

Step Up to Writing Program Overview

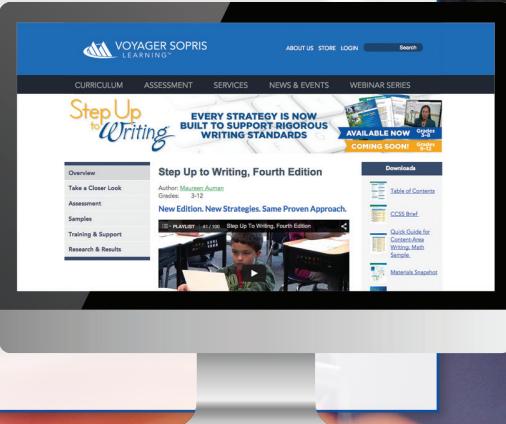
INCREASE STUDENT WRITING ACHIEVEMENT WITH A CONSISTENT APPROACH ACROSS GRADE LEVELS AND CONTENT AREAS

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 to access:

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



Supports the "How To" Behind the Six Traits:



Idea Development



Organization



Word Choice



Voice



Sentence Fluency



Conventions



Presentations

SUTW_4E_OV/346562/0315/FRED7M/.62

Source: Northwest Regional Educational Laboratory



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



NEW EDITION
NEW TECHNOLOGY! NOW A BLENDED SOLUTION!

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

**Step Up
to Writing®**
FOURTH EDITION

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

PROGRESSION OF SKILLS WITHIN AND ACROSS GRADE LEVELS

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

Accordion Paragraphs—Weak Paragraph

Title = Elephants
Topic = two kinds of elephants in the world

- African elephants
- Asian elephants

Conclusion = the two kinds of elephants

Accordion Paragraphs—Stronger Paragraph

Title = Elephants
Topic = the two kinds of elephants

Conclusion = only two kinds of elephants on Earth

Elephants

Two kinds of elephants live on Earth. One kind of elephant is the African elephant. They live in parts of Africa. They are the biggest land mammals in the world. The other kind of elephant is the Asian elephant. They live in parts of Asia. They are smaller than African elephants. African and Asian elephants are the only kinds of elephants on Earth.

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Informational/Epository Writing: Rating the Facts
Step Up to Writing • Grades K-2
Tool B4-7c

A Five-Sentence Opinion Paragraph

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

Be Straw-Free!

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.

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

Informational/Epository Writing: Rating the Facts
Step Up to Writing • Grades 3-5
Tool B4-7b

A Stronger Opinion Paragraph

Title = Be Straw-Free!
Topic/Opinion = Stop using plastic drinking straws

- Plastic straws create a lot of garbage
- Don't need plastic straws
- Can drink without them
- Use reusable straw
- Steel or glass

Conclusion = Ask for no plastic straws

Be Straw-Free!

Many restaurants give us plastic straws for our drinks, and we need to ask them to stop. First, plastic straws create a lot of garbage. Most people use them once and throw them away. In fact, Americans use about 500 million straws each day. Space in landfills. Plastic takes a long time to break down. Second, we do not need plastic straws. We can sip our drinks instead of sucking on a straw, or we can get our own reusable straw if we want one. Companies make them in steel or glass. So whenever we go out to eat, we should say: "No straw for me, please!"

Work Cited: "Be Straw-Free Campaign: Frequently Asked Questions," ecocycle.org, n.d. Web. 28 May 2014.
"The Muddled Mind," tiny.cc, Eddy, Inc., n.d. Web. 28 May 2014.
"Simply Straws: Reusable Glass Straws," simplystraws.com, Simply Straws, n.d. Web. 28 May 2014.

GRADES K-2

GRADES 3-5

Traffic Light Colors for Argument Writing

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

GO! green
SLOW DOWN! yellow
STOP! red
GO BACK! green

Go!
State your claim.

Slow down!
Introduce a key/star idea (big idea)—a reason or an opposing claim by using a transition word or phrase.

Stop!
Elaborate by providing an example, evidence, or explanation to support your reasons or to address an opposing claim.

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 where kids studies i Exercise class. So easy, kids have a lecture routine i against t

Planning an Argument Using an Informal Outline

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.

