

School-Wide Implementation of Step Up to Writing by Grade Level

Number in ( ) refers to the strategy detailed in the *Step Up to Writing* or *Step Up to Writing in Math* manuals

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English Language Arts	Examples	Science, Social Studies, Health	Examples	Gym, Music, Art, Computers	Examples	Mathematics	Examples
<b>Writing to Improve Reading and Listening Comprehension (Section 1)</b>							
<u>Responding to Text</u> 1. One-Word Response (1-5)  2. Quick Sketch (1-10)  3. Mark the Face (1-11)	1. Teacher reads story aloud, pauses, and asks students to each think of one word to describe a character/situation.  2. Teacher reads story, pauses 1-3 times, students draw quick sketches of an event or a character.  3. Tool 1-11a	<u>Responding to Text</u> 1. One-Word Response (1-5)	1a. Teacher reads aloud from a book about plants, pauses at key points, and asks students to each think of and tell their partners the needs of living things.  1b. Students explore grapes and write words to describe the sight, smell, sound, touch, and taste while studying the senses.	<u>Responding to Text</u> 1. One-Word Response (1-5)	1a. Student writes a word on back of completed art work to label or describe what he or she created.  1b. Students work together to list their favorite gym games after learning the rules for several.	<u>Word Problems</u> 1. Illustrating Word Problems (Math 2-10)	1. Students sketch representations of simple problems, such as two boys were playing and one more joined them. How many boys were there? ☺☺☺
<u>Making Connections</u> 1. Text to... (1-13)	1. Students work in groups of three, each holds a world, book, or child picture card. As the teacher reads, he pauses and asks all the "books" to share with their group how this connects to another book they have experienced. Later, he pauses and asks the "worlds" to make a connection to their world.	<u>Making Connections</u> 1. Text to... (1-13)	1. Students work in groups of three, each holds a world, book, or child picture card. As the teacher reads, he pauses and asks all the "books" to share with their group how this connects to another book they have experienced.	<u>Making Connections</u> 1. What I'm Thinking (1-12)	1. Students learn a new song; then use Tool 1-12a to draw a picture of what it makes them think about.	<u>Making Connections</u> 1. What I'm Thinking (1-12)	1. Teacher shows simple addition or subtraction problem on white board or with manipulatives and explains how to solve it. Students describe and draw how to represent putting together and taking apart with totals up to 10.
<u>Retelling and Summarizing</u> 1. Retell (1-32)  2. IVF Summary Sentence (1-33 and 4-18)	1. Students orally retell a story to a partner using picture cues.  2. Class tells the title of the book, simple verb, and short summary using IVF sentence format.	<u>Retelling and Summarizing</u> 1. Retell (1-32)  2. IVF Summary Sentence (1-33 and 4-18)	1. Students share three facts they learned about living things.  2. Teacher creates frame for IVF sentence, with or without fact outline, and students help complete it.	<u>Retelling and Summarizing</u> 1. IVF Summary Sentence (1-33 and 4-18)	1. Class tells what a band is while music teacher scribes using IVF format, then J.O.T a fact outline.	<u>Summarizing and Writing About Graphs</u> 1. IVF Summary Sentence (1-33, 4-18, Math 3-1)	1. Teacher helps write IVF sentence (Mrs. Brown <i>explained</i> how to read a calendar) summarizing the math concept, then J.O.T. a fact outline.
<b>Vocabulary (Section 2)</b>						<b>Vocabulary (Section 1)</b>	
<u>Mastering Vocabulary</u> 1. Breaking Down Definitions (2-3)	1. Poster-sized, laminated replica of Tool 2-3b is used to pre-teach words that will be shared in upcoming story. Students draw illustrations on sticky notes or with dry erase for the "picture" column.	<u>Mastering Vocabulary</u> 1. Breaking Down Definitions (2-3)	1a. Students draw in the "picture" column of Tool 2-3b to show what they did/will do yesterday, today, tomorrow.  1b. Students write and illustrate using Tool 2-3b.	<u>Mastering Vocabulary</u> 1. Breaking Down Definitions (2-3)	1. Poster-sized, laminated replica of Tool 2-3b is used by gym teacher to review movement concept words (up/down, backward). Students draw on sticky notes for the pictures.	<u>Mastering Vocabulary</u> 1. Breaking Down Definitions (Math 1-3)	1. Poster-sized, laminated replica of Tool 1-3a is used to review words for common parts of the day. Students label and illustrate on sticky notes or with dry erase markers for the pictures.
<b>Sentence Mastery (Section 3)</b>							
<u>Learning Sentence Writing</u> 1 Who, What, Where, When, Action, and How (3-5)	1. Students orally build sentences using picture cues (cat, ran, house = The cat ran into the house) while teacher or student writes.						

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<b>Information Paragraphs (Section 4)</b>							
<u>Two Kinds of Writing</u> 1 Introducing (4-1, 4-2, 4-3)	1a. Teacher shares informational text and points out that it tells or teaches.  1b. Students draw and write to create concept books (Animals, Shapes, Opposites) on own or with a scribe.	<u>Two Kinds of Writing</u> 1. Introducing (4-1)	1a. Teacher explains that informational text shares information.  1b. At a center, students dictate ways the environment meets human needs for food and clothing.				
<b>Personal Narrative (Section 7)</b>							
<u>Composing Personal Narratives</u> 1. Personal Narrative Pattern (7-1 and 7-2)  2 Preparing, Practicing, and Sharing Writing Personal Narratives (7-3, 7-4, 7-5)	1. Teacher reads and defines personal narrative.  2. Teacher leads class through the planning, drafting, and publishing of a group personal narrative about the class pet dying.	<u>Composing Personal Narratives</u> 1. Preparing, Practicing, and Sharing Writing Personal Narratives (7-3, 7-4, 7-5)	1. Teacher leads class through the planning and drafting of a short group personal narrative about the field trip to the petting zoo.	<u>Composing Personal Narratives</u> 1. Preparing, Practicing, and Sharing Writing Personal Narratives (7-3, 7-4, 7-5)	1. Teacher leads class through the planning and drafting of a group personal narrative about the music assembly.	<u>Composing Personal Narratives</u> 1. Preparing, Practicing, and Sharing Writing Personal Narratives (7-3, 7-4, 7-5)	1. Teacher leads class through the planning and drafting of a group personal narrative about Zero the Hero day.
<b>Assessment and High Standards (Section 10)</b>							
<u>High Standards and Clear Expectations</u> 1. Neat Paper Rules (10-1)  2. Printing (10-2)	1 and 2. Teacher uses overhead to show neat and not neat papers, finds a common error, teaches correct letter formation, and guides student practice.  2. Students star their "best" printed word on a page. Students circle their "sloppiest" and re-write on back of page.						

