Teacher Edition
Grades 3–5

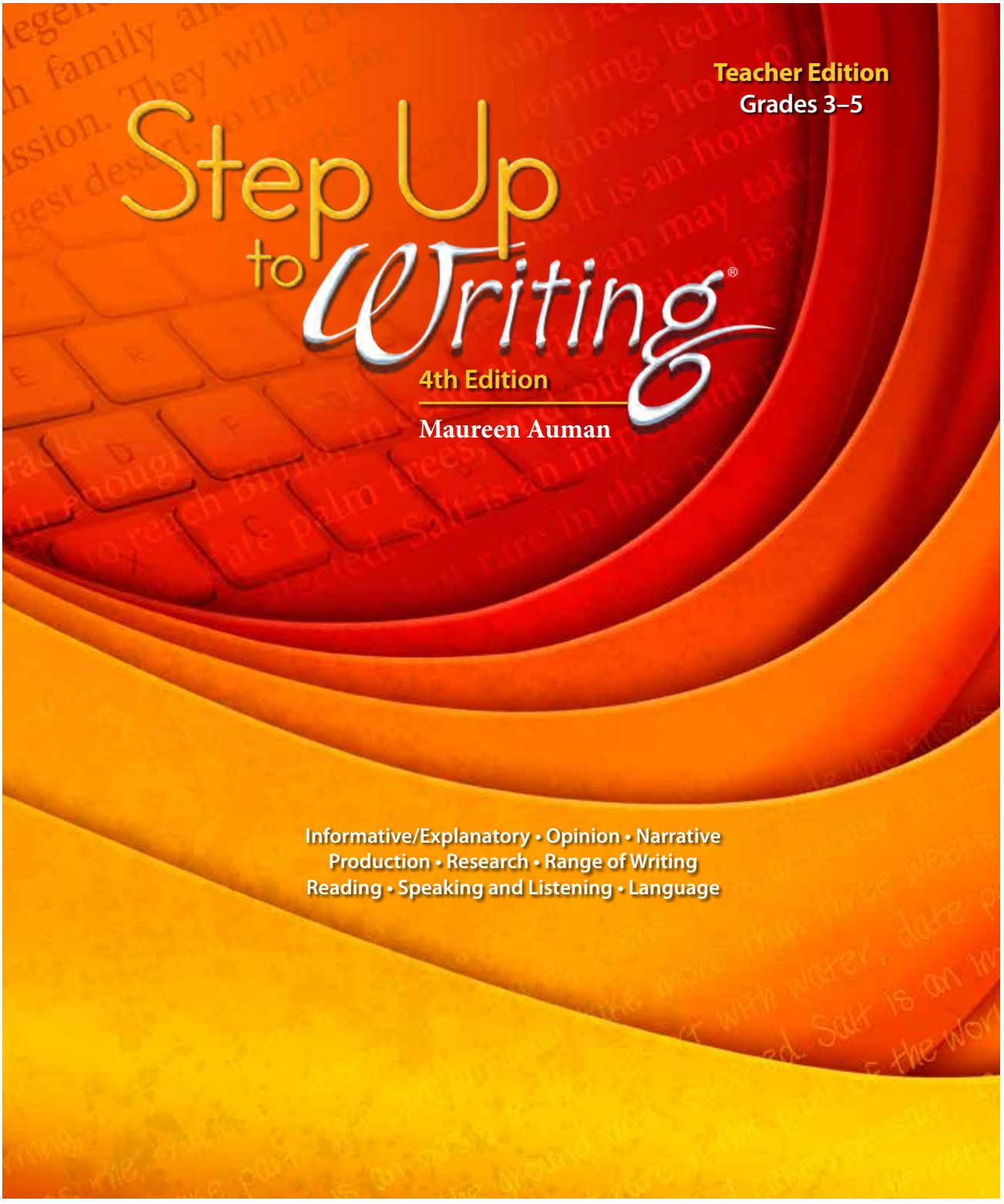
Step Up to Writing®

4th Edition

Maureen Auman

Informative/Explanatory • Opinion • Narrative
Production • Research • Range of Writing
Reading • Speaking and Listening • Language

VOYAGER SOPRIS LEARNING™



VOYAGER SOPRIS
LEARNING™

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

Step Up to Writing is a registered trademark of
Voyager Sopris Learning.

1 2 3 4 5 WEB 18 17 16 15 14

Permission is granted to the purchasing teacher to reproduce the blackline masters for use in his or her classroom only. No other portion of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage and retrieval system, without the express written permission of the publisher.

ISBN 13: 978-1-4916-9047-5
ISBN 10: 1-4916-9047-X
JDE: 334676/07-14

Printed in the United States of America
Published and Distributed by

VOYAGER SOPRIS
LEARNING™

17855 Dallas Parkway, Suite 400 • Dallas, TX 75287 • 800-547-6747
www.voyagersopris.com

Meet the Author of *Step Up to Writing*

My journey with *Step Up to Writing* started in a classroom filled with eighth graders anxious to head to high school and nervous about passing eighth-grade exams. The challenge of preparing students to reach proficient or advanced levels on district and state writing assessments forced me to rethink the way I taught writing.

I analyzed the skills that students needed to master and broke instruction into small steps. Then, I taught these one at a time using direct, explicit instruction as well as a workshop approach. Students participated in active, hands-on lessons after seeing demonstrations on how to organize information, create topic sentences and introductions, and support topics with facts, details, and elaboration.

Test scores validated the improvements I saw in the classroom. More importantly, students were on task and willing to write. They liked the clear, simple directions that saved them time, provided a structure, and encouraged them to share their ideas.

Step Up to Writing 4th Edition has been developed to prepare students to be proficient writers for the 21st century while maintaining the same explicit instruction and workshop approach that first engaged and improved the skills of my students over two decades ago.

Word spread first among my fellow language arts teachers, then to the rest of the school, and eventually outside the district. Thousands of teachers in and out of the United States now use *Step Up to Writing* strategies every day in K–12 classrooms.

My hope is that *Step Up to Writing* 4th Edition will inspire even more teachers to make all lessons active and multisensory—guaranteeing the academic success of students everywhere.

Maureen E. Auman

TABLE OF CONTENTS

Welcome to *Step Up to Writing!*

INTRODUCTION iii

Welcome to *Step Up to Writing!* F8

Research-Based Instructional Design F9

A Comprehensive Writing Program F10

What Can *Step Up to Writing* Students Achieve? F15

How Does *Step Up to Writing* Support Teachers? F17

A Guide for Using *Step Up to Writing* in the Classroom F21

Schoolwide Implementation F25

1 Writing to Improve Reading Comprehension 1

Responding to Text 5

E1-1 Free Responses 6

E1-2 Response Starters 7

E1-3 Reading Notation Responses 9

E1-4 Sticky Note Responses 11

E1-5 One-Word Responses 12

E1-6 Agree/Disagree Responses 14

E1-7 Quotation Responses 16

E1-8 Framed Responses 18

E1-9 Two-Column Guided Reponses 20

E1-10 Quick Sketch Responses 22

E1-11 What Were You Thinking? 24

E1-12 Text Connections 26

Marking the Text 28

E1-13 Highlighting and Underlining 28

E1-14 Mark Once 30

E1-15 Circle Once, Underline Twice 32

E1-16 Pick a Number 34

Taking Notes 36

E1-17 Collecting Facts 37

E1-18 Easy Two-Column Notes 39

E1-19 One Idea per Paragraph Note Taking . . . 41

E1-20 Using Two-Column Notes for Literature 43

E1-21 Three- and Four-Column Notes 45

E1-22 Developing Study Guides 47

E1-23 Mapping and Webbing 49

Summarizing Text 51

E1-24 Three-Column Notes with Summaries . . . 52

E1-25 Four-Step Summary Paragraphs 54

E1-26 Plot Line Summaries 56

E1-27 Summaries without Words 58

E1-28 Money Summaries 60

E1-29 The 12-Word Trick 62

Analyzing Text 64

E1-30 Asking and Answering Questions while Reading 65

E1-31 Making Inferences from Text 67

E1-32 Making Inferences and Analyzing Text with Informal Outlines 69

E1-33 Making Inferences and Analyzing Text with Topic Sentences 71

E1-34 Using Graphic Organizers to Analyze Text Structure 73

E1-35 Comparing and Contrasting Texts 76

Using and Creating Bookmarks 78

E1-36 Three-Column Burrito Fold Bookmarks 78

E1-37 Sticky Note Bookmarks: Respond and Summarize 80

E1-38 Two-Column Notes Bookmarks 82

E1-39 Reminder Cut-Apart Bookmarks 83

Progress Monitoring 85

E1-40 Quick Check for Note Taking 86

E1-41 Summary Writing Scoring Guide 88

2 Foundational Writing Skills 91

Introduction to Writing 96

E2-1 Introducing Three Types of Writing 97
E2-2 Prompts for Three Types of Writing . . . 100
E2-3 Analyzing a Prompt 102
E2-4 Recognizing the Traits of Effective Writing 104
E2-5 Using a Computer to Write 106
E2-6 Practicing Keyboarding Skills 109
E2-7 Practicing Cursive Writing Skills 111
E2-8 Formal and Informal Language 113

The Writing Process 115

E2-9 The Writing Process 116
E2-10 Prewriting: Brainstorming 118
E2-11 Prewriting: The Organization Game . . . 119
E2-12 Revising 121
E2-13 Editing and Proofreading 123
E2-14 Formatting a Formal Paper 125
E2-15 Practicing Proofreading 127
E2-16 Options for Sharing and Publishing Writing 129

Conventions of Standard English 131

E2-17 Recognizing Parts of Speech 132
E2-18 Using Nouns 134
E2-19 Using Pronouns 136
E2-20 Using Verbs 138
E2-21 Avoiding Shifts in Verb Tense 140
E2-22 Using Adjectives 142
E2-23 Using Adverbs 144
E2-24 Using Conjunctions 145
E2-25 Using Prepositions 148
E2-26 Spelling Strategies 150
E2-27 Writing Titles of Works 152
E2-28 Punctuating Dialogue and Quotations 154

Masterful Sentences 157

E2-29 Parts of a Sentence 158
E2-30 Complete Sentences 160
E2-31 Kinds of Sentences 162
E2-32 Sentences Telling Who, What, Where, When, Action, and How 164
E2-33 Better Sentences 167
E2-34 Sentence Structures 169
E2-35 Combining Kinds of Sentences with Sentence Structures 171
E2-36 Sentence Variety 173
E2-37 Making Sentences Shorter or Longer . . . 176
E2-38 Writing Perfect Sentences 178
E2-39 Using Commas Correctly 180
E2-40 Making Subjects and Verbs Agree 181

Perfect Paragraphs 183

E2-41 Color-Coding the Elements of an Informative/Explanatory Paragraph . . . 184
E2-42 Using Colored Paper Strips to Plan a Paragraph 186
E2-43 Planning Paragraphs with Informal Outlines 189
E2-44 Topic Sentences 191
E2-45 Perfect Three-Sentence Paragraphs 194
E2-46 Accordion Paragraphs 196
E2-47 Accordion Race 198
E2-48 Stretch, Don't Stack, Your Paragraph . . 200
E2-49 Definition and Function of Transitions 202
E2-50 Using Transition Words for Different Purposes 204
E2-51 Learning about Elaboration 207
E2-52 Connecting the Conclusion to the Topic Sentence 209
E2-53 Improving Paragraphs with the ABC Activity 210
E2-54 Analyzing a Paragraph 212

Progress Monitoring 215

E2-55 Neat Paper Rules 216
E2-56 Quick Check for Sentences and Topic Sentences 218
E2-57 Quick Check for Parts of Speech 220

3 Vocabulary Acquisition and Use 223

Using Vocabulary Resources 227

E3-1 Reading Definitions in Dictionaries and Glossaries 228
E3-2 Breaking Down Definitions 230
E3-3 Using Pronunciation Guides 232
E3-4 Using a Thesaurus 234

Practicing and Expanding Vocabulary 236

E3-5 Writing Meaningful Vocabulary Sentences 237
E3-6 Vocabulary Maps 239
E3-7 Concept Maps for Vocabulary Words . . 241
E3-8 Vocabulary Study Guides 243
E3-9 Vocabulary Note Cards 245
E3-10 Sorting Words into Categories 247
E3-11 Recognizing and Using Multiple-Meaning Words 248
E3-12 Homophones and Homographs 250
E3-13 Using Context Clues to Determine Meaning 252
E3-14 Using Synonyms and Antonyms to Determine Meaning 255
E3-15 Using Word Roots to Determine Meaning 257
E3-16 Using Affixes to Determine Meaning . . 259
E3-17 Figurative Language 261
E3-18 Using Idioms and Proverbs 264

Improving Word Choice 267

E3-19 Choosing Words for Effect 267
E3-20 Getting Caught in the *Things* Trap: Using Precise Words 270
E3-21 Revising "To Be" Verbs 271

Progress Monitoring 274

E3-22 Answering Vocabulary Questions 275

4 Informative/Explanatory Writing: Stating the Facts 279

Planning, Organization, and Structure 284

E4-1 Color-Coding the Elements of an Informative/Explanatory Paragraph . . . 285
E4-2 Planning a Paragraph with an Informal Outline 287
E4-3 Informal Outlines of Various Lengths for an Informative/Explanatory Paragraph 289
E4-4 Accordion Paragraphs 291
E4-5 Organization with Framed Paragraphs 293
E4-6 Elements of Informative/Explanatory Essays and Reports 294
E4-7 Blocking Out Essays and Reports 297
E4-8 Informal Outlines for Essays and Reports 299
E4-9 Stretch, Don't Stack: Essays and Reports 302
E4-10 Writing Essays and Reports Step by Step 304

Introductions 308

E4-11 Defining a Topic Sentence 309
E4-12 Turning a Writing Prompt into a Topic Sentence 311
E4-13 Topic Sentence Variety 313
E4-14 Creating Two-Sentence Introductions for Essays and Reports 318
E4-15 Leading with the Blues 320
E4-16 Adding a Lead—The Blues 322

Developing the Topic/Elaboration 324

E4-17 Facts vs. Opinions 324
E4-18 Paragraph Elaboration—The E's/the Reds 326
E4-19 Increasing Elaboration 328
E4-20 Comparing Paragraph and Report Elaboration 329

Transitions 332

E4-21 Using a Variety of Transitions 332
E4-22 Transitions in Paragraphs vs. Essays and Reports 334
E4-23 Transition Topic Sentences in Essays and Reports 337
E4-24 Moving Away from Obvious Transitions 339

Conclusions 342

E4-25 Conclusions for Informative/Explanatory Writing 342
E4-26 Writing Successful Conclusions 344
E4-27 Practicing and Improving Conclusions 345

Incorporating Graphics and Text Features . . 348

E4-28 Text Features and Formatting 348
E4-29 Adding Pictures and Graphics 351
E4-30 Multimedia in Informative/Explanatory Writing 353

Revising and Editing 356

E4-31 Revising Informative/Explanatory Writing 357
E4-32 Writing in First, Second, and Third Person 360
E4-33 Incorporating and Defining Domain-Specific Vocabulary 362
E4-34 Editing Informative/Explanatory Writing 364

Progress Monitoring 366

E4-35 Informative/Explanatory Paragraph Scoring Guide 367
E4-36 Informative/Explanatory Essay and Report Scoring Guide 370

5 Opinion Writing: Supporting a Point of View 375

Planning, Organization, and Structure 380

E5-1 Defining Opinions and Reasons 381
E5-2 Color-Coding the Elements of an Opinion Paragraph 383
E5-3 Planning an Opinion Paragraph with an Informal Outline 385
E5-4 Accordion Paragraphs for Opinion Writing 388
E5-5 Elements of Opinion Essays and Reports 390
E5-6 Blocking Out Opinion Essays and Reports 392
E5-7 Informal Outlines for Opinion Essays and Reports 394
E5-8 Writing Opinion Essays and Reports Step by Step 398

Introductions 402

E5-9 Stating an Opinion in a Topic Sentence 403
E5-10 Topic Sentence Variety in Opinion Writing 405
E5-11 Focus on the Audience 410
E5-12 Two-Sentence Introductions for Opinion Essays and Reports 412
E5-13 Introducing an Opinion and Leading with the Blues 414
E5-14 Opinion Writing: Adding a Lead—The Blues 417

Developing the Opinion/Elaboration 419

E5-15 Elaboration in Opinion Writing—The E's/the Reds 419
E5-16 Using the EITHER-OR Strategies in Opinion Writing 421
E5-17 Better Elaboration 423
E5-18 Increasing Elaboration in Opinion Writing 425

Transitions 427

E5-19 Transitions for Opinion Writing 427
E5-20 Using Transitions to Connect Opinions and Reasons 429
E5-21 Using Transition Topic Sentences in Opinion Essays and Reports 432

Conclusions 435

E5-22 Supporting the Opinion in a Conclusion 435
E5-23 Writing Successful Conclusions for Opinion Writing 438
E5-24 Practicing Conclusions for Opinion Writing 439

Revising and Editing 442

E5-25 Revising Opinion Writing 442
E5-26 First, Second, and Third Person in Opinion Writing 446
E5-27 Editing Opinion Writing 448

Progress Monitoring 451

E5-28 Opinion Paragraph Scoring Guide 452
E5-29 Opinion Essay and Report Scoring Guide 455

6 Narrative Writing: Telling a Story 459

Planning, Organization, and Structure 464

E6-1 Types of Narratives 465
E6-2 Color-Coding Narrative Writing 467
E6-3 Generating Ideas for Narrative Writing 469
E6-4 Turning a Writing Prompt into a Narrative 471
E6-5 Prewriting with a Story Map 473
E6-6 Quick Sketch and Quick Note Planning 476
E6-7 Six Steps for Writing a Narrative 479
E6-8 Sequencing Events 481
E6-9 Preparing to Write: RAFTS 483
E6-10 Planning and Developing Characters . . 485
E6-11 Planning for Changes in Characters . . . 487
E6-12 The Narrator: Writing in First, Second, or Third Person 489

Beginnings 491

E6-13 Ways to Begin a Narrative 491
E6-14 Three-Step Strategy to Write a Beginning 493

Drafting and Using Narrative Techniques . . 496

E6-15 Moving from a Plan to a Draft 497
E6-16 Writing Dialogue 499
E6-17 Pacing in Narrative Writing 502
E6-18 Showing—Not Telling 504
E6-19 Eight Tips for Writing a Narrative First Draft 506
E6-20 Qualities of a Good Narrative 508

Transitions 511

E6-21 Using Transitions in Narratives 511
E6-22 Practice Hunting for Narrative Transitions 513

Ends 516

E6-23 Options for Writing the End of a Narrative 516
E6-24 Connecting the Beginning and End of a Narrative 518

Personal Narratives 520

E6-25 Color-Coding Personal Narratives 520
E6-26 Preparing to Write Personal Narratives 523
E6-27 Planning a Personal Narrative 526

Revising and Editing 528

E6-28 Revising Narratives 528
E6-29 Tips for Revising Personal Narratives . . 531
E6-30 Editing Narrative Writing 533

Progress Monitoring 535

E6-31 Imaginative and Nonfiction Narrative Scoring Guide 536
E6-32 Personal Narrative Scoring Guide 539

7 **Research Reports** 543

Research Reports: Overview 547

E7-1 Elements of Research Reports 548
E7-2 Steps for Writing a Research Report . . . 551
E7-3 Choosing a Topic 554
E7-4 Narrowing a Research Topic 556
E7-5 Developing Research Questions: What Do I Want to Know? 558

Finding and Evaluating Sources 561

E7-6 Types of Sources: Primary and Secondary 562
E7-7 Researching Using Print Sources 564
E7-8 Researching Online 566
E7-9 Assessing and Comparing Sources 569

Gathering Information and Planning Writing 572

E7-10 Gathering Information from Sources . . 573
E7-11 Research Note Cards 576
E7-12 Sorting Information 580
E7-13 Informal Outline for a Research Report 582

Writing a Research Report 585

E7-14 Writing a First Draft 586
E7-15 Using Quotations 588
E7-16 Paraphrasing Information from Sources 590
E7-17 Creating a List of Sources 591
E7-18 Revising a Research Report 595
E7-19 Editing and Finalizing a Research Report 597
E7-20 Using Technology to Produce, Publish, and Present a Research Report 599

Progress Monitoring 601

E7-21 Research Report Scoring Guide 602

8 **Speaking and Listening** 605

Organizing and Planning a Presentation . . . 609

E8-1 Components of a Good Presentation . . . 610
E8-2 Informal Outline for a Presentation 612
E8-3 Planning to Tell a Story or Experience 615
E8-4 Train of Thought 617
E8-5 Blocking Out a Presentation 619
E8-6 Consider the Audience 621
E8-7 Planning Longer Presentations 623

Types of Presentations 626

E8-8 Making Introductions 627
E8-9 Presenting Information or Research . . . 629
E8-10 Impromptu Presentations 631
E8-11 Giving a How-To Presentation 633
E8-12 Presenting Your Opinion 635
E8-13 Oral Book Reports 638
E8-14 Telling a Story or Recounting an Experience 640

Presentation Techniques 642

E8-15 Speaking Techniques 643
E8-16 Using Formal English 645
E8-17 Adding Images, Sound, and More 647
E8-18 Responding to Presentations 650
E8-19 Asking and Answering Questions about Presentations 653

Collaboration and Discussion 656

E8-20 Good Listening Skills 657
E8-21 Practicing Active Listening and Discussion Skills 658
E8-22 Participating in a Discussion 662
E8-23 Peer Review 665
E8-24 Collaborating in a Group 667