Sports Drinks: Not Worth the \$\$\$

TV commercials for sports drinks will try to make the viewer think that the products will turn ordinary people into superheroes. Sports drinks are, in fact, an expensive and unnecessary luxury. First of all, food provides the energy the body needs for exercise. Carbohydrates are stored in our cells. Glucose is mostly formed from carbohydrates that we get from food and drink. If we have a healthy diet, our bodies have enough glucose to fuel our bodies for many 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 people willing to hand over a couple of dollars for a sports drink? Maybe because they think, or even hope, that the drink will give them an edge. In reality, 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 just equally hydrated with water. Athletes who exercise hard for hours on end can replenish their glucose stores by having a sports drink. These competitions could also restore energy by eating a banana or some other healthy snack. Besides, people argue that sports athletes that the sports drinks actually 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.

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Informational/Epository Writing: Rating the Facts
Step Up to Writing • Grades 6-8
Tool S5-2c

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. How low? People have different opinions about this idea. There are many excellent reasons why we should lower the voting age.

Such as: Opposing claim
Explains: Explain
Develops: Develop
Repeats: Don't repeat

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 old enough to handle the act of voting.

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

Finally, young people should be allowed to vote. Obviously, driving is a huge responsibility.

People in the military do not have the courage. Anyone who can serve in the military should be allowed to vote.

In conclusion, 17-year-olds and they should be allowed to vote.

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.

Expand with ideas from the argument: Expand with ideas from the argument

No opposing claim was considered: No opposition claim was considered.

Good clarification of claim: Good clarification of claim

Good examples: Good examples

Clear connection: Clear connection

Detailed elaboration: Detailed elaboration

Good development: Good development

Clear explanation: Clear explanation

Strong evidence: Strong evidence

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.

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Informational/Epository Writing: Rating the Facts
Step Up to Writing • Grades 9-12
Tool TS-15a

GRADES 6-8

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

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Informational/Epository Writing: Rating the Facts
Step Up to Writing • Grades 9-12
Tool TS-15b

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.

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:

Biographical Sketch: Narrative Example

Step 1: Title = Vinnie Ream: A Talented Artist

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.

Step 2: Quick Sketch
Plan your story.

Beginning

Middle

End

Step 3: Quick Notes
Jot helpful words and phrases.

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

Vinnie Ream died in 1914. She showed great talent and determination. She was young and had a lot of talent.

Name: _____ Date: _____ Tool E10-4c

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
- Pen
- Paper
- 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.

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Name: _____ Date: _____ Tool E10-5b

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.
Step 1: Write all the facts you know from the question.	Explain First, I listed all of the facts I knew about how many cans the kids want to collect and how many each kid has collected so far.
Goal = 500 cans Katie = 38 cans Alysha = 43 cans Jason = 27 cans Rajiv = 61 cans	
Step 2: Solve $\begin{array}{r} 38 \\ 43 \\ 27 \\ + \quad 61 \\ \hline 169 \end{array}$	Explain Next, I added 38, 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.
Step 3: Solve $\begin{array}{r} 500 \\ - \quad 169 \\ \hline 331 \end{array}$	Explain 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.
Step 4: Solve	Explain The kids need to collect 331 more cans to reach their goal of 500 cans.
Step 5: Final answer 331	Explain

Writing in the Subject Areas
Step Up to Writing • Grades 3-5
Tool E10-4b

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)

SIGNIFICANT GROWTH in Expository Reading Comprehension and Writing

"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)

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.



Plan a Paragraph with a Informal Outline: A template for creating a paragraph outline. It includes fields for 'Title', 'Topic', and 'Key/Ideas'. Below is a graphic organizer section with various diagrams like bubble webs, classification maps, Venn diagrams, concept tables, problem-solution organizers, cause-effect diagrams, and sequence diagrams.

Collaborative Writing Planner: A page for group members to plan their writing. It includes sections for 'Group members', 'Tasks', 'Team Member(s)', 'Date Due', and 'Checklist' (Step 1: Plan, Step 2: Draft, Step 3: Edit, Step 4: Publish). It also includes 'Transitions for Different Purposes' and 'Basic Transition Sets'.

