

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




NEW EDITION  
NEW TECHNOLOGY! NOW A BLENDED SOLUTION!




Supports the “How To” Behind the Six Traits:




Idea Development




Organization




Word Choice




Voice



Sentence Fluency



Conventions



Presentations

Source: Northwest Regional Educational Laboratory

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



SUTW\_4E\_OV/346562/0315/FRED/7M/62



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

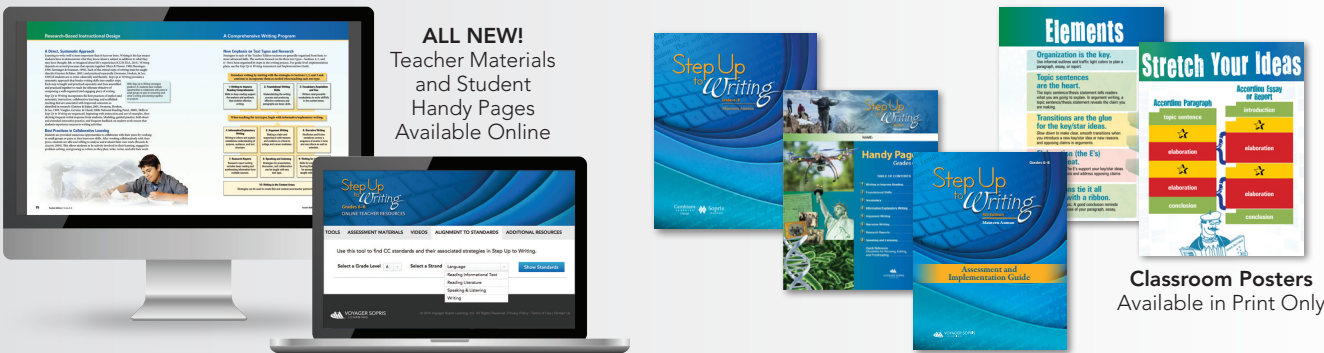


MEET THE K-2 ALL WRITE CLUB CHARACTERS!

Help Young Learners Grasp the Traits of Effective Writing!

CLASSROOM SET INCLUDES ONLINE AND PRINT MATERIALS!

New Online Teacher Resource Site Provides Materials in One Place for Ease of Use



ALL NEW!  
Teacher Materials  
and Student  
Handy Pages  
Available Online

Classroom Posters  
Available in Print Only

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
Assess student abilities when deciding in which order to teach the text types.		
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 on 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.

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

Progression of Skills across Grade Levels

Progression of Skills within Grade Levels

Accordions Paragraphs—Weak Paragraph

Tool B4-7b

Name: \_\_\_\_\_

Title = Elephants

Topic = two kinds of elephants in the world

African elephants

Asian elephants

Conclusion = the two

GRADES K-2

Accordions Paragraphs—Stronger Paragraph

Tool B4-7c

Name: \_\_\_\_\_

Title = Elephants

Topic = the two kinds of elephants

African elephants

Asian elephants

Conclusion = only two kinds of elephants on Earth

GRADES K-2

A Five-Sentence Opinion Paragraph

Tool B5-4a

Name: \_\_\_\_\_

Title = Be Straw-Free!

Topic/Opinion = Stop using plastic straws

Plastic straws create a lot of garbage

Don't need plastic straws

More fun to sip

Conclusion = Say no to plastic straws

GRADES 3-5

A Stronger Opinion Paragraph

Tool B5-4b

Name: \_\_\_\_\_

Title = Be Straw-Free!

Topic/Opinion = Stop using plastic drinking straws

Plastic straws create a lot of garbage

Don't need plastic straws

Conclusion = Ask for no plastic straws

GRADES 3-5

Traffic Light Colors for Argument Writing

Tool S5-2c

Name: \_\_\_\_\_

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 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!

Planning an Argument Using an Informal Outline

Tool S5-2d

Name: \_\_\_\_\_

Topic/Claim = 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)

Conclusion = Companies make money off sports drinks, but normal people don't need them.

GRADES 6-8

A Vague Argument Report

Tool T5-15a

Name: \_\_\_\_\_

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) in the military. Therefore, they can (vote) in the military. (If 17-year-olds are old enough to serve in the military, they can) vote in the military. (If 17-year-olds are old enough to serve in the military, they can) vote in the military. (If 17-year-olds are old enough to serve in the military, they can) vote in the military.

