

Step Up to *Writing*[®]

Creating Confident, Skilled Writers

Step Up to Writing[®] is unparalleled writing instruction designed for learners of all levels and types, from kindergarten through 12th grade.



The Importance of Writing

Writing is an important life skill. It requires time and practice to write creatively and authentically. Teachers often cite challenges in teaching writing in an engaging way that is both rigorous, yet tailored to individual student's needs.

A Flexible Program To Meet Your Students' Needs

Step Up to Writing is a comprehensive program of multisensory writing strategies that develop students' ability to create thoughtful, well-written compositions. The solution's explicit and systematic approach to teaching writing is designed to provide clear strategies, methods, and supports for increased writing success in all content areas.

Step Up
to Writing



The Writing Process

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



What Students Can Achieve With *Step Up to Writing*

- ✓ **Grow skills** and confidence in writing
- ✓ **Expand their awareness** when responding to text
- ✓ **Use expressive language** with an expanded vocabulary
- ✓ **Create compositions** in the three text types and dozens of genres
- ✓ **Write with style and voice** to create authentic compositions
- ✓ **Become proficient** in writing across the content areas
- ✓ **Engage in active learning** and collaboration with peers
- ✓ **Improve presentation**, speaking, and listening skills
- ✓ **Strategic use of technology** and skills for research and publishing
- ✓ **Increase scores** on high-stakes assessments

The Science of Reading and Writing

Step Up to Writing is based on the fundamental connection between learning to read and learning to write. A core component of *Step Up to Writing* is teaching students to read deeply, think critically, and respond orally and in writing to a wide variety of texts. The essential skills of learning to read and write reinforce each other and support students' literacy development.

ORAL LANGUAGE DEVELOPMENT IN EARLY LEARNERS

Early learners learn to respond orally and in writing to a wide variety of texts. Oral language helps develop foundational skills including phonological awareness, vocabulary, syntax, structures of discourse, and pragmatics.*

EXPLICIT AND SYSTEMATIC WRITING INSTRUCTION

Like reading, writing must be taught using explicit, systematic instruction for foundational writing skills such as letter formation and handwriting, plus for composition skills like organizing ideas and audience awareness.

RESEARCH-BASED PRINCIPLES

Step Up to Writing incorporates all of the research-based teaching principles necessary for effective writing instruction**, including: explicit strategy instruction, mentor texts for writing, differentiated instruction, scaffolding, gradual release of responsibility (I Do, We Do, You Do Model) as well as opportunities for student collaboration and strategies to support content-area writing.



Step Up to Writing is organized into four grade bands.

GRADES K-2

Foundational strategies, such as naming and writing the alphabet, to more advanced skills, such as writing research reports.

GRADES 3-5

Strategies to teach basic writing skills like effective sentences and paragraphs, progressing to advanced skills such as evaluating source validity and using technology for drafting, revising, publishing, and presenting research reports.

GRADES 6-8

Basic foundational strategies, such as how to write effective sentences and paragraphs, to more advanced strategies, such as how to write a logical argument based on reasons and evidence.

GRADES 9-12

Foundational strategies, such as how to write effective paragraphs, to advanced strategies, such as how to write well-reasoned arguments about substantive topics.

These students all need different things. *Step Up to Writing* supports them all.



General Education

- Strategies boost student writing to the next level
- Solid structure across the types of writing assignments
- Revision guidance
- Consistent strategies and multiple opportunities for practice



Gifted and Talented

- Focus on organizing information strategically to increase written impact
- Writers learn to effectively articulate complex thoughts and content
- Students perceive shades of meaning within words



English Language Learners

- Oral language development is encouraged
- Students develop an academic vocabulary
- Students stay actively involved
- Relating and organizing information is emphasized



At-Risk and Special Education

- Strategies make abstract concepts concrete
- Guidance for better reading comprehension
- Use of multisensory approaches
- Confidence is built incrementally
- Organization and planning skills are emphasized

*Graham, S. (2019). Changing how writing is taught. *Review of Research in Education*, 43, 277-303. <https://doi.org/10.3102/0091732X18821125>

**Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf

Flexibility Educators Need

Step Up to Writing was created with flexibility in mind. Teachers can use the wealth of strategies and Tools to customize instruction to meet the needs and abilities of all K–12 students.