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<b>Writing to Improve Reading and Listening Comprehension (Section 1)</b>							
<u>Responding to Text</u> 1. Response Starters (1-2)  2. Quick Sketch (1-10)	1. Teacher reads story aloud, pauses, selects a response starter card (Tool 1-2a), and asks students to respond in writing, using J.O.T.  2. Teacher or students read story, pause 1-3 times; students draw quick sketches of what is happening, and J.O.T. key ideas.	<u>Responding to Text</u> 1. Framed Responses (1-8)	1. Early in Grade 1, teacher reads aloud from a book about magnets, students participate in a hands-on experiment; then as a class, they complete a framed response constructed by teacher. By the end of Grade 1, each student completes his/her own framed response constructed by teacher.	<u>Responding to Text</u> 1. Response Starters (1-5)	1a. Students J.O.T. a response after listening to a folk song using response starters from Tool 1-2a.	<u>Word Problems</u> 1. Illustrating Word Problems (Math 2-10)	1a. Students sketch a simple representation of a story problem.  1b. Students orally create a story (oral or written) to go with a simple math equation, such as $10 - 7 = 3$ , or ten children came to the party, but only seven of them took goodie bags. Three goodie bags were left after the party.
<u>Making Connections</u> 1. What I'm Thinking (1-12)  2. Text to... (1-13)	1. As the students or teacher reads a story, pause at key points and ask students to J.O.T. and sketch what they are thinking. (Tool 1-12a or 1-12b)  2. Students J.O.T. or sketch to complete Tool 1-13a or 1-13b as they or teacher reads.	<u>Making Connections</u> 1. What I'm Thinking (1-12)  2. Text to... (1-13)	1. The students or teacher reads, pauses at key points, and asks students to J.O.T. and sketch what they are thinking. (Tool 1-12a or 1-12b)  2. Students J.O.T. or sketch to complete Tool 1-13a or 1-13b as they or teacher reads.	<u>Making Connections</u> 1. What I'm Thinking (1-12)	1. Students learn a new song; then use Tool 1-12a to draw a picture of what it makes them think about.	<u>Making Connections</u> 1. Reading Notations (Math 2-1)	1. Teacher makes A-B pattern with shapes on whiteboard, students "read" pattern. Each student copies the pattern and writes the words under each symbol.
<u>Marking the Text</u> 1. Highlighting and Underlining (1-14)	1. Teacher guides students in highlighting or underlining describing words found on a worksheet.	<u>Marking the Text</u> 1. Highlighting and Underlining (1-14)	1. After teaching about the life cycle of the strawberry plant, the teacher puts text on the document camera; and students use green, yellow, and red to highlight the topic, big ideas, and details.	<u>Marking the Text</u> 1. Highlighting and Underlining (1-14)	1. Before engaging in a paper mache project, students read through and highlight the key words for each step.	<u>Marking the Text</u> 1. Highlighting and Underlining (1-14 plus Math 2-7 and Math 2-8)	1. Students underline critical words in a story problem before attempting to solve it.
<u>Taking Notes</u> 1. Easy Two-Column Notes (1-18)	1. Students take two-column notes showing the sequence of events in a story on the left and the details on the right.	<u>Taking Notes</u> 1. Easy Two-Column Notes (1-18)  2. Collecting and Organizing Facts (1-25)	1. Students take two-column notes showing the rules at school on the left and examples on the right.  2. Students use Tools 1-25a, b, c, or d as they read non-fiction text or write notes on sticky notes that can later be re-arranged.	<u>Taking Notes</u> 1. Easy Two-Column Notes (1-18)	1. Students take two-column notes telling the games children play during gym on the left and the rules on the right.	<u>Taking Notes</u> 1. Easy Two-Column Notes (1-18 and Math 2-9)	1. Students write steps used to solve a problem on the left and the actual work on the right.
<u>Retelling and Summarizing</u> 1. Retell (1-32)  2. IVF Summary (1-33 and 4-18)	1. Students orally retell a story to a partner using picture cues.  2. Students write summary sentences using IVF format plus fact outlines for story or expository text.	<u>Retelling and Summarizing</u> 1. Retell (1-32)  2. IVF Summary (1-33 and 4-18) (1-25)	1. Students share three facts they learned about safety in severe weather.  2. Students create IVF sentence with fact outline about tools for measuring temperature, precipitation, cloud cover, and wind.			<u>Summarizing and Writing About Graphs</u> 1. IVF Summary Sentence (1-33 and 4-18, Math 3-1)	1. Students write IVF sentence (Mrs. Brown <i>explained</i> how to count money) summarizing the math concept, then J.O.T. a fact outline.

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<b>Vocabulary (Section 2)</b>						<b>Vocabulary (Section 1)</b>	
<u>Mastering Vocabulary</u> 1. Breaking Down Definitions (2-3)  2. Vocabulary Maps (2-6)  3. Meaningful Sentences (2-5)	1. Teacher introduces and breaks down definitions. Students record using Tool 2-3c or in vocabulary notebooks.  2. Students complete various 2-6 Tools.  3. Students construct sentences using new words.	<u>Mastering Vocabulary</u> 1. Breaking Down Definitions (2-3)  2. Meaningful Sentences (2-5)  3. Concept Maps (2-7)	1. Teacher introduces and breaks down science definitions. Students record using Tool 2-3c, any Tool 2-6, or in science vocabulary notebooks.  2. Social studies vocabulary is used to write sentences.  3. Class completes Tool 2-7b on an overhead or doc camera for landform vocabulary.	<u>Mastering Vocabulary</u> 1. Breaking Down Definitions (2-3)	1. Teacher introduces and breaks down definitions of three musical terms. Students record using Tool 2-3c or in vocabulary notebooks.	<u>Mastering Vocabulary</u> 1. Breaking Down Definitions (Math 1-3)	1. Teacher introduces and breaks down definitions for familiar plane and solid objects. Students record using Tool 2-3c or in vocabulary notebooks.
<b>Sentence Mastery (Section 3)</b>							
<u>Learning Sentence Writing</u> 1. Fragments and Sentences (3-1)  2. Three- and Four-Part Sentences (3-2)	1. Teacher shows fragments on overhead or doc camera; each student writes complete sentences on paper.  2. Students construct sentences on paper with columns for <u>Who, Action, and What</u> or <u>When, Who, Action, What</u> .	<u>Learning Sentence Writing</u> 1. Fragments and Sentences (3-1)  2. Three- and Four-Part Sentences (3-2)	1. and 2. Students take a fact outline from a previously completed IVF summary sentence with J.O.T. (fragments) fact outline and create complete sentences for the facts about household uses for water.				
<u>Practicing Sentence Writing</u> 1. Better Sentences (3-6, 3-7, 3-12)	1. Teacher shares OK sentences and students re-write them to be WOW sentences. Teacher shares two simple sentences, and students combine them to write one compound sentence.	<u>Practicing Sentence Writing</u> 1. Ticket Out (3-12)	1. At the conclusion of health class, the students write one sentence about the importance of exercise.				
<b>Information Paragraphs (Section 4)</b>						<b>Paragraph Writing (Section 5 Math)</b>	
<u>Two Kinds of Writing</u> 1. Introducing Two Kinds of Writing (4-1)	1a. Students use informal outlines as they each plan to write a page in a class book about holiday traditions celebrated by their families.  1b. Students use Quick Sketch as they plan to write a story with setting, three events, and character(s).  1c. Students compare Informal Outline and Quick Sketch for Carle's <i>The Very Grouchy Ladybug</i> and <i>Ladybugs and Other Insects</i> by Peyrols.					<u>Writing for Assessments</u> 1. Explain Steps Taken to Solve a Word Problem (Math 5-1)	1. Students use Math Tool P-5-1 to explain the steps used to solve word problems with money in mixed units (\$2.50 + 60 cents) for addition and subtraction.