Another reason is that 17-year-olds are old enough to serve in the military. Therefore, they can (vote) in the military. (If 17-year-olds are old enough to serve in the military, they can) vote in the military. (If 17-year-olds are old enough to serve in the military, they can) vote in the military.

Finally, young people should (vote) in the military. (If 17-year-olds are old enough to serve in the military, they can) vote in the military. (If 17-year-olds are old enough to serve in the military, they can) vote in the military.

Expand with ideas from the argument

GRADES 9-12

A Well-Supported Argument Report

Tool T5-15b

Name: \_\_\_\_\_

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 (Machinists). 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-olds 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.

Expand with ideas from the argument

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.

HIGHEST BENEFIT

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

HIGHER BENEFIT

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

HIGH BENEFIT

CLASSROOM

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

4 www.voyagersopris.com/stepuptowriting

Step Up to Writing

5

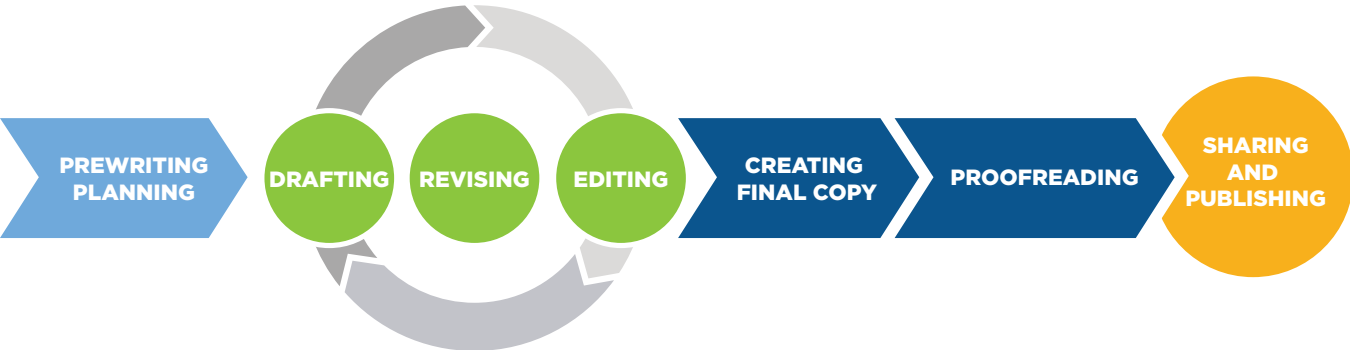






STRATEGIES AND STEP-BY-STEP INSTRUCTION FOR EACH COMPONENT OF WRITING

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 page shows a 'Plan a Paragraph with a Topic and Informal Outline' form. It includes a 'Topic' field, a 'Title' field, and a series of lines for an informal outline. Below this is a 'Graphic Organizers That Support Brainstorming' section with various diagrams like 'Bubble Map', 'Classification Map', 'Venn Diagram', 'Compare/Contrast Map', 'Problem-Solution Organizer', and 'Cause-Effect Diagram'.

This page is a 'Collaborative Writing Planner' with a table for 'Team Members/Responsibilities' and 'Dates Due'. It also includes a 'Transitions for Different Purposes' section with a list of transition words and a 'Editing and Proofreading Checklist' with checkboxes for capitalization, usage, punctuation, spelling, and format.

This page is a 'Proofreading Checklist' with a table for 'Format', 'Usage', 'Punctuation', and 'Spelling'. It includes a 'Moving through the Writing Process' section with a timeline for 'Steps 6, 7, and 8: Write Final Copy, Proofread, Share/Publish'.

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.

This page is titled 'Foundational Writing Skills' and includes sections for 'Masterful Sentences', 'Four Kinds of Sentences' (Declarative, Imperative, Exclamatory, Interrogative), and 'Three Sentence Structures' (Simple, Compound, Complex). It features a large image of an eagle and a table with examples of sentence types and structures.

This page is titled 'Perfect Paragraphs' and includes a section for 'Plan your perfect paragraph with an informal outline'. It features a large image of a deer and a table with examples of paragraph outlines, including a title, topic, key idea, and conclusion.

