straws: Reusable Glass Straws." simplystraws.com. Simply Straws, n.d. Web. 28 May 2014.

GRADES 3-5

## Progression of Skills across Grade Levels

Name: \_\_\_\_\_ Tool SS-2c



### Traffic Light Colors for Argument Writing

Use the colors of a traffic light to help you write a paragraph.

- GO!** green  
Go!  
State your claim.
- SLOW DOWN!** yellow  
Slow down!  
Introduce a key/star idea (big idea)—a reason or an opposing claim by using a transition word or phrase.
- STOP!** red  
Stop!  
Elaborate by providing an example, evidence, or explanation to support your reasons or to address an opposing claim.
- GO BACK!** green  
Go back!  
Remind readers of your claim in light of the evidence you presented.

### Turn Classrooms into Gyms!

I have the perfect solution for the obesity epidemic: install stationary bikes and treadmills in classrooms! We would all be healthier. School would become a health club where kids get to stay in shape as they learn. In addition, we would be better students. Many

### Planning an Argument Using an Informal Outline

<b>Topic/Claim =</b> Sports drinks aren't worth the money. ✨ Food provides energy, stored as glucose in cells (first of all) ✨ Sports drinks are expensive (also) ✨ Sports drinks are helpful for endurance sports (some experts... however)	- Glucose comes from carbohydrates in food and drink - Healthy diet enough for 90 minutes of exercise - Sports drinks have no special ingredients, just sugar and salt - Cost a couple of dollars - Social pressures - Peers encourage friends to buy - Advertising promotes false hopes - Tastes good, keep hydrated - Water works as well - Sports drinks supply energy - Food works as well - Most people aren't endurance athletes, don't need sports beverages	<b>Conclusion =</b> Companies make money off sports drinks, but normal people don't need them.
<b>Sports Drinks: Not Worth the \$\$\$</b> TV commercials for sports drinks try to make the viewer think that using the products will turn ordinary people into superheroes. Sports drinks are, in fact, an expensive and unnecessary sideshow. First of all, food provides the energy the body needs for exercise; energy which is stored as glucose in our cells. Glucose is mostly formed from carbohydrates that we get from food and drink. If we have a healthy diet, our bodies should already have enough glucose stored for ninety minutes of exercise. Most sports drinks contain a little salt and carbohydrates in the form of sugar—pretty normal ingredients. Also, sports drinks are expensive. Why are you willing to hand over a couple of dollars for a sports drink? Maybe because friends drink it, or ads give them hope the drink will give them an edge. It won't. Some experts argue that sports drinks can be helpful for endurance athletes. The drinks taste good, so a long-distance runner may drink more and stay better hydrated, for example. However, these athletes could stay equally hydrated with water. Athletes who exercise hard for more than 90 minutes can restore some energy they have burned by consuming a sports drink. These competitors could also restore energy by eating a banana or some other healthy snack. Besides, most people aren't endurance athletes. The truth is, sports drinks exist so people can make money by selling what is basically colored sugar water. For most people out for a bike ride or neighborhood pickup game, drinking free tap water and eating a healthy diet will give them everything they need plus a little more money in their pockets.		

GRADES 6-8

GRADE BANDS K-2 COMING FALL 2015

## Developing an opinion into a clearly stated and supported claim requires a shift in thinking, planning, and writing.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ **Tool T5-15a**

### A Vague Argument Report

**Lower the Voting Age**

The legal voting age in the United States is 18. There has been a great deal of discussion about making the voting age lower than 18. People have different opinions about this idea. There are many excellent reasons why we should lower the voting age.

First of all, 17-year-olds are allowed to drive, so they should also be allowed to vote. Obviously, driving is a huge responsibility. If 17-year-olds are considered responsible enough to drive, they should be considered responsible enough to vote. In fact, 17-year-olds should be able to drive up to the polling booth and cast a vote. They are responsible enough to do both. In many countries 17-year-olds can vote.

Another reason is that 17-year-olds are old enough to serve in the military. Therefore, they can join different services when they turn 17. People in the military do many things that take responsibility, skill, and courage. Anyone who can serve in the military has proven that he or she can handle the ac

Finally, young peo

Voting is an important (elections) People are r start voting earlier in encourage them to vo

In conclusion, 17- and they should be al

No opposing claim was considered; no citations

Name: \_\_\_\_\_ Date: \_\_\_\_\_ **Tool T5-15b**

### A Well-Supported Argument Report

**Lower the Voting Age to 17**

For decades, women and African Americans were denied the right to vote—a terrible injustice. Another group is still unfairly denied the right to vote. Considering the enormous responsibilities that 17-year-olds accept in other aspects of their lives, the voting age should be lowered from 18 to 17.

First, since states allow 17-year-olds to drive, these teens should be allowed to vote. Driving is a huge responsibility. Drivers must obey laws and make wise decisions, such as not texting while driving and not driving under the influence. 17-year-olds may be minors under the law, but they make adult decisions as drivers. They can make adult decisions at the voting booth.

Another reason to lower the voting age is that 17-year-olds are mature enough for military service. All U.S. military branches, including the Army, the Navy, and the Marines, allow 17-year-olds to enlist with parental permission. In the military, these youths follow orders and handle weapons and machinery (Lublin). If we can trust teens to defend our country, we can trust them to elect their representatives in government. It is only fair for young people serving their country to have a voice in the democracy they defend.

Finally, voting is an important civic responsibility best learned young. Citizens' role in electing their government representatives is foundational to democracy. (Unfortunately, in the United States, voter turnout often drops below 50% of eligible voters—considerably lower than other democratic nations ("Voter Turnout") 17-year-old voters will likely raise voter turnout as they develop good habits as citizens.

Indonesia and the Philippines allow 17-year-olds to vote. In other countries, such as Brazil and Austria, the minimum voting age is 16. These countries recognize that young voters can contribute to society.

Some would argue that lowering the voting age from 18 to 17 involves too much effort because it requires a Constitutional amendment. However, Congress lowered the voting age from 21 to 18 as recently as 1971. More importantly, effort should not stand in the way of just laws.

Allowing 17-year-olds to vote acknowledges their responsibility in other areas of life. Today, we wonder how anyone could have denied women and African Americans the right to vote. One day, we will wonder why we waited so long to let 17-year-olds vote.

Works Cited: Lublin, Nancy. "Lower the Voting Age." Huffington Post. TheHuffingtonPost.com, Inc., 25 May 2011. Web. 7 Oct. 2014.  
"Voter Turnout." FairVote. FairVote, The Center for Voting and Democracy, n.d. Web. 14 Nov. 2014.

©2016 Voyager Sopris Learning, Inc. All rights reserved.  
Permission is granted to reproduce this page for Step Up to Writing classroom use.

Planning, Organization, and Structure  
Step Up to Writing • Grades 9–12 **Tool T5-15b**

## GRADES 9–12

## Implementation Options Adapt to Specific School and District Needs

Step Up to Writing can be implemented in a single classroom, or across a school or district. The more schools that implement, the more powerful the strategies become, supporting both vertical alignment across grade levels and horizontal alignment across content areas.

### DISTRICT

- Common expectations and vertical alignment
- Easy for students to transfer from school to school
- Common writing language within a district
- Common writing language across all classrooms and content areas within a school
- Easy movement from grade to grade within a school
- Clear writing strategies for all students in a class
- Clear writing methods for teachers

### SCHOOL

- Common writing language across all classrooms and content areas within a school
- Easy movement from grade to grade within a school
- Clear writing strategies for all students in a class
- Clear writing methods for teachers

### CLASSROOM

- Clear writing strategies for all students in a class
- Clear writing methods for teachers

**HIGHEST BENEFIT**

**HIGHER BENEFIT**

**HIGH BENEFIT**

“ We adopted *Step Up to Writing* as the major writing process that everyone used across all grade levels. The faculty quickly took to the great common language and proven activities. ”

—Steve Hutchison, Principal  
Sonoma Heights Elementary School, Winnemucca, Nevada



# SUPPORTS WRITING AND LEARNING IN THE CONTENT AREAS

Step Up to Writing teaches students to respond to what they read in all content areas through writing. A solid collection of classroom-proven reading and listening exercises encourages students at all grade levels to go beyond the words on the page to apply, analyze, synthesize, and evaluate text in each subject they study.

## Writing in Math, Social Studies, and Science Classrooms:

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Tool E10-4b

### Writing to Explain Math: Step-by-Step Example

**Directions:** Explain the steps you used to solve a word problem. Writing each step in a different box will help you "see" each step of the process before you write a paragraph.

**Question =** How many more cans do the kids need to collect to reach their goal of 500 cans?

Show your work for each step.	Explain what you did in complete sentences.
<b>Step 1:</b> Write all the facts you know from the question. Goal = 500 cans Katie = 36 cans Alysha = 43 cans Jason = 27 cans Rajiv = 61 cans	<b>Explain</b> First, I listed all of the facts I know about how many cans the kids want to collect and how many each kid has collected so far.
<b>Step 2:</b> Solve $\begin{array}{r} 36 \\ 43 \\ 27 \\ + 61 \\ \hline 169 \end{array}$	<b>Explain</b> Next, I added 36, 43, 27, and 61 because I needed to know how many cans the kids have collected all together. They have a total of 169 cans.
<b>Step 3:</b> Solve $\begin{array}{r} 500 \\ - 169 \\ \hline 331 \end{array}$	<b>Explain</b> Finally, I subtracted 169 from 500. I did this to find out how many cans the kids have left to collect. Their goal is 500 cans, but they only collected 169 so far.
<b>Step 4:</b> Solve	<b>Explain</b>
<b>Step 5:</b> Final answer 331	<b>Explain</b> The kids need to collect 331 more cans to reach their goal of 500 cans.