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<b>Information Paragraphs (Section 4) Continued</b>							
<u>Writing Process and Organization</u> 1. The Writing Process (4-5)  2. Determining Key Ideas (4-9)	1. Students participate in writing a class book describing first grade to next year's incoming class as the teacher guides them through the writing process.  2. Students verbally play the Thinking Game while lining up for recess.	<u>Writing Process and Organization</u> 1. Planning with an Informal Outline (4-7)	1. Students create three informal outlines to explain the general functions of the digestive, respiratory, and circulatory systems of the human body. They use one to draft a paragraph.	<u>Writing Process and Organization</u> 1. Planning with an Informal Outline (4-7)	1. As a group, students complete informal outline explaining the critical elements of balancing, bending, stretching, rocking, and pushing as the P.E. teacher scribes.		
<u>Topic Sentences</u> 1. Defining a Topic Sentence (4-17)  2. Topic Sentence Variety (4-18)	1. Students use umbrella analogy (topic sentence is like an umbrella in that it's big enough to cover the whole topic) to decide if their sentence is really a topic sentence or not.  2a. Teams of students write Action Verb, And, But or So, Compare/Contrast, and Number Topic Sentences for given topics.  2b. Students use teacher-created Topic Sentence booklets (Tools 4-18) as guides as they write sentences independently.	<u>Topic Sentences</u> 1. Topic Sentence Variety (4-18)	1a. Students create three different topic sentences using the informal outline created for the digestive system.  1b. Students verbally debate which one would be most effective to accurately share information and catch the reader's attention.				
<u>Transitions</u> 1. Defining Transitions (4-22)  2. Transition Sets (4-23)  3. Playing with Transitions (4-24)	1. Students find and circle transition words in text. Students choral read "how to" text with all the transition words removed.  2. Students use transition sets to choose words for "how to" text.  3. Students try to replace selected transition words with other transition words.	<u>Transitions</u> 1. Transition Sets (4-23)	1. Following the science experiment, students describe the experiment including transition words.	<u>Transitions</u> 1. Transition Sets (4-23)	1. Students select transition words to use when explaining the steps for logging on to the computer.	<u>Writing for Assessments</u> 1. Explain Steps Taken to Solve a Word Problem (Math 5-1)	1. Students use Math Tool P-5-1 to explain the steps used to solve word problems with money in mixed units (\$2.50 + 60 cents) for addition and subtraction.
<u>Elaboration</u> 1. The Es/The Reds (4-27)	1. Students each add <i>examples</i> and <i>events</i> to informal outlines for family traditions class book.	<u>Elaboration</u> 1. The Es/The Reds (4-27)	1. Students add <i>evidence</i> to outline for science experiment.	<u>Elaboration</u> 1. The Es/The Reds (4-27)	1. Students use descriptive vocabulary to create an effective illustration or exciting description of a famous work of art.		
<u>Conclusions</u> 1. Connecting Conclusions to Topic Sentences (4-30)	1. Students create conclusion sentences for their page of the family traditions class book, mirroring the topic sentences.	<u>Conclusions</u> 1. Connecting Conclusions to Topic Sentences (4-30)	1. Students create conclusion sentences for the informal outline on the digestive system, mirroring the topic sentences.	<u>Conclusions</u> 1. Connecting Conclusions to Topic Sentences (4-30)	1. Students create conclusion sentences for the informal outline describing a famous work of art.		

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<b>Essays and Reports (Section 5)</b>							
<u>Writing Essays and Reports</u> 1. About Essays and Reports (5-1, 5-2, 5-5)  2. Using Transitions (5-11)  3. Writing Conclusions (5-17)	1. Students complete informal outline and block out paragraphs for personal writing about a time they acted responsibly.  2 and 3. Students add transition words and a conclusion to their writing about responsibility.	<u>Writing Essays and Reports</u> 1. About Essays and Reports (5-1, 5-2, 5-5)	1. Students complete informal outline and block out paragraphs for essay on need for and uses of water.				
<b>Personal Narrative (Section 7)</b>							
<u>Composing Personal Narratives</u> 1. Report, Story, or Personal Narrative (7-1)  2. Preparing to Write (7-3)	1. Class completes Tool 7-1a as they read a personal narrative together.  2. Students plan a personal narrative using Tool 7-1a.	<u>Composing Personal Narratives</u> 1. Report, Story, or Personal Narrative (7-1)  2. Preparing to Write (7-3)	1. Class completes Tool 7-1a during science as they read a personal narrative about meeting an inventor.  2. Students plan a personal narrative about meeting someone new, use Tool 7-1a.	<u>Composing Personal Narratives</u> 1. Report, Story, or Personal Narrative (7-1)  2. Preparing to Write (7-3)	1. Teacher records on Tool 7-1a while gym class choral reads a personal narrative by an Olympic medalist.  2. Students use Tool 7-1a to plan a personal narrative about a time when they learned a physically challenging skill.		
<b>Assessment and High Standards (Section 10)</b>							
<u>High Standards and Clear Expectations</u> 1. Neat Paper Rules (10-1)  2. Printing and Cursive (10-2)	1. and 2. Teacher uses overhead to show neat and not neat papers, finds a common error, teaches correct letter formation and guides student practice (D'Nealian, Zaner-Bloser, Handwriting Without Tears, etc.).						
<u>Practical Assessments</u> 1. Definitions and Descriptions for Using Scoring Guides (10-14)	1. Second grade students work together to use a scoring guide to evaluate sample writing. (Tool 10-15 through 10-20)	<u>Practical Assessments</u> 1. Definitions and Descriptions for Using Scoring Guides (10-14)	1. Second grade class uses scoring guides (Tool 10-15) to evaluate a paragraph about common landforms.				

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<b>Writing to Improve Reading and Listening Comprehension (Section 1)</b>							
<u>Responding to Text</u> 1. Reading Notation Responses (1-3) 2. Sticky Note Responses (1-4) 3. Framed Responses (1-8) 4. Two-Column Guided Response (1-9)	1. and 2. As students read, they J.O.T. or write notes.  3. and 4. During reading class, each student completes a framed response or two-column response based on the story or informational text they read. (Tool 1-8)	<u>Responding to Text</u> 1. Quotation Responses (1-7) 2. Framed Responses (1-8) 3. Two-Column Guided Response (1-9)	1. As students read about heat production through electricity, they copy a sentence or phrase and write a response.  2. and 3. Students complete a framed response or two-column response while reading about the Constitution. (Tool 1-8)	<u>Responding to Text</u> 1. Framed Responses (1-8) 2. Two-Column Guided Response (1-9)	1. and 2. Students complete a framed response or two-column response while learning a new software program. (Tool 1-8)	<u>Word Problems</u> 1. Illustrating Word Problems (Math 2-10)	1a. Students sketch to represent addition of fractions as represented in word problem.  1b. Students J.O.T. or write a story to represent a math equation, such as $3/4 \div 3 = 1/4$ , or, three boys ate $3/4$ of a pizza. Each boy ate $1/4$ of a whole pizza.
<u>Making Connections</u> 1. Text to... (1-12)	1. Student partners write connections to themselves, other texts, others, or the world as they read <i>Where the Red Fern Grows</i> by Rawls.	<u>Making Connections</u> 1. Text to... (1-12) <u>Marking the Text</u> 1. Circle Once, Underline Twice (1-15)	1. Students write connections to self, other texts, others, or the world as they read about the convergence of Europeans, American Indians, and Africans in North America after 1492.  1. Students read an article about the three branches of the government, circle the key idea and underline the words/phrases that support or explain it.	<u>Making Connections</u> 1. Text to... (1-12)	1. Students discuss connections to other physical education games they have learned.		
<u>Taking Notes</u> 1. Two Column Notes (1-17, 1-18, 1-19)	1. Students read a story and take notes about the characters (1-19).	<u>Taking Notes</u> 1. Two Column Notes (1-17, 1-18)	1. Students take notes on ways to maintain health with examples on the left side and reasons on the right.	<u>Taking Notes</u> 1. Two Column Notes (1-17, 1-18)	1. Students view a film about Leonardo da Vinci and J.O.T. notes about his life on the left and the art created during that time period on the right.	<u>Taking Notes</u> 1. Two-Column Notes (1-17, 1-18)  2. Explain Steps Taken to Solve a Problem (Math 5-1)	1. Students describe steps to solve math problem on left and actual work on the right.  2. Students explain the steps used to convert fractions to decimals on left, actual work on right.
<u>Comprehension Strategies</u> 1. Making Inferences and Analyzing the Text (1-26, 1-27, 1-28)  2. Summarizing (1-32)  3. Creating Bookmarks (1-40, 1-42)	1. Students use three-column notes (characters one and two, plus how they interact in last column).  2. Class compiles Plot Line Summary of <i>Dicamillo's Because of Winn Dixie</i> .  3a. Students move bookmark ahead approximately 10 pages in their silent reading book. Each time they reach the bookmark, they add two-column notes to it; then move it forward another 10 pages.  3b. Students use bookmark created by teacher with page and J.O.T. prompts, such as "p. 5, three words to describe Wild Bill" or "p. 97, lesson learned?"	<u>Comprehension Strategies</u> 1. Summarizing (1-31)  2. Sticky Note Bookmarks (1-41)	1a. Students create IVF Summary Paragraph outline after reading about the life requirements of animals in the textbook.  1b. Students use IVF format to write a summary sentence and fact outline for the rights found in the First, Second, Third, and Fourth Amendments to the Constitution  2a. Teacher asks everyone to place sticky notes in specific places (bottom of p. 125, middle of p. 126, under the caption, etc.) in the textbook. When they reach that point, they J.O.T. all the facts they can remember from that section.  2b. Teacher creates bookmark for section of text on drugs; students read and J.O.T.	<u>Comprehension Strategies</u> 1. Summarizing (1-31)	1. Students create IVF Summary Paragraph outline after reading about composer Mozart.  2. Students create IVF Summary Paragraph outline after learning about how computer operating systems utilize binary code.	<u>Comprehension Strategies</u> 1. Summarizing and Writing to Explain a Graph (1-31, Math 3-1, Math 3-3)	1a. Students create Four-Step Summary Paragraph after reading about measuring the temperature of liquids.  1b. Students use the IVF format to explain a graph showing the number of calendar days spent in school, during summer vacations, school-year vacations, and weekends.