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.

This page is titled 'Vocabulary' and includes sections for 'Using Vocabulary Resources' and 'Expanding Vocabulary'. It features a large image of a train and a table with examples of vocabulary words and their meanings. It also includes a section for 'Learn synonyms and antonyms' and a section for 'Understand shades of meaning'.

This page is titled 'Choosing Precise Words' and includes a section for 'No matter what kind of writing you are creating, it is important to choose precise words'. It features a large image of a dolphin and a table with examples of precise words and their meanings. It also includes a section for 'Learn synonyms and antonyms' and a section for 'Understand shades of meaning'.

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



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.

**The Tuareg** — Title

**Topic Sentence** — The Tuareg, nomads of the Sahara Desert, have a distinct way of life.

**Key/Star Idea** — For centuries they have lived as wandering herders and traders.

**Elaboration or Details** — Herders camp wherever they can find plants and water. Traders carry dates, grains, salt, and other goods to market. Both groups depend on the camel for transportation and to carry heavy loads. The Tuareg's culture is as fascinating as their nomadic lifestyle. They are known as fearless warriors. They play drum-filled music, create jewelry, and wear turbans dyed blue with indigo. They are sometimes called "The Blue People" because of the dye that rubs off on their skin. Outsiders are fascinated by the Tuareg's unique culture and lifestyle.

**Conclusion** —

**Argument Writing**  
States and supports a claim.

**Time for the Tuareg to Stop Wandering** — Topic Sentence

Although the Tuareg have always been a nomadic, it is time to stop wandering. One reason to do so is to improve relations with other tribal groups. The Tuareg's laws and traditions differ from some of the areas they travel through, causing friction between them. Friction and even deadly conflict is also caused by competition for water and grazing land. Another reason to settle down is environmental change. Years of little rain and blowing sand have expanded the desert. Now there are fewer water holes and less grazing land than there used to be. Due to these cultural and environmental changes, the Tuareg should change their nomadic way of life.

**Narrative Writing—Nonfiction**  
Tells a true or fictional story. The following is an example of non-fiction narrative writing.

**The Salt Caravans of the Tuareg** — Title

**Beginning** — Each winter, Tuareg traders gather in Timbuktu for a difficult but necessary journey. In caravans, most of which include camels, they travel across the Sahara Desert to Bilma, an oasis in Niger.

**Middle** — An experienced guide called a madagu leads the caravans on a grueling journey lasting up to three weeks. They make this trip to obtain salt—an important nutrient that is rare in this part of the world. When they reach Bilma at last, they trade goats and crops for salt from local pits. Camels may carry as much as 600 pounds of salt on the return trip. Back in Timbuktu, traders sell this salt at the market. Despite its difficulty, the trip is well worth the effort.

**End** —

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

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	
Introduction	Topic Sentence/Thesis Statement that previews what is to follow	Introduction	Topic Sentence/Thesis Statement that makes a claim	Beginning	Context & Point of View <ul style="list-style-type: none"><li>• Narrator</li><li>• Characters</li><li>• Setting</li></ul>	Beginning	Context & Point of View <ul style="list-style-type: none"><li>• Background of the issue/situation</li><li>• The writer's relationship to the issue/situation</li></ul>
Body	Key/Star Ideas (Big Ideas) <ul style="list-style-type: none"><li>• Transitions</li><li>• Elaboration (e.g., facts or evidence, explanations, examples)</li></ul>	Body	Key/Star Ideas (Reasons for claim) <ul style="list-style-type: none"><li>• Transitions</li><li>• Elaboration (e.g., evidence, explanations, examples)</li></ul>	Middle	Imagined Experiences/Events <ul style="list-style-type: none"><li>• Dialogue, pacing, and description</li><li>• Plot</li><li>• Events</li><li>• Conflict/problem</li><li>• Climax</li></ul>	Middle	Real Experiences/Events in a logical sequence (usually chronological)
Conclusion	Restatement of topic	Conclusion	Conclusion follows from and supports the claim	End	<ul style="list-style-type: none"><li>• Solution</li></ul>	End	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