Proofreading Checklist: A checklist for editing and proofreading. It covers 'Format', 'Capitalization', 'Punctuation', and 'Spelling'. It includes sections for 'Editing and Proofreading Checklist' (with icons for C, U, P, S) and 'Moving through the Writing Process' (with icons for C, U, P, S).

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. It includes four kinds of sentences: Declarative (Make a statement), Imperative (Give a command), Exclamatory (Show some feeling), and Interrogative (Ask a question).

Perfect Paragraphs: Plan your perfect paragraph with an informal outline. It includes sections for 'Title', 'Topic', 'Key/Ideas', 'Conclusion', and 'E's: Examples and Explanations'.

Student Handy Pages

SECTION 3 Vocabulary

Using Vocabulary Resources: Learn and use new and different words to make your writing precise and interesting. It includes tips for using a dictionary, glossary, and thesaurus.

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 right words every time.

13

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.

Argument Writing
States and supports a claim.

Time for the Tuareg to Stop Wandering • Topic Sentence
Topic Sentence • Although the Tuareg have always been a nomadic, it is 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 economic change. Years of little rain and blowing sand have expanded deserts. Now there are fewer water holes and less grazing land than the Tuareg need. 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.



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

Developing an opinion into a clearly stated and supported claim requires a shift in thinking, planning, and 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
Body	Key/Star Ideas (Big Ideas) <ul style="list-style-type: none"> • Transitions • Elaboration (e.g., facts or evidence, explanations, examples) 	Body	Key/Star Ideas (Reasons for claim) <ul style="list-style-type: none"> • Transitions • Elaboration (e.g., evidence, explanations, examples)
Conclusion	Restatement of topic	Conclusion	Conclusion follows from and supports the claim
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 thin heaven and in the earth'
- Murderer	• Kills the old man: "I beat him about the head with his own一把匕首."

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

The Writing Process for Step Up to Writing

1. Prewrite
2. Plan
3. Draft
4. Revise
5. Edit
6. Write final copy
7. Proofread

8. Share and/or publish

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 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 Starting Statement

What happens when two countries assert their right to In the region known as Kashmir—claimed by both Pakistan and India—the conflict has been decades of tension and the threat of war. A parrot may be smarter than a one-year-old human, and smarter than a three-year-old. Alex the African grey parrot words, and Chaser the border collie recognizes over a thousand

Topic Sentences and Thesis Statements

Examples	What is the Purpose for Writing (Main Idea)?	What Will be Explained?
Environmental Science: 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
Geometry: 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 computers
A national U.S. study shows that users access the Internet from public libraries.
Library patrons can use public computers to search for information.
Many members of the community use public computers.

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.

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 Topic Sentence

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

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 to see the text. After the first piece is reviewed, switch roles and review the other. Your review can be oral, recorded on Tool S5-3b, or recorded on another score sheet.

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

Collaborative Writing Planner

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

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
Charts, Tables, or Graphs These graphics are good for showing and comparing numbers and percentages.	[Blank lines for writing]
Maps Maps are useful for showing locations mentioned in text.	[Blank lines for writing]

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.