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English Language Arts	Examples	Science, Social Studies, Health	Examples	Gym, Music, Art, Computers	Examples	Mathematics	Examples
<b>Vocabulary (Section 2)</b>						<b>Vocabulary (Section 1)</b>	
<p><u>Mastering Vocabulary</u></p> <p>1. Breaking Down Definitions (2-3)</p> <p>2. Pronunciation (2-4)</p> <p>3. Concept Map (2-7)</p>	<p>1. Teacher creates a list of vocabulary words that are found in Sachar's <i>Holes</i>. Class breaks down the definitions (using three-column format) and notes that <u>condemn</u> has several meanings. While reading, they pause on page 88 to discuss which meaning applies to this context.</p> <p>2. Teacher writes <u>configuration</u> on the board, models how to break the word into syllables and determine the correct pronunciation. Students take notes and then break <u>malformation</u> into syllables with partners, practicing pronunciation.</p> <p>3. Class reads Lehman's <i>I DOUBLE Dare You!</i> and creates a concept map for the word <u>responsibility</u>.</p>	<p><u>Mastering Vocabulary</u></p> <p>1. Breaking Down Definitions and Vocabulary Study Guides (2-3, 2-8)</p> <p>2. Meaningful Sentences (2-5)</p> <p>3. Vocabulary Maps (2-6)</p> <p>4. Concept Map (2-7)</p> <p>5. Categories and Unit or Subject-Specific Word Lists (2-10, 2-14)</p>	<p>1. Students use three-column format to break down definitions for vocabulary specific to the emerging labor forces in the colonies, such as cash crops and indentured servant.</p> <p>2. Students write meaningful sentences for two of the labor force vocabulary words.</p> <p>3. Students create vocabulary maps for tsunami, drought, flood, and hurricane.</p> <p>4. Students create a concept map for <u>catastrophe</u>.</p> <p>5. Teacher distributes science vocabulary list and students sub-group words logically.</p>	<p><u>Mastering Vocabulary</u></p> <p>1. Breaking Down Definitions and Vocabulary Study Guides (2-3, 2-8)</p> <p>2. Vocabulary Maps (2-6)</p>	<p>1. Students break down definitions for words describing the effect of common diseases on muscles.</p> <p>2a. Students create vocabulary maps for common musical genre.</p> <p>2b. Students create vocabulary maps for hue, intensity, and shade.</p>	<p><u>Mastering Vocabulary</u></p> <p>1. Breaking Down Definitions (2-3)</p>	<p>1. Students break down definitions for terms: denominator, unlike denominator, and common denominator before adding or subtracting fractions.</p>
<b>Sentence Mastery (Section 3)</b>							
<p><u>Learning Sentence Writing</u></p> <p>1. Sentences (3-2, 3-5)</p>	<p>1. Students construct Who, What, Where, When, Action, and How sentences and take turns reading them aloud while peers point to correct cue cards. Jai reads "Under the stairs, in a dark closet, Siam hid after breaking the vase." Others point to Where, What, Who, Action, When.</p>	<p><u>Learning Sentence Writing</u></p> <p>1. Fragments and Sentences (3-1)</p> <p>2. Three- and Four-Part Sentences (3-2)</p>	<p>1. and 2. Students take a fact outline from a previously completed IVF summary sentence with J.O.T. (fragments) fact outline and create complete sentences for the facts about consumption of goods and services.</p>				
<p><u>Practicing Sentence Writing</u></p> <p>1. Better Sentences (3-6, 3-7, 3-12)</p>	<p>1. Teacher shares OK sentences and students re-write them to be WOW sentences. Teacher shares two simple sentences and students combine them to write one compound sentence.</p>	<p><u>Practicing Sentence Writing</u></p> <p>1. Ticket Out (3-12)</p>	<p>1. At the conclusion of computer class, the students write one sentence about safely locating information on the Internet.</p>	<p><u>Practicing Sentence Writing</u></p> <p>1. Ticket Out (3-12)</p>	<p>1. At the conclusion of music class, the students write one sentence about how music affects one's mood.</p>		
<p><u>Mastering Sentence Writing</u></p> <p>1. Recognizing Parts of Speech (3-13)</p> <p>2. Purpose and Audience (3-19)</p>	<p>1. Students code sentences they have written to determine which words are nouns, pronouns, verbs, adverbs, and adjectives.</p> <p>2. Students revise the verbs to create a greater impact with the audience. Next, they add additional adjectives.</p>						

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English Language Arts	Examples	Science, Social Studies, Health	Examples	Gym, Music, Art, Computers	Examples	Mathematics	Examples
<b>Information Paragraphs (Section 4)</b>							
<u>Writing Process</u> 1. Writing Process (4-5, 4-6)  2. Planning with Informal Outline and Accordion Paragraphs (4-7, 4-8, 4-11)	1. Students are assigned a writing project and begin by reviewing the writing process then determining which planning tool fits the genre--Informal Outline or Quick Sketch. Students color-code expository or personal narrative writing.  2a. Students create an informal outline based on Slatalla's <i>Masters of Deception</i> .  2b. The class creates an informal outline while planning the upcoming PBS assembly.	<u>Writing Process</u> 1. Planning with Informal Outline (4-7)	1a. Students create an informal outline after reading about animal camouflage.  1b. Students create in informal outline while planning to write about their position on a classroom issue.	<u>Writing Process</u> 1. Planning with Informal Outline (4-7)	1a. Students create an informal outline as they learn about saving and storage of files in computer class.  1b. Students create an informal outline while planning to write about the most useful types of software for students.		
<u>Topic Sentences</u> 1. Variety (4-19)  2. Adding a Lead (4-23)	1a. Students read the first sentence from a page in their draft folder and determine the <u>type</u> of sentence used, then create one or more different sentences using the same topic. ("I like to read when I'm feeling sad." = Where or When + What's Happening. Change to "Whenever I'm feeling sad, I read a book" which is an Occasion/Position sentence or create an Action Verb sentence, "Whenever I'm feeling sad, I bury my head in a book.")  1b. Students create four topic sentences to begin a paragraph persuading others to read a book they enjoyed.  2. Students use a quote to lead into the topic sentence they choose.	<u>Topic Sentences</u> 1. Variety (4-19)  2. Turning a Prompt into a Topic Sentence (4-22)	1. Students create an informal outline about an individual who has contributed to the field of science. They generate several different sentences and work with partners to determine which one would be the most effective as the topic sentence if a paragraph was generated from the outline.  The discoveries of Thomas Edison were important to scientists.  Because of Thomas Edison, other scientists were able to make scientific advances.  Thomas Edison influenced others through his successes and failures.  2. Teacher puts question about water rights for Michigan residents on the overhead and models creating a topic sentence from it.	<u>Topic Sentences</u> 1. Variety (4-19)	1. Students create an informal outline about the impact of color in our world. They write several different sentences and then determine which one would be the most effective as the topic sentence if a paragraph was generated from the outline.  Color is important in our world.  Everywhere you go, color influences how we see the world.  Black and white? Color influences how we think, feel, and respond.	<u>Writing for Assessments</u> 1. Explain Steps Taken to Solve a Word Problem (5-1)  2. Turning an Explanation into a Formal Paragraph (5-2 Math)	1. Students use three-column notes to show a problem, the steps needed, and the actual computation.  2. Students explain how they determined the amount of time needed for the project using paragraph format.
<u>Transitions</u> 1. Transitions for Different Purposes (4-26)  2. Using a Variety of Transitions (4-29)	1. Students find and circle transition words in newspaper or advertisements. Students replace transition words with others and judge effectiveness.  2. Students swap draft paragraphs with each other and revise using Tool 4-29a.	<u>Transitions</u> 1. Transition Sets (4-25)	1. Following the science experiment, students describe the experiment including sequence transition words.	<u>Transitions</u> 1. Transition Sets (4-25)	1. Students select transition words to use when explaining the steps for measuring your heart rate and determining your working heart rate.	<u>Writing for Assessments</u> 1. Explain Steps Taken to Solve Problems (Math 5-1)	1. Students use Math Tool P-5 to explain the steps used to determine the area of a parallelogram, using logical transition words between the steps.
<u>Elaboration</u> 1. Learning More (4-32)	1. Students update the informal outline that compares themselves to a parent to include at least one of each type of elaboration from Tool 4-32.	<u>Elaboration</u> 1. The E's/The Reds (4-31)	1. Students add <i>evidence</i> to outline for Core Democratic Value about Rule of Law.	<u>Elaboration</u> 1. The E's/The Reds (4-31)	1. Students use descriptive vocabulary to create an effective illustration or exciting description of a famous music composition.		
<u>Conclusions</u> 1. Connecting Conclusions to Topic Sentences (4-35)	1. Students create conclusion sentences for their 'persuading others to read this book' paragraphs, mirroring their topic sentences.	<u>Conclusions</u> 1. Connecting Conclusions to Topic Sentences (4-35)	1. Students create conclusion sentences for informal outline on the respiratory system, mirroring the topic sentences.	<u>Conclusions</u> 1. Connecting Conclusions to Topic Sentences (4-35)	1. Students create conclusion sentences for the informal outline describing a famous artist.		