Progress Monitoring 669

E8-25 Quick Check for Presentations 670
E8-26 Quick Check for Collaboration 672

9 Writing for Assessments 675

E9-1 Great Short Answers 680
E9-2 Not all Writing Requires a Formal Conclusion 683
E9-3 Using a Two-Column Study Guide to Answer Questions 685
E9-4 Identifying Types of Response Questions 686
E9-5 Understanding and Using Scoring Guides 691
E9-6 Extended Responses and Essay Questions 694
E9-7 Choosing Sources to Answer Questions 696
E9-8 Referring to Sources in Answers 698
E9-9 Simulating Standardized Writing Assessments 701
E9-10 Multiple-Choice Questions about Writing 706
E9-11 Writing for Timed Tests and Assessments 709
E9-12 Computer-Based Assessments 711
E9-13 Recording and Monitoring Progress . . . 713

10 Writing in the Subject Areas 715

Types of Writing: Text Structure 719

E10-1 Enumeration 719
E10-2 Compare/Contrast 721
E10-3 Cause/Effect and Problem/Solution 724

Specific Writing Assignments 728

E10-4 Writing in Math 729
E10-5 Writing Science Reports 731
E10-6 Interviewing 733
E10-7 Writing Biographical/Autobiographical Sketches 735
E10-8 Writing to Persuade 738
E10-9 Writing a News Article 740
E10-10 Writing a Book Report 742
E10-11 Responding to Literature 745
E10-12 Writing Informal Letters 747
E10-13 Writing Formal Letters 749
E10-14 Writing E-mail 751
E10-15 Writing Poetry 753
E10-16 Writing a Skit 756

Personal Writing 759

E10-17 Options for Personal Writing 759

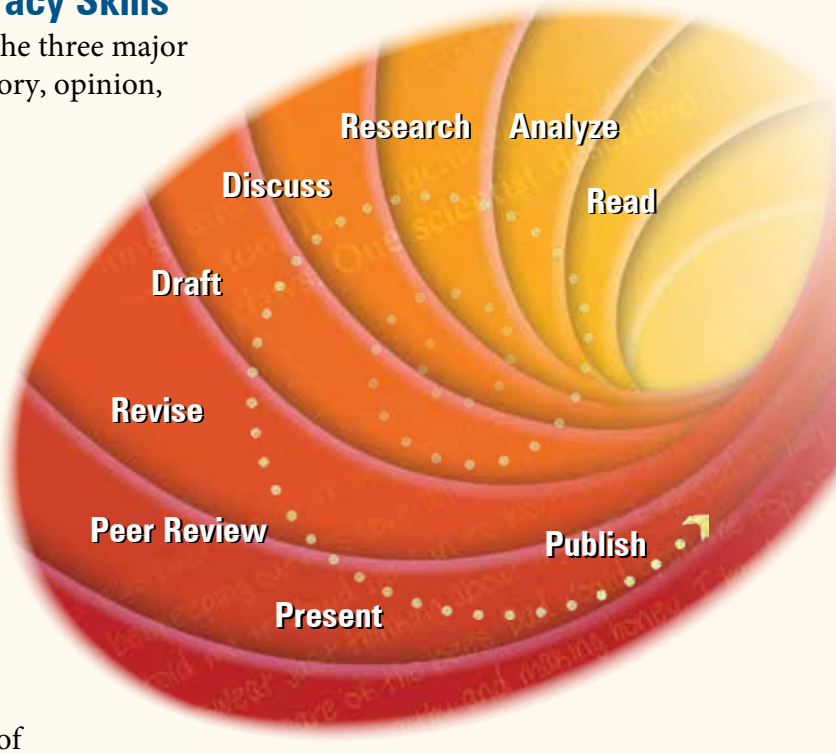
Glossary G1
Index I1
Bibliography B1

Proven Instruction in Writing

- Explicit, systematic instruction in all aspects of writing
- Multisensory strategies to address all levels of student writing ability from basic skills in sentence and paragraph writing to developing research reports
- Emphasis on vocabulary acquisition and precise word choice
- Development of deep reading for analysis and reflection to support writing
- Rigorous formal assessments that focus on writing in response to texts similar to the new performance task standardized assessments

Focused on 21st Century Literacy Skills

- In-depth practice for producing the three major text types—informative/explanatory, opinion, and narrative
- Exemplar texts that reflect grade-level, content-area topics
- Strategies for cursive writing and keyboarding
- Techniques for evaluating the usefulness of sources of information, online and in print
- Instruction in the strategic use of technology for research, collaboration, and publishing



A Program for All Students

Step Up to Writing is for all students in grades 3–5 encompassing a wide range of abilities and learning styles. The program provides basic foundational strategies, such as how to write effective sentences and paragraphs, to more advanced strategies, such as how to write opinions based on reasons and facts. Differentiated, multisensory strategies can be used to develop students' knowledge and abilities no matter what their levels of writing proficiency.

A Direct, Systematic Approach

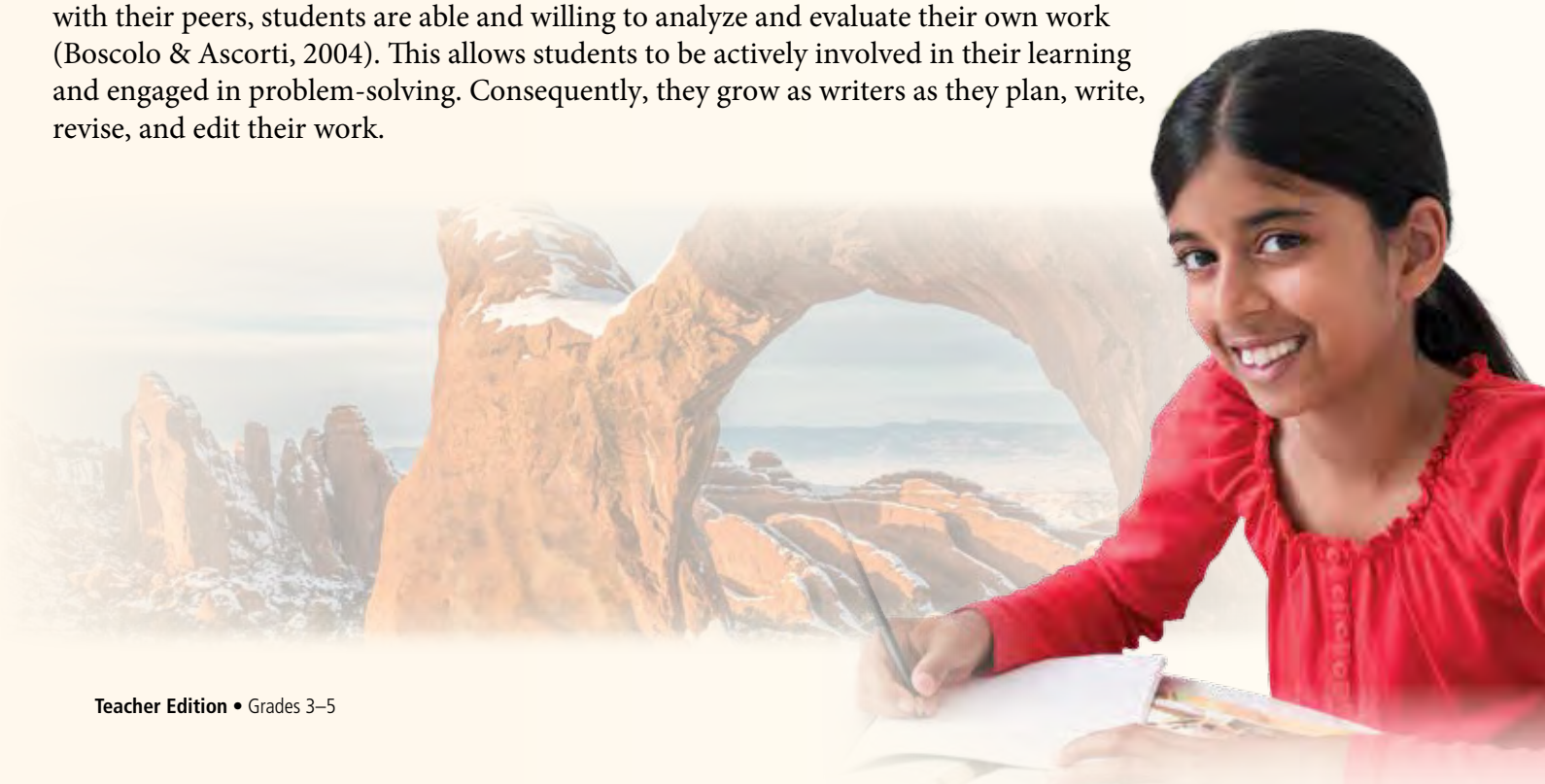
Learning to write well is more important than it has ever been. Writing is the key means students have to demonstrate what they know about a subject in addition to what they may have thought, felt, or imagined about life's experiences (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). Writing depends on several processes that operate together (Hayes & Flower, 1980; Berninger, 1996; Berninger & Swanson, 1994). Each of the critical steps of writing must be taught directly (Gersten & Baker, 2001) and practiced repeatedly (Swanson, Hoskyn, & Lee, 1999) if students are to write coherently and fluently. *Step Up to Writing* provides a systematic approach that breaks writing skills into smaller steps. Each step is taught and practiced separately and then assembled and practiced together to reach the ultimate objective of composing a well-organized and engaging piece of writing.

With *Step Up to Writing* strategies grades 3–5, students have frequent opportunities to work with partners or in small groups in reviewing each other's writing.

Step Up to Writing incorporates the best practices of explicit and systematic instruction, collaborative learning, and scaffolded teaching that are associated with improved outcomes as identified in research (Gersten & Baker, 2001; Swanson, Hoskyn, & Lee, 1999; Vaughn, Gersten, & Chard, 2000; National Reading Panel, 2000). Skills in *Step Up to Writing* are sequenced, beginning with instruction and use of examples, then eliciting frequent verbal response from students. Modeling, guided practice, both short and extended interactive practice, and frequent feedback on student work ensure that students experience success in writing activities.

Best Practices in Collaborative Learning

Students are provided numerous opportunities to collaborate with their peers by working with partners or in small groups as they learn new skills. After working collaboratively with their peers, students are able and willing to analyze and evaluate their own work (Boscolo & Ascorti, 2004). This allows students to be actively involved in their learning and engaged in problem-solving. Consequently, they grow as writers as they plan, write, revise, and edit their work.



New Emphasis on Text Types and Research

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—have been organized by steps in the writing process. For grade-level implementation plans, see the *Step Up to Writing Assessment and Implementation Guide*.

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

1: Writing to Improve Reading Comprehension

Skills in deep reading support the analysis and synthesis that underlie effective writing.

2: Foundational Writing Skills

Understanding the writing process and producing effective sentences and paragraphs are basic skills.

3: Vocabulary Acquisition and Use

Writers need powerful vocabularies to write skillfully in the content areas.

Assess student abilities when deciding in what order to teach text types.

4: Informative/Explanatory Writing

Writing to inform and explain establishes understanding of purpose, audience, and text structure.

5: Opinion Writing

Stating an opinion and supporting it with reasons is a critical academic skill.

6: Narrative Writing

Imaginary and nonfiction narratives convey a sequence of events in time and can inform as well as entertain.

7: Research Reports

Research report writing includes deep reading and synthesizing information from sources.

8: Speaking and Listening

Strategies for presentation, discussion, and collaboration can be taught with any text type.

9: Writing for Assessments

Skills for understanding the scoring guides and writing for assessments can be taught with any text type.

10: Writing in the Subject Areas

Strategies focus on subject-area assignments in history/social studies, science, math, and ELA.

A Wide Range of Strategies and Tools

Step Up to Writing strategies grades 3–5 can be used to meet the grade-specific standards related to the Common Core State Standards in English Language Arts (CCSS ELA) Anchor Standards listed below for writing, speaking and listening, and language, as well as many of the standards for reading informational text and literature.

Step Up to Writing Sections	CCSS ELA Anchor Standards Grades 3–5
1 Writing to Improve Reading Comprehension *Step Up to Writing* treats reading and writing as reciprocal skills: Writing helps students analyze reading; reading provides models of quality writing. Strategies in this section teach: • Responding to texts, prompts, and questions • Analyzing text and taking notes • Summarizing text	**Reading: 1–3, 5** **Writing: 9**
2 Foundational Writing Skills Certain skills apply across all writing types. Students need foundational understanding of what makes effective writing, whether informative/explanatory, opinion, or narrative. Strategies in this section include: • Understanding the writing process and the three types of writing • Writing masterful sentences and creating perfect paragraphs • Learning conventions of standard English	**Writing: 4–6** **Language: 1–3**
3 Vocabulary Acquisition and Use Vocabulary is an essential literacy skill that improves reading comprehension and allows students to clearly articulate ideas. Strategies in this section teach the use of: • Vocabulary resources (e.g., dictionaries, glossaries) • Context clues and word relationships • Figurative language • Vocabulary note cards and maps	**Writing: 9** **Language: 4–6**
4 Informative/Explanatory Writing: Stating the Facts Learning effective informative/explanatory writing is an essential writing skill. Strategies in this section teach: • Using color coding, outlines, and frames to visualize organization • Developing strong topic sentences and conclusions • Using transitional words and phrases • Including and organizing relevant and significant details	**Writing: 2, 4–6**
5 Opinion Writing: Supporting a Point of View Effective opinion writing is a skill students need to employ throughout their academic careers. Strategies in this section teach: • Stating an opinion and supporting it with reasons • Understanding the differences between opinions and facts • Focusing on the audience to tailor opinion writing	**Writing: 1, 4–6**

Step Up to Writing Sections	CCSS ELA Anchor Standards Grades 3–5
6 **Narrative Writing: Telling a Story** *Step Up to Writing* addresses the three types of narratives: imaginative, nonfiction, and personal. Practice in this type of writing allows students to enhance their creativity and voice. Strategies in this section teach: • The types of narratives • How to establish context and point of view and introduce a narrator or characters • Narrative techniques (e.g., dialogue, description) • Transitions and organization specific to narrative writing • How to end a narrative	**Writing: 3, 4–6**
7 **Research Reports** Research reports have characteristics of effective informative/explanatory and opinion writing, such as a solid topic sentence, logical organization and reasoning, and a strong conclusion. Strategies in this section teach: • Generating a research question • Assessing the usefulness of sources • Using proper references, quotations, and citations • Understanding the elements of reports and steps for writing research reports	**Writing: 4–10**
8 **Speaking and Listening** Speaking and listening skills are vital in any academic setting. Presenting information or opinions clearly in a formal presentation or informal discussion is increasingly important. Strategies in this section teach: • How to organize and plan a presentation, including multimedia components • Presentation and speaking techniques • Collaboration and discussion skills	**Speaking and Listening: 1–6**
9 **Writing for Assessments** Writing for assessments is a fact of academic life. Strategies in this section teach: • Skills for writing short answers, extended responses, essays, and narratives • Understanding and using scoring guides • Writing for timed tests and computer-based assessments • Recording and monitoring progress	**Writing: 10**
10 **Writing in the Subject Areas** *Step Up to Writing* is designed to support subject-area writing. This section includes: • Types of writing • Practice in specific writing assignments, such as writing science reports, biographical sketches, and book reports	**Writing: 1–6, 10**

Focused on 21st Century Literacy Skills

Step Up to Writing prepares students to be competent writers for the 21st century.

With *Step Up to Writing* students can—

Write in response to a wide range of text

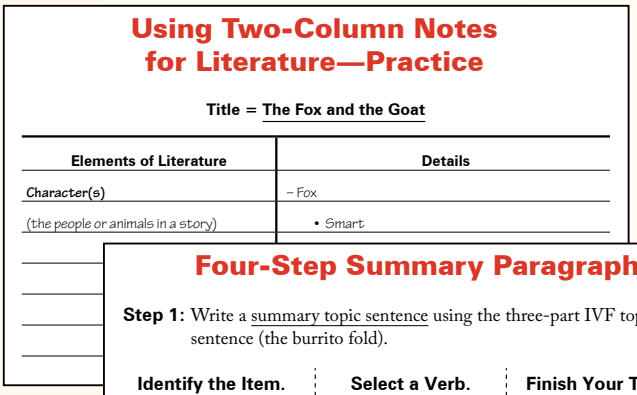
- Read deeply
- Take notes
- Summarize
- Analyze text

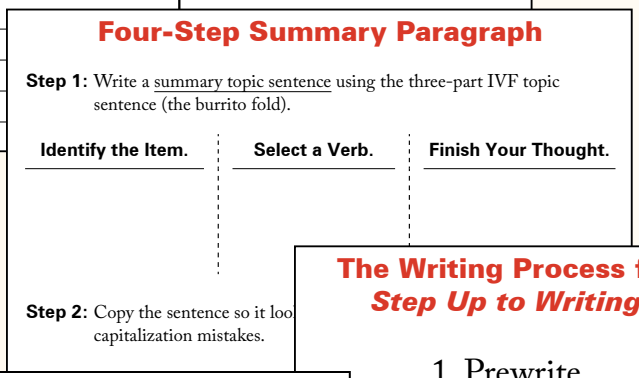
Follow the writing process

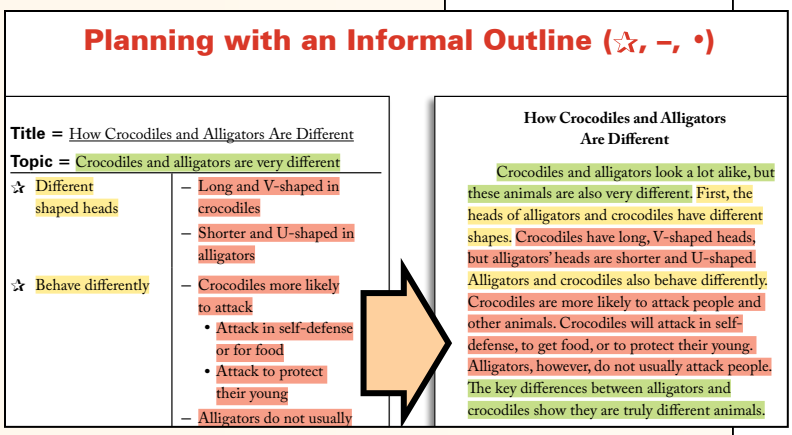
- Prewrite
- Plan
- Draft
- Revise
- Edit
- Write final copy
- Proofread
- Publish

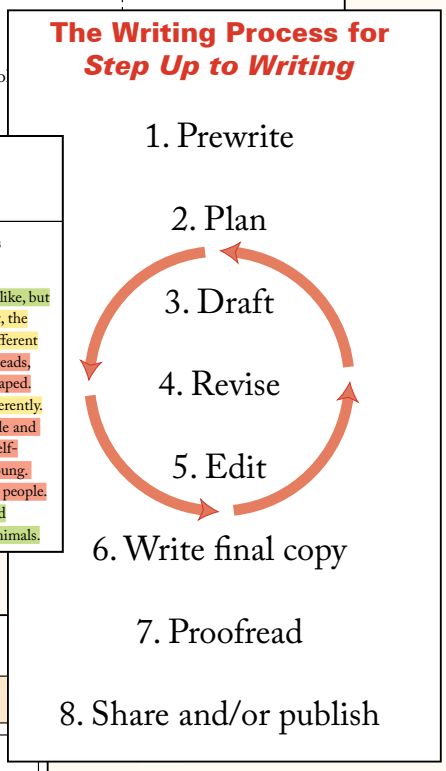
Practice the three types of writing

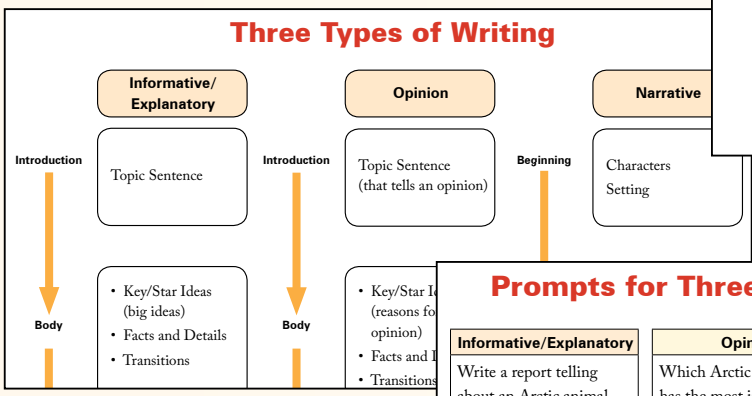
- Informative/ Explanatory
- Opinion
- Narrative

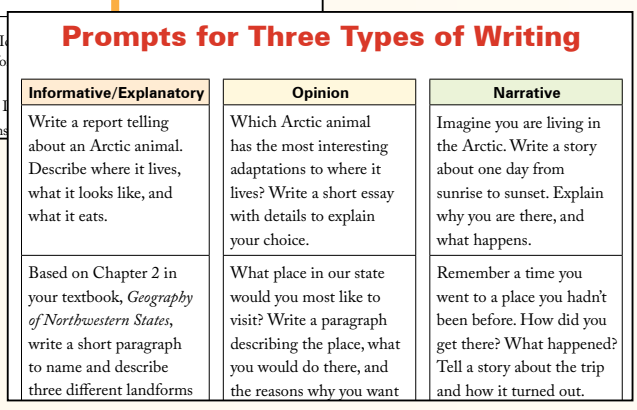












Improving Sentences with Precise Words

Example 1

Our teacher hung two things on the board to help us with math.

Our teacher hung two charts on the board to help us with math.

Example 2

The news article explained all the things astronauts need before they go into space.

The news article explained all the skills astronauts need before they go into space.