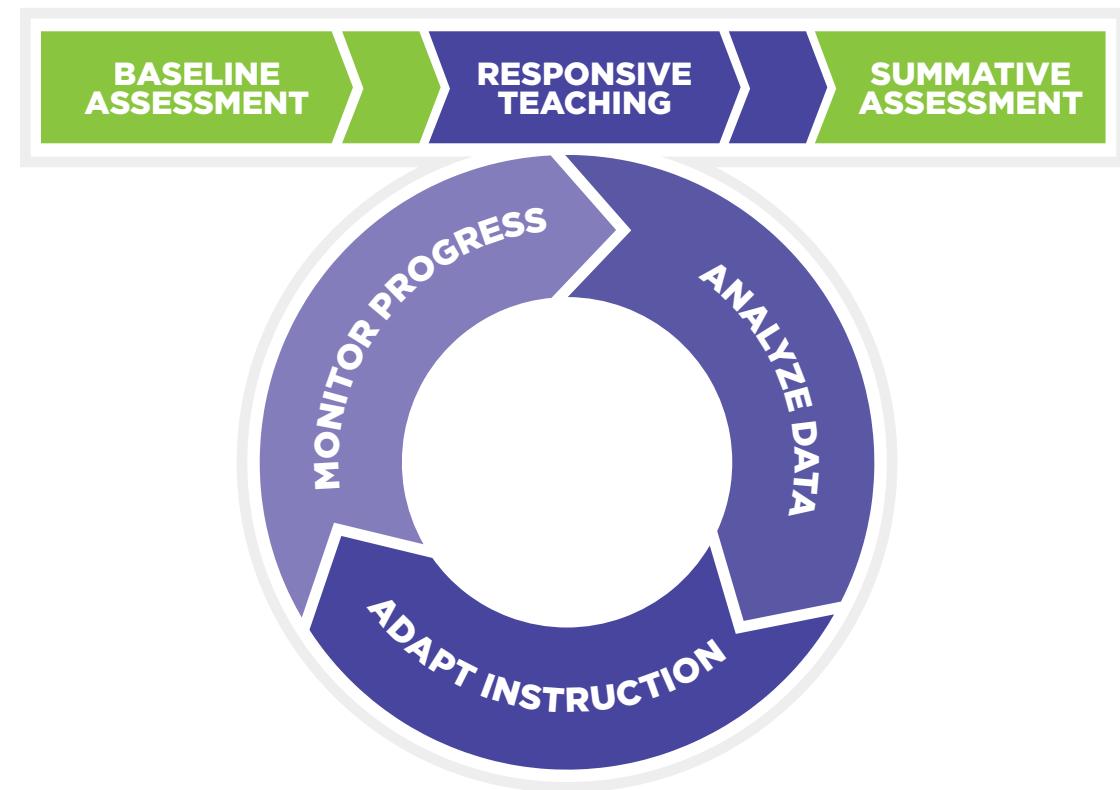
Use Technology Strategically

- 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

Step Up to Writing—Grade 7 Argument Writing Baseline Assessment

Name: _____ Grade: _____ Class: _____ Date: _____

Baseline Assessment: Argument, Grade 7

Step Up to Writing—Grade 7

Name: _____ Grade: _____ Class: _____

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 (CO₂) 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	Percentage
Renewable Energy	9%
Petroleum	36%
Natural Gas	26%
Coal	20%
Nuclear Electric Power	8%
Wind	13%

Source: U.S. Energy Information Administration

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

2

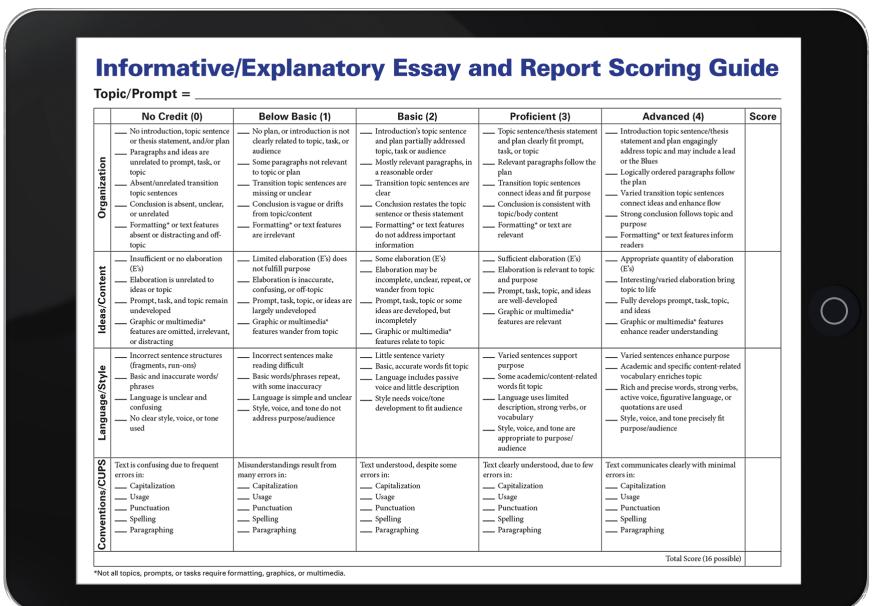
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SCORING GUIDES SET HIGH STANDARDS WITH CLEAR EXPECTATIONS

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.



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 sand 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.