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English Language Arts	Examples	Science, Social Studies, Health	Examples	Gym, Music, Art, Computers	Examples	Mathematics	Examples
<b>Essays and Reports (Section 5)</b>							
<u>Writing Essays and Reports</u> 1. About Essays and Reports (5-1, 5-2, 5-5)	1. Students complete informal outline and block out paragraphs for an essay about a time they felt frustrated.	<u>Writing Essays and Reports</u> 1. About Essays and Reports (5-1, 5-2, 5-5)	1. Students complete informal outline, block-out paragraphs, and draft a report on a North American animal.				
1. Using Transitions (5-10, 5-11) 2. Writing Conclusions (5-17)	1-2. Students add transition words and a conclusion to their writing about responsibility. 2. Students draft two 'frustration' conclusions and discuss with a partner which is better.	1. Using Transitions (5-10, 5-11) 2. Writing Conclusions (5-17)	1-2. Students add transition words and a conclusion to their report about an animal native to North America.				
<b>Personal Narrative (Section 7)</b>							
<u>Composing Personal Narratives</u> 1. Report, Story, or Personal Narrative (7-1, 7-2, 7-3, 7-4.)	1. In May, students plan and compose personal narratives about the most important academic and life lessons they learned that school year.	<u>Composing Personal Narratives</u> 1. Report, Story, or Personal Narrative (7-1, 7-2, 7-3, 7-4)	1. Students create a written plan, but do not actually compose, a personal narrative about a time when they were sick and needed medical care from a doctor, hospital, or parent.	<u>Composing Personal Narratives</u> 1. Report, Story, or Personal Narrative (7-1, 7-2, 7-3, 7-4)	1. Students create a written plan, but do not actually compose, a personal narrative about the recent assembly featuring a juggler who involved the students in his act.		
<b>Assessment and High Standards (Section 10)</b>							
<u>High Standards and Clear Expectations</u> 1. Peer Review (10-6)  3. Analyzing a Paragraph (10-9)	1. Partners review each other's papers for just one teacher-chosen issue (descriptive words, spelling, tense) at a time.  3. Students review a previously-written paragraph and record (Tool 10-9) the first word of each sentence, number of words in each sentence, and verbs used. Students look for patterns and make revisions. Teacher collects completed Tool 10-9 to compare progress in impromptu writing. (First-draft writing shows what skills are developed to automaticity.)					<u>Writing for Assessments</u> 1. Explaining Steps	1. Students write steps to determine area of a rectangle, circle, or triangle. Students swap papers and try to solve the target problem using ONLY the steps given, then papers are returned to step-writers to revise explanations if necessary.
<u>Using Quick Checks and Practical, Effective Assessment</u> 1. Quick Checks (10-10, 10-11)  2. Scoring Guides (10-9, 10-15, 10-16)	1. Students use Quick Checks as they write.  2. Students self-score and compare to teacher's scoring of the same piece.	<u>Using Quick Checks and Practical, Effective Assessment</u> 1. Quick Checks Short Answers (10-11) 2. Scoring Guides (10-9, 10-15, 10-16)	1. Students use Quick Checks for Short Answers as they complete short answer assignment or test on the settling of the West. 2. Student and teacher each score same assignment using guide.				

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English Language Arts	Examples	Science, Social Studies, Health	Examples	Gym, Music, Art, Computers	Examples	Mathematics	Examples
<b>Writing to Improve Reading and Listening Comprehension (Section 1)</b>							
<u>Responding to Text</u> 1. Reading Notation Responses (1-3) 2. Sticky Note Responses (1-4) 3. Framed Responses (1-8) 4. Two-Column Guided Response (1-9)	1. and 2. As students read O'Brien's <i>Z for Zachariah</i> or <i>Exploring the Titanic</i> by Ballard, they J.O.T. or write notes.  3. and 4. Students complete a framed response or two-column response based on the <i>Secrets of the Sphinx</i> by Cross. (Tool 1-8)	<u>Responding to Text</u> 1. Quotation Responses (1-7)  2. Framed Responses (1-8) 3. Two-Column Guided Response (1-9)	1. As students read about cultural diffusion with the Eastern Hemisphere, they copy sentences or phrases and write responses.  2. and 3. Students complete a framed response or two-column response while reading about the effect humans have on the natural world. (Tool 1-8)	<u>Responding to Text</u> 1. Framed Responses (1-8) 2. Two-Column Guided Response (1-9)	1. and 2. Students in computer class complete a framed response or two-column response while learning what science and technology can and cannot reasonably contribute to society. (Tool 1-8)	<u>Responding to Text</u> 1. Two-Column Guided Responses (1-9, Math 2-3)	1. Students distinguish between inductive and deductive reasoning, write to explain, and provide examples of each.
<u>Making Connections</u> 1. Text to... (1-12)	1. Students J.O.T. connections to themselves, other texts, others, and the world as they read an independently-chosen fiction or non-fiction text.	<u>Making Connections</u> 1. Text to... (1-12)  <u>Marking the Text</u> 1. Circle Once, Underline Twice (1-15)	1. Students write connections to self and the world as they read about how individuals can participate in the political process at local, state, and national levels.  1. Students read an article, circling the major muscle groups of the body and double-underlining the functions they serve.	<u>Making Connections</u> 1. Text to... (1-12)	1. Students learn about the life of Salvador Dali and J.O.T. connections to their own life and that of others.		
<u>Taking Notes</u> 1. Two-Column Notes (1-17, 1-18, 1-19)	1. Students read Cooney's novel <i>The Face on the Milk Carton</i> and take notes about the events leading to Janie's discovery of her real identity or read non-fiction <i>Diary of a Young Girl</i> by Frank and take notes about the Holocaust events and Anne's response.	<u>Taking Notes</u> 1. Two-Column Notes (1-17, 1-18)	1a. Students take notes on ways to maintain health with examples on the left side and reasons on the right.  1b. Students visit a website and J.O.T. notes about Darwin and on the left and anti-evolution critics on the right.	<u>Taking Notes</u> 1. Two-Column Notes (1-17, 1-18)	1. Students use two-column notes to list musical genre on the left and facts about it on the right.	<u>Taking Notes</u> 1. Two-Column Notes (1-17, 1-18)  2. Explain Steps Taken to Solve a Problem (Math 5-1)	1. Students describe step to solve math problem on left and actual work on the right.  2. Students explain the steps used to find the equation of a circle given its center and radius.
<u>Summarizing</u> 1. Four-Step Summary Paragraphs (1-30) 2. Plot Line Summaries (1-31)	1. and 2. Students create either a Four-Step Summary Paragraph or a Plot Line Summary after reading Colfer's <i>Artemis Fowl</i> .	<u>Summarizing</u> 1. Four-Step Summary Paragraphs (1-30)	1. Students create a Four-Step Summary Paragraph after reading a magazine article about the impact of peers on student lifestyle choices.	<u>Summarizing</u> 1. Four-Step Summary Paragraphs (1-30)	1. Students complete summary sentence and fact outline, but do not draft actual paragraph, after reading about the composer Rochmoninoff.	<u>Summarizing</u> 1. (Math Section 3)	1. Students summarize information about ratios using IVF Summary Topic Sentences or Paragraph.
<u>Bookmarks</u> 1. Two- and Three-Column Bookmarks (1-39, 1-41)	1a. Students move bookmark ahead approximately 10 pages in their silent reading book. Each time they reach the bookmark, they add two-column notes to it; then move it forward another 10 pages. The bookmark notes are reviewed before taking the AR test.  1b. Students use teacher-created bookmark with page and J.O.T. prompts, such as "p. 85, real reason for John's refusal?" or "p. 127, lesson learned?"	<u>Bookmarks</u> 1. Two- and Three-Column Bookmarks (1-39, 1-40, 1-41)	1a. Teacher asks everyone to place sticky notes in specific places (bottom of p. 25, middle of p. 27, under the caption on p. 28, etc.) in the textbook. When they reach that point, they J.O.T. all the facts they can remember from that section.  1b. Teacher creates bookmark for section of text on movement of peoples and students read and J.O.T. about the impact of immigration on the immigrants themselves.				