©2015 Voyager-Opriis Learning, Inc. All rights reserved. Permission is granted to reproduce this page for Step Up to Writing classroom use. Writing in the Subject Areas: Step Up to Writing - Grade 3-5 Tool E10-4b

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Tool

### Biographical Sketch: Narrative Example

**Step 1: Title =** Vinnie Ream: A Talented Artist

**Step 2: Quick Sketch**  
Plan your story.

**Step 3: Quick Notes**  
Jot helpful words and phrases.

**Title =** Vinnie Ream: A Talented Artist

Vinnie Ream was born in Madison, Wisconsin, on September 25, 1847. From an early age, Ream had natural artistic talent. In 1861, her family moved to Washington, D.C. She studied statues she saw in public squares and at the U.S. Capitol. Then she began studying with a famous sculptor named Clark Mills. Ream developed her talent and earned money making sculptures. In 1866, Congress picked her to sculpt a statue of Abraham Lincoln. She was only 18 years old. Some congressmen did not want to choose Ream. They thought she would not do a good job because she was a woman and very young. But Ream proved them wrong. Her statue of Lincoln still stands today in a special room in the U.S. Capitol. Ream was the first woman chosen to create a work of art for the U.S. government.

Vinnie Ream died in 1914. She showed that it should not matter if a person is young or a woman. What counts is a person's talent and hard work.

**Beginning**  
 - Born in 1847  
 - Madison, Wisconsin  
 - Natural artistic talent

**Middle**  
 - Studied statues in Washington, D.C.  
 - Studied with sculptor Clark Mills  
 - Earned money making sculptures  
 - Picked by Congress to sculpt a statue of Abraham Lincoln  
 - Some people didn't want her to do it  
 - Proved people wrong  
 - First woman artist for U.S. government

**End**  
 - Died in 1914  
 - Showed what matters is talent and hard work

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Tool E10-5b

### Science Report: Example

**Introduction**

We have been learning in class about how information travels back and forth between the brain and other parts of our body. For example, if we see a car coming toward us, our eyes send a message to our brain. Then our brain sends a message to our legs and feet so they can make us jump out of the way. The car is the stimulus. A stimulus is a change in the environment that our body reacts to. The time it takes from when our eyes see the car to when our legs jump out of the way is called the reaction time. The purpose of this experiment is to test if people can improve their reaction times. My hypothesis is that people can improve their reaction times with practice.

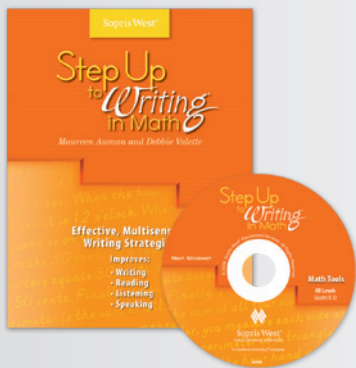
**Materials**

- Metric ruler
- Paper
- Pen
- Four volunteers

**Method**

Step 1	First, I held the ruler so that my thumb and index finger were at the end of the ruler with the highest number (30 cm).
Step 2	Then I stretched out my arm, keeping the ruler pointed toward the floor.
Step 3	Next, I had my volunteers place their thumb and index finger at the bottom of the ruler next to the lowest number. I made sure their fingers were open so they were not touching the ruler.
Step 4	I told them that when I dropped the ruler, they should close their fingers and catch it as fast as possible. Then I dropped the ruler without any warning.
Step 5	I dropped the ruler three times for each volunteer.
Step 6	Each time, I looked at where the volunteer caught the ruler and wrote down the number right above their thumb.
Step 7	Finally, I recorded the number for each drop in a chart so I could see if the numbers were going up or down.

©2015 Voyager-Opriis Learning, Inc. All rights reserved. Permission is granted to reproduce this page for Step Up to Writing classroom use. Writing in the Subject Areas: Step Up to Writing - Grade 3-5 Tool E10-5b



### Step Up to Writing Companion Program

With Step Up to Writing in Math students learn to:

- Explain mathematical thinking and how word problems are solved
- Use summarizing strategies to write about graphs and other math topics
- Master and apply new math terms
- Enjoy math with engaging, multisensory activities

For information on Step Up to Writing in Math, visit [www.voyagersopris.com/stepuptowritingmath](http://www.voyagersopris.com/stepuptowritingmath)

## Study after Study Demonstrates the Effectiveness of Step Up to Writing

### From Independent Dissertations:

#### **DRASTIC IMPROVEMENT** in Writing

“Comparisons of baseline data to outcome data suggested that using a graphic organizer and a checklist improved students’ ability to write an article summary. My target students improved their average score from a 4.8 to a 9.5. The class average improved from 6.8 to 9.8 out of a total of 12 points.”

Nguyen, S. (2009). *Graphic organizer and checklist: Strategies to improve summarization skills*. (Master’s thesis). Retrieved from ProQuest. (1471124)

“All students showed significant growth in expository reading comprehension and writing, which was of comparable magnitude for both native English speakers and English language learners.”


Smith, K. A. (2008). *Reading writers and writing readers: The impact of the step up to writing literacy program on diverse 6th grade students*. University of California, Irvine, and University of California, Los Angeles. (3334588)

#### **SIGNIFICANT GROWTH** in Expository Reading Comprehension and Writing

#### Improvements in **QUALITY OF STRUCTURE** and **CONTENT OF WRITING**

“Improvement in organization was demonstrated through increase in use of transition words and appropriate order of sentence structures; improvement in content quality was demonstrated through increase in details and explanation/example sentences, as well as the strength of support.”

Velasco, R. (2009). *Step up to writing, step into summaries: Improving the organization of student summary writing with the use of outlines*. (Master’s thesis). (1471136)

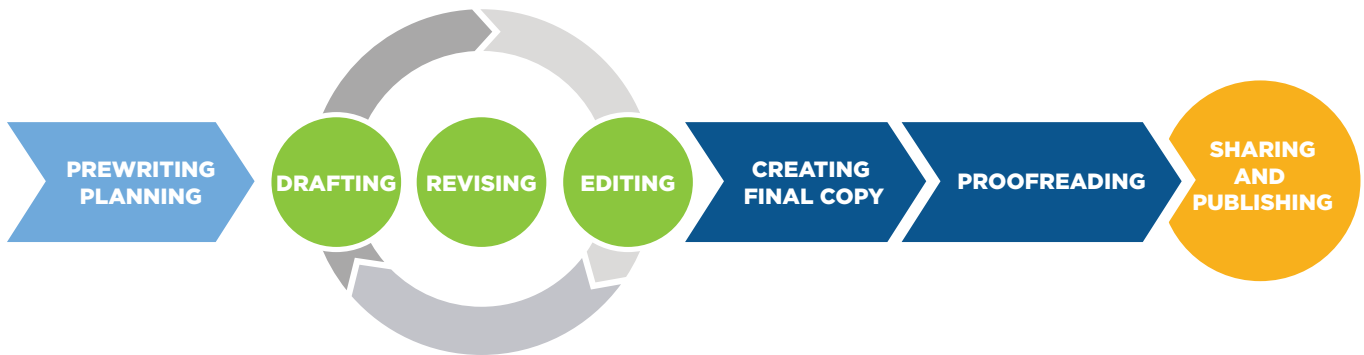


“We adopted *Step Up to Writing* due to lagging test scores. During the first year of implementation, our fourth grade writing scores improved 32.4 percent. We are now sharing *Step Up to Writing* strategies with the other elementary schools in our district.”

—Lori Larson, Literacy Specialist  
Columbia Valley Gardens Elementary, Longview, Washington

# STRATEGIES AND STEP-BY-STEP INSTRUCTION FOR EACH COMPONENT OF WRITING

Step Up to Writing helps students understand the importance of each step of the writing process. Beginning writers explicitly learn and practice each phase of the writing process. As students become more advanced writers, they move back and forth between the phases, and the process becomes more fluid and automatic.



This section displays several graphic organizers designed to support the brainstorming phase of writing. At the top is 'Plan a Paragraph with a ✕, -, • Informal Outline', which includes fields for Title and Topic. Below this are various organizational tools: 'Graphic Organizers That Support Brainstorming' featuring a bubble map, classification map, Venn diagram, and problem solution organizer; and 'Cause-Effect Organizer'.

This section contains two key planning and editing tools. The 'Collaborative Writing Planner' is a table with columns for 'Task', 'Team Member(s)', 'Responsible', and 'Date Due', and rows for 'Step 1', 'Step 2', 'Step 3', and 'Step 4'. Below it is a 'Transitions for Different Purposes' chart. The 'Editing and Proofreading Checklist' is a comprehensive list of items to check, including Capitalization, Usage, Punctuation, Spelling, Format, and Other Errors, each with a checkbox and a brief description of the rule.

This section features a 'Proofreading Checklist' with categories like Format, Capitalization, Usage, Punctuation, and Spelling, each with a list of specific items to verify. Below the checklist is a sample student writing piece titled 'Moving through the Writing Process' with the subtitle 'Steps 6, 7, and 8: Write Final Copy, Proofread, Share/Publish'. The writing piece is about 'The Story of the Star-Spangled Banner' and includes a small illustration of a child writing.

Step Up to Writing teaches explicit writing strategies within the writing process (pre-writing, drafting, revising, editing, final copy, proofreading, sharing) to help students organize their thinking and their writing. ... Through this program, our students have learned to organize and write in a logical order, expand and support their statements, and write cohesive multiparagraph pieces, even at an early age.

—Fox Point-Bayside School District, Wisconsin



# STUDENTS MASTER THE BUILDING BLOCKS OF WRITING

Sentences are the building blocks of writing, which is why *Step Up to Writing* provides sentence-writing instruction for all grade levels. Strategies teach students how to move from simple sentence construction to sentences that are rich in content, reflect good word choice, and share information in interesting and accurate ways.