Directions: Replace the word **things** with a better word in each sentence. Rewrite the sentence.

1. We saw things at the museum. _____

Tailoring Opinion Writing to the Audience

Opinion = Our class should go to the history museum

Audience 1: Classmates

I think our class would have a great time going to the History Museum for our year-end field trip. I have two main reasons for my opinion. The museum's fun activities are reason number one. The museum guides dress in costumes. They show what life was like before electricity. They even let visitors help make ice cream the old-fashioned way. Then the helpers get to eat it! My second reason is that the museum is like a beautiful park. Imagine running around outside on a warm spring day. The old-time buildings are

rming.

e old days.

Assessing the Usefulness of Sources

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

Title of Source: _____

Is the source about my topic?	❑ Yes	❑ No
Do the titles, headings, or other parts of the text have key words that relate to my topic?	❑ Yes	❑ No
Are there many facts and details about my topic?	❑ Yes	❑ No

Circle one:
This source is

Using Technology to Publish and Present Your Research

Choose a presentation option that fits your topic, assignment, audience, and the materials you have available.

Make a Slide Show

- Create a presentation that shows the main points of your research.
- You might want to add:
  - Animations
  - Video clips
  - Audio

Add Sound and Visuals

- If you are giving a speech or presenting a poster, try using some of these to make it more interesting:
  - Video clips
  - Audio clips or music

Planning Your Presentation: Example

Topic = Mount Everest

What do you know?

Tallest mountain on Earth (about 29,000 feet)

Less oxygen at top

By Nepal and Tibet (countries)

Very hard to climb (need equipment)

How will you connect both sides?

1. Point to Mount Everest on map
2. Slide show of expedition photos
3. Image of Junko Tabei

What do you want your audience to know?

Facts about Mount Everest

Who Sherpas are and what they do

Famous expeditions

First woman to reach the top: Junko Tabei from Japan

Good Listening Skills

1. Pick a good place to sit.	Sit where you can easily see and hear the presenter.
2. Be ready to listen.	Sit up straight. Be ready to take notes.
3. Repeat important ideas.	When you hear an important idea, repeat it in your head.
4. Take notes.	Record important ideas using words, phrases, or sketches.
5. Organize what you hear.	Listen for the big ideas and the details.
6. Have a good attitude.	Be excited about learning new information, and think of yourself as a good listener. Be polite to the presenter.
7. Listen for transitions.	Listen for transition words that connect important ideas or that signal that the presenter is switching to a new idea.
8. Think of questions.	Think about or write down questions you want to ask the presenter.
9. Summarize.	At the end of the presentation, summarize the most important information that you learned.

Focus on task, purpose, and audience

- Point of view
- Formal style
- Precise words
- Figurative language

Write research reports

- Locate information
- Evaluate sources
- Understand text features
- Learn to use graphics and multimedia
- Publish

Collaborate with others

- Tasks
- Roles
- Discussions
- Presentations
- Constructive feedback

What Can *Step Up to Writing* Students Achieve?

Significant Growth in Skill and Confidence

Confidence in their writing ability

Students come to school with a wide range of writing abilities. Whether students write at the below basic, basic, proficient, or advanced levels, *Step Up to Writing*'s step-by-step approach gives all students the means to write well-organized and engaging texts.

Expanded awareness of techniques for reading deeply

Reading well and responding to text in writing takes practice. *Step Up to Writing* students learn hands-on techniques for marking text, taking notes, summarizing, and making inferences and analyzing text.

Skillful use of the English language

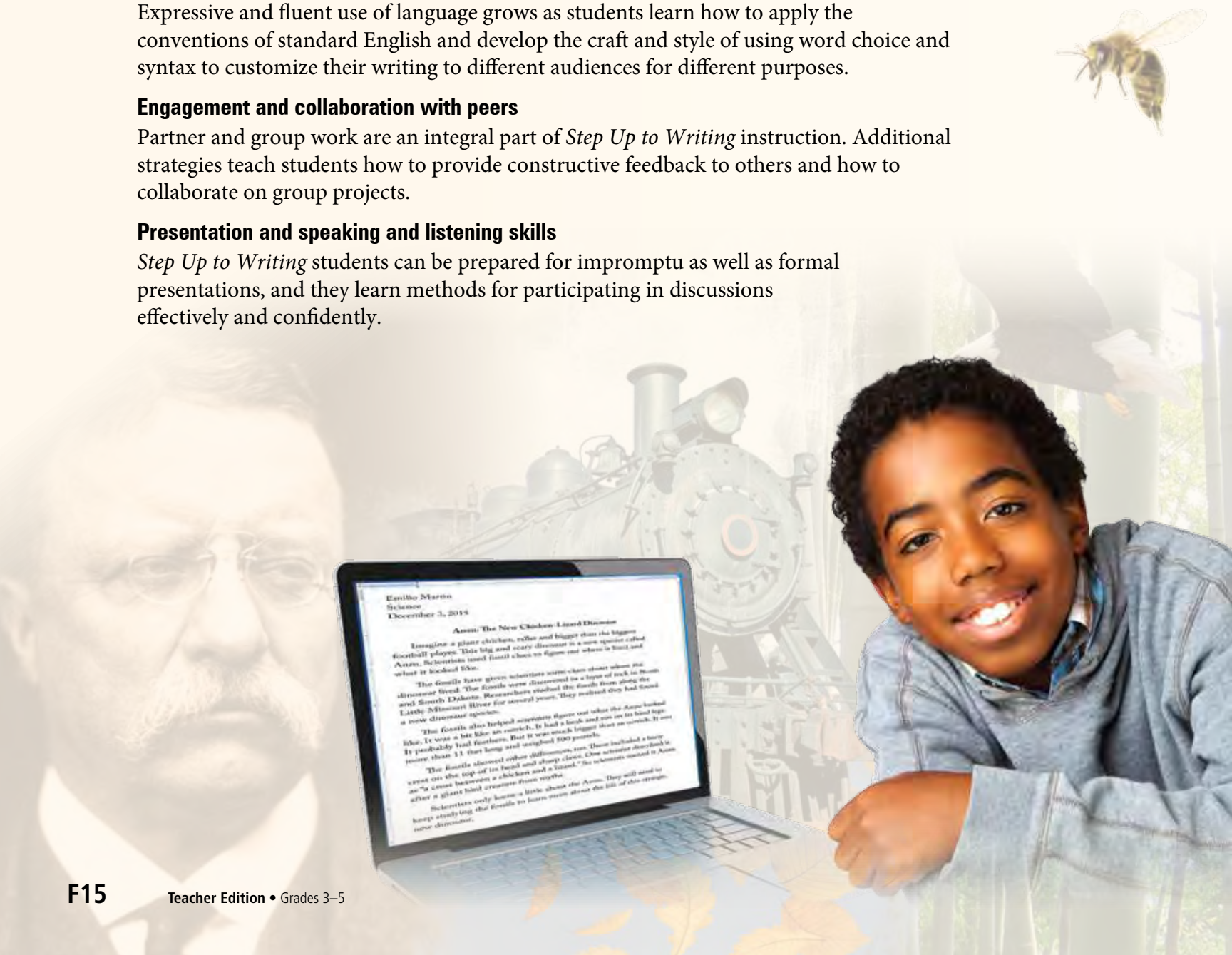
Expressive and fluent use of language grows as students learn how to apply the conventions of standard English and develop the craft and style of using word choice and syntax to customize their writing to different audiences for different purposes.

Engagement and collaboration with peers

Partner and group work are an integral part of *Step Up to Writing* instruction. Additional strategies teach students how to provide constructive feedback to others and how to collaborate on group projects.

Presentation and speaking and listening skills

Step Up to Writing students can be prepared for impromptu as well as formal presentations, and they learn methods for participating in discussions effectively and confidently.

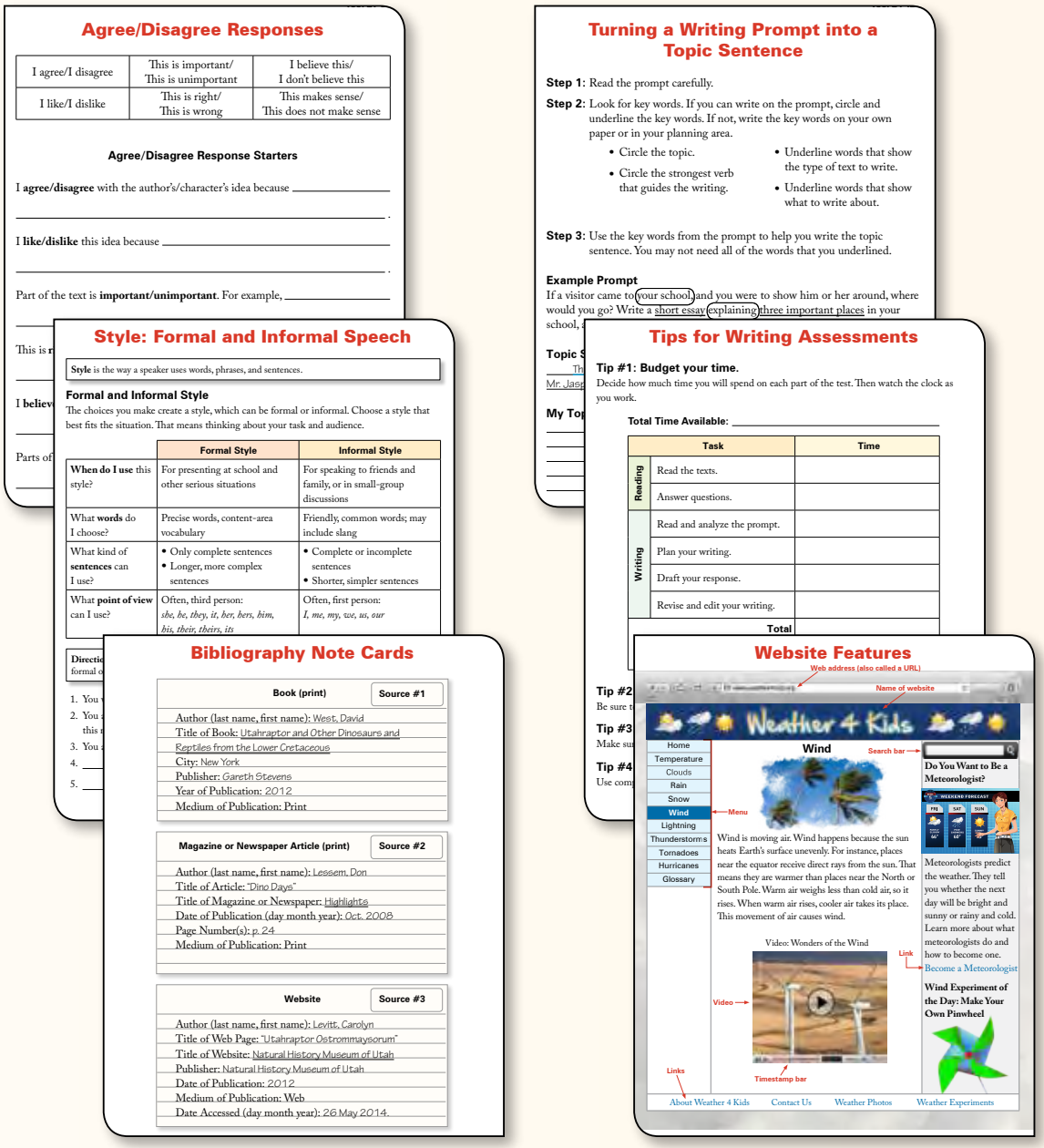


Strategic use of technology for research and publishing

Step Up to Writing gives students tools for developing keyboarding ability, assessing online resources for research, and incorporating graphics and multimedia into writing and presentations.

Preparation for assessment writing

Assessments are a fact of academic life. *Step Up to Writing* strategies prepare students to take performance- and computer-based assessments by providing practice with evaluating prompts, budgeting time, and identifying different types of assessment questions.



Agree/Disagree Responses

I agree/I disagree	This is important/ This is unimportant	I believe this/ I don't believe this
I like/I dislike	This is right/ This is wrong	This makes sense/ This does not make sense

Agree/Disagree Response Starters

I **agree/disagree** with the author's/character's idea because _____.

I **like/dislike** this idea because _____.

Part of the text is **important/unimportant**. For example, _____.

Turning a Writing Prompt into a Topic Sentence

Step 1: Read the prompt carefully.

Step 2: Look for key words. If you can write on the prompt, circle and underline the key words. If not, write the key words on your own paper or in your planning area.

- Circle the topic.
- Circle the strongest verb that guides the writing.
- Underline words that show the type of text to write.
- Underline words that show what to write about.

Step 3: Use the key words from the prompt to help you write the topic sentence. You may not need all of the words that you underlined.

Example Prompt

If a visitor came to your school and you were to show him or her around, where would you go? Write a short essay explaining three important places in your school.

Style: Formal and Informal Speech

Style is the way a speaker uses words, phrases, and sentences.

Formal and Informal Style

The choices you make create a style, which can be formal or informal. Choose a style that best fits the situation. That means thinking about your task and audience.

	Formal Style	Informal Style
When do I use this style?	For presenting at school and other serious situations	For speaking to friends and family, or in small-group discussions
What **words** do I choose?	Precise words, content-area vocabulary	Friendly, common words; may include slang
What kind of **sentences** can I use?	• Only complete sentences • Longer, more complex sentences	• Complete or incomplete sentences • Shorter, simpler sentences
What **point of view** can I use?	Often, third person: *she, he, they, it, her, hers, him, his, their, theirs, its*	Often, first person: *I, me, my, we, us, our*

Tips for Writing Assessments

Tip #1: Budget your time.

Decide how much time you will spend on each part of the test. Then watch the clock as you work.

Total Time Available: _____

	Task	Time
Reading	Read the texts.	
	Answer questions.	
Writing	Read and analyze the prompt.	
	Plan your writing.	
	Draft your response.	
	Revise and edit your writing.	
	Total	

Bibliography Note Cards

Book (print) — **Source #1**

Author (last name, first name): West, David
Title of Book: Utahraptor and Other Dinosaurs and Reptiles from the Lower Cretaceous
City: New York
Publisher: Gareth Stevens
Year of Publication: 2012
Medium of Publication: Print

Magazine or Newspaper Article (print) — **Source #2**

Author (last name, first name): Lessem, Don
Title of Article: "Dino Days"
Title of Magazine or Newspaper: Highlights
Date of Publication (day month year): Oct. 2008
Page Number(s): p. 24
Medium of Publication: Print

Website — **Source #3**

Author (last name, first name): Levitt, Carolyn
Title of Web Page: "Utahraptor Ostrommaysorum"
Title of Website: Natural History Museum of Utah
Publisher: Natural History Museum of Utah
Date of Publication: 2012
Medium of Publication: Web
Date Accessed (day month year): 26 May 2014

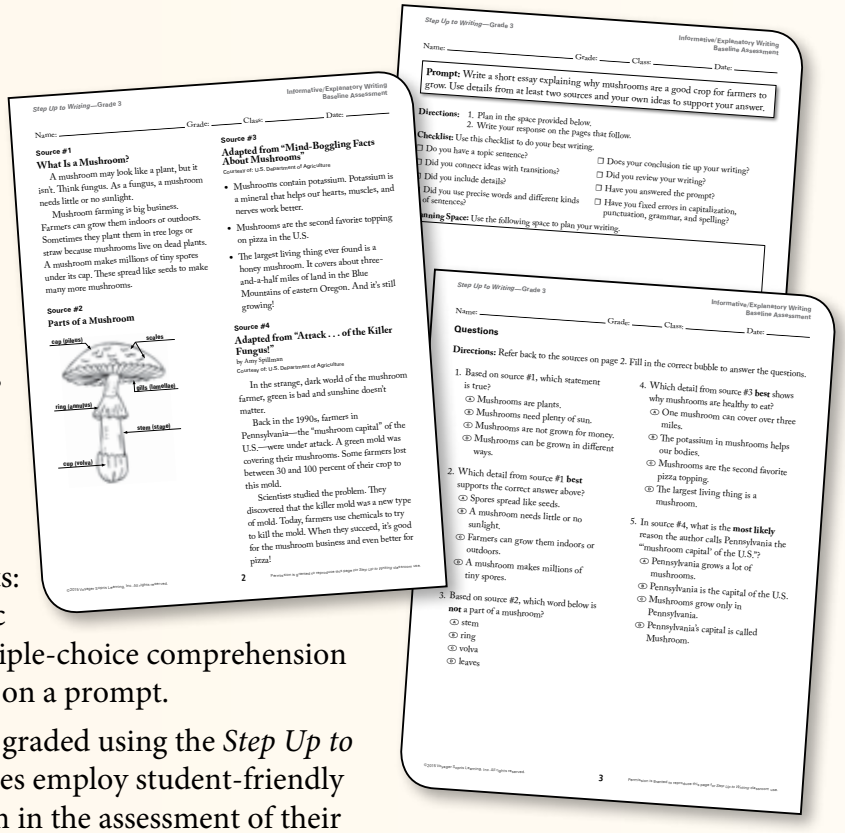
Website Features

Web address (also called a URL)
Name of website
Weather 4 Kids
Search bar
Home
Temperature
Clouds
Rain
Snow
Wind
Lightning
Thunderstorms
Tornadoes
Hurricanes
Glossary
Menu
Wind
Wind is moving air. Wind happens because the sun heats Earth's surface unevenly. For instance, places near the equator receive direct rays from the sun. That means they are warmer than places near the North or South Pole. Warm air weighs less than cold air, so it rises. When warm air rises, cooler air takes its place. This movement of air causes wind.
Video: Wonders of the Wind
Video
Timestamp bar
Links
About Weather 4 Kids
Contact Us
Weather Photos
Weather Experiments
Do You Want to Be a Meteorologist?
Meteorologists predict the weather. They tell you whether the next day will be bright and sunny or rainy and cold. Learn more about what meteorologists do and how to become one.
Link
Become a Meteorologist
Wind Experiment of the Day: Make Your Own Pinwheel

How Does *Step Up to Writing* Support Teachers?

Assessments to Track Student Growth

Assessment provides the data needed to make informed instructional decisions in order to meet student needs. The *Step Up to Writing* assessment plan provides Baseline and Summative Assessments for each grade level and for each type of writing (informative/explanatory, opinion, and narrative).



The Baseline and Summative Assessments are designed as performance task assessments similar to standardized assessments. The assessments have students: 1) read selections of text on the same topic from different sources, 2) answer five multiple-choice comprehension questions, and 3) write a short essay based on a prompt.

The writing portion of the assessments are graded using the *Step Up to Writing* scoring guides. These scoring guides employ student-friendly language so that students can also use them in the assessment of their own work.

A Digital Data Tracker is provided to make it easy to monitor student growth. The Digital Data Tracker, assessments, and scoring guides are available at **www.stepuptowriting.com**.

Flexible Implementation

There are many ways to implement *Step Up to Writing*. Teachers can select strategies from any listed in the Teacher Edition table of contents (pages F1–F7) or by referring to the chart of core strategies in each section introduction.

For more information about the assessments and implementation plans, see the *Step Up to Writing Assessment and Implementation Guide*.

When selecting strategies, it is recommended to begin instruction of *Step Up to Writing* with Sections 1, 2, and 3 if students need to gain familiarity with program terminology and processes, or if they need more foundational skills. Then students are ready to learn the three types of writing. See the introductions for Sections 4, 5, and 6 for suggested scaffolded strategy sequences for the three types of writing.

The *Step Up to Writing Assessment and Implementation Guide* also describes how to implement a sequence of instruction to meet standards for writing, speaking and listening, and language, as well as many standards for reading informational text and reading literature. Differentiation suggestions are also provided.

A Plan for Teachers

The *Step Up to Writing* program is filled with strategies, assessment materials, and data tracking tools to help teachers provide instruction to meet the needs of students. The *Step Up to Writing Assessment and Implementation Guide* provides an assessment and implementation plan that teachers can use to ensure that they are helping students achieve their goals.

Assessing Beginning Skill Levels with Baseline Assessments

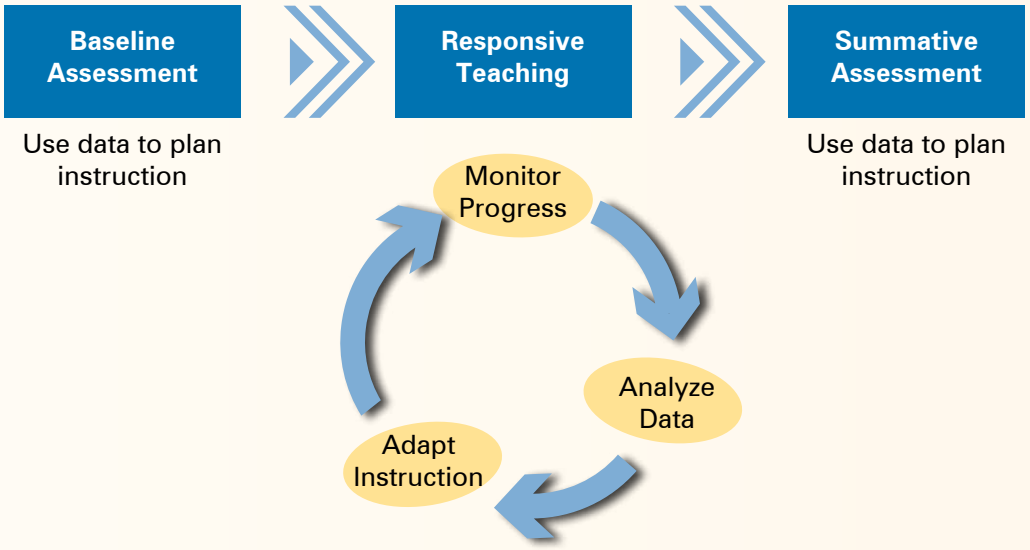
- Use the *Step Up to Writing Assessment and Implementation Guide* for instructions on how to administer the Baseline Assessments and use the data to plan instruction appropriate to students' needs and abilities.