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<b>Information Paragraphs (Section 4)</b>							
<u>Writing Process and Organization</u> 1. Writing Process (4-5) 2. Color Coding and Informal Outlines (4-6, 4-7, 4-8)	1. and 2. Students learn about Abe Lincoln and use the writing process to complete a paragraph about his life, including planning with an informal outline and color coding the final draft to show correlation to the plan. 2. Students create informal outline for the characters in Kipling's <i>The Jungle Book</i> .	<u>Writing Process and Organization</u> 1. Writing Process (4-5) 2. Color Coding and Informal Outlines (4-6, 4-7, 4-8)	1. and 2. Students create an informal outline for a paragraph about the compass, how it works, and how compasses are used for navigation. Peers review for content accuracy, then students draft paragraphs.	<u>Writing Process and Organization</u> 1. Writing Process (4-5) 2. Color Coding and Informal Outlines (4-6, 4-7, 4-8)	1. and 2. Students learn about word processors and use the writing process to complete a paragraph about how they work and how they are used, including planning with an informal outline and color coding the final draft to show correlation to the plan.		
<u>Topic Sentences</u> 1. Variety (4-18) 2. Adding a Lead (4-22) 3. Avoiding the <i>Things</i> Trap (4-19)	1a. Students read the first sentence from a page in their draft folder and determine the <u>type</u> of sentence used, then create one or more different sentences using the same topic. ("I like to read when I'm feeling sad." = Where or When + What's Happening. Change to "Whenever I'm feeling sad, I read a book" which is an Occasion/Position sentence or create an Action Verb sentence, "Whenever I'm feeling sad, I bury my head in a book.") 1b. Students create four topic sentences to begin a paragraph persuading others to read a book they enjoyed. 2. Students use a quote to lead into the topic sentence they choose. 3. Students revise <i>things</i> sentences which the teacher has written on the board. "There are many things about the book that made it interesting" becomes "The events and characters made the book exciting" or "Superb writing and intrigue made this an interesting book."	<u>Topic Sentences</u> 1. Variety (4-18) 2. Turning a Prompt into a Topic Sentence (4-22) 3. Avoiding the <i>Things</i> Trap (4-19)	1. Students create an informal outline about an individual who has contributed to the field of science. They generate several different sentences and work with partners to determine which one would be the most effective as the topic sentence. The discoveries of Thomas Edison were important to scientists. Because of Thomas Edison, other scientists were able to make scientific advances. Thomas Edison influenced others through his successes and failures. 2. Teacher puts question about water rights for Michigan residents on the overhead and models creating a topic sentence from it. 3. Teacher puts several <i>things</i> sentences on the overhead. Students revise to more clearly convey understanding of content. "There are many things about water conservation residents should know" becomes "Savvy residents will want to know three water conservation."	<u>Topic Sentences</u> 1. Variety (4-18) 2. Avoiding the <i>Things</i> Trap (4-19)	1. Students create an informal outline about the impact of color in our world. They write several different sentences and then determine which one would be the most effective as the topic sentence if a paragraph were generated from the outline. Color is important in our world. Everywhere you go, color influences how we see the world. Black and white? Color influences how we think, feel, and respond. 2. Teacher puts several <i>things</i> sentences on the overhead. Students revise to more clearly convey understanding of content. "Some things need to happen to protect copyrights for musicians" becomes "Protecting musician copyrights requires several steps."		
<u>Transitions, Elaboration, and Conclusions</u> 1. Transitions (4-25, 4-26, 4-27, 4-28) 2. Elaboration (4-32) 3. Conclusions (4-36)	1., 2., and 3. Students use previously generated informal outline and add a variety of transitions, increase the types of elaboration, and add a conclusion.	<u>Transitions, Elaboration, and Conclusions</u> 1. Transitions (4-25, 4-26) 2. Elaboration (4-32) 3. Conclusions (4-36)	1., 2., and 3. Students create an informal outline for the major geological events resulting from plate motions and construct a topic sentence. Next, they J.O.T. a variety of transitions and increase the types of elaboration included in the informal outline. Finally, they add a conclusion sentence.	<u>Transitions, Elaboration, and Conclusions</u> 1. Transitions (4-25, 4-26) 2. Elaboration (4-32) 3. Conclusions (4-36)	1., 2., and 3. Students create an informal outline comparing the use of primary and secondary colors across cultures and write a topic sentence. Next, they J.O.T. a variety of transitions and increase the types of elaboration included in the informal outline. Finally, they add a conclusion sentence.		