**SECTION 2 Foundational Writing Skills**

**Masterful Sentences**  
Sentence variety makes your writing interesting.

**Four Kinds of Sentences**

**Declarative:** Make a statement.  
We camped in Arches National Park.

**Imperative:** Give a command.  
Do not litter in the park.

**Exclamatory:** Show some feeling.  
This place is so amazing!

**Interrogative:** Ask a question.  
Where is the longest rock arch?

**Three Sentence Structures**

<p><b>Simple Sentence</b></p> <ul style="list-style-type: none"> <li>Shares one complete thought</li> </ul>	<p><b>Complete thought</b></p> <p>We camped in the park.</p>
<p><b>Compound Sentence</b></p> <ul style="list-style-type: none"> <li>Shares two or more complete thoughts</li> <li>The two thoughts are connected with one of these conjunctions: <i>for, and, nor, but, or, yet, so</i></li> <li>Needs a comma before the conjunction</li> </ul>	<p><b>Complete thought + comma</b></p> <p>We camped in the park.</p> <p><b>Conjunction</b></p> <p>so</p> <p><b>Complete thought</b></p> <p>we could see the rock arches.</p>
<p><b>Complex Sentence</b></p> <ul style="list-style-type: none"> <li>Shares two thoughts</li> <li>One thought is complete</li> <li>One thought is incomplete; it doesn't make sense by itself</li> <li>The two thoughts are connected with a conjunction that shows how the thoughts are related by cause and effect or time: <i>after, although, because, before, if, unless, until, when, while</i></li> </ul>	<p><b>Complete thought</b></p> <p>We left</p> <p><b>Incomplete thought</b></p> <p>because it started to rain.</p> <p><b>Complete thought</b></p> <p>the sun came out brightly.</p> <p><b>Incomplete thought</b></p> <p>After it rained</p>

8 Handy Pages • Grades 3-5

**SECTION 2 Perfect Paragraphs**

Plan your perfect paragraph with an informal outline. Make sure to support each key/star idea with detail!

**Title** = Arches National Park

**Subject of the paragraph. This will become a topic sentence.**

**Topic** = What to see and do at Arches National Park

- Amazing rocks
  - 2,000 stone arches
  - Tall stone towers
  - Balanced rocks
- Trails
  - Short
  - Full-day
- Visitors' center
  - Plants
  - Animals

**Key/star ideas** are big ideas that support the topic.

**Conclusion** = Natural wonder to visit and enjoy.

**Topic Sentence** → You will find a lot to see and do at Arches National Park.

**Key/Star Idea** → People come from all over the world to see the park's amazing rocks. Over 2,000 natural sandstone arches give the park its name. These visitors see tall stone towers and huge balanced rocks. Visitors can also explore the park. All kinds of hikers can enjoy the trails. Some trails are short nature walks and others are full-day adventures. Rangers also give guided hikes. People often stop at the visitors' center to learn even more about the park. The displays at the visitors' center provide information about the plants and animals that live in the park. Arches

**Key/Star Idea** →

**Conclusion** → National Park in Utah is a natural wonder to visit and enjoy.

9 Handy Pages • Grades 3-5

Student Handy Pages

# PRACTICAL STRATEGIES TO INCREASE VOCABULARY

Beginning at the elementary level and moving through high school, *Step Up to Writing* supports teachers in providing focused vocabulary instruction so that students can choose stronger, more descriptive words in their writing.

**SECTION 3 Vocabulary**

**Using Vocabulary Resources**  
Learn and use new and different words to make your writing precise and interesting.

- Use a **dictionary** to look up words or clarify your understanding of a word.
- Use a **glossary** at the back of a text to look up unfamiliar words in that text.
- Use a **thesaurus** to look up synonyms and antonyms and find the perfect word.

**Expanding Vocabulary**  
Note cards are a great way to learn new words to use in your writing. Use the front of the card to write the word and draw a sketch. Use the back of the card to write a definition and a meaningful sentence using the word.

<p><b>Word</b></p> <p><b>Part of Speech</b></p> <p><b>Syllables</b></p> <p><b>Pronunciation</b></p> <p><b>Illustration</b></p> <p><b>Definition</b></p>	<p><b>loco-mo-tive</b> (lō-kā-mō-tiv)</p> <p><i>n.</i> An engine that moves under its own power; especially one that hauls cars on a railroad</p>
---	---

<p><b>oasis</b></p> <p>Front</p>	<p><b>oasis</b> (noun)</p> <ul style="list-style-type: none"> <li>Place</li> <li>In desert</li> <li>Has water</li> <li>Plants grow</li> </ul> <p>The travelers stopped at the oasis in the desert to get water and rest in the shade.</p> <p>Back</p>
----------------------------------	---

**What is the most interesting vocabulary word you have learned lately?**

12 Handy Pages • Grades 3-5

**SECTION 3 Choosing Precise Words**

No matter what kind of writing you are creating, it is important to use precise words. Keep in mind these tips to help you use the words every time.


<p><b>Don't get caught in the "things" trap.</b></p> <p>We saw <b>things</b> at the museum. We saw <b>mammoth bones</b> at the museum.</p>	<p><b>Change "to be" verbs—<i>is, am, are, was, were, be, being</i>—into action verbs.</b></p> <p>One day we <b>was</b> at an old fort. One day we explored an old fort.</p>
<p><b>Learn synonyms and antonyms.</b></p> <p><b>great adj:</b></p> <ol style="list-style-type: none"> <li>Big in size &lt;A great gap opened in the glacier.&gt; <b>syn:</b> large, huge, wide, enormous, massive, gigantic <b>ant:</b> little, small, tiny, slim</li> <li>Very good &lt;The new music sounded great.&gt; <b>syn:</b> excellent, outstanding, amazing, wonderful, terrific, super <b>ant:</b> awful, poor, terrible</li> </ol>	<p><b>Pick the best word for the sentence:</b> <i>content, pleased, glad, happy, joyful, thrilled.</i> When Rashad finished his first race, he was so _____ that he did a backflip over the finish line.</p>
<p><b>Use figurative language for effect, including similes and metaphors.</b></p> <p><b>Simile: comparison using <i>like</i> or <i>as</i></b> My sister swims <i>like</i> a dolphin. <b>Metaphor: comparison not using <i>like</i> or <i>as</i></b> That dog is a clown.</p>	<p><b>Write your own simile or metaphor.</b></p>

13 Handy Pages • Grades 3-5

## PROVIDES COMPREHENSIVE INSTRUCTION IN THE THREE TYPES OF WRITING

Step Up to Writing provides more than 65 strategies to explicitly teach the three types of writing students need to master in order to be prepared for college and career. Explicit instruction helps teachers explain the differences between informative/explanatory, opinion/argument, and narrative writing.

**Informative/Explanatory Writing**  
Gives information or explains ideas.



**Life Cycle of Bees** ← Title

Topic Sentence → All honeybees go through the same life cycle. The four stages are egg, larva, pupa, and adult. In the first stage, every bee starts out as an egg laid by the hive's only queen. She puts each egg in a tiny wax cell, and the egg starts to change there. In the second stage, the egg hatches into a larva. A bee larva looks like a small, white worm with a hungry mouth. Worker bees feed the larva, and it grows quickly. Once a larva is full-size, worker bees close up the cell with wax. In the third stage, the larva becomes a pupa. It spins a cocoon around itself and changes from white to the colors of an adult bee. Becoming an adult bee is the fourth and final stage. The bee chews its way out of the cell and stretches its wings. Now it is ready to be as busy as a bee. In total, it takes 16–24 days to grow from egg to adult. Bees have many different jobs in the hive, but they all grow up in the same way. ← Conclusion

Key/Star Idea  
Key/Star Idea  
Key/Star Idea  
Key/Star Idea

Elaboration or Details

Students Analyze Writing Models to Differentiate **INFORMATIVE, OPINION/ARGUMENT, and NARRATIVE WRITING**

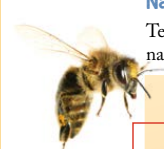
**Opinion Writing**  
States and supports a point of view.

Title → **Save the Honeybees!**

Topic Sentence → We need honeybees and now they need our help! We need these important insects because they play a big role in our food supply. Yes, they make honey, but they also carry pollen to the flowers of fruits, nuts, and vegetables. Most plants need pollen on their flowers so that the flowers can produce many of the foods we eat. Now, honeybees need our help. An illness called Colony Collapse Disorder (CCD) is wiping out honeybees, so we must find out why these important insects are disappearing. Scientists say a disease is responsible. Also, the pesticides that are used on plants may be to blame. Clearly, we must find out why honeybees are disappearing. Scientists need to do more research. When honeybees are gone, it will be too late.

Elaboration or Details

**Narrative Writing**  
Tells a true or fictional story. The following is an example of imaginative narrative writing.



**Why Bees Do the Waggle Dance**

Beginning → Once upon a time, honeybees stayed busy, but they were pretty confused. They flew in all directions searching for flowers. A worker bee might find a good garden full of blossoms, but she had no way to tell the others where to find them.

Middle → Then along came Polly. She was a happy bee. She worked hard. She also liked to laugh and tell jokes. "What did the boss bee say to the naughty bee?" Polly asked. "Bee-hive yourself!" The other bees tried not to laugh. Polly also liked to dance with her friends. She wiggled and waggled when she returned from the field. The queen noticed something about Polly and her friends. They always came back with the most nectar and pollen.

End → The boss bee did not like Polly's behavior. "Knock it off!" she buzzed one day. Polly hung her antennae and stopped dancing. After that, she and her friends did not find as many flowers.