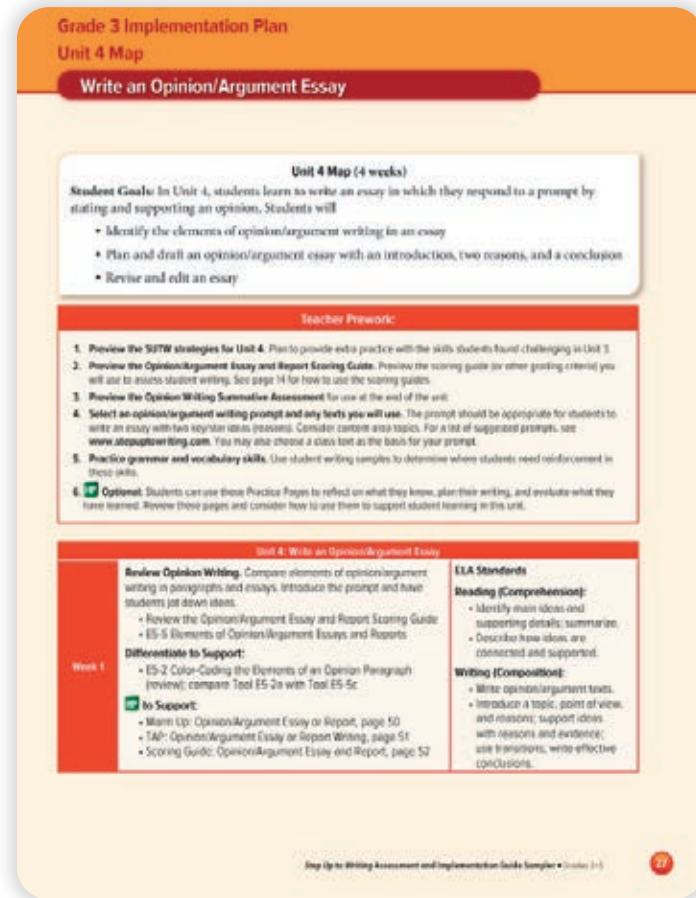
Alternatively, *Step Up to Writing* includes a sequence of instruction that meets English Language Arts (ELA) standards for writing informative/explanatory, opinion/argument, and narrative texts, as well as research reports. This plan scaffolds instruction across the grade levels and includes differentiation options to reinforce grammar and vocabulary, as well as foundational writing skills.

Supplemental Program

- Allows educators to implement a sequence of strategies that support the core curriculum
- *Step Up to Writing* includes hundreds of Tools and resources to tailor your instruction
- The Table of Contents is organized by major topics to easily find the strategy needed
- Search for strategies by the standards you are teaching
- Strategies become mini-lesson content in Writer’s Workshop models to target discreet subskills of writing

Comprehensive Writing Program

- The Assessment & Implementation Guide provides Year-At-A-Glance views and Implementation Plans to craft a year-long program
- Detailed Unit Maps guide educators about how to deliver the units as aligned to standards



Meet the Author of Step Up to Writing

Maureen Auman created *Step Up to Writing* after working with her eighth grade students and experiencing the challenge of helping prepare them to reach proficient or advanced levels on district and state writing assessments. Her goal was to use a workshop approach that broke writing down into small steps using direct, explicit instruction and active, hands-on lessons. Today, *Step Up to Writing* has helped thousands of students become confident, skillful writers.

Strategies

Step Up to Writing provides foundational strategies, such as naming and writing the alphabet, to more advanced skills, such as writing research reports. Strategies within each section of the Teacher Edition

are generally organized from basic to more advanced skills. The three sections focused on the three text types—Sections 4, 5, and 6—have been organized by steps in the writing process.

FOUNDATIONAL SKILLS

Introduce writing and continue to incorporate strategies as needed when teaching text types and application.

1 Writing to Improve Reading Comprehension

2 Foundational Writing Skills

3 Vocabulary Acquisition and Use

TEXT TYPES AND APPLICATION

Deep instruction about the text types and authentic application of modern skills.

4 Informative/Explanatory Writing

5 Opinion/Argument Writing

6 Narrative Writing

7 Research Reports

8 Speaking and Listening

9 Writing for Assessments

10 Writing in Content Areas

Connection to Standards

It is important that writing instruction is aligned to the state standards students are striving to meet and to support them as they prepare for state writing assessments. *Step Up to Writing* is designed to meet ELA standards for reading (comprehension), writing (composition), language, vocabulary, speaking and listening, and digital literacy/multimodal literacy.

Hands-On, Explicit Instruction

Strategies with a **VIDEO ICON** have professional development videos showing how to teach the strategy.