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English Language Arts	Examples	Science, Social Studies, Health	Examples	Gym, Music, Art, Computers	Examples	Mathematics	Examples
<b>Vocabulary (Section 2)</b>						<b>Vocabulary (Section 1)</b>	
<p><u>Mastering Vocabulary</u></p> <p>1. Breaking Down Definitions (2-3)</p> <p>2. Vocabulary and Concept Maps (2-6, 2-7)</p> <p>3. Personification of Abstract Nouns (2-11)</p>	<p>1. and 2. Teacher creates a list of vocabulary words that are found in Colfer's <i>Artemis Fowl</i> and the corresponding page numbers. Class breaks down the definitions, using three-column format and notes that many words have multiple meanings. Before reading, they look ahead to the pages containing specific vocabulary words to discuss which meanings apply in those contexts. Three words are mapped and one is chosen for a concept map.</p> <p>3. Students use the abstract noun <u>altruism</u> and practice personifying it in a sentence.</p>	<p><u>Mastering Vocabulary</u></p> <p>1. Breaking Down Definitions (2-3)</p> <p>2. Vocabulary and Concept Maps (2-6, 2-7)</p> <p>3. Specific Word Lists (2-14)</p>	<p>1. and 2. Students find highlighted vocabulary words in the science text and break down the definitions, using three-column format. Three words are chosen to make vocabulary maps and one word is chosen for a concept map.</p> <p>3. Whole class works together to logically sort or categorize Civil War vocabulary words and verbally justify differences of opinion regarding grouping.</p>	<p><u>Mastering Vocabulary</u></p> <p>1. Breaking Down Definitions (2-3)</p> <p>2. Vocabulary and Concept Maps (2-6, 2-7)</p>	<p>1 and 2. Students highlight vocabulary words in an article about computer hardware and break down the definitions, using three-column format. Students choose one word to complete a vocabulary map and one word for a concept map.</p>	<p><u>Vocabulary</u></p> <p>1. (Math Section 1)</p>	<p>1a. Students break down definitions relative to angles (complementary, supplementary) using three column notes.</p> <p>1b. Students create concept maps for two-dimensional geometric figures.</p>
<b>Sentence Mastery (Section 3)</b>							
<p><u>Practicing and Mastering Sentence Writing</u></p> <p>1. Topic Sentences and Thesis Statements, Adding Quotations (3-10, 3-16)</p> <p>2. Sentence Variety (3-11)</p>	<p>1. Teacher chooses a topic (this year's drama production) and students generate four topic sentences. Each is labeled by type; students earn bonus points for variety or using quotations.</p> <p>2. Students use each other's topic sentences to code the parts of speech.</p>	<p><u>Practicing and Mastering Sentence Writing</u></p> <p>1. Topic Sentences and Thesis Statements (3-10)</p> <p>2. Sentence Variety (3-11)</p>	<p>1. Students write a topic sentence to fit an informal outline detailing correct classification of solutions as acidic or basic based on their pH levels.</p> <p>2. Students generate two alternative topic sentences for the acids/bases informal outline.</p>				
<b>Essays and Reports (Section 5)</b>							
<p><u>Writing Essays and Reports</u></p> <p>1. About Essays and Reports (5-1, 5-2, 5-5)</p> <p>2. Two-Sentence Introductions (5-4)</p> <p>3. Leads (5-8)</p> <p>4. Transitions, Elaboration, and Conclusions (4-29, 5-5, 5-10, 5-15, 5-16, 5-17, 5-18, 5-19, 5-20)</p>	<p>1. Students use an informal outline to plan and block out an essay about books that may influence the choices teens make.</p> <p>2. Students experiment with several two-sentence introductions. Peers provide feedback on the most effective choice.</p> <p>3. Students use previously generated informal outline with topic sentence and develop two alternative leads.</p> <p>4. Students include a variety of appropriate transitions in their report about influential books. The informal outline is expanded to include additional elaboration, and a persuasive conclusion is written.</p>	<p><u>Writing Essays and Reports</u></p> <p>1. Step-by-Step (5-2, 5-3)</p> <p>2. Transitions, Elaboration, and Conclusions (4-29, 5-9, 5-10, 5-15, 5-16, 5-17, 5-18, 5-19, 5-20)</p>	<p>1. Students plan, draft, and publish a report on the common patterns of relationships between and among populations (competition, parasitism, symbiosis, and predator/prey) using the step-by-step guides.</p> <p>2. The report includes the use of appropriate and varied transitions. A wealth of examples, effective illustrations, and experiences are used to clearly show the relationship among populations. The conclusion serves to remind the reader of the topic.</p>	<p><u>Writing Essays and Reports</u></p> <p>1. Step-by-Step (5-2, 5-3)</p> <p>2. Transitions, Elaboration, and Conclusions (4-29, 5-9, 5-10, 5-15, 5-16, 5-17, 5-18, 5-19, 5-20)</p>	<p>1. Students plan, draft, and publish a report on the impact of life-long activity levels on overall health and longevity using the step-by-step guides.</p> <p>2. The report includes the use of appropriate and varied transitions. A wealth of examples, effective illustrations and experiences are used to clearly show an understanding of how activity levels influence our length and quality of life. The conclusion serves to convince the reader of the importance of maintaining an active lifestyle.</p>		

### School-Wide Implementation of Step Up to Writing by Grade Level

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English Language Arts	Examples	Science, Social Studies, Health	Examples	Gym, Music, Art, Computers	Examples	Mathematics	Examples
<b>Personal Narrative (Section 7)</b>							
<u>Composing Personal Narratives</u> 1. Report, Story, or Personal Narrative? (7-1, 7-2, 7-3, 7-4, 7-5)	1. Students plan, compose, and publish personal narratives about someone who influenced their life in a positive way.	<u>Composing Personal Narratives</u> 1. Report, Story, or Personal Narrative? (7-1, 7-2, 7-3, 7-4, 7-5)	1. Students plan, but do not actually compose personal narratives about habits and characteristics they inherited or learned from family members.	<u>Composing Personal Narratives</u> 1. Report, Story or Personal Narrative (7-1, 7-2, 7-3, 7-4)	1. Students create a written plan for a personal narrative about the challenges of learning a second language.		
<b>Assessment and High Standards (Section 10)</b>							
<u>High Standards and Clear Expectations</u> 1. Revising "To Be" Verbs (10-4)  2. Analyzing a Paragraph (10-9)	1. Students highlight "to be" verbs used in their writing and use Tool 10-4a as a revision guide.  2. Students review a previously-written paragraph and record (Tool 10-9) the first word of each sentence, number of words in each sentence, and verbs used. Students look for patterns in their writing and make revisions. Teachers collect completed Tool 10-9 to compare progress in impromptu writing. (First-draft writing shows what skills are developed to automaticity.)	<u>High Standards and Clear Expectations</u> 1. Peer Review (10-6)	1. Partners review each other's informal outlines comparing communism and democracy for content accuracy.	<u>High Standards and Clear Expectations</u> 1. Peer Review (10-6)	1. Partners review each other's paragraphs about one famous piece of artwork for just one teacher-chosen issue such as descriptive words, attention to detail, or effective illustrations.		
<u>Using Quick Checks and Practical, Effective Assessment</u> 1. Quick Checks (10-10, 10-11)  2. Scoring Guides (10-9, 10-15, 10-16)	1. Students use Quick Checks as they write.  2. Students write and self-score a paragraph about natural selection and compare to ELA teacher's scoring guide.	<u>Using Quick Checks and Practical, Effective Assessment</u> 1. Quick Checks Short Answers (10-11)  2. Scoring Guides (10-9, 10-15, 10-16)	1. Students use Quick Checks for Short Answers as they complete short answer assignment or test on conflicts over Core Democratic Values. 2. Students self-score paragraph about Core Democratic Values and compares results to teacher's scoring guide.	<u>Using Quick Checks and Practical, Effective Assessment</u> 1. Quick Checks Short Answers (10-11)	1. Students use Quick Checks for Short Answers as they complete short answer assignment explaining the acceptable use policy for the school.	<u>Writing for Assessments</u> 1. Using Framed Paragraphs (Math 5-4, Math 3-5)	1a. Students complete a Framed Paragraph describing how to multiply fractions.  1b. Students use a Framed Paragraph to explain the significance of data displayed in a graph.