One day the queen called Polly to her chamber. "When you dance, you're telling the other bees where to find flowers, aren't you?" Polly nodded. "Show me," the queen said. Polly danced one direction. Then she danced in a figure-eight. "That tells them what direction and how far the best blossoms are," the queen said. The queen turned to the boss bee. "Have Polly teach this dance to all the bees in the hive!"

And that is why honey bees do the waggle dance.

To support instruction, students have the opportunity to read samples of the three types of writing using the same topic. Then, during instruction, students learn how to:

- Introduce a topic
- Organize ideas with reasons, facts, and details
- Explain, give examples, and provide evidence of the reasons, facts, or details
- Conclude with a clear statement

The strategies help students differentiate topic sentences, key ideas, and details that require more elaboration in order to create strong informative/explanatory, opinion/argument, and narrative writing.

## Three Types of Writing

Informative/Explanatory		Opinion/Argument		Narrative			
				Imaginative Narrative		Nonfiction Narrative	
<b>Introduction</b>	Topic Sentence/ Thesis Statement that previews what is to follow	<b>Introduction</b>	Topic Sentence/ Thesis Statement that makes a claim	<b>Beginning</b>	Context & Point of View • Narrator • Characters • Setting	<b>Beginning</b>	Context & Point of View • Background of the issue/ situation • The writer's relationship to the issue/ situation
<b>Body</b>	Key/Star Ideas (Big Ideas) • Transitions • Elaboration (e.g., facts or evidence, explanations, examples)	<b>Body</b>	Key/Star Ideas (Reasons for claim) • Transitions • Elaboration (e.g., evidence, explanations, examples)	<b>Middle</b>	Imagined Experiences/ Events Dialogue, pacing, and description Plot • Events • Conflict/ problem • Climax	<b>Middle</b>	Real Experiences/ Events in a logical sequence (usually chronological)
<b>Conclusion</b>	Restatement of topic	<b>Conclusion</b>	Conclusion follows from and supports the claim	<b>End</b>	• Solution	<b>End</b>	Resolution and Reflection
No Secrets/Suspense		No Secrets/Suspense		Secrets/Suspense			

*Step Up to Writing* is beneficial to teachers and students in three ways: First, it provides for teachers a clear understanding of the writing process and how to explicitly teach narrative and expository writing. Next, it engages all students by providing hands-on, kinesthetic strategies. Finally, the strategies can be used throughout the grades. Clearly, *Step Up to Writing* is what America needs to become a nation of writers and meet the rigors of our standards.

—Karen Valdes  
Assistant Superintendent, California

# STUDENTS BUILD SOPHISTICATION ACROSS ALL ASPECTS OF WRITING

## Step Up to Writing students:

### Write in Response to a Wide Range of Domain-Specific Text

- Read deeply
- Take meaningful notes from text
- Summarize clearly and succinctly
- Analyze and respond critically to text
- Make inferences

**Using Two-Column Notes for Character Analysis**

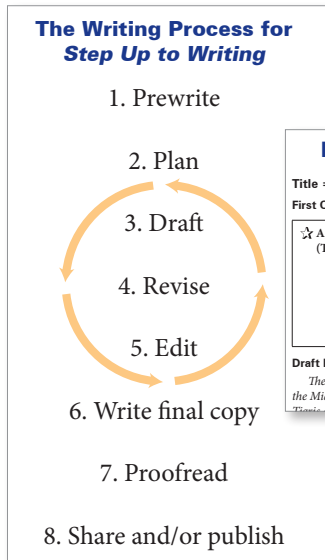
Title = "The Tell-Tale Heart"

Character	Description
Narrator	- Madman • Afraid of the old man's eye: "Whenever it fell upon me, my blood ran cold" • Claims to hear "all things heaven and in the earth"
	- Murderer • Kills the old man: "I had to do it!"

**Summary**

*Jordan Romero Finds His Everest*

The magazine article "Into the Death Zone" tells the story of Jordan Romero, a California boy who dreamed of climbing the seven summits—the tallest mountains on each continent. A mural of those mountains in the hallway of his grade school inspired Jordan when he was in third grade. With his father's help and encouragement, he started running and riding his bike to get stronger. Within three years they had climbed five of the



**From Informal Outline to First Draft**

Title = The Ancient Sumerians: A People of Firsts

**First Outline Section**

<ul style="list-style-type: none"> <li>✕ Agriculture (Transition: key advances)</li> </ul>	<ul style="list-style-type: none"> <li>- Mesopotamia</li> <li>• Present-day Iraq</li> <li>• Includes Tigris and Euphrates Rivers</li> <li>• Rich in fertile land</li> <li>- Irrigation</li> <li>• Brought water to farmlands</li> <li>• People could stay, grow crops, flourish</li> </ul>
--	--

**Draft Paragraph**

The Sumerians had some key advances in agriculture. They lived in Mesopotamia in the Middle East in present-day Iraq. This area includes two rivers. The land between the Tigris and Euphrates is very fertile. Irrigation was an important advance, allowing water to

### Follow the Writing Process to Develop a Topic

Focusing on a single step or skill, such as brainstorming or proofreading, gives students concentrated practice that they can then more easily apply to longer writing assignments and complete compositions.

### Focus on Task, Purpose, and Audience

- The three types of writing
- Point of view
- Formal style
- Precise words
- Tone and mood
- Figurative language

**Examples of Leads—The Blues**

**Short Narrative** On the streets of small towns and big cities, flags waved, drums beat, and people cheered as men lined up to join the army. In the North and in the South, nervous young soldiers were marching off to war. They were nervous they would soon be shooting at each other.

**Question** The Civil War (1861–1865) left more United States soldiers war in U.S. history, before or since. About 620,000 soldiers lost the conflict, a bitter struggle that changed the nation in dramatic ways.

**A Bold or Startling Statement** In the region known as Kashmir—claimed by both Pakistan and India, a result has been decades of tension and the threat of war.

A parrot may be smarter than a one-year-old human, an African grey parrot smarter than a three-year-old. Alex the African grey parrot recognizes words, and Chaser the border collie recognizes over a thousand words.

**Topic Sentences and Thesis Statements**

Examples	What is the Purpose for Writing (Main Idea)?	What Will be Explained?
<b>Environmental Science:</b> More than 25 invasive fish species are damaging the freshwater ecosystem in the Great Lakes by interfering with the food web, spoiling the coastal wetlands, and causing loss of plant diversity.	To give information about damage caused by invasive fish species	Three different ways invasive species are damaging the Great Lakes ecosystem
<b>Geometry:</b> When the lengths of two sides of a right triangle are known, the Pythagorean Theorem is used to find the		

## Facts or Opinions?

**Directions:** Write F next to each fact. Write O next to each opinion. Then add your own fact and your own opinion to the list.

**Claim** = The public library should provide more public computers with access to the Internet.

- \_\_\_\_\_ Free public access to the Internet.
- \_\_\_\_\_ A national U.S. Library of Congress website that all users access the Internet.
- \_\_\_\_\_ Library patrons view and use the Internet for computer games.
- \_\_\_\_\_ Many members of the public use the Internet.

## Argument Accordion Essays and Reports

**Prompt:** Write a short one- to two-page essay on whether humans should clone extinct animals. State a claim and provide reasons to support it using scientific facts, expert opinions, and logic.

### Keep Woolly Mammoths Extinct

**Introduction**  
**Thesis Statement (Claim) The Plan** In 2013, Russian scientists discovered the frozen carcass of a woolly mammoth. Because there was muscle and liquid blood still in the body, some people were hopeful that science could bring these beasts back from extinction through cloning. The thought of recreating extinct species may be exciting, but many experts and ethicists think it is wrongheaded.

**Body Paragraph**  
**Transition** The biggest hurdle in reviving extinct species is the difficulty of cloning, especially from the tissues of long-dead animals. An organism's genome, which contains DNA, is the blueprint for its development and growth. The genome exists in almost every cell of an organism. Cloning requires a healthy, whole genome to recreate the organism. But when animals die, their cells break down very quickly. Since woolly mammoths died off thousands of years ago, chances are slim that scientists will be able to find an

**Elaborating**

## Form Logical, Well-Reasoned Arguments and Opinions

- Claims
- Reasons
- Evidence
- Opposing claims

## Collaborate with Others

- Tasks, roles, and schedules
- Discussions
- Presentations
- Constructive feedback

## Peer Review Roles

**Directions:** Work with a partner. Each person chooses a piece of his or her writing to share. Together, decide whose piece to review first. Then both of you—writer—analyze that piece. Sit with the paper or electronic file between you and see the text. After the first piece is reviewed, switch roles and review the other person's piece. The review can be oral, recorded on Tool S5-31b, or recorded on another scoring tool.

Role of Reviewer	Role of Writer
<ul style="list-style-type: none"> <li>• Listen without interrupting as the writer reads the piece. Jot down notes to help you remember ideas.</li> <li>• Begin your comments by saying what you liked about the piece.</li> <li>• Ask questions about anything that is unclear or confusing.</li> </ul>	<ol style="list-style-type: none"> <li>1. Tell a little bit about the piece you wrote it.</li> <li>2. Read your writing aloud to your partner. You can share a first draft.</li> <li>3. Listen carefully to what your partner has to say.</li> </ol>

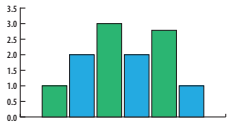

## Collaborative Writing Planner

Group members: \_\_\_\_\_

	Tasks	Team Member(s) Responsible	Date Due
<b>Step 1</b>	Brainstorming	All	
<b>Prewrite</b>	Record plan on this sheet Other: _____		
<b>Step 2</b>	Develop topic sentence or thesis statement Other: _____	All	
<b>Plan</b>			
<b>Step 3</b>			

## Graphics in Informative/ Explanatory Writing

Review the types of graphics. For each type, write a few ways the graphics may be used in writing informative/explanatory text.