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

The **BEFORE CLASS** instruction indicates which Tools need to be downloaded from 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.

Each **TOOL** needed for teaching the strategy appears as a thumbnail image, with color coding for easy reference in the *Step Up to Writing* Teacher Edition.

SECTION 2

E2-43 Planning Paragraphs with Informal Outlines

Objective	ELA Standards
Create an informal outline as the first step toward planning and organizing an informative/explanatory paragraph.	W: Introduce a topic, focus, and related ideas; develop a topic with details; plan, draft, revise, and edit writing. SL: Participate in collaborative discussions.

Before Class

1. Make a display copy of **Tool E2-9a**.
2. Make a display copy of **Tool E2-43a**.
3. Make student copies of **Tool E2-43b**.
4. Select two informative/explanatory paragraph topics. You will use one topic to model filling out an outline; the other topic should relate to a class writing assignment.

During Class

5. Introduce the informal outline. Display **Tool E2-9a**.
 - Have students brainstorm what they know about the “Plan” step of the writing process. (Sample responses: *Writers organize all their ideas; writers create an outline of the writing; writers map out their ideas in a logical order.*)
 - Explain to students that today they will use an organizer, called an informal outline, to put their ideas in order and show the relationship between all the ideas.
6. Examine a sample informal outline. Display **Tool E2-43a**.
 - Explain that an **informal outline** is a way for writers to think about a topic and make a plan for writing. Writers make an informal outline by jotting down words and phrases to show the important ideas and supporting information that they will use to explain a topic.
 - Review the parts of the outline on the Tool:
 - **Title:** Point out the title. This is where writers give their paragraph a draft title that tells what the paragraph will be about. Because it is a draft title, writers can change the title later if they think of a better title after they have written their first draft.
 - **Topic:** Point out and read aloud the topic. The topic is what the paragraph is about. Writers will turn the topic into a topic sentence that tells readers what the writer will explain.

The Writing Process for Step Up to Writing

1. Prewrite
2. Plan
3. Draft
4. Revise
5. Edit
6. Write final copy
7. Proofread
8. Share and/or publish

Tool E2-9a

Informal Outline (3, 2, 1)

Title = The Benefits of Plastic Surgery

Topic = Benefits of plastic surgery

Main idea = Good exercise for the heart

Supporting ideas =

- Improves coordination
- Builds muscles

Conclusion = Mass benefits

Tool E2-43a

Plan a Paragraph with an Informal Outline (3, 2, 1)

Title =

Topic =

Main idea =

Supporting ideas =

Conclusion =

Tool E2-43b

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The **HANDY PAGES ICON** indicates whether the strategy has an accompanying Handy Page. Encourage students to use the Handy Pages to reference key *Step Up to Writing* concepts, plan and evaluate their writing, conference with their teacher, and reflect on their writing progress.

The **POSTER ICON** indicates there is a poster to support this strategy.

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

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.

SECTION 5

T5-27 Using Formal Style and Objective Tone in Argument Writing

Objective	ELA Standards
Learn to recognize the characteristics of formal style and objective tone appropriate for argument writing.	W: Use a formal style and objective tone; write for varied purposes, tasks, and audiences; plan, draft, revise, and edit writing. L: Apply knowledge of language and conventions. V: Use academic and domain-specific vocabulary. SL: Initiate and participate in collaborative discussions.

Before Class

1. Make a display copy and student copies of **Tool T5-27a**.
2. Ensure that students have a piece of their own argument writing available for practice.

During Class

3. Explain that effective argument writing uses **formal style** and maintains an **objective tone**. Review style and tone:
 - The **style** is the way the writer uses language—the kinds of words used, the point of view of the writing, and the overall structure and format.
 - The **tone** is how the author feels about the topic of the writing. The tone is usually revealed by the kinds of words the author uses to describe the topic. Using highly judgmental or insulting language in argument writing can make the argument less effective and less convincing.
4. Display and distribute **Tool T5-27a**. Read the characteristics of formal style and objective tone.
 - Explain that argument writing should follow the structure of an introduction paragraph, body paragraphs, and a conclusion paragraph.
 - Tell students that although the purpose of argument writing is to present one side of the argument as stronger than the other, a fair and objective tone should still be used so that the argument is convincing, balanced, and likely to be considered by those with opposing views.
 - Point out that argument writing may occasionally include personal examples written in first-person point of view. However, students should ensure that the majority of the text is written in third person.
 - Discuss which style and format you expect students to follow when citing information from sources: Modern Language Association (MLA), American Psychological Association (APA), etc.