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



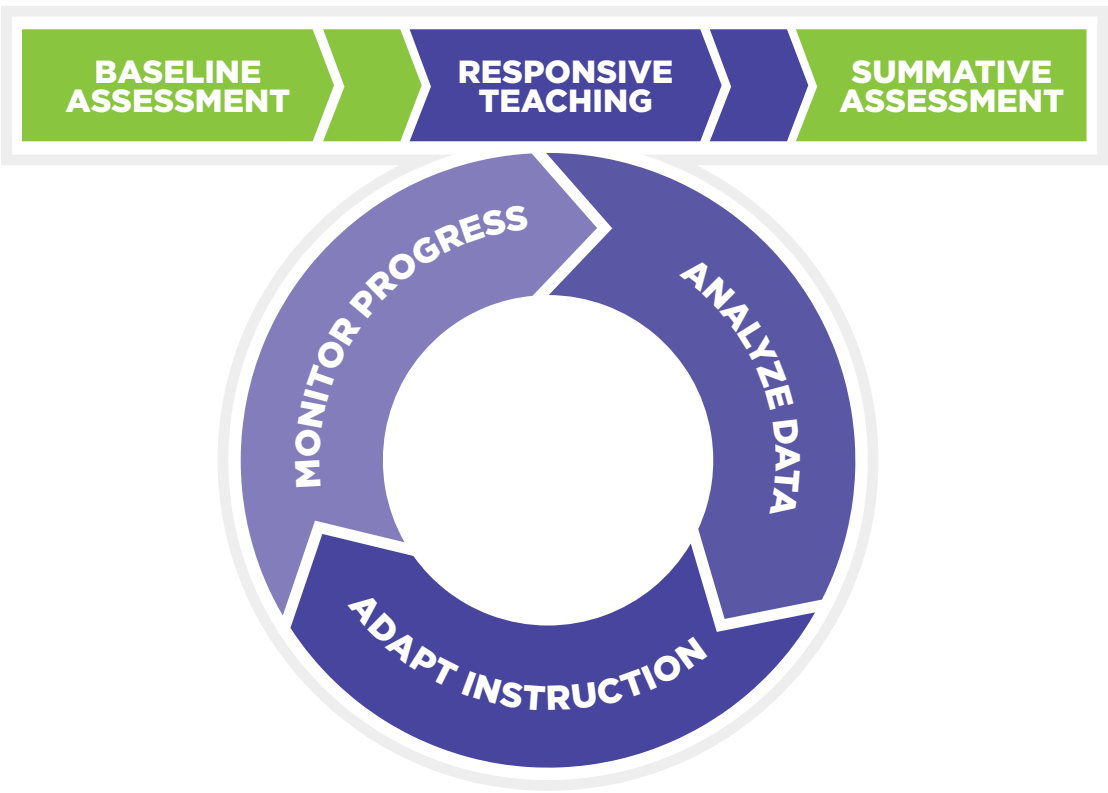




PROGRESS MONITORING AND BENCHMARK ASSESSMENTS TO INFORM INSTRUCTION

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

1. According to source #2, wind energy produces about how much of the  
☐ Ⓐ 25 percent  
☐ Ⓑ 2.5 percent  
☐ Ⓒ 20 percent  
☐ Ⓓ 13 percent
2. According to critics mentioned in source #4, what allows wind energy t  
☐ Ⓐ wind farms  
☐ Ⓑ large wind turbines  
☐ Ⓒ financial support from the government  
☐ Ⓓ the fact that wind does not cost anything
3. 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.
4. What can be inferred about wind power from source #3?  
☐ Ⓐ Most climate scientists believe wind energy is the most powerful e  
☐ Ⓑ 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
5. 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.

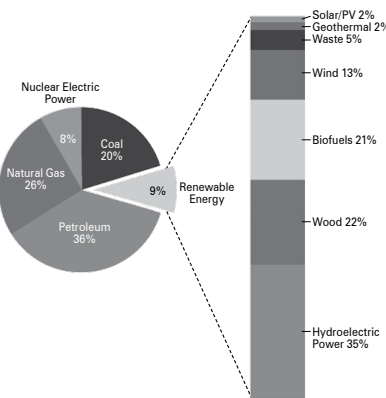
Source #5

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.

2 Permission is granted to reproduce this page for *Step Up to Writing* classroom use.



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.