Responsive Teaching

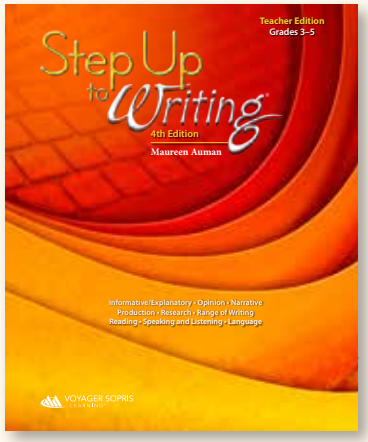
- Monitor students' progress using the data tracking and progress monitoring tools described in the guide to pinpoint areas of strength and concern and adapt instruction.
- See the guide for suggestions on selecting appropriate strategies and making use of the Differentiation suggestions that appear throughout the program.

Assessing Skill Mastery with Summative Assessments

- Use the *Step Up to Writing Assessment and Implementation Guide* for instructions on how to administer the Summative Assessments and use the data to plan ongoing instruction.



Step Up to Writing Classroom Materials



Teacher Edition

Step Up to Writing Teacher Edition

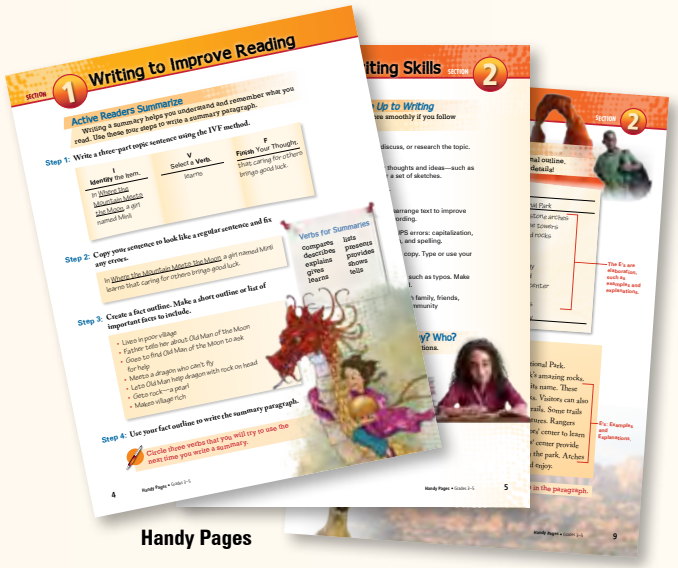
- Strategies
  - Objectives
  - Step-by-step instruction
  - Differentiation
  - Craft and Style tips

HP Reminds teachers when to refer students to Handy Pages.

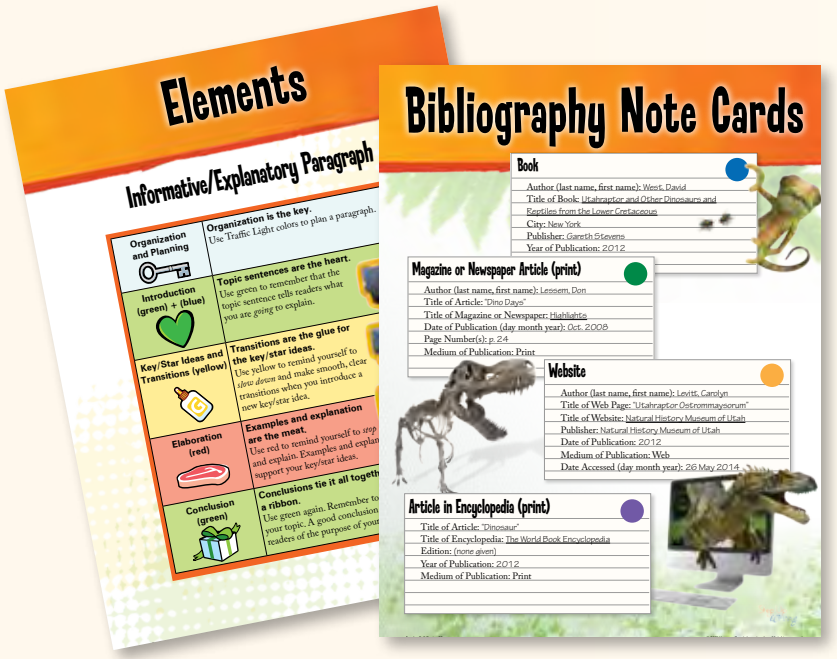
Indicates strategies that have professional development videos that can be viewed before teaching them.

Handy Pages

- Student-friendly, consumable reference
- Useful reference for teachers to reinforce instruction
- Support for the writing process and the three text types
- Also supports subject-area writing, reading comprehension, and research and presentation skills



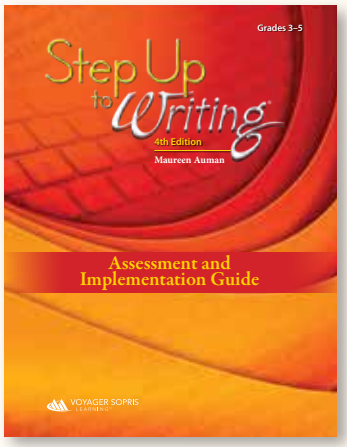
Handy Pages



Posters

Posters

- Colorful, informative classroom posters
- Quick references to support writing skills



Assessment and Implementation Guide

Step Up to Writing Assessment and Implementation Guide

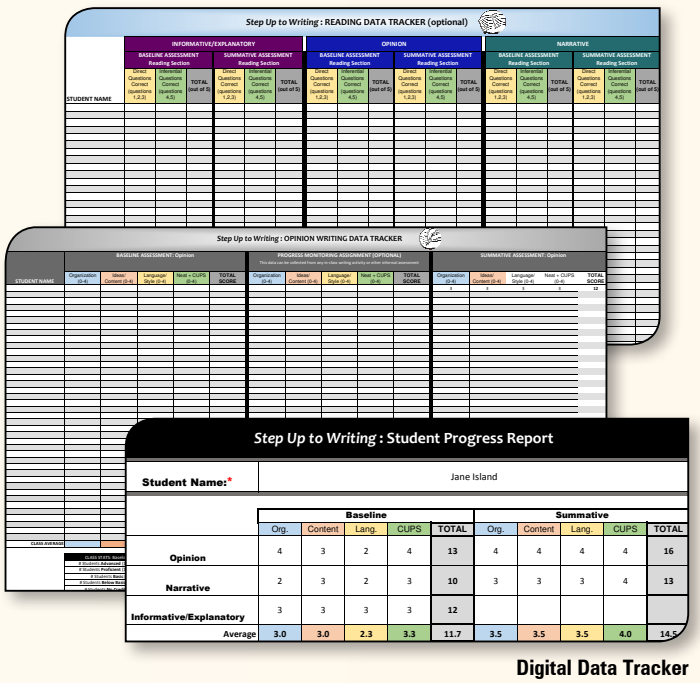
- Directions for using the Formal Assessments
- Progress-monitoring suggestions
- Grade-specific, year-long unit plans

All the assessments, answer keys, scoring guides (rubrics), and data-tracking tools are available online at **www.stepuptowriting.com**.

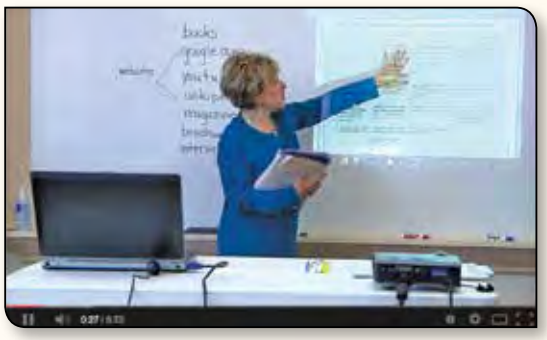
Online Teacher Resources

Online components are available at **www.stepuptowriting.com**. A login to access the materials is included with the Classroom Set.

- Tools (printable, student-facing materials)
- Baseline and Summative Assessments for each grade level with a Digital Data Tracker to analyze assessment data
- Writing prompts
- Professional development videos
- Scoring guides (rubrics to evaluate student writing)
- Correlations to standards including CCSS ELA, TEKS, and other state standards
- Tools Directory, which shows all program Tools



Digital Data Tracker



Professional Development Videos

Step Up to Writing Strategies

After assessing student skills and planning instruction, select the strategies that meet student needs. For help selecting strategies, see the section introductions, the *Step Up to Writing Assessment and Implementation Guide*, and/or the Table of Contents.

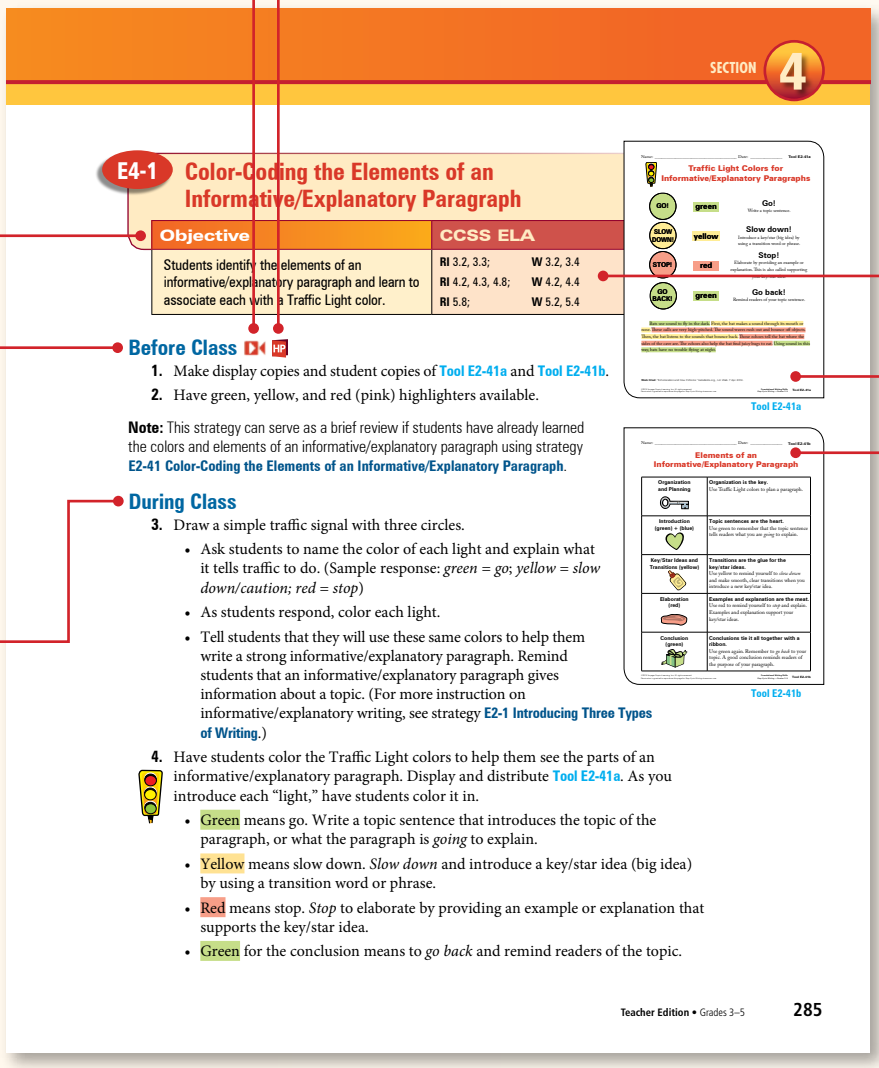
Strategies with a **video icon** have professional development videos showing how to teach the strategy.

The **Handy Pages icon** indicates whether the strategy has an accompanying Handy Page. Encourage students to review the associated Handy Page as you teach them the strategy.

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

The **Before Class** instruction indicates which Tools need to be downloaded from **www.stepuptowriting.com** before the lesson, as well as any other materials or necessary preparation.

The **During Class** section provides step-by-step instruction to help teachers model a skill, guide students as they practice, and then release them to independent practice. Dark blue strategy references indicate where to find more information about particular topics.



SECTION 4

E4-1 Color-Coding the Elements of an Informative/Explanatory Paragraph

Objective	CCSS ELA
Students identify the elements of an informative/explanatory paragraph and learn to associate each with a Traffic Light color.	RI 3.2, 3.3; W 3.2, 3.4 RI 4.2, 4.3, 4.8; W 4.2, 4.4 RI 5.8; W 5.2, 5.4

Before Class

1. Make display copies and student copies of Tool E2-41a and Tool E2-41b.
2. Have green, yellow, and red (pink) highlighters available.

Note: This strategy can serve as a brief review if students have already learned the colors and elements of an informative/explanatory paragraph using strategy **E2-41 Color-Coding the Elements of an Informative/Explanatory Paragraph**.

During Class

3. Draw a simple traffic signal with three circles.
   - Ask students to name the color of each light and explain what it tells traffic to do. (Sample response: *green = go; yellow = slow down/caution; red = stop*)
   - As students respond, color each light.
   - Tell students that they will use these same colors to help them write a strong informative/explanatory paragraph. Remind students that an informative/explanatory paragraph gives information about a topic. (For more instruction on informative/explanatory writing, see strategy **E2-1 Introducing Three Types of Writing**.)
4. Have students color the Traffic Light colors to help them see the parts of an informative/explanatory paragraph. Display and distribute Tool E2-41a. As you introduce each "light," have students color it in.
   - Green means go. Write a topic sentence that introduces the topic of the paragraph, or what the paragraph is *going* to explain.
   - Yellow means slow down. *Slow down* and introduce a key/star idea (big idea) by using a transition word or phrase.
   - Red means stop. *Stop* to elaborate by providing an example or explanation that supports the key/star idea.
   - Green for the conclusion means to *go back* and remind readers of the topic.

Tool E2-41a

Tool E2-41b

Teacher Edition • Grades 3–5 285

Each strategy lists which of the **standards** it supports.

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.

SECTION 4

Informative/Explanatory Writing: Stating the Facts

Planning, Organization, and Structure

5. Model color-coding the paragraph on Tool E2-41a. Highlight the sentences as indicated on the annotation of the Tool:
   - The first and last sentences are green (topic sentence and conclusion).
   - Sentences beginning *First* and *Then* (key/star ideas with linking words) are yellow.
   - All other sentences (explanations and examples—the E's) are red.
6. Guide students to color-code the paragraph on their copy of the Tool. Reinforce and review each part of the paragraph and give students the opportunity to ask questions. Point out that strong paragraphs may have more than one red and yellow because writers often have more than one big idea and more than one example.
7. Display and distribute Tool E2-41b. Reinforce that a strong informative/explanatory paragraph should include all these elements. Direct students to color the symbols on the Tool as you discuss the following:

- **Organization is the key.** Planning before writing is key to a writer's success. All professional writers plan. The Traffic Light colors are "the key" to organize and plan an informative/explanatory paragraph. The colors can help remind writers of the important parts.

- **Topic sentences are the heart.** Color the heart green. The topic sentence is "the heart" of the paragraph. Green is a reminder that a topic sentence tells what a writer is *going* to explain. (See strategy **E2-44 Topic Sentences** for more in-depth instruction on topic sentences.)

- **Transitions are the glue for the key/star ideas.** Color the glue yellow. Yellow is a reminder to *slow down* and make smooth, clear transitions when starting a new key/star idea. Transitions are the glue that connect all the ideas in the paragraph. (See strategy **E2-49 Definition and Function of Transitions** for in-depth instruction on transitions.)

  Note: Although yellow is for slowing down and making transitions, students should use yellow to mark the entire sentence with the transition and the key/star idea, even if it includes a bit of elaboration.

  Example: The first type of animal is a reptile, which includes snakes and lizards.
  key/star idea **elaboration**

- **Examples and explanation are the meat.** Color the meat red. Examples and explanation (the E's) are "the meat" of the paragraph. They give details and elaboration about the key/star ideas. Red reminds writers to *stop* and explain each key/star idea by including examples or elaboration. (See strategy **E2-51 Learning about Elaboration** for more instruction on the different types of elaboration.)

Craft and Style:
What Is a Key/Star Idea?
The key/star ideas are big ideas that support the topic. Key/star ideas may be facts, reasons, or details. In informative/explanatory writing, key/star ideas are most often facts. Reasons and details are more used in opinion writing.

Craft and Style boxes provide tips and examples to help explain how students may apply craft and create a particular style appropriate to the task, purpose, and audience.

- **Conclusions tie it all together with a ribbon.** Color the package green. The ribbon on the package is a reminder that the conclusion is "tied" to the topic sentence. Green reminds writers to *go back* to the topic sentence and make a meaningful connection to it—not just copy it. (See strategy **E2-52 Connecting the Conclusion to the Topic Sentence** for instruction on writing conclusions.)

8. Guide students to identify elements of the paragraph on Tool E2-41a.
   - Direct students to identify which parts of the paragraph correspond to each symbol. Ask them to explain how the colors relate to the symbols, and how the symbols relate to one another.

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

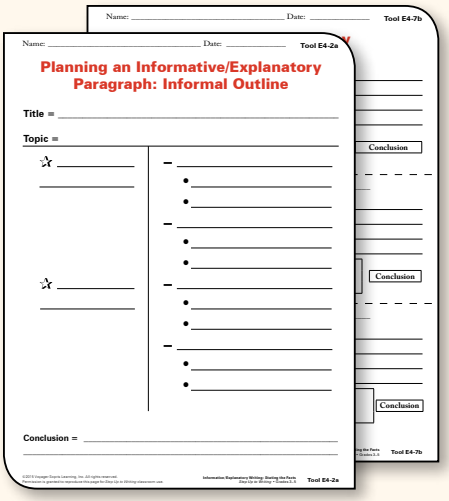
If students have difficulty identifying the elements of the example informative/explanatory paragraph, take an example text and cut it into individual sentence strips so that students can group and organize the ideas in a more interactive way.

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

Step Up to Writing Tools

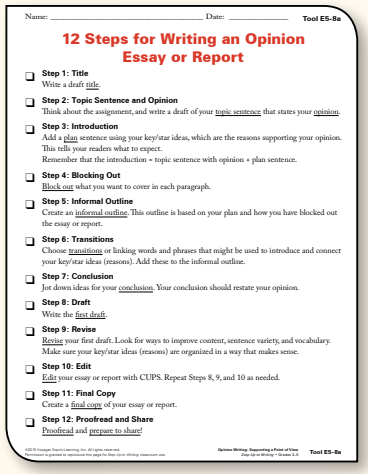
Use the *Step Up to Writing* Tools regularly, both as directed in the *Step Up to Writing* Teacher Edition and whenever helpful during writing assignments in any subject area. Regular practice ensures students master writing skills and are ready for the next level of instruction. Tools take a variety of forms.