Craft and Style:

Point of View in Argument

Arguments are more compelling when written mainly in third-person point of view. Arguments that rely too heavily on first-person opinions and examples may not be as convincing.

Formal Style and Objective Tone

Argument Writing

Argument writing requires formal style.

• Use a formal style and objective tone; write for varied purposes, tasks, and audiences; plan, draft, revise, and edit writing.

• Apply knowledge of language and conventions.

• Use academic and domain-specific vocabulary.

• Initiate and participate in collaborative discussions.

Tool T5-27a

Step Working Copy Poster

Step 1: Organize your ideas

Step 2: Write your introduction

Step 3: Write your body paragraphs

Step 4: Write your conclusion

Tool T5-27a

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Hands-On, Explicit Instruction

Multisensory Instruction To Organize and Engage Students

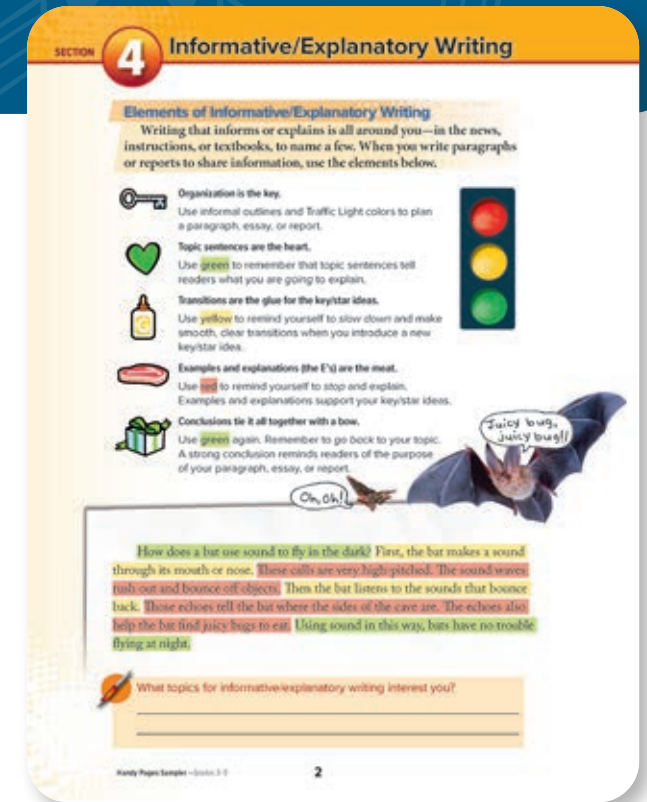
Many *Step Up to Writing* strategies are multisensory and direct teachers and students to use folded paper and the use of colors to help clarify a step or process. The folds divide paper into sections for organization and may be adapted to any type and size of paper.



Handy Pages

Handy Pages are a student-friendly, consumable resource to integrate what students learn about writing. Reference Pages reinforce the most important concepts while Practice Pages help students plan and practice writing.

- Warm Up with TAP (Task, Audience, Purpose) prompts
- Graphic organizers for planning writing
- Scoring Guides
- Exercises reinforcing introductions, conclusions, and elaboration
- Revising, Editing, and Proofreading checklists
- Teacher-Student Conferencing forms
- Student Reflection pages



Differentiation To Meet Individual Student Needs

Each *Step Up to Writing* strategy includes differentiation tips. For grades K–2, **First Steps** offers ways to adapt instruction based on students' print development, while **Step It Up** provides challenges to extend learning. For grades 3–12, **Guided** options support students needing help, and **Independent** options allow students to extend their learning.