Graphics	How to Use Graphics in Writing
<p><b>Charts, Tables, or Graphs</b>                      These graphics are good for showing and comparing numbers and percentages.</p> 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Maps</b>                      Maps are useful for showing locations mentioned in text.</p> 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

## Tips: Comparing Conflicting Information from Sources

When one or more sources contain conflicting information, weigh the following considerations to decide which source to use.

1. **Who is the author?**
  - Is the author an expert, or does he/she provide credentials? Is it a government agency, or reputable organization (gov or .edu)? Is it a source that is published with expert reviewers? If so, this may mean the information is more reliable.
  - If it is hard to identify who the author is, this source may not be as reliable.
  - Does the author seem to be unbiased? Is the author using facts to back up statements, positions, or opinions? Biased writing is less credible.
2. **What is the date of publication?**
  - Find the publication date of the book, magazine, or online article, or the date of the last update of a web page. Both print and digital information can become outdated.
  - If a date cannot be located for an online resource, it may be a less reliable source.
  - Sources that are substantially more recent might include new information or discoveries.

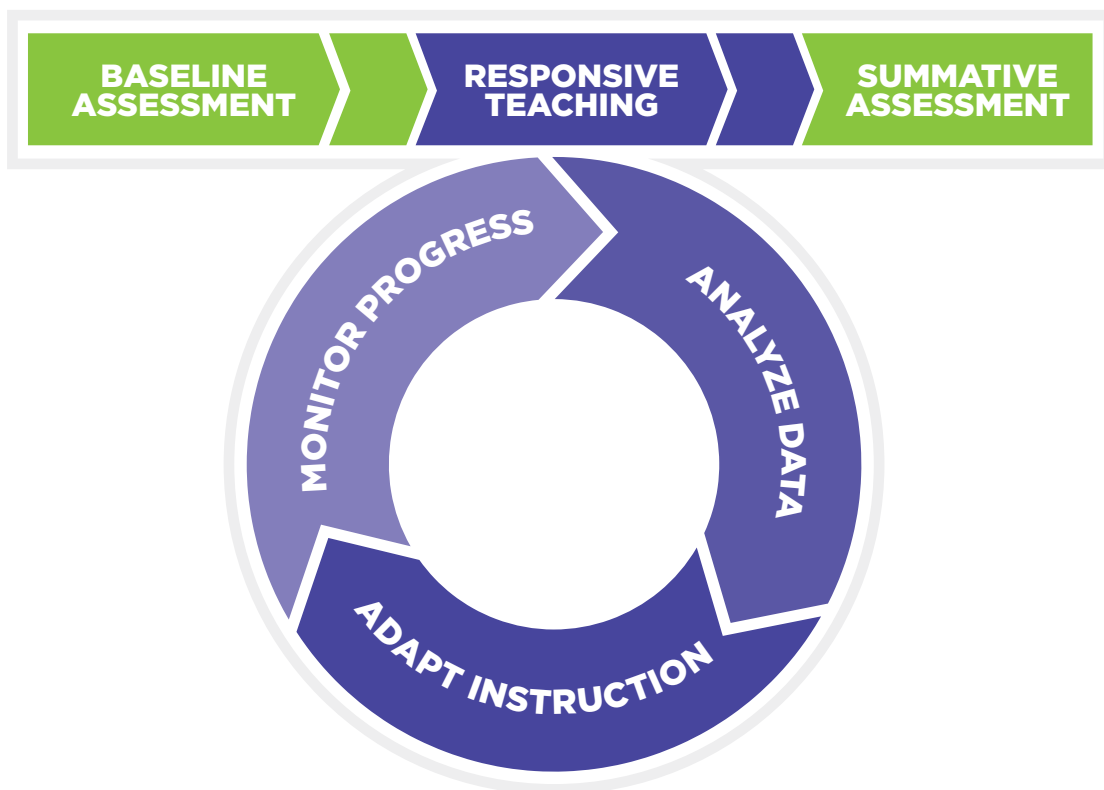
## Use Technology Strategically

- Locate information
- Evaluate sources
- Text features
- Graphics
- Multimedia
- Publishing

## PROGRESS MONITORING AND BENCHMARK ASSESSMENTS TO INFORM INSTRUCTION

The *Step Up to Writing* assessment plan provides rigorous baseline and summative assessments for each grade level and each type of writing—informative/explanatory, opinion/argument, and narrative—that mirror performance task assessments in rigorous high-stakes tests. Through assessments, students:

- Read selections of authentic text on the same topic from different sources
- Answer multiple-choice comprehension questions
- Write a short essay based on a prompt



### Assessing Beginning Skill Levels and Skill Mastery

Baseline and summative assessments measure progress over time and provide data to plan instruction appropriate to students' needs and abilities.

### Responsive Teaching

Data-tracking and progress-monitoring tools help teachers pinpoint areas of strength and concern to support teachers in adapting instruction. Recommendations for differentiation are provided throughout *Step Up to Writing*.

## Assessment Tools

Step Up to Writing assessments ask students to evaluate information graphics and authentic texts from multiple sources that provide varying points of views in order to understand author purpose and master the components of each writing type.

### Assessment tasks mirror those students encounter on HIGH-STAKES TESTS

Baseline Assessment: Argument, Grade 7

Step Up to Writing—Grade 7

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_

**Questions**

**Directions:** Refer back to the sources on page 2. Fill in the correct bubble to

- According to source #2, wind energy produces about how much of the
  - 25 percent
  - 2.5 percent
  - 20 percent
  - 13 percent
- According to critics mentioned in source #4, what allows wind energy to
  - wind farms
  - large wind turbines
  - financial support from the government
  - the fact that wind does not cost anything
- As presented in source #5, what is one factor that contributes to bird de
  - Birds are confused by the noise of wind turbines.
  - Wind farms operate at night when birds can't see turbine blades.
  - Bats cannot use their sonar to avoid the wind turbines.
  - Wind farms are built along routes birds use to migrate.
- What can be inferred about wind power from source #3?
  - Most climate scientists believe wind energy is the most powerful en
  - Wind power produces more greenhouse gases than coal, petroleum
  - Wind power is the only way to stop rising global temperatures and
  - The more electricity generated by wind, the less carbon dioxide and
- What can be inferred about energy sources from the graph in source #6
  - Electricity production still relies on fossil fuels like coal, petroleum
  - Renewable energy will soon replace other energy sources.
  - Wind power is the most promising form of renewable energy.
  - Wind power will soon overtake nuclear electric power as an energy

Step Up to Writing—Grade 7

Argument Writing Baseline Assessment

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### Wind Energy: Its Role in Our Energy Future

**Source #1**  
**How does wind become electricity?** According to the U.S. Department of Energy: "Wind turbines harness the power of the wind and use it to generate electricity. Simply stated, a wind turbine works the opposite of a fan. Instead of using electricity to make wind, like a fan, wind turbines use wind to make electricity. The energy in the wind turns two or three propeller-like blades around a rotor. The rotor is connected to the main shaft, which spins a generator to create electricity."

**Source #2**  
**What are some of the pros and cons of wind energy?** According to London's Grantham Research Institute and *National Geographic*, these are some of the advantages and disadvantages of wind energy:

**Pros of Wind Energy**

- Wind energy does not pollute the air or water.
- Wind power uses a natural, renewable energy source.
- Wind farms can coexist with other land uses, like agriculture.
- The largest wind turbines can power 600 U.S. homes.
- The amount of electricity produced by wind energy is growing 25% a year.

**Cons of Wind Energy**

- Wind energy can be unreliable. Other sources of electricity must be ready for calm days.
- Wind turbines are very expensive to build, erect, and connect to the power grid.
- The blades of wind turbines kill thousands of birds and bats each year.
- The noise and looks of wind turbines bother some people.
- Wind power only supplies 2.5% of electricity worldwide.

**Source #3**  
**Wind energy does not produce greenhouse gases.** Coal, petroleum, and natural gas produce carbon dioxide (CO<sub>2</sub>) and other greenhouse gases. Greenhouse gases trap heat in the atmosphere. According to NASA, almost all climate scientists now agree these gases contribute to rising global temperatures and climate change. Wind energy holds the promise of helping replace these energy sources with clean energy.

**Source #4**  
**Wind farms are expensive.** Large wind turbines cost \$3–\$4 million each to buy and set up, according to Windustry.org. That means a wind farm of 25 turbines could cost as much as \$100 million before any electricity is generated. Critics of wind energy also point out that wind energy producers have received a lot of financial support from government. This takes the form of tax credits that save these companies millions of dollars. Without this support, wind energy would struggle to compete with coal or natural gas as an affordable energy source.

**Source #5**  
**Wind turbines kill birds and bats.** Environmentalists are concerned that wind turbine blades kill too many birds and bats. In some cases, wind farms are built along bird migration routes. The American Bird Conservancy reports: "A 2008 Department of Energy report calls for the U.S. to generate 20% of its electricity from wind by 2030. By then, wind turbines are expected to be killing at least one million birds each year. . . ." The organization is demanding wind energy producers do more to address the problem.

**Source #6**  
**Wind energy supplies a small amount of U.S. energy needs.**

**Energy Sources for U.S. Energy Use, 2011**

Source: U.S. Energy Information Administration

For a complete bibliography of sources, see the Teacher Edition.

©2015 Voyager Sopris Learning, Inc. All rights reserved.

# SCORING GUIDES SET HIGH STANDARDS WITH CLEAR EXPECTATIONS

Scoring Guides with exemplars give students clear direction on what they need to do to revise confidently and efficiently and to reach proficient and advanced levels in their writing. These standards match and reinforce the expectations included in rubrics and scoring guides used at the state level and on high-stakes national assessments.