Graphic Organizers



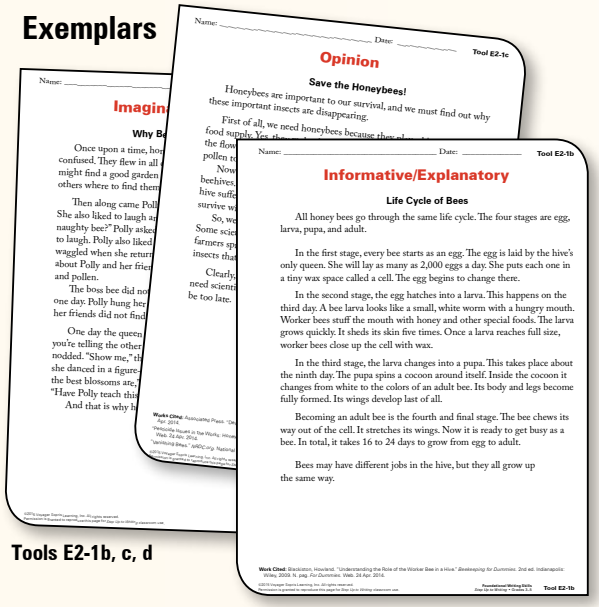
Tools E4-2a and E4-7b

Step-by-Step Instructions



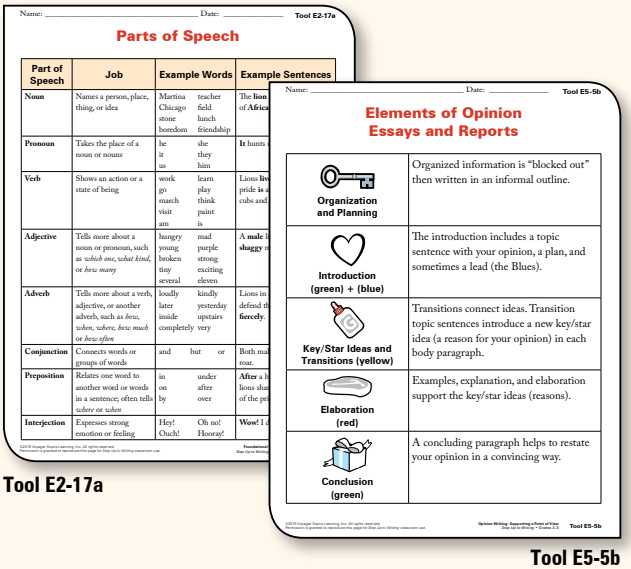
Tool E5-8a

Exemplars



Tools E2-1b, c, d

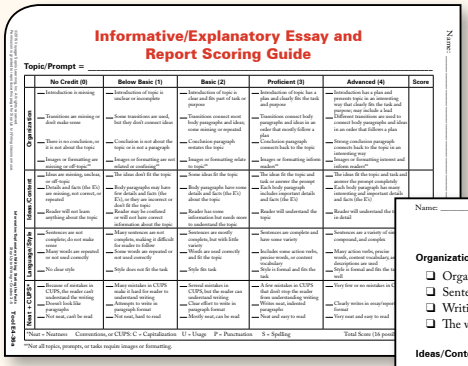
Information



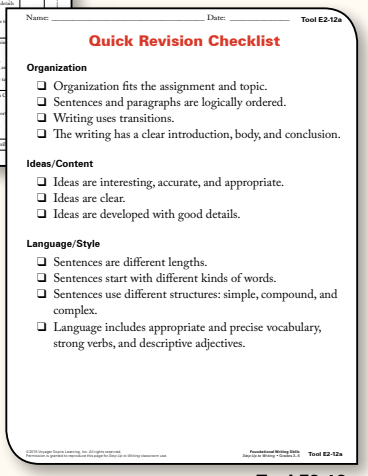
Tool E2-17a

Tool E5-5b

Scoring Guides and Checklists



Tool E4-36a

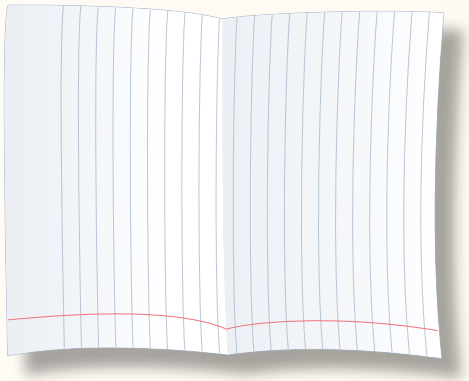


Tool E2-12a

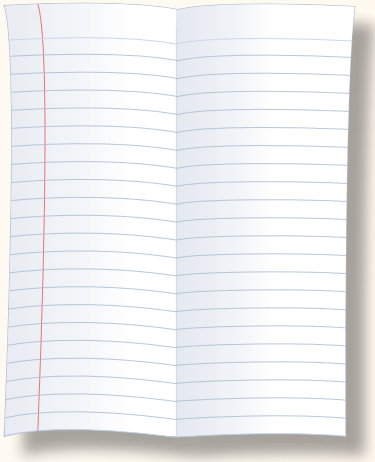
Using Paper Folds

Many *Step Up to Writing* strategies are multisensory and direct teachers and students to use folded paper to help clarify a step or process. The folds divide paper into sections for organization and may be adapted to any type and size of paper. The following illustrations show examples of each type of fold.

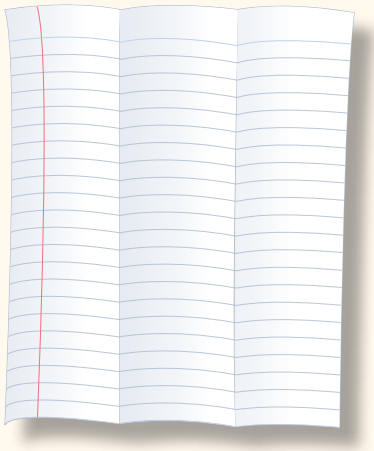
Hamburger fold



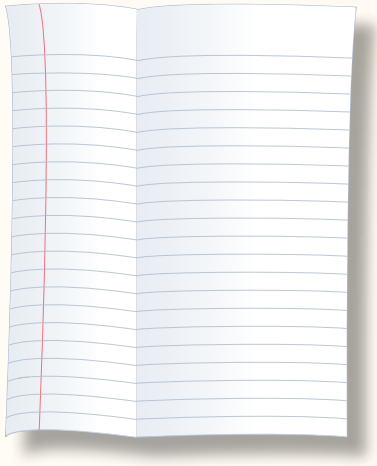
Hot Dog Fold



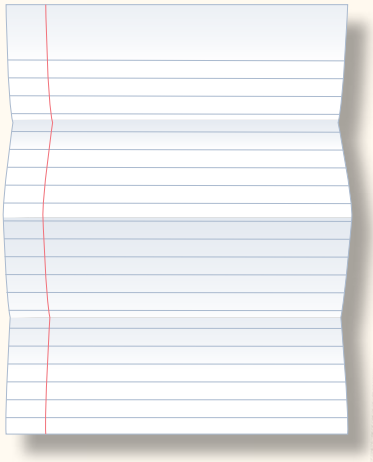
Burrito Fold



Two-Column Fold



Accordion Fold



Setting High Standards

Using *Step Up to Writing* throughout the school will improve writing and test scores as well as comprehension in all subject areas. Students become proficient writers more quickly because of concept reinforcement and additional skills practice. Schoolwide implementation helps teachers:

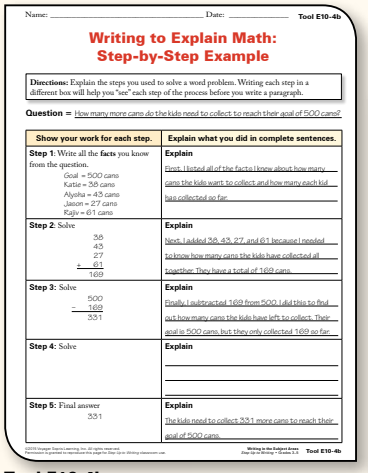
- Teach and reinforce writing and literacy skills in all subject areas and grade levels by establishing a common language for talking about and teaching writing
- Establish common high standards for assessing writing and other academic skills

Support for Subject-Area Writing

Step Up to Writing includes grade-level exemplar texts in content-area topics, including history/social studies, science, math, and ELA.

Step Up to Writing encourages writing in the subject areas by including exemplars written about subject-specific topics in history/social studies, science, math, and ELA. Exemplar texts are included in the sections devoted to the main three writing types—Sections 4, 5, and 6—as well as Section 10. Section 10 provides teachers with specific strategies to teach subject-area writing assignments such as science reports, book reports, explanations of math problems, and biographical sketches. The strategies in this section help students apply the structures and writing tips learned in other sections to subject-specific assignments.

ELA teachers who want to focus on literary analysis skills may also refer to the Section 1 exemplar texts, which emphasize response to literature.



Name: _____ Date: _____ Tool E10-4b

Writing to Explain Math: Step-by-Step Example

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

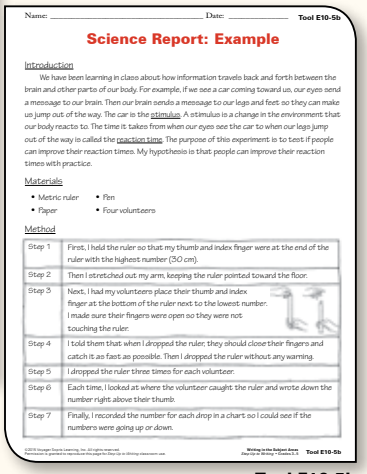
Question = How many more cans do the kids need to collect to reach their goal of 500 cans?

Show your work for each step.	Explain what you did in complete sentences.
Step 1: Write all the **facts** you know from the question. Goal = 500 cans Katie = 56 cans Alysha = 45 cans Jason = 27 cans Kaiv = 61 cans	**Explain** First, I listed all of the facts I know about how many cans the kids want to collect and how many each kid has collected so far.
Step 2: Solve 56 45 27 + 61 169	**Explain** Next, I added 56, 45, 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 500 − 169 331	**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**
Step 5: Final answer 331	**Explain** The kids need to collect 331 more cans to reach their goal of 500 cans.

©2010 Voyager Sopris Learning, Inc. All rights reserved. Permission is granted to reproduce this page for Step Up to Writing classrooms use.

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

Tool E10-4b



Name: _____ Date: _____ Tool E10-5b

Science Report: Example

Introduction

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

Materials

- Metric ruler
- Paper
- Pen
- Four volunteers

Method

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

©2010 Voyager Sopris Learning, Inc. All rights reserved. Permission is granted to reproduce this page for Step Up to Writing classrooms use.

Writing in the Subject Area Step Up to Writing • Grades 3–5 Tool E10-5b

Tool E10-5b

Teachers using *Step-up to Writing* find tremendous value in using a writing process that is designed with different learning styles in mind. The scaffolding embedded in each lesson ensures that students will not only put their thoughts in writing in an organized manner, but present it in a way that engages the reader.

Tonia Thompson
Assistant Superintendent for Curriculum, Instruction and Accountability
Binghamton City School District

Step Up to Writing and Other Literacy Initiatives

Step Up to Writing complements core literacy programs and other writing curricula, such as 6+1 Trait® Writing or writer's workshop.

Step Up to Writing: The "How To" Behind 6+1 Trait® Writing

Step Up to Writing grades 3–5 aligns with the 6+1 Trait® Writing model, preparing students for the 6+1 Trait® Writing assessments. *Step Up to Writing* strategies provide the detailed instructions, or "how to," that help students progress in the traits: idea development, organization, voice, word choice, sentence fluency, and conventions. It also helps students with the "plus one" presentation, whether print, digital, oral, or a combination.

Step Up to Writing: The "What" Inside Writer's Workshop

Step Up to Writing grades 3–5 is organized around the writing process, in keeping with the structure of the writer's workshop. *Step Up to Writing* strategies provide the "what," or the direct instruction, as well as time of practice, for discrete skills within each step of the writing process. *Step Up to Writing* provides practice in the basic steps of the writing process in Section 2, and provides specialized practice by writing type in Sections 4, 5, and 6.

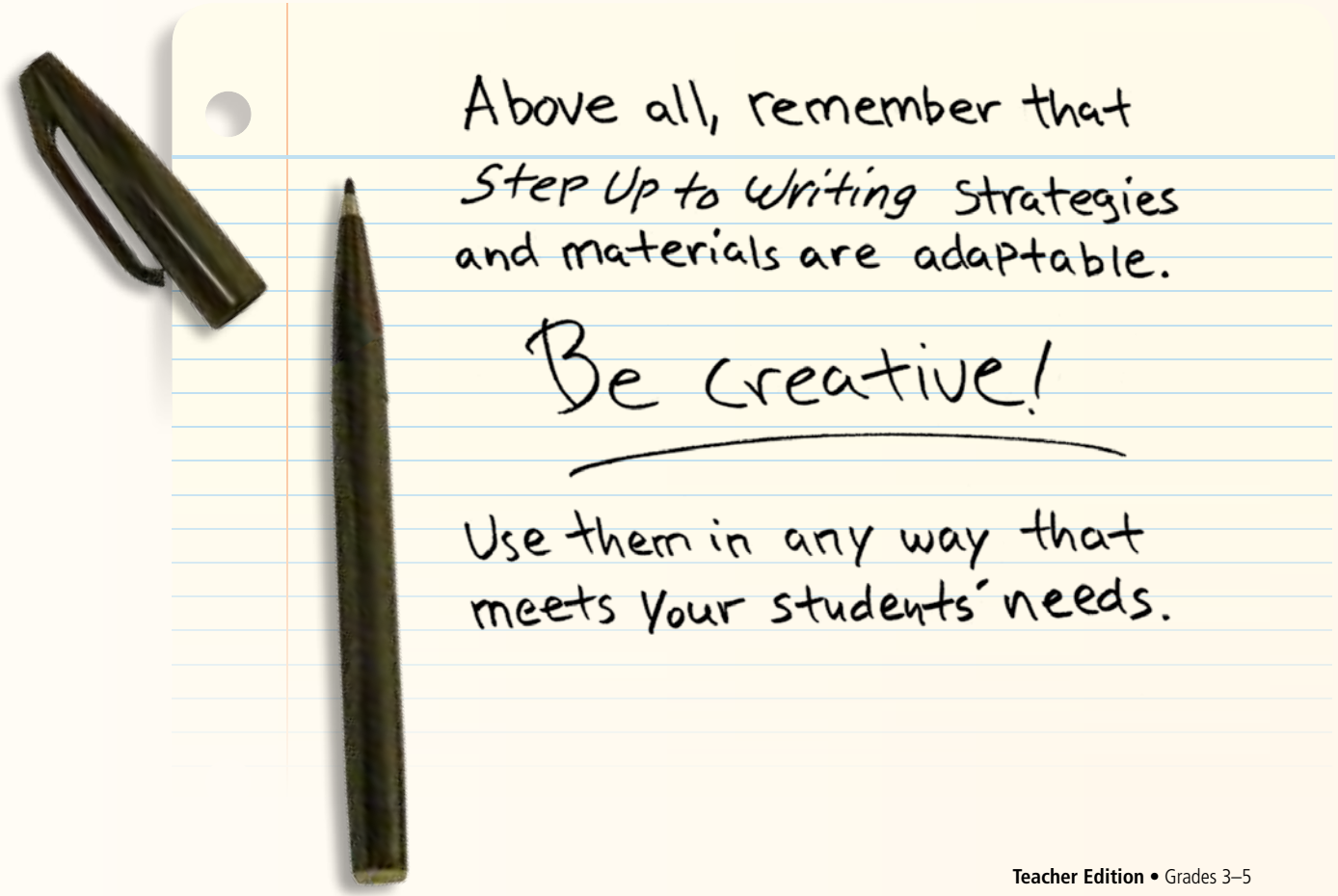


Photo Credits

Front Matter

Arch. National Park Service. *Girl.* ©Getty Images/Image Source. *Bee.* ©istockphoto.com/Antagain. *Theodore Roosevelt.* Public domain. *Locomotive.* ©istockphoto.com/ryasick. *Bald Eagle Flying.* ©istockphoto.com/lowthian. *Korakuen Bamboo.* ©freeimages/Julia Moore. *Spinning In The Air.* ©istockphoto.com/Borut Trdina. *Laptop.* ©istockphoto.com. *Young kid.* ©istockphoto.com/digitalskillet.

Introduction, Section 1

Flower. National Park Service. *American Liberty poster.* Library of Congress, Prints & Photographs Division, WWI Posters, LC-USZC2-1351. *Fossa.* WK/CC/Chad Teer/https://creativecommons.org/licenses/by/2.0/deed/en. *Rufous Hummingbird.* ©istockphoto.com/Frank Leung. *Korakuen Bamboo.* ©freeimages/Julia Moore.

Section 2

Sitting Bull portrait. Public domain. *Arch.* National Park Service. *Moose.* ©istockphoto.com. *Celebration of completion of the First Transcontinental Railroad.* Public domain. *Bee.* ©istockphoto.com/Antagain. *Arch.* National Park Service.

Section 3

Jesse Owens. Public domain. *Ed White: First American Spacewalker.* NASA. *Grasshopper.* ©freeimages/Doug Aghassi. *Locomotive.* ©istockphoto.com/ryasick. *St. Marcos fire.* WK/CC/Daniel Schwen/https://creativecommons.org/licenses/by/2.0/deed/en.

Section 4

We Can Do It! poster. ©Wikimedia Commons/J. Howard Miller. *Sea Anemone.* ©freeimages/Peter Ong. *Surrender of Lord Cornwallis at Yorktown.* Library of Congress, Prints & Photographs Division, Lithographs, LC-DIG-pga-00927. *Highland Motmot.* Public domain. *Tree leaves.* National Park Service.

Section 5

Atlantis at ISS. Public domain. *Flowers.* ©freeimages/Brad Mering. *Eleanor Roosevelt.* Public domain. *Happy kid.* ©istockphoto.com/bo1982. *Apples.* ©freeimages/David Lat.

Section 6

Antony and Cleopatra. Public domain. *Beekeeper.* ©istockphoto.com/MarkHatfield. *RMS Titanic.* Public domain. *Cat.* ©istockphoto.com/WebSubstance. *Cabbage.* ©istockphoto.com/audaxl.

Section 7

Theodore Roosevelt. Public domain. *Space Shuttle.* NASA. *Sandcastle.* ©istockphoto.com/Perseomed. *Utahraptor.* ©shutterstock.com/andrea crisante. *San Francisco Harbor 1851.* Public domain.

Section 8

Red wolf at Point Defiance Zoo and Aquarium. WK/CC/U.S. Fish & Wildlife Service Southeast Region/ https://creativecommons.org/licenses/by/2.0/deed/en. *Leaf album painting.* Public domain. *Lovin scuba.* ©freeimages/Fernando Alvarez. *Spirit of St. Louis.* WK/CC/Ad Meskens/https://creativecommons.org/licenses/by-sa/3.0/deed.en. *Map Topographical Olympic Mountain Wilderness.* ©istockphoto.com/Charles Schug.

Section 9

Constitution of the United States. ©Wikimedia Commons/U.S. National Archives and Records Administration. *Portrait of Thomas Jefferson.* Public domain. *Maroon Bells Valley.* ©istockphoto.com/jcarroll-images. *Gold fish.* ©istockphoto.com/cookelma. *Coral reef.* ©istockphoto.com/IBorisoff.

Section 10

Birdhouse. ©shutterstock.com/Judy Kennamer. *Helen Keller.* Public domain. *Erupción del volcán Karinsky.* ©istockphoto.com/subemontes. *Vochol.* WK/CC/Museo de Arte Popular/https://creativecommons.org/licenses/by/3.0/deed.en. *Forest Giants in the Pacific coast.* ©istockphoto.com/Wildnerdpix.

Tools

How old are you? ©stock.xchng/Victor Iglesias. *Landscapes.* ©stock.xchng/Mario Alberto Magallanes Trejo. *Ant carrying leaf.* Public domain. *Sticky Notes.* ©istockphoto.com/mickeyd_600. *Bessie Coleman.* Public domain. *Korakuen Bamboo.* ©freeimages/Julia Moore. *Coins.* ©istockphoto.com/samdiesel. *Parus.* ©istockphoto.com/Smitt. *Bee.* ©istockphoto.com/Antagain. *Frog.* ©istockphoto.com/Antagain. *Laptop.* ©istockphoto.com. *Mouse.* ©istockphoto.com. *Keyboard.* ©istockphoto.com/Bariş Muratoğlu. *Laptop.* ©istockphoto.com/Heidi Kristensen. *Schoolboy.* ©istockphoto.com/GlobalStock. *Accordion.* ©shutterstock.com/sbarabu. *Boy and accordion.* ©istockphoto.com/pepifoto. *Alligator.* ©istockphoto.com/Snowleopard1. *Crocodile sighting!* Public domain. *Surrender of Lord Cornwallis at Yorktown.* Library of Congress, Prints & Photographs Division, Lithographs, LC-DIG-pga-00927. *Parents and Children Cycling.* ©istockphoto.com/Spotmatik. *Ford assembly line.* Public domain. *Pluto and its moon Charon.* Public domain. *Jupiter.* Public domain. *Jovian system.* Public domain. *Phoenix Skyline.* WK/CC/DPPed/https://creativecommons.org/licenses/by-sa/3.0/deed.en. *Angus cattle.* Public domain. *Nat Love.* Public domain. *K Troop.* Public domain. *Pennies.* ©istockphoto.com/jweston. *Accordion.* ©shutterstock.com/sbarabu. *Straws.* ©freeimages/stratsan. *RMS Titanic.* Public domain. *The Secret Garden book cover.* Public domain. *Coconut palm trees.* ©istockphoto.com/jimmyvillalta. *Wind Turbines.* WK/CC/Jeffrey G. Katz/https://creativecommons.org/licenses/by-sa/3.0/deed.en. *TV weather reporter.* ©shutterstock.com/Artisticco. *Conger conger.* Public domain. *Goldfish.* Public domain. *Preparing food.* ©istockphoto.com/BartCo. *Coral reef.* ©istockphoto.com/IBorisoff. *Caribbean reef sharks.* ©istockphoto.com/ShaneGross. *Masked Butterfly Fish (Chaetodon semilarvatus).* ©istockphoto.com/stephankerkhofs. *Zoanthus spp.* ©istockphoto.com/antos777. *Daphnia pulex—water flea.* ©istockphoto.com/micro_photo. *Movie Star.* ©istockphoto.com/princessdlaf. *Little Boy.* ©istockphoto.com/apixel. *The christmas movie director.* ©istockphoto.com/Roberto A Sanchez. *Kids at the movies.* ©istockphoto.com/angelima. *Birdhouse.* ©shutterstock.com/Judy Kennamer.