Informative/Explanatory Essay and Report Scoring Guide						
Topic/Prompt =						
	No Credit (0)	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
Organization	— No introduction, topic sentence or thesis statement, and/or plan — Paragraphs and ideas are unrelated to prompt, task, or topic — Absent/unrelated transition topic sentences — Conclusion is absent, unclear, or unrelated — Formatting* or text features absent or distracting and off-topic	— No plan, or introduction is not clearly related to topic, task, or audience — Some paragraphs not relevant to topic or plan — Transition topic sentences are missing or unclear — Conclusion is vague or drifts from topic/content — Formatting* or text features are irrelevant	— Introduction's topic sentence and plan partially addressed — Mostly relevant paragraphs, in a reasonable order — Transition topic sentences are clear — Conclusion is consistent with sentence or thesis statement — Formatting* or text features do not address important information	— Topic sentence/thesis statement and plan clearly fit prompt, task, or topic — Relevant paragraphs follow the plan — Transition topic sentences connect ideas and fit purpose — Formatting* or text are relevant	— Introduction topic sentence/thesis statement and plan engagingly address topic and may include a lead or the thesis — Logically ordered paragraphs follow the plan — Varied transition topic sentences connect ideas and enhance flow — Strong conclusion follows topic and purpose — Formatting* or text features inform readers	
Ideas/Content	— Insufficient or no elaboration (E3) — Elaboration is unrelated to ideas or topic — Prompt, task, topic, or ideas are largely undeveloped — Graphic or multimedia* features are omitted, irrelevant, or distracting	— Limited elaboration (E3) does not fulfill purpose — Elaboration is inaccurate, confusing, or off-topic — Prompt, task, topic, or ideas are largely undeveloped — Graphic or multimedia* features wander from topic or distract	— Some elaboration (E3) — Elaboration may be incomplete, unclear, repeat, or wander from topic — Prompt, task, topic, or ideas are well-developed — Graphic or multimedia* features are relevant	— Sufficient elaboration (E3) — Elaboration is relevant to topic and purpose — Prompt, task, topic, and ideas are well-developed — Graphic or multimedia* features are relevant	— Appropriate quantity of elaboration (E3) — Interesting/ varied elaboration bring topic to life — Fully develops prompt, task, topic, and ideas — Graphic or multimedia* features enhance reader understanding	
Language/Style	— Incorrect sentence structures (fragments, run-ons) — Basic and inaccurate words/ phrases — Language is unclear and confusing — No clear style, voice, or tone used	— Incorrect sentences make reading difficult — Basic words/phrases repeat, with some inaccuracy — Language is simple and unclear — Style, voice, and tone do not address purpose/audience	— Little sentence variety — Basic, accurate words fit topic — Language includes positive voice and little description — Style needs voice/tone development to fit audience	— Varied sentences support purpose — Some academic/content-related words fit topic — Language uses limited descriptions, strong verbs, or quotations as used — Style, voice, and tone are appropriate to purpose/ audience	— Varied sentences enhance purpose — Academic and specific content-related vocabulary enriches topic — Rich and precise words, strong verbs, active voice, figurative language, or quotations are used — Style, voice, and tone precisely fit purpose/audience	
Conventions/CUPS	Text is confusing due to frequent errors in: — Capitalization — Usage — Punctuation — Spelling — Paragraphing	Misunderstandings result from many errors in: — Capitalization — Usage — Punctuation — Spelling — Paragraphing	Text understood, despite some errors in: — Capitalization — Usage — Punctuation — Spelling — Paragraphing	Text clearly understood, due to few errors in: — Capitalization — Usage — Punctuation — Spelling — Paragraphing	Text communicates clearly with minimal errors in: — Capitalization — Usage — Punctuation — Spelling — Paragraphing	
Total Score (16 possible)						

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

Tool S4-62a

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**

- 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

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 5 & 6

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 turbaned 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 5 & 6