## Scoring Guides and Checklists Set Clear Goals and:

- Save teachers time
- Support teacher-student conferences
- Serve as a tool for peer editing
- Support home-school connection

Informative/Explanatory Essay and Report Scoring Guide						
Topic/Prompt =						
	No Credit (0)	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
<b>Organization</b>	<ul style="list-style-type: none"> <li>No introduction, topic sentence or thesis statement, and/or plan</li> <li>Paragraphs and ideas are unrelated to prompt, task, or topic</li> <li>Absent/irrelevant transitions</li> <li>Conclusion is absent, unclear, or unrelated</li> <li>Formatting* or text features absent or distracting and off-topic</li> </ul>	<ul style="list-style-type: none"> <li>No plan, or introduction is not clearly related to topic, task, or audience</li> <li>Some paragraphs not relevant to topic or plan</li> <li>Transition topic sentences are missing or unclear</li> <li>Conclusion is vague or differs from topic/sentence</li> <li>Formatting* or text features are irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>Introduction's topic sentence and plan partially addressed</li> <li>Ideally relevant paragraphs, in a reasonable order</li> <li>Transition topic sentences are clear</li> <li>Conclusion restates the topic sentence or thesis statement</li> <li>Formatting* or text features do not address important information</li> </ul>	<ul style="list-style-type: none"> <li>Topic sentence/thesis statement and plan clearly fit prompt, task, or topic</li> <li>Relevant paragraphs follow the plan</li> <li>Transition topic sentences connect ideas and fit purpose</li> <li>Conclusion is consistent with topic/body content</li> <li>Formatting* or text are relevant</li> </ul>	<ul style="list-style-type: none"> <li>Introduction topic sentence/thesis statement and plan engagingly address topic and may include a lead or the thesis</li> <li>Logically ordered paragraphs follow the plan</li> <li>Varied transition topic sentences connect ideas and enhance flow</li> <li>Strong conclusion follows topic and purpose</li> <li>Formatting* or text features inform readers</li> </ul>	
<b>Ideas/Content</b>	<ul style="list-style-type: none"> <li>Inefficient or no elaboration (EV)</li> <li>Elaboration is unrelated to idea or topic</li> <li>Prompt, task, and topic remain underdeveloped</li> <li>Graphic or multimedia* features are omitted, irrelevant, or distracting</li> </ul>	<ul style="list-style-type: none"> <li>Limited elaboration (EV) does not fulfill purpose</li> <li>Elaboration is inaccurate, confusing, or off topic</li> <li>Prompt, task, topic, or ideas are largely underdeveloped</li> <li>Graphic or multimedia* features wander from topic</li> </ul>	<ul style="list-style-type: none"> <li>Some elaboration (EV)</li> <li>Elaboration may be incomplete, unclear, repeat, or wander from topic</li> <li>Prompt, task, topic, or some ideas are developed, but incompletely</li> <li>Graphic or multimedia* features relate to topic</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient elaboration (EV)</li> <li>Elaboration is relevant to topic and purpose</li> <li>Prompt, task, topic, and ideas are well-developed</li> <li>Graphic or multimedia* features are relevant</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate quantity of elaboration (EV)</li> <li>Interesting/ varied elaboration bring topic to life</li> <li>Fully develops prompt, task, topic, and ideas</li> <li>Graphic or multimedia* features enhance reader understanding</li> </ul>	
<b>Language/Style</b>	<ul style="list-style-type: none"> <li>Incorrect sentence structures (fragments, run-ons)</li> <li>Basic and inaccurate words/phrases</li> <li>Language is unclear and confusing</li> <li>No clear style, voice, or tone used</li> </ul>	<ul style="list-style-type: none"> <li>Incorrect sentences make reading difficult</li> <li>Basic words/phrases repeat, with some inaccuracy</li> <li>Language is simple and unclear</li> <li>Style, voice, and tone do not address purpose/audience</li> </ul>	<ul style="list-style-type: none"> <li>Little sentence variety</li> <li>Basic, accurate words fit topic</li> <li>Language includes poetry voice and little description</li> <li>Style needs further development to fit audience</li> </ul>	<ul style="list-style-type: none"> <li>Varied sentences support purpose</li> <li>Academic/content-related words fit topic</li> <li>Language uses limited descriptions, strong verbs, or vocabulary</li> <li>Style, voice, and tone are appropriate to purpose/ audience</li> </ul>	<ul style="list-style-type: none"> <li>Varied sentences enhance purpose</li> <li>Academic and specific content-related vocabulary enriches topic</li> <li>Rich and precise words, strong verbs, active voice, figurative language, or quotations are used</li> <li>Style, voice, and tone precisely fit purpose/audience</li> </ul>	
<b>Conventions/CLP/90</b>	<ul style="list-style-type: none"> <li>Text is confusing due to frequent errors in:</li> <li>Capitalization</li> <li>Usage</li> <li>Punctuation</li> <li>Spelling</li> <li>Paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Misused/omissions result from many errors in:</li> <li>Capitalization</li> <li>Usage</li> <li>Punctuation</li> <li>Spelling</li> <li>Paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Text understood, despite some errors in:</li> <li>Capitalization</li> <li>Usage</li> <li>Punctuation</li> <li>Spelling</li> <li>Paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Text clearly understood, due to few errors in:</li> <li>Capitalization</li> <li>Usage</li> <li>Punctuation</li> <li>Spelling</li> <li>Paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Text communicates clearly with minimal errors in:</li> <li>Capitalization</li> <li>Usage</li> <li>Punctuation</li> <li>Spelling</li> <li>Paragraphing</li> </ul>	
Total Score (16 possible)						

\*Not all topics, prompts, or tasks require formatting, graphics, or multimedia.

Tool S4-62a

## Exemplars Provide Models of Writing

Name: \_\_\_\_\_ Tool S2-1b

### Types of Writing: Sample 1

#### Time for the Tuareg to Stop Wandering

For centuries, the Tuareg have wandered along the edges of the Sahara, Africa's largest desert. These hardy nomads have lived as traders and herders. They ride their tall Arabian camels as they carry goods to market or move their livestock between water holes and grazing land. Now, however, the Tuareg must settle down to survive. Their nomadic way of life cannot resist the changes that are closing in on them.

Bad relations with other tribal groups are one reason the Tuareg need to change their ways. Their traditional territory crosses the borders of Algeria, Niger (*NEE-zher*), Mali, and other countries in Northwest Africa. They do not always obey the laws of these countries, and these countries do not always respect Tuareg traditions. Also, the Tuareg often compete with other tribal groups for water and good grazing land. More and more, this competition has led to conflict and even deadly battles.

The Tuareg are also being affected by a changing environment as the desert expands. Years of little rain and blowing sands are causing the desert to spread. Water holes are drying up, and areas once good for grazing goats and camels are turning to dust where nothing can grow. Routes the Tuareg have traveled for decades no longer have the water or plants their livestock need to survive.

The Tuareg have always been a tough and resourceful people, and the decline and loss of their proud culture is sad in many ways. But the changes they face are unavoidable, and it is time for them to adapt. By choosing to settle in villages rather than fight change, they can honor their proud past while having more say in shaping their future. If they don't, their culture could soon disappear beneath the sands of the Sahara.

©2015 Voyager-Sopris Learning, Inc. All rights reserved. Permission is granted to reproduce this page for Step-Up to Writing classroom use. Foundational Writing Skills Step-Up to Writing • Grade 6-8 Tool S2-1b

Name: \_\_\_\_\_ Tool S2-1c

### Types of Writing: Sample 2

#### Salt Caravans of the Tuareg

Every winter, camels and their Tuareg owners gather in Timbuktu—a legendary city in West Africa. These urbanized traders team up with family and friends in caravans and prepare for a grueling mission. They will cross waterless sections of the Sahara, Africa's largest desert, to trade for salt and other goods. Most of these salt caravans include dozens—even hundreds—of camels.

The salt caravan sets out in the cool of early morning, led by a *madagu*. He is an experienced Tuareg guide who knows how to navigate across the trackless desert. For Tuareg teens, it is an honor to be considered tough enough to take part in the caravan.

The caravan may take more than three weeks to reach Bilma, in central Niger. Bilma is an oasis in the desert with water, date palm trees, and pits where salt is drawn from the ground and collected. Salt is an important nutrient for the health of people and animals, but it is rare in this part of the world. The traders exchange goats, millet, and other crops for cones and cakes of salt, as well as deliciously sweet dates.

After several days of rest, the caravan begins the return journey. Now the camels are each loaded down with as much as 600 pounds of salt. They may be the only animal capable of this brutal work. They can go as long as two weeks without water. After a month and a half, the caravan at last returns to Timbuktu. There the traders sell the valuable salt at the market.

©2015 Voyager-Sopris Learning, Inc. All rights reserved. Permission is granted to reproduce this page for Step-Up to Writing classroom use. Foundational Writing Skills Step-Up to Writing • Grade 6-8 Tool S2-1c

Tools S2-1b and S2-1c



## DIFFERENTIATE TO SUPPORT ALL STUDENTS

All of the *Step Up to Writing* strategies benefit all students, and certain features are particularly beneficial to specific student populations. Differentiation tips and ideas provide support for students who need additional multisensory instruction.

*Step Up to Writing* is proven effective with:

### GENERAL EDUCATION STUDENTS

- Strategies to boost student writing to proficient and advanced levels
- Solid structure for many types of writing assignments
- Revision guidance
- Many opportunities for practice using consistent strategies



### ENGLISH LANGUAGE LEARNERS

- Oral language development
- Development of academic vocabulary
- Active student involvement
- Relating and organizing information

### GIFTED & TALENTED

- Organizing information strategically and clearly to make the most impact
- Clearly articulating complex thoughts and content
- Understanding shadows of meaning within words



### AT-RISK & SPECIAL EDUCATION

- Strategies to make abstract concepts concrete
- Reading comprehension strategies
- Multisensory approach
- Confidence building through step-by-step strategies
- Organization and planning skills

These writing techniques have not only raised the skills of our special education students an average of two grade levels; they have also increased confidence and willingness to approach academic tasks.