Handy Pages

Leaf album painting. Public domain. *Arch.* National Park Service. *Spirit of St. Louis.* WK/CC/Ad Meskens/https://creativecommons.org/licenses/by-sa/3.0/deed.en. *RMS Titanic.* Public domain. *Coral reef.* ©istockphoto.com/IBorisoff. *Beekeeper.* ©istockphoto.com/MarkHatfield. *Bee.* ©istockphoto.com/Antagain. *Utahraptor.* ©shutterstock.com/andrea crisante. *Ant carrying leaf.* Public domain. *Korakuen Bamboo.* ©freeimages/Julia Moore. *Yellow Bamboo—Phyllostachys.* ©stock.xchng/Andreas Krappweis. *Bessie Coleman.* Public domain. *Curtiss JN-4D line drawing.* Public domain. *Girl.* ©istockphoto.com/selimaksan. *Lion Cub.* ©istockphoto.com/GlobalP. *Lion.* WK/CC/Kevin Pluck/https://creativecommons.org/licenses/by/2.0/deed/en. *Seagrass.* ©istockphoto.com/CraigScoffone. *Bald Eagle.* ©istockphoto.com/GlobalP. *Bald Eagle Flying.* ©istockphoto.com/lowthian. *Going to school is your future.* ©shutterstock.com/Thomas M Perkins. *Deer.* ©istockphoto.com/gatito33. *Landscape.* National Park Service. *Sunflower.* ©freeimages/Dave Dyet. *Sunflower.* ©freeimages/kay82. *Water splash.* ©istockphoto.com/Korovin. *Dolphins.* ©istockphoto.com/O76. *Perito Moreno glacier.* ©istockphoto.com/elnavegante. *Fjallsjökull glacier.* ©istockphoto.com/brytta. *Man playing guitar.* ©istockphoto.com/Lise Gagne. *Swimming pool.* ©istockphoto.com/paulprescott72. *Traffic light.* ©stock.xchng/Davide Guglielmo. *Big eared townsend bat.* Public domain. *Flying cecropia moth.* ©istockphoto.com/CathyKiefer. *Vintage American Flag.* ©istockphoto.com/Nic_Taylor. *Accordion.* ©shutterstock.com/sbarabu. *George Washington.* ©istockphoto.com/joecicak. *Surrender of Lord Cornwallis at Yorktown.* Library of Congress, Prints & Photographs Division, Lithographs, LC-DIG-pga-00927. *Bald Cypress.* ©istockphoto.com/sdbower. *Great Blue Heron.* ©istockphoto.com/KarenMassier. *Plants.* ©istockphoto.com/sever180. *Decrepit pillar.* ©istockphoto.com/gregdh. *Alligator on log.* ©istockphoto.com/cbeverly. *Alligator.* ©istockphoto.com/Snowleopard1. *Crocodile sighting!* Public domain. *Moose.* ©istockphoto.com. *Landscape.* National Park Service. *Cat.* ©istockphoto.com/WebSubstance. *Ducks.* ©istockphoto.com/Argument. *Apple.* ©freeimages/Pontus Edenberg, www.edenberg.com. *Orange juice.* ©istockphoto.com/EasyBuy4u. *Thousands.* ©istockphoto.com/Mosich. *Tubules.* ©istockphoto.com/pepifoto. *Challenger flight crew.* Public domain. *Straws.* ©istockphoto.com/pialhovik. *Airplane.* ©istockphoto.com/luminis. *Foot print.* ©istockphoto.com/RobertoChicano. *Egyptian Papyrus.* ©istockphoto.com/ewg3D. *Spinning In The Air.* ©istockphoto.com/Borut Trdina. *Blue sky and sun.* ©istockphoto.com/zoom-zoom. *Bee.* ©freeimages/gursoy seref. *Honeycomb.* ©bgfons.com. *Lunar Farside, As Seen by Apollo 8.* NASA. *Lunar Atmosphere and Dust Environment Explorer (LADEE).* NASA Ames/Dana Berry. *Asian boy.* ©istockphoto.com/Mik122. *Computer.* ©istockphoto.com. *Tyrannosaurus Rex Skeleton.* ©istockphoto.com/LeventKonuk. *Fern.* ©freeimages/Zsuzsanna Kilian. *Utahraptor.* ©istockphoto.com/CoreyFord. *Massospondylus Profile.* ©istockphoto.com/CoreyFord. *Dinosaur.* ©istockphoto.com. *Utahraptor.* ©shutterstock.com/andrea chrisante.

Assessments

Photo credits for the assessments are found online at **www.stepuptowriting.com**.

Posters

Poster 1: *Bee.* ©istockphoto.com/Antagain. *Sunflower.* ©freeimages/Dave Dyet. *Sunflower.* ©freeimages/kay82. **Poster 2:** *Traffic light.* ©stock.xchng/Davide Guglielmo. **Poster 3:** *Girl.* ©istockphoto.com/LSOphoto. **Poster 4:** *Fish Scales.* ©freeimages/linkd3. *Pennies.* ©freeimages/jweston. **Poster 5:** *Victorious White & Defeated Black King.* ©istockphoto.com/VisualField. **Poster 6:** *Autumn forest.* ©istockphoto.com/GlobalStock. *Ice cream.* ©istockphoto.com/indigolotos. **Poster 7:** *Little girl.* ©shutterstock.com/Veronica Louro. **Poster 9:** *Accordion.* ©shutterstock.com/sbarabu. **Poster 10:** *Spinning In The Air.* ©istockphoto.com/Borut Trdina. *Blue sky and sun.* ©istockphoto.com/zoom-zoom. **Poster 11:** *Honeycomb.* ©bgfons.com. *Bee.* ©istockphoto.com/Antagain. *Bee.* ©freeimages/gursoy seref. **Poster 12:** *Earth.* NASA. *Lunar Atmosphere and Dust Environment Explorer (LADEE).* NASA Ames/Dana Berry. *Lunar Farside, As Seen by Apollo 8. NASA.* **Poster 13:** *Spiderweb.* ©istockphoto.com/fotogaby. *Tarantula.* ©istockphoto.com/skydie. *Crab.* ©istockphoto.com/Rainer von Brandis. **Poster 15:** *Tyrannosaurus Rex Skeleton.* ©istockphoto.com/LeventKonuk. *Water Dragon.* ©istockphoto.com/Bozidar Jokanovic. *Plants.* ©istockphoto.com/sever180. *Alligator.* ©istockphoto.com/Snowleopard1. **Poster 16:** *Fern.* ©freeimages/Zsuzsanna Kilian. *Chameleon.* ©istockphoto.com/julos. *Flies.* ©istockphoto.com/tzara. *Tyrannosaurus Rex Skeleton.* ©istockphoto.com/LeventKonuk. *Dinosaur.* ©istockphoto.com. *Computer.* ©istockphoto.com.

SECTION 2

INTRODUCTION
Foundational Writing Skills

The Importance of Foundational Writing Skills

Sentences serve as an important foundation for all types of writing—informative/explanatory, opinion, and narrative. Only with well-crafted, logically organized sentences can students produce effective paragraphs.

In addition to sentence and paragraph writing, there are other critical foundational elements of writing. Students need to understand the three types of writing and their distinguishing characteristics, the steps of the writing process, the traits of effective writing, the use of standard English grammar and conventions, and how to produce and publish writing using technology.

Ongoing Practice in Foundational Skills

Step Up to Writing students grow as writers when practice in foundational writing skills is incorporated into every writing assignment.

Strategies in **Section 2** can be used with strategies in **Sections 4**, **5**, and **6** to ensure that students follow the steps of the writing process and apply solid sentence and paragraph writing skills to every type of writing.

Teaching Foundational Writing Skills

Practice in foundational writing skills can be incorporated into every writing assignment. However, students do not need to write a complete composition to practice or strengthen skills. Focusing on a single step or skill, such as brainstorming, recognizing parts of speech, creating sentence variety, or elaborating in a paragraph, gives students concentrated practice with skills that they can then more easily apply to longer writing assignments. When teaching foundational writing skills:

- Provide adequate models of all steps of the writing processes, including planning and organizing ideas and developing topic sentences.
- Tell students what good writers do, and show students what good writing is.
- Model using technology, and foster students' use of technology to produce writing.

Differentiation

See the **Differentiatio** box in each strategy for suggestions on modifying instruction to support students with diverse needs, readiness levels, and/or learning styles.

Progress Monitoring and Formal Assessment

- See the **Progress Monitoring** subsection for **Section 2** (page 215) for strategies and Tools that support neat paper rules, writing effective sentences and topic sentences, and understanding parts of speech.
- See the *Step Up to Writing Assessment and Implementation Guide* for materials to conduct baseline and summative assessments to help evaluate student proficiency with informative/explanatory, opinion, and narrative writing.

Developing Effective Sentences

The following list provides a possible scaffolded sequence for teaching sentence master Strategies should be selected and taught in an order that best serves students' needs and abilities.

Scaffolded Strategy Sequence	Sentence Writing Focus
E2-29 Parts of a Sentence E2-30 Complete Sentences	Correct Sentences
E2-31 Kinds of Sentences	Kinds of Sentences
E2-34 Sentence Structures E2-36 Sentence Variety	Sentence Structures and Variety
E2-33 Better Sentences E2-38 Writing Perfect Sentences E2-39 Using Commas Correctly	Improving Sentences

Moving from Sentences to Paragraphs

The following list provides a possible scaffolded sequence for teaching paragraph writin

Scaffolded Strategy Sequence	Paragraph Writing Focus
E2-43 Planning Paragraphs with Informal Outlines	Planning
E2-44 Topic Sentences	Topic Sentences
E2-46 Accordion Paragraphs E2-48 Stretch, Don't Stack, Your Paragraph	Building Paragraphs
E2-49 Definition and Function of Transitions E2-50 Using Transition Words for Different Purposes	Transitions
E2-51 Learning about Elaboration E2-53 Improving Paragraphs with the ABC Activity	Improving Paragraphs

Meeting the Common Core State Standards

Every strategy in *Step Up to Writing* aligns with specific Common Core State Standards for English Language Arts (CCSS ELA) in grades 3–5. The **CCSS ELA** box at the beginning of each strategy lists the reading, writing, speaking and listening, and language standards that the strategy supports. Strategies in **Section 2** center on the following College and Career Readiness Anchor Standards for Writing and Language:

CCSS ELA Key

RL = Reading Literature
RI = Reading Informational Text
W = Writing
S/L = Speaking and Listening
L = Language

Anchor Standards for Writing:

Production and Distribution of Writing

4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards for Language:

Conventions of Standard English

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and t comprehend more fully when reading or listening.

For alignment of the CCSS ELA to specific *Step Up to Writing* strategies, see **www.stepuptowriting.com**.

Foundational Writing Skills in the Subject Areas

Use **Section 2** strategies to develop foundational writing skills that promote clear thinking and clear communication in different subject areas **Section 10: Writing in the Subject Areas** provides strategies for various kinds of subject-area writing.

SECTION 2

CONTENTS

Foundational Writing Skills

Choose the strategies that best meet the needs of your students.

Introduction to Writing

E2-1 Introducing Three Types of Writin 97
E2-2 Prompts for Three Types of Writin 100
E2-3 Analyzing a Prompt. 102
E2-4 Recognizing the Traits of Effective Writing 104
E2-5 Using a Computer to Write 106
E2-6 Practicing Keyboarding Skills 109
E2-7 Practicing Cursive Writing Skills 111
E2-8 Formal and Informal Language. 113

The Writing Process

E2-9 The Writing Proces 116
E2-10 Prewriting: Brainstorming 118
E2-11 Prewriting: The Organization Gam 119
E2-12 Revising. 121
E2-13 Editing and Proofreading 123
E2-14 Formatting a Formal Paper 125
E2-15 Practicing Proofreading 127
E2-16 Options for Sharing and Publishing Writing 129

Conventions of Standard English

E2-17 Recognizing Parts of Speech 132
E2-18 Using Nouns. 134
E2-19 Using Pronouns 136
E2-20 Using Verbs 138
E2-21 Avoiding Shifts in Verb Tens 140
E2-22 Using Adjectives 142
E2-23 Using Adverbs. 144
E2-24 Using Conjunctions. 145
E2-25 Using Prepositions. 148
E2-26 Spelling Strategies 150
E2-27 Writing Titles of Works 152
E2-28 Punctuating Dialogue and Quotations. . . . 154

Masterful Sentences

E2-29 Parts of a Sentence. 158
E2-30 Complete Sentences. 160
E2-31 Kinds of Sentences. 162
E2-32 Sentences Telling Who, What, Where, When, Action, and How. 164
E2-33 Better Sentences 167
E2-34 Sentence Structures 169
E2-35 Combining Kinds of Sentences with Sentence Structures 171
E2-36 Sentence Variety 173
E2-37 Making Sentences Shorter or Longer 176
E2-38 Writing Perfect Sentences 178
E2-39 Using Commas Correctly. 180
E2-40 Making Subjects and Verbs Agree 181

Perfect Paragraphs

E2-41 Color-Coding the Elements of an Informative/Explanatory Paragraph. 184
E2-42 Using Colored Paper Strips to Plan a Paragraph. 186
E2-43 Planning Paragraphs with Informal Outlines. 189
E2-44 Topic Sentences 191
E2-45 Perfect Three-Sentence Paragraph 194
E2-46 Accordion Paragraphs. 196
E2-47 Accordion Race 198
E2-48 Stretch, Don't Stack, Your Paragraph. 200
E2-49 Definition and Function of Transition . . . 202
E2-50 Using Transition Words for Differen Purposes 204
E2-51 Learning about Elaboration. 207
E2-52 Connecting the Conclusion to the Topic Sentence. 209
E2-53 Improving Paragraphs with the ABC Activity. 210
E2-54 Analyzing a Paragraph 212

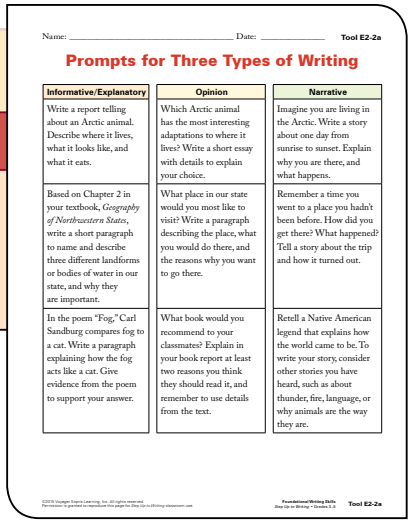
Progress Monitoring

E2-55 Neat Paper Rules 216
E2-56 Quick Check for Sentences and Topic Sentences 218
E2-57 Quick Check for Parts of Speech 220

For *Step Up to Writing* Teacher Resources, see **www.stepuptowriting.com.**

E2-2 Prompts for Three Types of Writing

Objective	CCSS ELA
Students examine prompts for informative/explanatory, opinion, and narrative writing and identify the requirements of the writing tasks.	**W** 3.4; **S/L** 3.1; **L** 3.6 **W** 4.4; **S/L** 4.1; **L** 4.6 **W** 5.4; **S/L** 5.1; **L** 5.6


Name: _____ Date: _____ Tool E2-2a

Prompts for Three Types of Writing

Informative/Explanatory	Opinion	Narrative
Write a report telling about an Arctic animal. Describe where it lives, what it looks like, and what it eats.	Which Arctic animal has the most interesting adaptations to where it lives? Write a short essay with details to explain your choice.	Imagine you are living in the Arctic. Write a story about one day from sunrise to sunset. Explain why you are there, and what happens.
Based on Chapter 2 in your textbook, *Geography of Northwestern States*, write a short paragraph to name and describe three different landforms or bodies of water in our state, and why they are important.	What place in our state would you most like to visit? Write a paragraph describing the place, what you would do there, and the reasons why you want to go there.	Remember a time you went to a place you hadn't been before. How did you get there? What happened? Tell a story about the trip and how it turned out.
In the poem "Fog," Carl Sandburg compares fog to a cat. Write a paragraph explaining how the fog acts like a cat. Give evidence from the poem to support your answer.	What book would you recommend to your classmates? Explain in your book report at least two reasons you think they should read it, and remember to use details from the text.	Retell a Native American legend that explains how the world came to be. To write your story, consider other stories you have heard, such as about thunder, fire, language, or why animals are the way they are.

©2018 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* • Grades 3–5 Tool E2-2a

Tool E2-2a

Before Class

1. Make a display copy and student copies of **Tool E2-2a**.

During Class

2. Remind students of the value of following instructions.
   - Ask students to raise their hands if they ever failed to follow instructions and had a problem as a result. (Sample response: *I had trouble with a recipe for chocolate chip cookies.*) Allow brief sharing.
   - Point out that these examples show the importance of reading instructions.
   - Explain that as writers, students will often be given instructions or directions for writing. These need to be read and followed carefully.
3. Define the term **prompt**: A prompt gives directions for a writing assignment or task. The prompt may give a general idea, or it may tell writers exactly what the are expected to do. Prompts usually contain specfic words to tell students what the should write, such as an informative/explanatory report or an imaginative narrative.
4. Model examining a writing prompt. Display and distribute **Tool E2-2a**.
   - Read aloud the first informative/explanatory prompt with students
   - Explain that writers focus on finding important clue words that tell them what to write.
   - Think aloud as you model finding and underlining the clue word that tell what format the writing should have (*report*).

     Note: Prompts have additional clue words that help students identify the task, audience, and purpose. See strategy **E2-3 Analyzing a Prompt**.
   - Ask students to remind you of the features of this type of writing. (Sample response: *introduction*, *body*, *conclusion*)
5. Explain to students that specific clue words give hints about which of the three types of writing is required:
   - Informative/explanatory or opinion: *paragraph*, *report*, or *essay*
   - Opinion: words such as *better* or *best*, *more* or *most*, *should*, *like*, or *favorite*
   - Narrative: *story* or *retell*

6. Guide students to examine the first opinion prompt on **Tool E2-2a**.
   - Work with students to find and mark the clue word that tells what format, and therefore what type of writing, the prompt asks for (*essay*).
   - Ask students to remind you of the features of opinion writing. (Sample responses: *introduction with opinion*, *reasons*, *facts and details*, *conclusion*)
7. Guide students to examine the first narrative prompt on **Tool E2-2a**.
   - Work with students to find and mark the clue word that tells what format, and therefore what type of writing, the prompt asks for (*story*).
   - Ask students to remind you of the features of narrative writing. (Sample responses: *beginning*, *middle*, *end*)
8. Guide students to understand the importance of finding clue words
   - Ask students if they noticed what was similar about the topic for all the prompts in the first row. (Sample response: *It's all about the Arctic.*)
   - Tell them that this shows why they must look closely for all clue words that tell them what format or type of writing to use; they would not want to write an imaginative narrative about the Arctic when the prompt requires an informative/explanatory paragraph.
9. Have students work independently or in partners to find and mark the remaining prompts on **Tool E2-2a**. When done, discuss as a class.
   - **Informative/Explanatory**
     - Second row: *short paragraph*
     - Third row: *paragraph*
   - **Opinion**
     - Second row: *paragraph*
     - Third row: *report*, *two reasons*
   - **Narrative**
     - Second row: *story*
     - Third row: *story*
10. Remind students that they should examine all prompts in this way. When they are not allowed to mark on the prompt itself, they can record the clue words on paper or in the planning space of assessments.

Differentiation: Prompts for Three Types of Writing

If students need support in understanding the three writing types, use strategy **E2-1 Introducing Three Types of Writing**.

If students need practice in analyzing prompts, use writing prompts from course materials, past tests, test prep materials, or *Step Up to Writing* prompts (available at **www.stepuptowriting.com**).

If students readily interpret writing prompts, have students write their own prompts, and exchange with a partner to mark and identify the writing type.

E2-3 Analyzing a Prompt

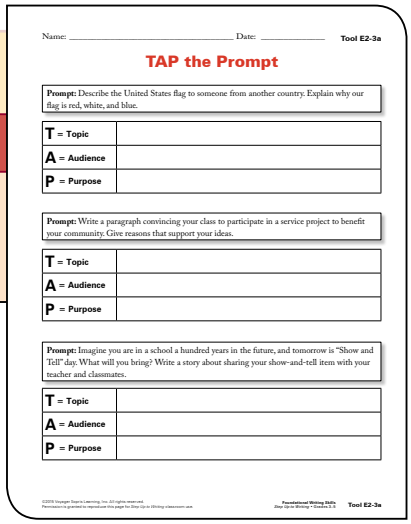
Objective	CCSS ELA
Students analyze writing prompts to identify the topic, audience, and purpose (TAP) for their writing tasks.	**W** 3.4; **S/L** 3.1; **L** 3.6 **W** 4.4; **S/L** 4.1; **L** 4.6 **W** 5.4; **S/L** 5.1; **L** 5.6

Before Class

1. Make a display copy and student copies of **Tool E2-3a**.

During Class

2. Demonstrate the importance of knowing the audience.
   - Ask students to name some topics they are interested in. Select a topic from among these, and write it on the board.
   - Ask students to share what they might say about this topic to a friend. Then ask students to share what they might say if instead they were talking with a grandparent or an older adult. Point out the differences in how they might speak to each audience.
   - Sum up by explaining that what we say or write depends on who is listening or reading. It's important for writers to think about who their readers are.
3. Write *TAP* in large letters. Explain that TAP will help students write to their readers. It stands for three important pieces of information in a writing prompt:
   - **T = Topic:** The topic is *what* subject, idea, or event you will write about.
   - **A = Audience:** The audience is the person or persons *who* will be reading your writing. This will affect your decisions about what to writ
   - **P = Purpose:** The purpose is the reason *why* you are writing, such as to explain or give information (informative/explanatory), to state an opinion and give reasons for it, or to tell a story about real or imagined events (narrative).



Name: _____ Date: _____ Tool E2-3a

TAP the Prompt

Prompt: Describe the United States flag to someone from another country. Explain why our flag is red, white, and blue.

T = Topic	
A = Audience	
P = Purpose	

Prompt: Write a paragraph convincing your class to participate in a service project to benefit your community. Give reasons that support your ideas.

T = Topic	
A = Audience	
P = Purpose	

Prompt: Imagine you are in a school a hundred years in the future, and tomorrow is "Show and Tell" day. What will you bring? Write a story about sharing your show-and-tell item with your teacher and classmates.

T = Topic	
A = Audience	
P = Purpose	

©2015 Voyager Sopris Learning, Inc. All rights reserved.
Permission is granted to reproduce this page for Step Up to Writing classroom use.

Tool E2-3a

4

SECTION 4

INTRODUCTION
Informative/Explanatory Writing: Stating the Facts

The Importance of Informative/Explanatory Writing

Informative/explanatory writing conveys information and explains ideas. In effective writing of this type, a writer examines a subject and strives to increase readers' knowledge and understanding of that subject.