Differentiation: Writing Dialogue

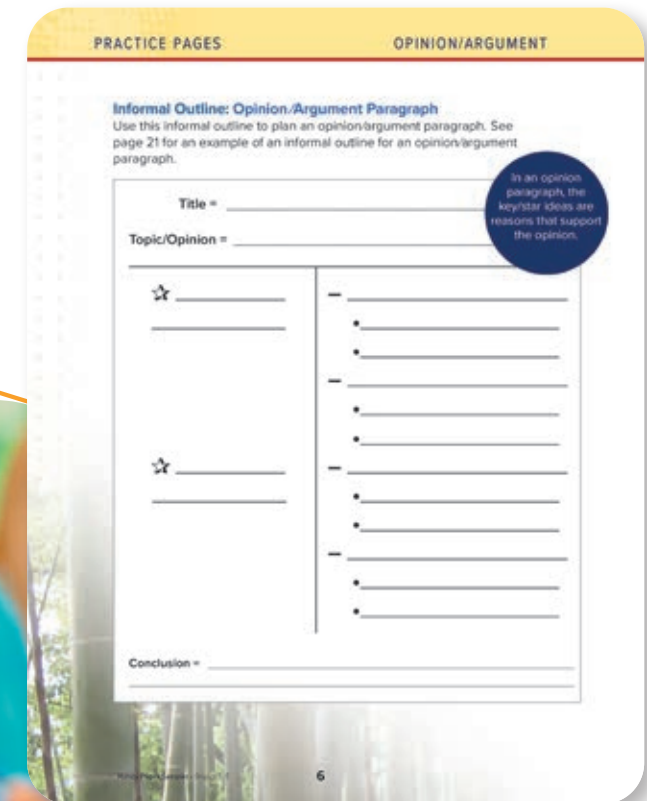
First Steps: If students have trouble integrating dialogue into the body of a story, have them draw a picture to go with each part of the story and add speech bubbles with dialogue to the drawing, as is done in comic strips.

Step It Up: If students can write dialogue, have them try using specific action verbs to replace the word *said* (e.g., *shouted, cried, asked*).

Differentiation: Mark Once

Guided: If students need support only marking one important idea in each paragraph, have them start with a single short paragraph.

Independent: If students quickly grasp marking important ideas, challenge them to turn their selected words into a brief summary of the entire text.



Engaging Beginning Writers

Step Up to Writing for grades K–2 empowers young students to think of themselves as writers. They become members of the **All Write Club** where the charming characters B.Z. Beaver, Neema Gecko, Finn Puffin, and Jenny Ant—who represent the traits of effective writing—guide them through the writing process

Students' writing efforts are supported with:

- Fun, multisensory strategies to address all levels of student writing ability
- Meaningful ongoing practice in the writing process
- Integrated oral and written practice that recognizes the reciprocal relationship of oral and written language development
- Introduction to the three major text types: informative/explanatory, opinion, and narrative
- Age-appropriate exemplar texts designed to be read aloud
- Strategies for using a computer and handwriting, including instruction about pencil grip, letter formation, neatness, and word spacing
- Step-by-step instruction about how to locate information and write research reports
- Instruction in the use of technology for research, collaboration, and publishing



B.Z. Beaver
Organization



Neema Gecko
Ideas



Finn Puffin
Language & Style



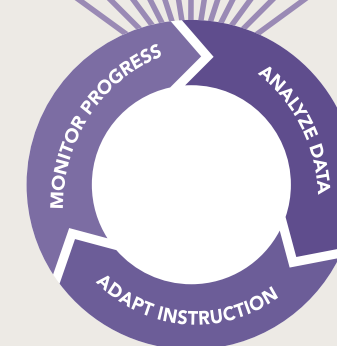
Jenny Ant
Editing & Proofreading

Meaningful Assessment

Step Up to Writing provides rigorous baseline and summative assessments for each grade level and each type of writing. These assessments mirror performance tasks in rigorous high-stakes tests and help teachers ensure they are helping students achieve their goals. In each three-part assessment, students read selections of authentic text about the same topic from different sources; answer multiple-choice comprehension questions; and write a short essay based on a prompt.



Before and After
Baseline and summative assessments measure progress in time and provide data to inform and adjust instruction.



Responsive Teaching
Data-tracking and progress-monitoring tools identify areas of strength and concern to support teachers in adapting instruction. Recommendations for differentiation appear within every strategy.