—Mary Dove, Pupil Service Coordinator  
Cherry Creek School District, Colorado

Bilingual students who were taught these strategies saw themselves as successful readers and writers. Their confidence, sense of responsibility, and leadership skills improved.

—Ana Garcia Gustafson, Assistant Principal  
Hamilton Middle School, Denver Public Schools

# FLEXIBLE IMPLEMENTATION TO MEET DIVERSE NEEDS

## WHAT ARE YOUR NEEDS?

### Supplemental Writing: Choose Strategies As Needed

#### Plan a customized sequence of instruction and assessment

Select from the hundreds of strategies in the 10 sections that are most appropriate for your students' needs and skill levels to supplement your core program.

### Comprehensive Writing: Use Unit Maps

#### Use the Implementation Guide Unit Maps to Meet Standards in English Language Arts

While *Step Up to Writing* is not designed to be taught cover to cover, the Assessment and Implementation Guide provides an implementation plan with pacing guides that teachers can use to ensure they are helping students acquire skills that best prepare them in the areas of writing, speaking and listening, and language, as well as reading informational text and literature, including:

- Strategies for all grade levels
- Grade-specific strategies
- Strategies for differentiation

### Year-At-a-Glance

The following is an outline of all seven units that appear in the Unit Maps, along with a schedule of assessments that could be implemented over the course of a typical school year.

Year At-a-Glance		
Unit	Unit Overview	Suggested Pacing
Assessment	Baseline Assessment: Informative/Explanatory Writing	1 day
Unit 1: Building Strong Foundations	Students will: <ul style="list-style-type: none"> <li>• Be introduced to the writing process and the three types of writing (informative/explanatory, argument, narrative)</li> <li>• Write a well-structured informative/explanatory paragraph using essential grammar rules and proofreading skills</li> </ul>	4 weeks
Unit 2: Informative/Explanatory Writing—Stating the Facts	Students will: <ul style="list-style-type: none"> <li>• Craft an effective informative/explanatory essay or report that conveys information about a topic and incorporates information from research</li> <li>• Develop strategies to read and respond to informative/explanatory texts</li> </ul>	6 weeks
Assessment	Summative Assessment: Informative/Explanatory Writing	1 day
Unit 3: Show What You Know!	Students will: <ul style="list-style-type: none"> <li>• Use technology to create a polished final draft of their informative/explanatory writing for publication in a public format (blog, school website, class book of essays, etc.)</li> </ul>	1 week
Assessment	Baseline Assessment: Argument Writing	1 day
Unit 4: Argument Writing—Making a Claim	Students will: <ul style="list-style-type: none"> <li>• Craft an effective argument essay or report that makes a claim and supports that claim with strong, relevant evidence gathered from outside sources</li> <li>• Evaluate the accuracy and credibility of sources</li> <li>• Develop strategies to read and respond to argument texts</li> </ul>	6 weeks
Assessment	Summative Assessment: Argument Writing	1 day
Unit 5: Let's Debate!	Students will: <ul style="list-style-type: none"> <li>• Use the knowledge and skills learned in Unit 4 to present arguments and evidence verbally in a debate format</li> <li>• Strengthen speaking and listening skills and work collaboratively</li> </ul>	1 week
Assessment	Baseline Assessment: Narrative Writing	1 day
Unit 6: Narrative Writing—Telling a Story	Students will: <ul style="list-style-type: none"> <li>• Briefly explore the three types of narratives (nonfiction, imaginative, and personal)</li> <li>• Craft a well-structured nonfiction narrative</li> </ul>	4 weeks
Assessment	Summative Assessment: Narrative Writing	1 day
Unit 7: Research Report—Let's Investigate!	Students will: <ul style="list-style-type: none"> <li>• Develop research questions and conduct research to produce a formal research report</li> </ul>	4 weeks
TOTAL		26 weeks (+6 assessment days)

*Step Up to Writing* Assessment and Implementation Guide • Grades 6–8

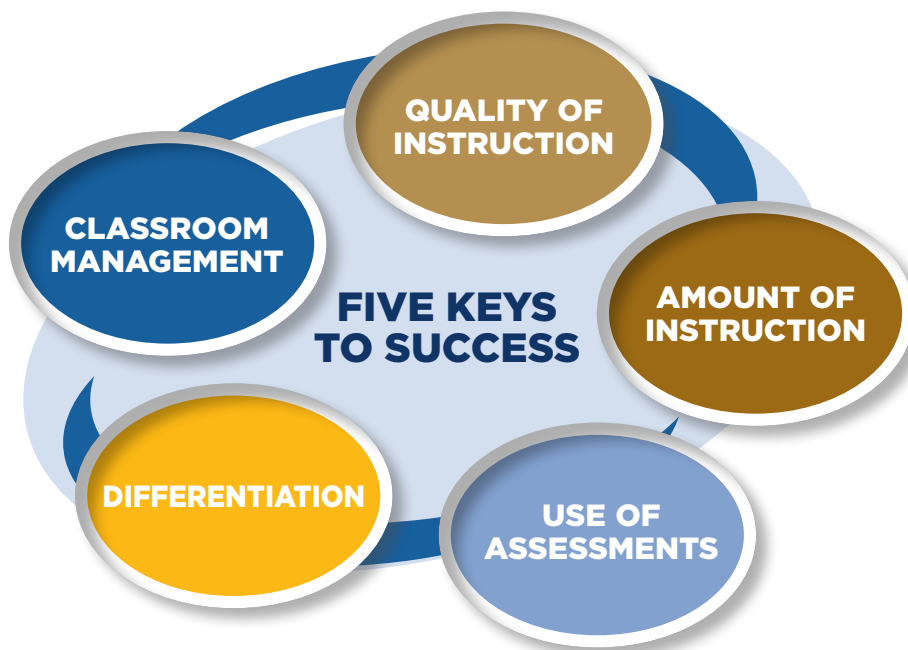
27

Programs rarely meet the needs of every child unless teachers use additional strategies to adjust instruction ... this is where *Step Up to Writing* begins to be essential.

—Susan Smith  
Reading Specialist, Riverside, California

## OUR GOAL: PROVIDE THE HIGHEST LEVEL OF EDUCATOR SUPPORT TO INCREASE STUDENT ACHIEVEMENT

Service does not come in a box; it must be custom-built to meet the specific needs of districts, schools, administrators, and teachers. Firmly grounded in research, the Voyager Sopris Learning approach is built around the “**Five Keys to Success**,” which form the foundation for a personalized strategy for planning, training, and ongoing support:



In short, our results were remarkable. Almost 80 percent of children in grades 2 through 5 grew at least one rubric score. The most notable factor is the *Step Up to Writing* training. It was specific; it provided a writing template for staff; it provided specific practice and a reference notebook.

—Russell Henderson  
Former Principal, Sable Elementary,  
Aurora, Colorado

Our team specializes in partnering with schools and districts to build custom *Step Up to Writing* implementation support plans—including planning, training, and ongoing support—to ensure all stakeholders are prepared to implement and sustain implementation.

Key stages of *Step Up to Writing* implementation include:



Visit [www.voyagersopris.com/stepuptowriting](http://www.voyagersopris.com/stepuptowriting)  
to review training options and a comprehensive menu of services.

# INSTRUCTION DESIGNED FOR EASE OF IMPLEMENTATION

Strategies with a **video icon** have professional development videos that model how to teach the strategy.

The **Handy Pages icon** indicates whether the strategy has an accompanying Handy Page. Encourage students to use the corresponding Handy Page as they learn the strategy.

The strategy **Objective** states expected student outcomes.

The **Before Class** instruction indicates which Tools are required for the strategy, as well as any other materials and preparation.

**SECTION 4 Informative/Explanatory Writing: Stating the Facts**  
Planning, Organization, and Structure

**S4-1 Color-Coding the Elements of Informative/Explanatory Writing**

Objective	CCSS ELA
Students learn the elements of informative/explanatory writing by associating each part of a paragraph with a Traffic Light color. By color-coding paragraph components, students learn how to convey information in well-organized paragraphs.	W 6.2a, 6.2f W 7.2a, 7.2f W 8.2a, 8.2f

**Before Class**

1. Make display copies and student copies of **Tool S4-1a** and **Tool S4-1b**.
2. Have green, yellow, and red (or pink) highlighters available for students.

**During Class**

3. Remind students that the purpose of informative/explanatory writing is to give information. Whether it is a paragraph about the outcome of a sporting event or a long report on the causes and effects of air pollution, this type of writing has the same elements.
4. Tell students to relate the different parts of a paragraph to the Traffic Light colors green, yellow, and red.
  - **Green** means go. Topic sentences and thesis statements are green because they show what the writing is *going* to explain.
  - **Yellow** means slow down. The sentences that introduce the key/star ideas (big ideas) are yellow to remind writers to *slow down* and provide support for the thesis statement.
  - **Red** means stop. Sentences used to elaborate and add examples or explanations are red to remind the writer to *stop*, explain, and add evidence.
  - **Green** for the conclusion reminds students to *go back* and remind the reader of the topic.
5. Display **Tool S4-1a** and further elaborate on the Traffic Light method. For extra visual support, have students color the illustrations and highlight the text with the appropriate colors. For each point on the Tool, provide this additional explanation.

**Elements of Informative/Explanatory Writing**

**Organization is the key.** Use a central sentence and Traffic Light colors to plan a paragraph about an event.

**Topic sentences are the heart.** Use green to introduce that topic sentence and evidence, and use yellow to explain. To finish, the topic sentence is called a thesis statement.