Informative/explanatory writing can have a variety of forms and genres, including familiar academic writing such as summaries, science or history reports, essays, and literature analyses, and it includes technical writing that describes how to do or make something, such as how to solve a math problem or how to build a pulley and lever. All informative/explanatory writing requires factual information, including specific examples

Writing to Inform and Explain

Step Up to Writing students benefit from **Section 4** strategies that focus on how to write successful and engaging informative/explanatory paragraphs, essays, and reports.

The National Assessment of Educational Progress (NAEP) recommends that by 4th grade, in order to attain college and career readiness, 65 percent of student writing should be for the purpose of explaining or persuading (National Assessment Governing Board, 2007).

Teaching Informative/Explanatory Writing

Because informative/explanatory writing requires students to combine their background knowledge with being able to locate and evaluate information in text, this text type may be more difficult for students in grades 3–5. When teaching informative/explanatory writin

- Show students how to identify, categorize, and sort main ideas and details.
- Emphasize the importance of each step in the writing process.
- Encourage the use of precise language to explain topics.
- Show students how to include formatting and graphics in their writing.

Differentiation

See the **Differentiatio** box in each strategy for suggestions on modifying instruction to support students with diverse needs, readiness levels, and/or learning styles.

Craft and Style

Use the **Craft and Styl** tips and examples to show student writers how they can apply craft and create a particular style that is appropriate to the task, purpose, and audience. With these tips, writers can express themselves in grammatically correct ways while achieving a unique style suitable for a specific writing genre or type of text.

Craft and Style:

Task, Purpose, and Audience: What, Why, How

Writers must ask themselves three important questions: What am I writing, or what is the task or assignment? Why am I writing? To convey information, express an opinion, or tell a story? To whom am I writing? Does my audience include my classmates, adults, or younger students?

Progress Monitoring and Formal Assessment

- See the **Progress Monitoring** subsection for **Section 4** (page 366) for strategies and Tools that guide the evaluation of informative/explanatory writing skills. Teachers should review this subsection as they plan instruction and assessment.
- See the *Step Up to Writing Assessment and Implementation Guide* for materials to conduct baseline and summative assessments to help evaluate student proficiency with informative/explanatory writing skills.

Introducing Informative/Explanatory Writing

Begin informative/explanatory writing instruction with strategies that give an overview of the essential elements of informative/explanatory writing. The following strategies lay the groundwork for further instruction in writing informative/explanatory paragraphs, essays, and reports. See the *Step Up to Writing Assessment and Implementation Guide* for unit and lesson plans designed to meet rigorous standards for writing, language, and speaking and listening for grades 3–5.

Step Up to Writing Strategies	Informative/Explanatory Writing Focus
E4-1 Color-Coding the Elements of an Informative/Explanatory Writing Paragraph E4-4 Accordion Paragraphs E4-6 Elements of Informative/Explanatory Essays and Reports	Elements of Informative/Explanatory Writing

Moving from Paragraphs to Essays and Reports

Begin informative/explanatory writing instruction at the paragraph level. Also use strategies in **Section 2: Foundational Writing Skills** as needed to reinforce skills and concepts that underlie paragraphs (e.g., sentence writing, the writing process, and basic paragraph development). The following list provides a possible scaffolded sequence for teachin paragraph writing. Strategies should be selected and taught in an order that best serves students' needs and abilities.

Scaffolded Strategy Sequence	Paragraph Writing Focus
E4-2 Planning a Paragraph with an Informal Outline	Planning with Informal Outline
E4-11 Defining a Topic Sentence	Topic Sentence
E4-21 Using a Variety of Transitions	Transitions
E4-18 Paragraph Elaboration—The E's/the Reds E4-19 Increasing Elaboration	Elaboration
E4-25 Conclusions for Informative/Explanatory Writing	Conclusion
E4-31 Revising Informative/Explanatory Writing E4-34 Editing Informative/Explanatory Writing	Editing and Revising

Once students have gained the ability to write effective informative/explanatory paragraphs independently, provide instruction for writing essays and reports.

Scaffolded Strategy Sequence	Essay/Report Writing Focus
E4-8 Informal Outlines for Essays and Reports E4-9 Stretch, Don't Stack: Essays and Reports	Planning with Informal Outline
E4-13 Topic Sentence Variety	Topic Sentence/Thesis Statement
E4-23 Transition Topic Sentences in Essays and Reports	Transitions
E4-20 Comparing Paragraph and Report Elaboration	Elaboration
E4-31 Revising Informative/Explanatory Writing E4-34 Editing Informative/Explanatory Writing	Editing and Revising

Meeting the Common Core State Standards

Every strategy in *Step Up to Writing* aligns with specific Common Core State Standards for English Language Arts (CCSS ELA) in grades 3–5. The **CCSS ELA** box at the beginning of each strategy lists the reading, writing, speaking and listening, and language standards that the strategy supports. Strategies in **Section 4** center on the following College and Career Readiness Anchor Standards for Writing:

CCSS ELA Key

RL = Reading Literature
RI = Reading Informational Text
W = Writing
S/L = Speaking and Listening
L = Language

Anchor Standards for Writing:

Text Types and Purposes

2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

For alignment of the CCSS ELA to specific *Step Up to Writing* strategies, see **www.stepuptowriting.com**.

Informative/Explanatory Writing in the Subject Areas

Use **Section 4** strategies to develop informative/explanatory writing skills that foster the clear thinking and communication necessary to demonstrate mastery of subject-area topics. See **Section 10: Writing in the Subject Areas** for strategies related to specific subject-area writing assignments.

CONTENTS

Informative/Explanatory Writing: Stating the Facts

SECTION 4

Choose the strategies that best meet the needs of your students.

Planning, Organization, and Structure

E4-1 Color-Coding the Elements of an Informative/Explanatory Paragraph 285
E4-2 Planning a Paragraph with an Informal Outline 287
E4-3 Informal Outlines of Various Lengths for an Informative/Explanatory Paragraph 289
E4-4 Accordion Paragraphs. 291
E4-5 Organization with Framed Paragraphs . . . 293
E4-6 Elements of Informative/Explanatory Essays and Reports 294
E4-7 Blocking Out Essays and Reports 297
E4-8 Informal Outlines for Essays and Reports. 299
E4-9 Stretch, Don't Stack: Essays and Reports. 302
E4-10 Writing Essays and Reports Step by Step 304

Introductions

E4-11 Defining a Topic Sentenc 309
E4-12 Turning a Writing Prompt into a Topic Sentence. 311
E4-13 Topic Sentence Variety. 313
E4-14 Creating Two-Sentence Introductions for Essays and Reports 318
E4-15 Leading with the Blues 320
E4-16 Adding a Lead—The Blue 322

Developing the Topic/Elaboration

E4-17 Facts vs. Opinions 324
E4-18 Paragraph Elaboration—The E's/the Red 326
E4-19 Increasing Elaboration 328
E4-20 Comparing Paragraph and Report Elaboration 329

Transitions

E4-21 Using a Variety of Transitions. 332
E4-22 Transitions in Paragraphs vs. Essays and Reports. 334
E4-23 Transition Topic Sentences in Essays and Reports. 337
E4-24 Moving Away from Obvious Transitions 339

Conclusions

E4-25 Conclusions for Informative/Explanatory Writing 342
E4-26 Writing Successful Conclusions 344
E4-27 Practicing and Improving Conclusions . . . 345

Incorporating Graphics and Text Features

E4-28 Text Features and Formatting 348
E4-29 Adding Pictures and Graphics. 351
E4-30 Multimedia in Informative/Explanatory Writing 353

Revising and Editing

E4-31 Revising Informative/Explanatory Writing 357
E4-32 Writing in First, Second, and Third Perso 360
E4-33 Incorporating and Definin Domain-Specific Vocabular 362
E4-34 Editing Informative/Explanatory Writing 364

Progress Monitoring

E4-35 Informative/Explanatory Paragraph Scoring Guide. 367
E4-36 Informative/Explanatory Essay and Report Scoring Guide 370

For *Step Up to Writing* Teacher Resources, see **www.stepuptowriting.com.**

- **Conclusions tie it all together with a ribbon.** Color the package green. The ribbon on the package is a reminder that the conclusion is "tied" to the topic sentence. Green reminds writers to *go back* to the topic sentence and make a meaningful connection to it—not just copy it. (See strategy **E2-52 Connecting the Conclusion to the Topic Sentence** for instruction on writing conclusions.)

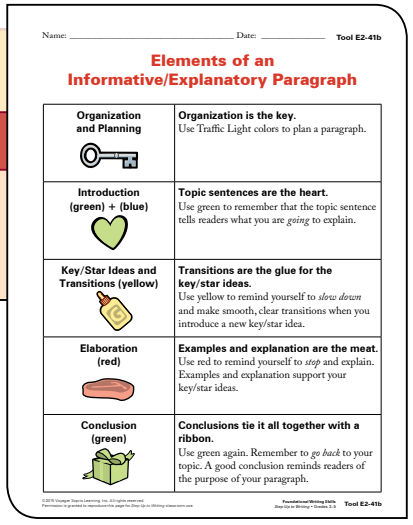
8. Guide students to identify elements of the paragraph on Tool E2-41a.
   - Direct students to identify which parts of the paragraph correspond to each symbol. Ask them to explain how the colors relate to the symbols, and how the symbols relate to one another.

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

If students have difficulty identifying the elements of the example informative/explanatory paragraph, take an example text and cut it into individual sentence strips so that students can group and organize the ideas in a more interactive way.

E4-2 Planning a Paragraph with an Informal Outline

Objective	CCSS ELA
Students create an informal outline to organize ideas and information for an informative/explanatory paragraph.	**RI** 3.2, 3.3; **W** 3.2a–b, 3.4, 3.5 **RI** 4.2, 4.3, 4.8; **W** 4.2a–b, 4.4, 4.5 **RI** 5.8; **W** 5.2a–b, 5.4, 5.5



Name: _____ Date: _____ Tool E2-41b

Elements of an Informative/Explanatory Paragraph

Organization and Planning	**Organization is the key.** Use Traffic Light colors to plan a paragraph.
Introduction (green) + (blue)	**Topic sentences are the heart.** Use green to remember that the topic sentence tells readers what you are *going* to explain.
Key/Star Ideas and Transitions (yellow)	**Transitions are the glue for the key/star ideas.** Use yellow to remind yourself to *slow down* and make smooth, clear transitions when you introduce a new key/star idea.
Elaboration (red)	**Examples and explanation are the meat.** Use red to remind yourself to *stop* and explain. Examples and explanation support your key/star ideas.
Conclusion (green)	**Conclusions tie it all together with a ribbon.** Use green again. Remember to *go back* to your topic. A good conclusion reminds readers of the purpose of your paragraph.

©2019 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 • Grades 3–5 Tool E2-41b

Tool E2-41b

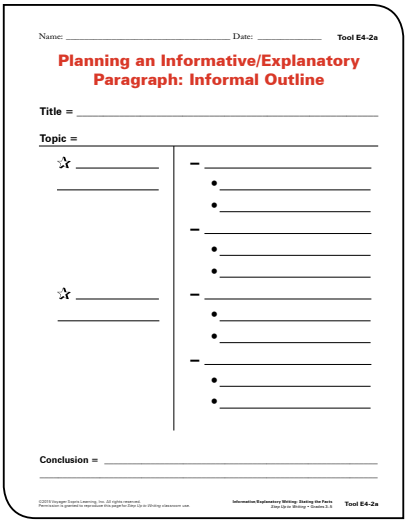
Before Class HP

1. Make a display copy of Tool E2-41b.
2. Make display copies and student copies of Tool E4-2a and Tool E4-2b.
3. Have green, yellow, and red (pink) highlighters available.
4. Prepare a content-area topic or prompt for which students can plan and outline an informative/explanatory paragraph.

During Class

5. Tell students that planning is the key to success with informative/explanatory writing. Writers must plan their writing and organize their ideas before they begin writing.
6. Display Tool E2-41b and review all the elements and colors that should be included in an informative/explanatory paragraph.

7. Display and distribute **Tool E4-2a**. Explain the parts of the informal outline:
   - Point out the lines for the title and topic. In these spaces, writers indicate what the writing is going to be about.
   - Note that key/star ideas are the big ideas that support the topic. They are listed on the left (next to the stars
   - Explain that elaboration (the E's), or supporting information, is listed on the right (by the dashes and dots). The E's (events, explanations, experiences, exact information, examples, effective quotations) help readers understand the key/star ideas. (For more about elaboration, see strategy **E2-51 Learning about Elaboration**.)
   - Point out the lines for the conclusion. In this space, students write a phrase or sentence as a reminder to wrap up the writing and connect back to the topic.


Name: _____ Date: _____ Tool E4-2a

Planning an Informative/Explanatory Paragraph: Informal Outline

Title = _____

Topic = _____

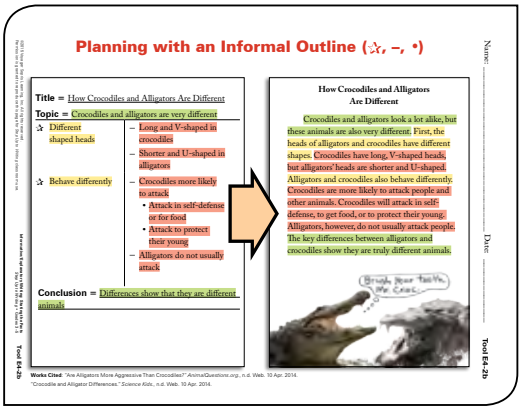
☆ _____ – _____ • _____ • _____ – _____ • _____ • _____

☆ _____ – _____ • _____ • _____ – _____ • _____ • _____

Conclusion = _____

Tool E4-2a

8. Display and distribute **Tool E4-2b**. Model color-coding the example outline on the left of the Tool
   - Highlight the topic in green, and have students color their copies. Explain that when the writer writes a topic sentence, it should explain what the entire paragraph will be about.
   - Highlight the key/star ideas on the left in yellow
   - Highlight the dashes and dots in red that show elaboration (the E's).
   - Highlight the conclusion green.


Planning with an Informal Outline (☆, –, •)

Title = How Crocodiles and Alligators Are Different

Topic = Crocodiles and alligators are very different

☆ Different shaped heads
– Long and V-shaped in crocodiles
– Shorter and U-shaped in alligators

☆ Behave differently
– Crocodiles more likely to attack
• Attack in self-defense or for food
• Attack to protect their young
– Alligators do not usually attack

Conclusion = Differences show that they are different animals

How Crocodiles and Alligators Are Different

Crocodiles and alligators look a lot alike, but these animals are also very different. First, the heads of alligators and crocodiles have different shapes. Crocodiles have long, V-shaped heads, but alligators' heads are shorter and U-shaped. Alligators and crocodiles also behave differently. Crocodiles are more likely to attack people and other animals. Crocodiles will attack in self-defense, to get food, or to protect their young. Alligators, however, do not usually attack people. The key differences between alligators and crocodiles show they are truly different animals.

Tool E4-2b

9. Model color-coding the first part of the example paragraph on the right of **Tool E4-2b**.
   - Point out how the topic in the outline became the topic sentence in the paragraph. Have students highlight the sentence green.
   - Point out the connection between the first key/star idea in the outline and the corresponding sentence in the paragraph. Have students highlight the sentence in yellow.
10. Have partners work together to finish color-coding the paragraph on **Tool E4-2b**. Then have students check their work as you model the correct color coding on your display copy.
11. Have students use **Tool E4-2a** to create an informal outline for the content-area topic or prompt you have chosen.
    - Guide students to fill in the topic you have selected on their informal outlines
    - Have students generate a title. Guide them as needed.

Craft and Style:

Task, Purpose, and Audience: What, Why, How

Writers must ask themselves three important questions. What am I writing or what is the task or the assignment? Why am I writing? To convey information, express an opinion, or tell a story? To whom am I writing? Does my audience include my classmates, adults, or younger students?

- Remind students that they should use words or phrases for the key/star ideas and elaboration on their outlines. They do not need to write in complete sentences.
- Remind students that they can add additional key/star ideas and additional elaboration by drawing in more stars, dashes, and dots, as needed.

Differentiation: Informal Outlines

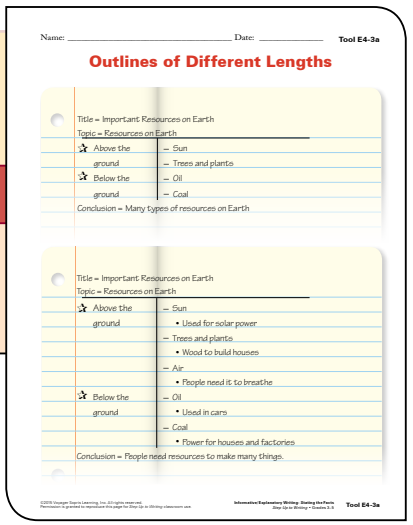
If students have difficulty organizing their ideas with informal outlines, use strategy **E2-11 Prewriting: The Organization Game** or strategy **E2-47 Accordion Race**.

If students readily color-code and create informal outlines, provide opportunities to generate longer outlines with more than two key/star ideas.

If students are at a point where they can begin planning transitions for their paragraphs, have them write the transition word below the key/star idea on the informal outline. See strategy **E4-21 Using a Variety of Transitions**.

E4-3 Informal Outlines of Various Lengths for an Informative/Explanatory Paragraph

Objective	CCSS ELA
Students create informal outlines of different lengths to organize ideas for paragraphs.	**W** 3.2a–b, 3.4, 3.5 **W** 4.2a–b, 4.4, 4.5 **W** 5.2a–b, 5.4, 5.5


Name: _____ Date: _____ Tool E4-3a

Outlines of Different Lengths

Title = Important Resources on Earth
Topic = Resources on Earth
☆ Above the ground
– Sun
– Trees and plants
☆ Below the ground
– Oil
– Coal
Conclusion = Many types of resources on Earth

Title = Important Resources on Earth
Topic = Resources on Earth
☆ Above the ground
– Sun
• Used for solar power
– Trees and plants
• Wood to build houses
– Air
• People need it to breathe
☆ Below the ground
– Oil
• Used in cars
– Coal
• Power for houses and factories
Conclusion = People need resources to make many things.

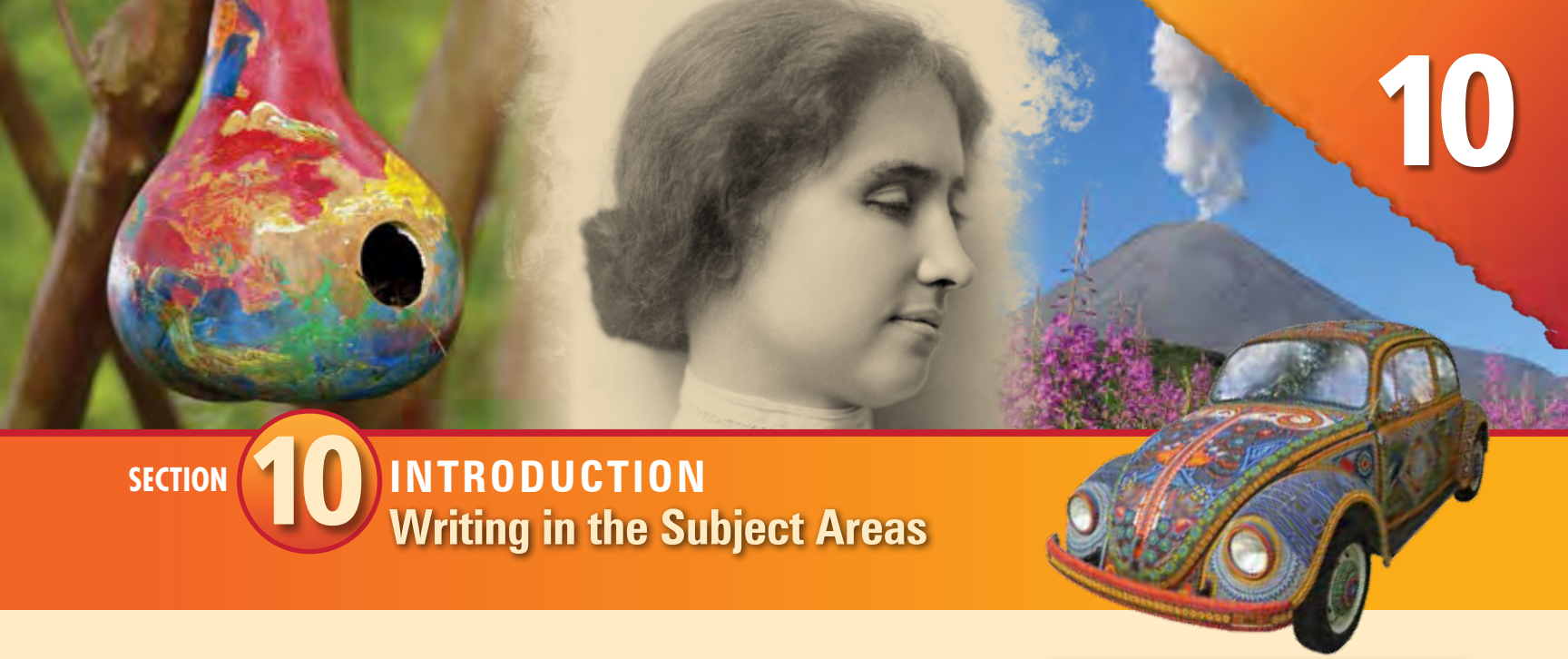
Tool E4-3a

Before Class

1. Make display copies and student copies of **Tool E4-3a** and **Tool E4-3b**.
2. Select a content-area topic for which students can create an informal outline. The topic should be appropriate for an informative/explanatory paragraph

During Class

3. Tell students that planning writing with an informal outline is a useful way to organize ideas before they write an informative/explanatory paragraph. (See strategy **E4-2 Planning a Paragraph with an Informal Outline** for specific instruction.
4. Display and distribute **Tool E4-3a** and **Tool E4-3b**. Examine informal outlines of various lengths.
   - Read each of the informal outlines.