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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 *madaga*. He is an experienced Tuareg guide who knows how to navigate across the trackless desert. For Tuareg teams, 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.

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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

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

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

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:



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 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 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

Tool S4-1a

Tool S4-1b

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 **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.

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 for 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**.)
- 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.
- 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.

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

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.

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.

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

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	

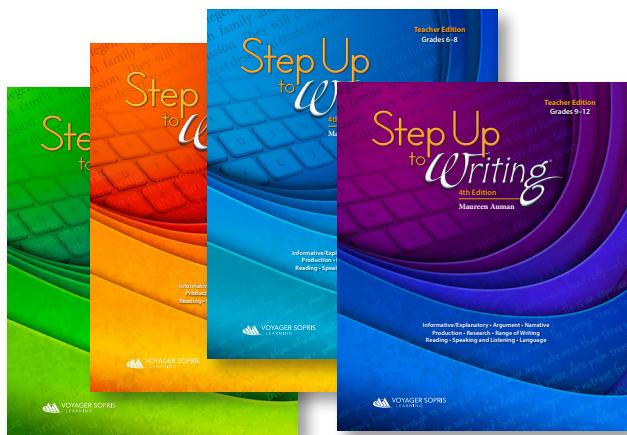
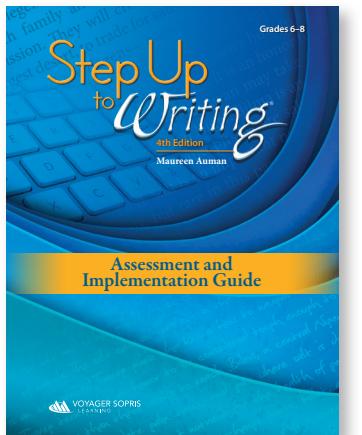
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Access to Assessment and Data Materials

Step Up to Writing—Grade 6																									
Argument Writing Summative Assessment																									
Name: _____ Grade: _____ Class: _____ Date: _____	Source #4																								
Wolves killed 8,100 cattle in 2010. Research indicates wild wolves benefit ecosystems. The reintroduction of wolves has benefited the ecosystem in Yellowstone National Park. That is the conclusion of biologist Daniel Lichat of the National Park Service and a team of wolf 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 game under control and keep predators in check. Lichat pointed out another benefit in his study: "Wolves in Yellowstone National Park increased visitation and tourism spending by \$5 million in 2005."																									
<small>Peter Jennings, ABC News, September 2002</small>																									
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 Region of Montana, Idaho, and Wyoming has grown.																									
<table border="1"> <thead> <tr> <th>Cause/Predator</th> <th>Number of Cattle</th> <th>Total Value</th> </tr> </thead> <tbody> <tr> <td>Coyotes</td> <td>116,700</td> <td>\$48,185,000</td> </tr> <tr> <td>Dogs</td> <td>21,800</td> <td>\$10,076,000</td> </tr> <tr> <td>Mountain lions and bobcats</td> <td>18,900</td> <td>\$9,221,000</td> </tr> <tr> <td>Other predators</td> <td>12,400</td> <td>\$6,452,000</td> </tr> <tr> <td>Vultures</td> <td>11,000</td> <td>\$4,611,000</td> </tr> <tr> <td>Wolves</td> <td>8,300</td> <td>\$3,645,000</td> </tr> <tr> <td>Bears</td> <td>2,400</td> <td>\$1,415,000</td> </tr> </tbody> </table> <small>Source: United States Department of Agriculture (USDA)</small>		Cause/Predator	Number of Cattle	Total Value	Coyotes	116,700	\$48,185,000	Dogs	21,800	\$10,076,000	Mountain lions and bobcats	18,900	\$9,221,000	Other predators	12,400	\$6,452,000	Vultures	11,000	\$4,611,000	Wolves	8,300	\$3,645,000	Bears	2,400	\$1,415,000
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Source #7 Timeline of the Gray Wolf in Northern Rocky Mountain Region																									
For a complete bibliography of sources, see the Teacher Edition.																									

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Access to Teacher Materials: Available Online and in Print



Professional Development Videos



ALL-NEW!

Types of Videos:

- Section Overviews
- Model Lessons
- Strategy Instruction



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.