Tool S2-1c

Tools S2-1b and S2-1c

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

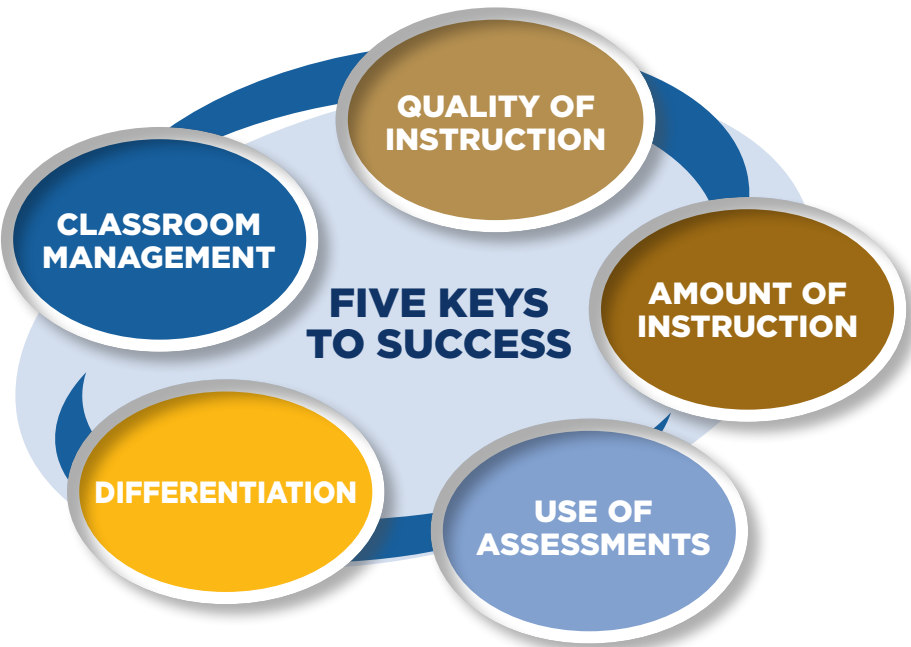
While *Step Up to Writing* is not designed to be taught cover to cover, the Assessment and Implementation Guide provides a plan that teachers can use to ensure students acquire skills that prepare them in the areas of writing, speaking and listening, and language, as well as reading informational text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

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

Year At-a-Glance		
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)

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.

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



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.** (The introduction and thesis statement give a paragraph unity and focus.)

**Topic sentences are the heart.** (Topic sentences introduce the topic sentence and provide what you are going to explain. Examples, the topic sentence is called a heart sentence.)

**Transitions are the glue for the key/star ideas.** (Use words to connect the key/star ideas and make sure the transitions hold the paragraph together.)

**Examples, evidence, and explanation are the meat.** (Use facts to support the key/star ideas and explain. Examples, evidence, and explanation support your key/star ideas.)

**Conclusions tie it all together with a ribbon.** (The green sign. Remember to go back to your topic. A good conclusion connects the key/star ideas of your paragraph to your topic.)

**Traffic Light Colors for Accordion Paragraphs**

**GO!** green **GO!** green

**SLOW DOWN!** yellow **SLOW DOWN!** yellow

**STOP!** red **STOP!** red

**GO BACK!** green **GO BACK!** green

**Display: Post in Classroom**

268 Teacher Edition • Grades 6–8

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

**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

**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**).

**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.

269

**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.

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 Student Tools and Rubrics

Tool 57-9a

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

Tool 57-9a

Access to Assessment and Data Materials

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. "To 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 Daniel L. Fahrig 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.

Cause (Predator)	Number of Cattle	Total Value
Coyotes	136,700	\$45,165,000
Wolves	21,400	\$5,062,000
Mountain lions and bobcats	18,900	\$9,221,000
Other predators	12,400	\$4,352,000
Volunteers	11,900	\$4,441,000
Wolves	8,200	\$1,606,000
Beavers	2,800	\$2,415,000

Source: United States Department of Agriculture (USDA)

**Source #5**

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

**Source #6**

The wolf population in the northern Rocky Mountain has grown.

Year	Population
2000	125
2005	1,000

Source: U.S. Fish & Wildlife Service

**Source #7**

Timeline of the Gray Wolf in Northern Rocky Mountain Region

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

Tool 57-9a

Access to Teacher Materials: Available Online and in Print



Professional Development Videos



Types of Videos:

- Section Overviews
- Model Lessons
- Strategy Instruction

ALL-NEW!

Student Materials Reinforce Instruction

Interactive Tools and rubrics, Handy Pages (consumable writing handbooks), and classroom posters 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.