10

SECTION 10 INTRODUCTION
Writing in the Subject Areas

Step Up to Writing in the Subject Areas

Writing in the subject areas is a win-win for both writing skills and subject-area learning. Using *Step Up to Writing* in science, math, social studies, and history, for example, will improve writing proficiency, test scores, and als comprehension of subject-area texts. Writing across the curriculum has been shown to produce significan improvement in students' writing abilities (van Allen, 1991) and helps "students connect the dots in their knowledge" (The National Commission on Writing, 2003)

Writing promotes learning and critical thinking in all contexts. Today, there is an increased emphasis on writing as a shared responsibility across all disciplines within a school. Schools must ensure that students read high-quality texts, synthesize information, and convey their understanding through informative/explanatory, opinion, and narrative writing in all subject areas as well as in language arts.

An Integrated Approach to Literacy Development

Step Up to Writing has always emphasized the importance of connecting writing to reading, speaking and listening, and language across the curriculum and naturally supports the goal of interweaving all of these processes of communication into an integrated schoolwide model of literacy.

In addition, *Step Up to Writing* strategies are designed to be used for a variety of subject-area assignments. Strategies in **Section 10** provide a focus on particular forms of writing students produce in ELA and other subject-area classes. Strategies are also included to promote personal writing.

Teaching Writing in the Subject Areas

As more demanding curriculum standards call for higher expectations for all students, teachers must reinforce higher-level thinking and communication skills across all subject areas.

Step Up to Writing strategies help teachers support students' understanding of subject-area texts. When teaching writing in the subject areas:

- Begin with strategies from **Section 1: Writing to Improve Reading Comprehension**, which focus on responding to texts, including summarizing and note taking. These skills improve comprehension, which in turn improves writing.

Differentiation

See the **Differentiatio** box in each strategy for suggestions on modifying instruction to support students with diverse needs, readiness levels, and/or learning styles.

Progress Monitoring and Formal Assessment

Step Up to Writing offers several important resources for assessment

- Th **Progress Monitoring** subsections in each section of this Teacher Edition include strategies and Tools for teachers to use in evaluating student work.
- The *Step Up to Writing Assessment and Implementation Guide* includes materials to conduct baseline and summative assessments to determine student proficiency in informative/explanatory, opinion, and narrative writing.
- A comprehensive list of prompts for different text types and subject areas, available at **www.stepuptowriting.com**, also can be used for progress monitoring purposes.

Types of Writing: Text Structure

Text structure strategies can be used for brainstorming ideas for informative/explanatory or opinion writing.

Step Up to Writing Strategies	Text Structure Focus
E10-1 Enumeration	Categorization
E10-2 Compare/Contrast	Compare and Contrast
E10-3 Cause/Effect and Problem/Solution	Cause/Effect and Problem/Solution

Specific Writing Assignments

Use these strategies along with informative/explanatory, opinion, and narrative writing strategies to support student writing and comprehension in the subject areas.

Step Up to Writing Strategies	Writing Assignment Focus
E10-4 Writing in Math	Math
E10-5 Writing Science Reports	Science
E10-6 Interviewing	Social Studies
E10-7 Writing Biographical/Autobiographical Sketches	ELA/History/Social Studies
E10-8 Writing to Persuade	ELA/History/Social Studies
E10-9 Writing a News Article	Social Studies
E10-10 Writing a Book Report	ELA/Science/History/Social Studies
E10-11 Responding to Literature	ELA

Step Up to Writing Strategies	Writing Assignment Focus
E10-13 Writing Formal Letters	ELA/Science/Social Studies
E10-15 Writing Poetry	ELA
E10-16 Writing a Skit	ELA/Science/History/Social Studies

Meeting the Common Core State Standards

Every strategy in *Step Up to Writing* aligns with specific Common Cor State Standards for English Language Arts (CCSS ELA) in grades 3–5. The **CCSS ELA** box at the beginning of each strategy lists the reading, writing, speaking and listening, and language standards that the strategy supports. Strategies in **Section 10** center on the following College and Career Readiness Anchor Standards for Writing:

CCSS ELA Key
RL = Reading Literature
RI = Reading Informational Text
W = Writing
S/L = Speaking and Listening
L = Language

Anchor Standards for Writing:

Text Types and Purposes

1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence

2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

Production and Distribution of Writing

4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

For alignment of the CCSS ELA to specific *Step Up to Writing* strategies, see **www.stepuptowriting.com**.

SECTION 10

CONTENTS

Writing in the Subject Areas

Choose the strategies that best meet the needs of your students.

Types of Writing: Text Structure

E10-1 Enumeration 719
E10-2 Compare/Contrast 721
E10-3 Cause/Effect and Problem/Solutio 724

Specific Writing Assignments

E10-4 Writing in Math 729
E10-5 Writing Science Reports 731
E10-6 Interviewing 733
E10-7 Writing Biographical/Autobiographical Sketches 735
E10-8 Writing to Persuade 738
E10-9 Writing a News Article 740
E10-10 Writing a Book Report 742
E10-11 Responding to Literature 745
E10-12 Writing Informal Letters 747
E10-13 Writing Formal Letters 749
E10-14 Writing E-mail 751
E10-15 Writing Poetry 753
E10-16 Writing a Skit 756

Personal Writing

E10-17 Options for Personal Writing 759

For *Step Up to Writing* Teacher Resources, see **www.stepuptowriting.com.**

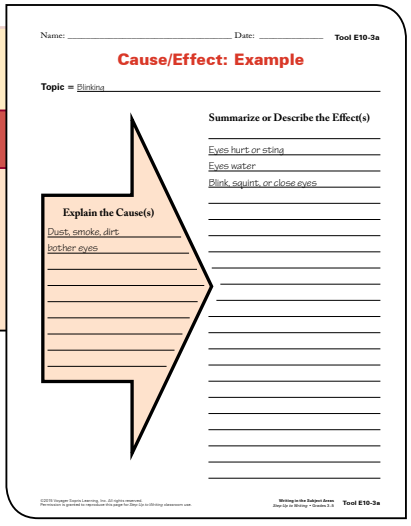
10. Model developing an informal outline from the graphic organizer. Display **Tool E2-43b**. Write the topic at the top. Create a working title. Then, working from the graphic organizer the class developed, write the first key/star idea.
11. With student input, add the next key/star idea and then the facts and details for both key/star ideas to **Tool E2-43b**.
12. Have students work independently to plan compare/contrast writing for the second topic you selected. Distribute either **Tool E1-34b** (the Venn diagram) or **Tool E1-34c** (the chart) and **Tool E2-43b**.
    - If appropriate, have textbooks and other classroom resources available for reference and research.
13. If applicable, show students how the compare/contrast structure can be used for opinion writing. For example, a writer might explain why he or she believes one person, idea, or event is better or more important than another.

Differentiation: Comparing and Contrasting

If students have difficulty with the differing structures of the graphic organizers, focus on just one format: either the Venn diagram (**Tool E10-2a**, its accompanying informal outline on the left half of **Tool E10-2c**, and **Tool E1-34b**) or the chart (**Tool E10-2b**, its accompanying informal outline on the right half of **Tool E10-2c**, and **Tool E1-34c**).

E10-3 Cause/Effect and Problem/Solution

Objective	CCSS ELA
Students use graphic organizers and outlines to plan and organize cause/effect and problem/solution writing.	**W** 3.1a–b, 3.2a–b, 3.4, 3.5, 3.10; **S/L** 3.1; **L** 3.6 **W** 4.1a–b, 4.2a–b, 4.4, 4.5, 4.10; **S/L** 4.1; **L** 4.6 **W** 5.1a–b, 5.2a–b, 5.4, 5.5, 5.10; **S/L** 5.1; **L** 5.6


Name: _____ Date: _____ Tool E10-3a

Cause/Effect: Example

Topic = Blinking

Explain the Cause(s)
Dust, smoke, dirt
bother eyes

Summarize or Describe the Effect(s)
Eyes hurt or sting
Eyes water
Blink, squint, or close eyes

Tool E10-3a

Tool E10-3a

Before Class

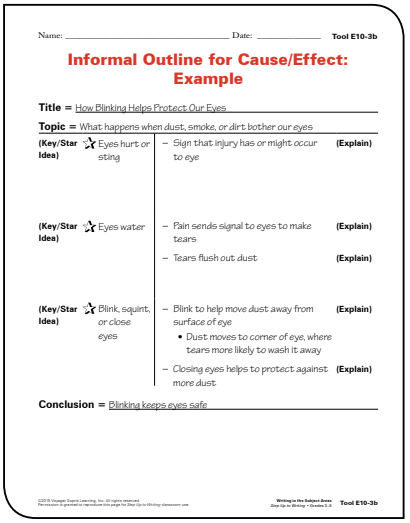
1. Review the Tools to determine the most appropriate content and pacing for students. These text structures can be taught over the course of more than one lesson or grade level if needed. Make display copies and student copies of the Tools you choose:
   - Cause/Effect **Tools E10-3a**, **E10-3b**, **E10-3c**, and **E1-34a**)
   - Problem/Solution (**Tools E10-3d**, **E10-3e**, and **E1-34d**)

2. Make a display copy and student copies of **Tool E2-43b**. You will use this Tool regardless of the other Tools you choose.
3. Select two writing assignments or topics that lend themselves either to cause/effect or problem/solution

During Class

Cause/Effect Tools E10-3a, E10-3b, E10-3c, and E1-34a)

- Explain that one type of informative/explanatory writing shows a cause and an effect. Cause/effect writing explains how on action leads to, or causes, another one. The first event is th **cause**. What happens as a result is the **effec** .
- Tell students that a good way to plan cause/effect writing is with a graphic organizer. Display and distribute **Tool E10-3a**.
  - Have volunteers read the topic, the information inside the arrow (the cause), and the information on the lines to the right (the effects)
  - Discuss how the cause on the left leads to the effects on th right. Point out that a single cause can have several effects
  - Note that the information is not written in complete sentences. Explain that this graphic organizer is a brainstorming tool to use for planning.
- Show students how the writer used the cause/effect graphic organizer to develop an informal outline. Display and distribute **Tool E10-3b**.
  - Display **Tool E10-3b** beside **Tool E10-3a** and compare the outline to the cause/effect graphic organizer. Point out that the cause is the topic that will become the topic sentence and the effects are the key/star ideas
  - Have volunteers read the details and discuss how they help the reader better understand the topic.
- Share some verbs to use in cause/effect writing. Display and distribute **Tool E10-3c**.
  - Read the verbs and the example sentences with students.
  - Have students brainstorm additional cause/effect sentences using the verbs.
  - Tell students to keep their copies of **Tool E10-3c** to refer to when they write.


Name: _____ Date: _____ Tool E10-3b

Informal Outline for Cause/Effect: Example

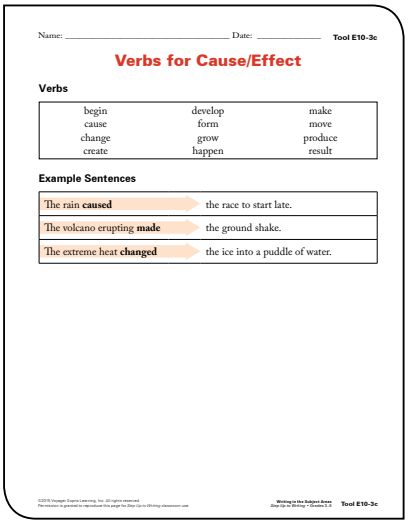
Title = How Blinking Helps Protect Our Eyes

Topic = What happens when dust, smoke, or dirt bother our eyes

(Key/Star Idea) Eyes hurt or sting	– Sign that injury has or might occur to eye	(Explain)
(Key/Star Idea) Eyes water	– Pain sends signal to eyes to make tears	(Explain)
	– Tears flush out dust	(Explain)
(Key/Star Idea) Blink, squint, or close eyes	– Blink to help move dust away from surface of eye • Dust moves to corner of eye, where tears more likely to wash it away	(Explain)
	– Closing eyes helps to protect against more dust	(Explain)

Conclusion = Blinking keeps eyes safe

Tool E10-3b


Name: _____ Date: _____ Tool E10-3c

Verbs for Cause/Effect

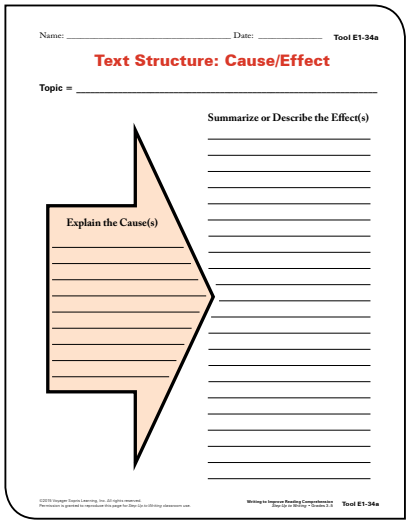
Verbs

begin	develop	make
cause	form	move
change	grow	produce
create	happen	result

Example Sentences

The rain **caused**	the race to start late.
The volcano erupting **made**	the ground shake.
The extreme heat **changed**	the ice into a puddle of water.

Tool E10-3c


Name: _____ Date: _____ Tool E1-34a

Text Structure: Cause/Effect

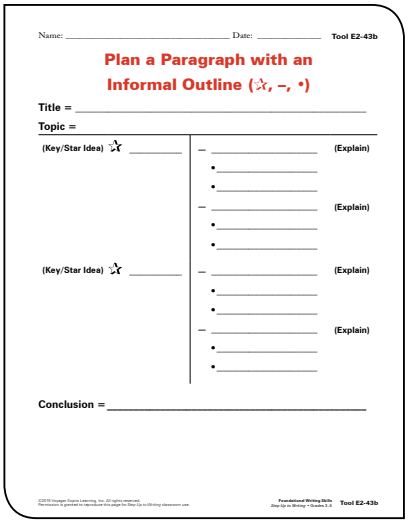
Topic = _____

Summarize or Describe the Effect(s)

Explain the Cause(s)

Tool E1-34a

- Model planning a cause/effect paragraph. Display **Tool E1-34a**.
  - Introduce the first topic you selected for cause/effect an write it on the line. Write the cause in the arrow on the left and one of its effects on the lines to the right
  - If there is more than one effect, ask volunteers to brainstorm other effects. As necessary, use textbooks or other classroom resources to confirm or add to the information
- Develop an informal outline from the graphic organizer as a class. Display **Tool E2-43b**.
  - Write the topic at the top. Create a working title.
  - Have students help place the cause(s) in the left column and write the effects in the right column
  - Work as a class to add details.
- Have students work independently to complete a cause/effect graphic organizer and develop an informal outline.
  - Distribute **Tool E1-34a** and **Tool E2-43b**.
  - Present the second topic you selected. Discuss it briefly
  - Remind students to complete the graphic organizer before they develop their informal outlines.
  - Have textbooks and other classroom resources available for reference.


Name: _____ Date: _____ Tool E2-43b

Plan a Paragraph with an Informal Outline (☆, –, •)

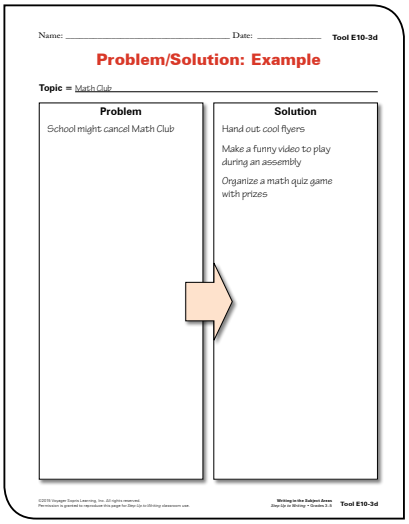
Title = _____

Topic = _____

(Key/Star Idea) ☆ _____ – _____ (Explain)
• _____
• _____
– _____ (Explain)
• _____
• _____
(Key/Star Idea) ☆ _____ – _____ (Explain)
• _____
• _____
– _____ (Explain)
• _____
• _____

Conclusion = _____

Tool E2-43b


Name: _____ Date: _____ Tool E10-3d

Problem/Solution: Example

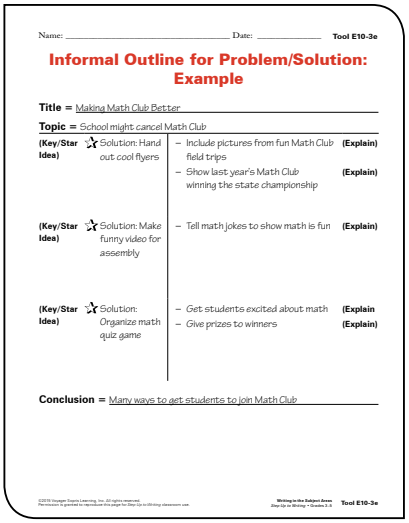
Topic = Math Club

Problem	Solution
School might cancel Math Club	Hand out cool flyers Make a funny video to play during an assembly Organize a math quiz game with prizes

Tool E10-3d

Problem/Solution (Tools E10-3d, E10-3e, and E1-34d)

- Explain that sometimes a writer can write a paragraph in order to explain a problem and possible solutions. The writer first explains the **problem** in a topic sentence, then explains **solutions** that can help solve the problem.
  - Explain that there are two ways to write about a problem and a solution. The writer can present a problem and then offe their own solutions for how to fix it. Or the writer can explain a problem and explain different ways that someone else has tried to solve it.
- Examine a graphic organizer for planning problem/solution writing. Display and distribute **Tool E10-3d**.
  - Have volunteers read the topic, the information inside the first box (the problem), and the information inside the second box (the solution).


Name: _____ Date: _____ Tool E10-3e

Informal Outline for Problem/Solution: Example

Title = Making Math Club Better

Topic = School might cancel Math Club

(Key/Star Idea) ☆ Solution: Hand out cool flyers
– Include pictures from fun Math Club field trips (Explain)
– Show last year's Math Club winning the state championship (Explain)

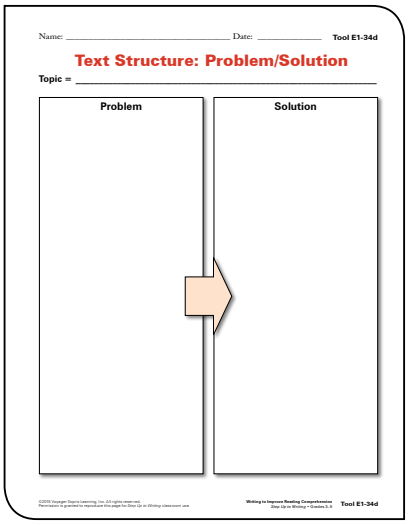
(Key/Star Idea) ☆ Solution: Make funny video for assembly
– Tell math jokes to show math is fun (Explain)

(Key/Star Idea) ☆ Solution: Organize math quiz game
– Get students excited about math (Explain
– Give prizes to winners (Explain)

Conclusion = Many ways to get students to join Math Club

Tool E10-3e

- Show how the problem/solution graphic organizer can be used to develop an informal outline. Display and distribute **Tool E10-3e**.
  - Show how the problem has been changed into the topic that will become the topic sentence, and each possible solution has been turned into a key/star idea below that. Read the details for each key/star idea.
- Display **Tool E1-34d** and **Tool E2-43b**. Introduce the first problem/solution topic you selected. Guide the class to fill out the graphic organizer and then develop an informal outline for the topic.
- Have students work independently to complete the graphic organizer and develop an informal outline for the second problem/solution topic you selected. Distribute **Tool E1-34d** and **Tool E2-43b**.
  - Present the second topic you selected. Discuss it briefly
  - Remind students to complete the graphic organizer before they develop their informal outlines.
  - Have textbooks and other classroom resources available for reference.


Name: _____ Date: _____ Tool E1-34d

Text Structure: Problem/Solution

Topic = _____

Problem | Solution

Tool E1-34d

Differentiation: Planning a Multi-Paragraph Essay or Report

If students quickly grasp how to explain a cause/effect or problem/solution in a simple paragraph, have them work on planning and writing multi-paragraph essays or reports with these structures. Use strategy **E4-8 Informal Outlines for Essays and Reports** or strategy **E5-7 Informal Outlines for Opinion Essays and Reports**.

Step Up to Writing®

4th Edition

Maureen Auman

Step Up to Writing offers educators explicit, systematic instruction for every aspect of writing. This flexible, strategy-based program has been completely revised and updated to meet the writing standards students need to be college and career ready.

Step Up to Writing provides students with rigorous and repeated practice in:

- **Foundational writing skills**, including crafting effective sentences and paragraphs and skillful use of standard English
- **The writing process**—prewrite, plan, draft, revise, edit, write final copy, proofread, and share/publish
- **Informative/explanatory, opinion, and narrative writing**
- **Research skills** to build and present knowledge
- **Strategic use of technology** to locate information and publish work
- **Collaborative writing skills**
- **Vocabulary, grammar, and conventions**

All new formal assessments challenge students to write in response to grade-level-appropriate texts and provide instructors with meaningful data that can help guide instruction. The easy-to-use data tracking and analysis tools save teachers time as they quickly identify areas of strength and weakness for individual students and entire classes.

VOYAGER SOPRIS LEARNING™

(800) 547-6747 • www.voyagersopris.com

Teacher Edition
Grades 3–5

334676

ISBN-13: 978-1-4916-9047-5
ISBN-10: 1-4916-9047-X

9 781491 690475