Scoring Guides Help Students Advance Their Writing

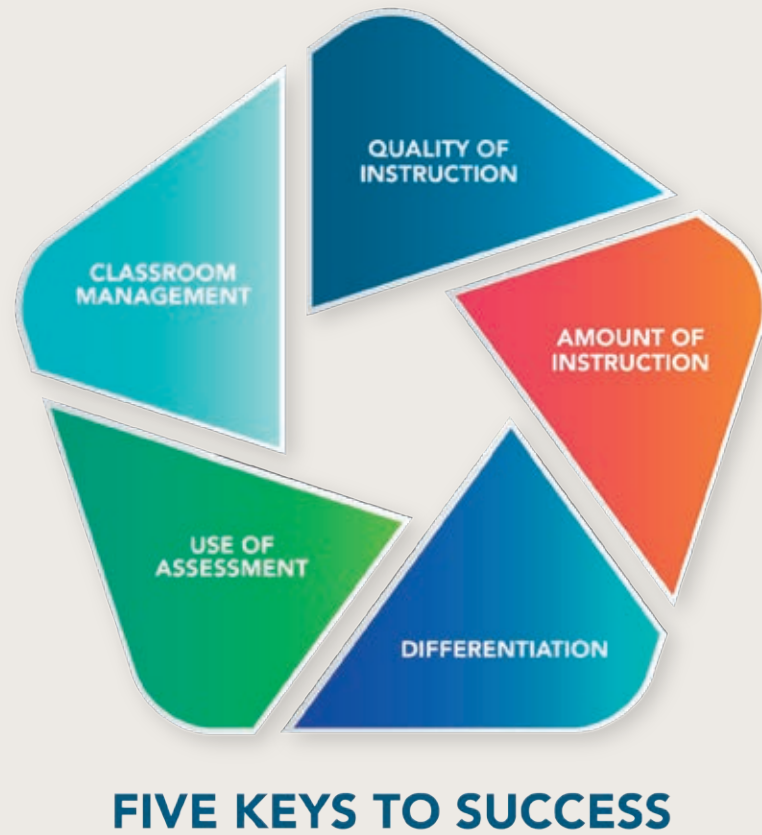
Step Up to Writing includes Scoring Guides (rubrics) and exemplars that provide students with clear direction about what they need to do to revise confidently and efficiently. Scoring Guides reinforce the expectations in rigorous learning standards and high-stakes assessments. Specific strategies dedicated to the use of Scoring Guides ensure students understand the criteria against which their work is measured and have the skills to apply the rubrics constructively during peer review activities.

Scoring Guides:

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

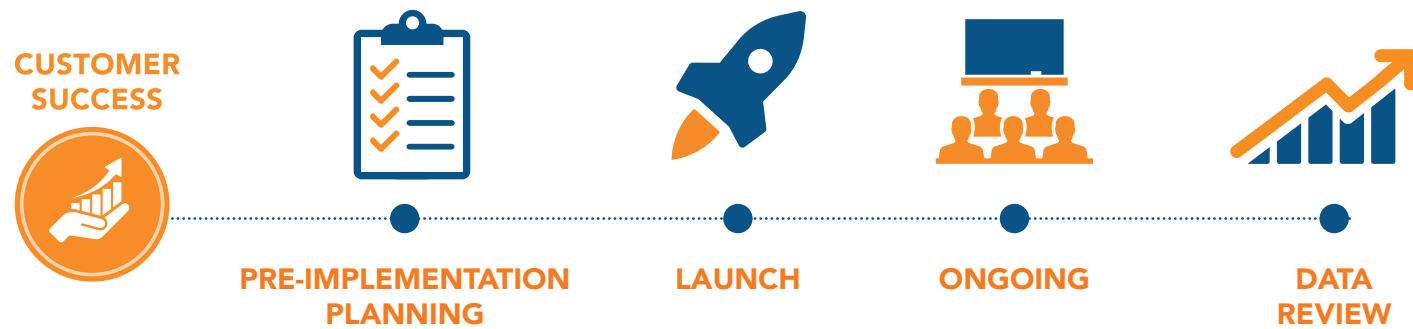
Implementation, Service, and Support Service and Support To Meet Your Needs

Our goal is to utilize your skills as an educator to help students become better writers. The Voyager Sopris Learning® approach stems from decades of partnering with school districts and organizations. Using the **Five Keys to Success**, our Customer Success options help support a strategy for planning, training, and ongoing support.



Achieving Results With Unequaled Training and Support

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



Everything You Need To Deliver Effective Writing Instruction

Clear, concise teacher support and motivating, friendly student materials are hallmarks of *Step Up to Writing*. Each participating teacher needs a Classroom Set which includes:

- Teacher Edition (print and eBook)
- Assessment and Implementation Guide
- Student Handy Pages
- Set of instructional posters
- Online Teacher Resources
- Professional development videos that model key strategies
- Hundreds of Tools, writing prompts, and graphic organizers
- Assessments, scoring guides, and exemplars
- Initial training through an integrated learning platform
- Data tracking tool
- All Write Club Stickers (K-2 Level Only)





Step Up to *Writing*[®]

Ready to develop your students
into confident skilled writers?

Contact Us to Learn More:
voyagersopris.com/stepuptowriting
Or call us 800.547.6747