**Transitions are the glue for the paragraph.** Use yellow to connect each idea, and use red to connect each transition when you introduce a new sentence.

**Examples, evidence, and explanation are the meat.** Use red to provide evidence and explanation. Examples, evidence, and explanation support your key star ideas.

**Conclusions tie it all together with a ribbon.** Use green again. Remind us to look to your topic. A good conclusion reminds readers of the purpose of your paragraph or essay.

**Tool S4-1a**

**Traffic Light Colors for Accordion Paragraphs**

Use the colors of a traffic light to help you write a paragraph.

**GO!** **green** Go! Introduce your topic.

**SLOW DOWN!** **yellow** Slow down! Introduce your key ideas by using a central sentence.

**STOP!** **red** Stop! Elaborate on your key ideas with evidence and explanation. Then, use red to support your key ideas.

**GO BACK!** **green** Go back! Remind readers of your topic.

**Display: Fish or Manual**

**Tool S4-1b**

Each **Tool** necessary for teaching the strategy appears as a thumbnail image. Color coding is also shown on the tools in the *Step Up to Writing* Teacher Edition for easy visual reference.

The **During Class** instruction explains how to model and guide instruction and move students to independence. Dark blue strategy references indicate where to find more information about particular topics.

SECTION **4**

**Organization is the key.** Planning before writing is key to a writer's success. *All* writers plan, whether they are students or published authors. Using the Traffic Light colors while making informal outlines is a visual strategy that will help students organize their ideas. (For more about informal outlines, see strategy **S4-3 Planning with an Informal Outline**.)

- **Topic sentences are the heart.** Color the heart green. Tell students that the topic sentence or thesis statement is the heart of a paragraph; it gives the paragraph its shape. It tells readers where the writer is *going*. (For more about topic sentences, see strategy **S4-10 Defining Topic Sentences and Thesis Statements**.)
- **Transitions are the glue for the key/star ideas.** Color the glue yellow. In informative/explanatory writing, transitions introduce the sentences that contain key/star ideas (big ideas) that support the topic sentence. The transitions are like glue; they hold ideas together. They are yellow to remind writers to *slow down* and make those transitions. (For more about transitions, see strategy **S4-24 Definition and Function of Transitions**.)
- **Examples, evidence, and explanation are the meat.** Color the meat red. Examples, evidence, and explanations support each key/star idea. They are red so that writers remember to *stop* and explain. (For more about elaboration, see strategy **S4-16 Paragraph Elaboration—the E's/the Reds**.)
- **Conclusions tie it all together with a ribbon.** Color the ribbon green. A conclusion should give readers something to think about. Green should remind students that the conclusion needs to be tied to the (green) topic sentence or thesis statement. The writer needs to *go back* to the topic sentence and make a strong, meaningful connection to it—not just copy it. (For more about conclusions, see strategy **S4-32 Conclusions—Defining Terms**.)

6. Display **Tool S4-1b**. Encourage students to color and highlight the illustrations and corresponding text as a visual reminder of the Traffic Light colors and elements.

7. Have students use highlighters to color-code the paragraph on **Tool S4-1b** on their own while referring to the Traffic Light colors as needed. When they are finished, model the correct color coding on your display copy and have students check their work. The color coding should be as follows:

- **Green:** First and last sentences (introduction and conclusion)
- **Yellow:** The three sentences with transitions and key/star ideas

**Craft and Style:**

**What is a Key/Star Idea?**  
The key/star ideas are big ideas or broader categories that support the topic or thesis. Key/star ideas may be *facts, reasons, or details*. However, in order to clearly differentiate the three types of writing, *reasons* are used largely in argument, *facts* in informative/explanatory, and *details* in narrative.

**Craft and Style** boxes in Sections 4, 5, and 6 of the *Step Up to Writing Teacher Edition* provide tips and examples to help explain how students create a particular style appropriate to the task, purpose, and audience.

SECTION **4** **Informative/Explanatory Writing: Stating the Facts**  
Planning, Organization, and Structure

269

**Note:** Though yellow is for slowing down and making transitions, the yellow highlighting should appear on the entire sentence that contains the transition, even though the sentence may also contain some elaboration.

**Differentiation:** Color-Coding the Elements of Informative/Explanatory Paragraphs

If students are having difficulty identifying the elements of informative/explanatory paragraphs, have them practice color-coding paragraphs they have written or example paragraphs from classroom materials, online sources, and magazines. In addition, remind students to put the strategy to work whenever they develop informal outlines (see strategy **S4-3 Planning with an Informal Outline**).

Each strategy includes point-of-use **Differentiation**, offering suggestions on how to support struggling students or challenge those who excel.

# ONLINE TEACHER MATERIALS FOR EASE OF USE

The clear, concise teacher supports and motivating, friendly student materials make *Step Up to Writing* a premier writing solution for educators nationwide. Now, Teacher Editions; the Assessment and Implementation Guide; student Handy Pages; standards alignments; videos; student tools, rubrics, and assessment materials; and additional resources are available online as part of the Classroom Set.



## Access to Assessment and Data Tools

Name: \_\_\_\_\_ Tool S7-9a

### Assessing the Usefulness of Sources

For each source you plan to use in your research, ask yourself these questions:

Yes/No	Title of Source: _____
	Is the source relevant to the topic I am researching?
	Are there key words related to my topic and research question?
	Are there enough specific facts and details related to my topic?
	Is the author an expert on this topic?
	Is the information of appropriate depth (neither too simple nor too complex)?
	Is the information current?

Evaluation (circle one):

Useful      Okay      Not useful

©2013 Voyager Sopris Learning, Inc. All rights reserved. Permission is granted to reproduce this page for use in a writing classroom only. Assessment Materials Step Up to Writing™ Student Edition Tool S7-9a

Step Up to Writing—Grade 6 Argument Writing Summative Assessment

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### Wild Wolves Come Back: What Should Happen Next?

**Source #1**  
People have strong feelings about the reintroduction of wolves to the wild. "In tourists who visit Yellowstone National Park, the gray wolf is a magnificent sight—a noble animal whose successful reintroduction in the last decade represents the nation's commitment to preserving its natural heritage. But to ranchers in central Idaho, the wolf is a very different animal: a vicious predator that has been forced on them by the federal government and environmentalists living in big cities hundreds of miles away."  
—Peter Jennings, ABC News, September 2002

**Source #2**  
Research indicates wild wolves benefit ecosystems. The reintroduction of wolves has benefited the ecosystems of Yellowstone National Park. That is the conclusion of biologist David Licht of the National Park Service and a team of wildlife researchers. They found that wolves contribute to plant biodiversity by preying on elk, deer, and other animals. These animals' fear of wolves keeps them from feeding too long in one place. Wolves also keep coyotes under control and leave food for scavengers. Licht pointed out another benefit in his study: "Wolves in Yellowstone National Park increased visitation and ecotourism spending by \$35 million in 2005."

**Source #3**  
Wolves prey on cattle, sheep, and other livestock. Wolves are responsible for preying on and killing livestock. Ranches that neighbor Yellowstone National Park lose hundreds of animals each year to wolves, costing ranchers money. In addition, wolves are responsible for harassing cattle. This prevents the cattle from fattening up for market and lowers the price ranchers get for each animal.

**Source #4**  
Wolves killed 8,100 cattle in 2010.  
Number of Head and Value of Cattle and Calf Deaths Loss by Cause—United States 2010

Cause (Predator)	Number of Cattle	Total Value
Cowbirds	134,700	\$48,185,000
Elks	21,800	\$16,007,000
Mountain lions and bobcats	18,900	\$9,211,000
Other predators	13,400	\$6,352,000
Wolves	11,000	\$4,411,000
Wildfires	8,100	\$3,446,000
Beats	2,800	\$1,413,000

Source: United States Department of Agriculture (USDA)

**Source #5**  
Value per cow lost to animal predators, based on USDA 2010 data: \$448.

**Source #6**  
Northern Rocky Mountain Wolf Population in the northern Rocky Mountains has grown. In 2013, the U.S. Fish & Wildlife Service recommended taking gray wolves off the Endangered Species List. Some wildlife biologists no longer think the western gray wolf requires federal protection.

**Source #7**  
Timeline of the Gray Wolf in Northern Rocky Mountain Region

©2013 Voyager Sopris Learning, Inc. All rights reserved. Permission is granted to reproduce this page for Step Up to Writing Student Edition.

## Access to Teacher Materials: Available Online and in Print



## Professional Development Videos



### Types of Videos:

- Section Overviews
- Model Lessons
- Strategy Instruction



## Student Materials Reinforce Instruction

Handy Pages (consumable writing handbooks) and classroom posters provide useful reference to reinforce instruction and support students' writing skill development. Handy Pages are available on the bookshelf online and in print in the Classroom Set, while posters are only available in print.

## INCREASE STUDENT WRITING ACHIEVEMENT WITH A CONSISTENT APPROACH ACROSS GRADE LEVELS AND CONTENT AREAS

*Step Up to Writing* has been completely revised to respond to the steep increase in writing expectations outlined in today's rigorous writing standards.

The new edition retains the key elements that have made *Step Up to Writing* a top pick among educators, while offering explicit college- and career-readiness standards support, a more robust assessment component, and multimedia professional development tools.

Visit [www.voyagersopris.com/stepuptowriting](http://www.voyagersopris.com/stepuptowriting) to access:

- Complimentary samples
- Model lesson video samples
- Video overview of online resources
- Materials snapshot and table of contents



### Provides the "How To" Behind the Six Traits:



Idea  
Development



Organization



Word  
Choice



Voice



Sentence  
Fluency



Conventions



Presentations

Source: Northwest Regional Educational Laboratory