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English Language Arts	Examples	Science, Social Studies, Health,	Examples	Gym, Music, Art, Computers, World Languages	Examples	Mathematics	Examples
<b>Writing to Improve Reading and Listening Comprehension (Section 1)</b>							
<u>Responding to Text</u> 1. Quick Responses (1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7)  2. Framed Response (1-8)	1a. Students provide three reading notation responses (1-3) after reading each chapter of <i>The Grapes of Wrath</i> by Steinbeck.  1b. Students generate One-Word Responses (1-5) to a piece of poetry.  2. Students complete a Framed Response after reading Poe's <i>Pit and the Pendulum</i> .	<u>Responding to Text</u> 1. Quick Responses (1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7)  2. Framed Response (1-8)	1a. Students write Agree/Disagree Response (1-6) after reading about Imperialism.  1b. Students generate Quotation Responses (1-7) while reading about the effects of global warming.  2. Students complete a Framed Response after reading about political leadership styles.	<u>Responding to Text</u> 1. Quick Responses (1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7)  2. Framed Response (1-8)	1a. Students use Response Starters (1-2) while viewing the work of Monet.  1b. Students write Quotation Responses (1-7) while reading a technology article in computer class.  2. Students write a Framed Response to article about dynamic and static stretching.		
<u>Making Connections</u> 1. Text to...self, community, world (1-11, 1-12)	1. Students read <i>Golding's Lord of the Flies</i> and make connections to current governing successes and failures (connect to community and world).	<u>Making Connections</u> 1. Text to...self, community, world (1-11, 1-12)	1a. Students read about Vietnam War and make connections to current wars. 1b. Students J.O.T. connections among various presidential speech themes.	<u>Making Connections</u> 1. Text to...self, community, world (1-11, 1-12)	1. Students read article about the issue of students cheating in school with the use of technology and make connections to their school community.		
<u>Marking the Text</u> 1. Highlighting and Underlining (1-13, 1-16)	1. Students highlight the figurative language in Poe's <i>Pit and the Pendulum</i> .	<u>Marking the Text</u> 1. Highlighting and Underlining (1-13, 1-15)	1. Students use Circle Once, Underline Twice to mark influential people during the Holocaust and what made them powerful.	<u>Marking the Text</u> 1. Highlighting and Underlining (1-13, 1-14)	1. Students reflect on their normal eating habits while reading about dietary requirements and mark the one change that would most positively impact their health.		
<u>Taking Notes</u> 1. Two-, Three- and Four-Column Notes (1-17, 1-18, 1-19, 1-20)	1. Students use Two-Column Notes to analyze the characters in Austin's <i>Emma</i> .  2. Students use Four-Column Notes as they learn the grammar rules for using quotations. The first column includes the big idea, the second column includes the rule, the third column includes an example, and the fourth column includes any exceptions to the rule.	<u>Taking Notes</u> 1. Two-, Three- and Four-Column Notes (1-9, 1-17, 1-18, 1-19, 1-20)  2. Study Guides (1-22)	1a. Students write Two-Column Notes to explain Bernoulli's principle applied to different types of flow.  1b. Students read about Brown v. Board of Education (1954) and note impact in 1954 in left column, impact today in right column.  2. Students create textbook study guides comparing operant and classical conditioning.	<u>Taking Notes</u> 1. Two-, Three- and Four-Column Notes (1-17, 1-18, 1-19, 1-20)  2. Study Guides (1-22)	1. Students construct Three-Column Notes for common software, first column-- appropriate uses/applications, second column--special features, and third column-- other similar software.  2. Students construct study guides using Mapping a Chapter Tool 1-22d, showing art period, artists, works, and what makes them noteworthy.	<u>Reading Text with Math Content</u> 1. Three-Column Notes (Math 2-3)	1. Algebra 2 students read a passage and use Three-Column Notes to list the facts, an illustration, and the computation.
<u>Summarizing</u> 1. Four-Step Summary Paragraphs (1-30)	1. Students write a summary paragraph after reading Baldwin's <i>Nobody Knows My Name</i> .	<u>Summarizing</u> 1. Four-Step Summary Paragraphs (1-30)	1. Students write a summary sentence and fact outline for impact of slavery on current race relationships, teacher checks content, then students write paragraphs.	<u>Summarizing</u> 1. Four-Step Summary Paragraphs (1-30)	1. Students write a summary sentence and fact outline on how support and breath control occur from the diaphragm.	<u>Summarizing Text and Writing About Graphs</u> 1. (Math Section 3)	1. Students write a topic sentence and fact outline to explain a graph using the IVF format.
<u>Using and Creating Bookmarks</u> 1. Two- and Three-Column Bookmarks (1-39, 1-41, 1-40)	1a. Students move bookmark ahead to the end of the first chapter. When they reach the bookmark, they add two-column notes to it; then move it forward to end of next chapter.  1b. Students use sticky-notes or teacher-created bookmark with page and J.O.T. prompts, such as "p. 26, five words to describe Jericho?" or "p. 39, why is she angry?"	<u>Using and Creating Bookmarks</u> 1. Two- and Three-Column Bookmarks (1-39, 1-40, 1-41)	1a. Teacher directs students to place sticky notes in the biology book -- under the caption on p. 156, end of p. 158, next to vocabulary list on p. 161. When students reach those points, they respond to the prompts on the board.  1b. Students use teacher-created bookmark with page and J.O.T. prompts, such as "p. 138, biggest cause for the war?" or "p. 139, other contributing factors?"				

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English Language Arts	Examples	Science, Social Studies, Health,	Examples	Gym, Music, Art, Computers, World Languages	Examples	Mathematics	Examples
<b>Information Paragraphs (Section 4)</b>							
<u>Writing Process and Organization</u> 1. Planning with Informal Outline (4-7)  2. Paragraphs with Different Lengths (4-8, 4-11, 4-12)	1. Students use an informal outline to plan a paragraph in response to reading Goldberg's <i>Bee Season</i> .  2. After creating the <i>Bee Season</i> informal outline, students use Tool 4-11 to plan a more comprehensive paragraph.	<u>Writing Process and Organization</u> 1. Planning with Informal Outline (4-7)  2. Framed Paragraphs (4-14)	1. Library Technology students use an informal outline to plan a paragraph explaining the Dewey Decimal System for classifying book and media resources.  2. Civics students complete a framed paragraph describing the responsibilities of the legislative branch of government.	<u>Writing Process and Organization</u> 1. Planning with Informal Outline (4-7)  2. Framed Paragraphs (4-14)	1. Students use an informal outline to plan a paragraph explaining verb placement in present-tense sentences spoken or written in Spanish compared to English.  2. Students complete a framed paragraph showing understanding of petroleum use and acquisition as it impacts the U.S. economy.	<u>Writing for Assessments</u> 1. Explain Steps Taken to Solve a Word Problem (5-1)  2. Turning an Explanation into a Formal Paragraph (5-2 Math)	1. Students create a graphic organizer for the steps required to figure velocity and distance.  2. Students explain the concept of convergence of series in calculus class.
<u>Topic Sentences</u> 1. Variety (4-18)  2. Adding a Lead (4-22)  3. Avoiding the <i>Things</i> Trap (4-19)	1a. Students read the first sentence from a page in their draft folder and determine the <u>type</u> of sentence used, then create one or more different sentences using the same topic. ("I like to read when I'm feeling sad." = Where or When + What's Happening. change to "Whenever I'm feeling sad, I read a book" which is an Occasion/Position sentence or create an Action Verb sentence, "Whenever I'm feeling sad, I bury my head in a book.")  1b. Students create four topic sentences to begin a paragraph or essay persuading others to read a book they enjoyed.  2. Students use a quote to lead into the topic sentence they choose.  3. Students revise <i>things</i> sentences which the teacher has written on the board.  "There are many things about the book that made it interesting" becomes "The events and characters made the book exciting." or "Superb writing and intrigue made this an interesting book."	<u>Topic Sentences</u> 1. Variety (4-18)  2. Turning a Prompt into a Topic Sentence (4-22)  3. Avoiding the <i>Things</i> Trap (4-19)	1. Students create an informal outline about an individual who has contributed to the field of science. They generate several different sentences and work with partners to determine which one would be the most effective as the topic sentence if a paragraph was generated from the outline.  The discoveries of Thomas Edison were important to scientists.  Because of Thomas Edison, other scientists were able to make scientific advances.  Thomas Edison influenced others through his successes and failures.  2. Teacher puts question about water rights for Michigan residents on the overhead and models creating a topic sentence from it.  3. Teacher puts several <i>things</i> sentences on the overhead. Students revise to more clearly convey understanding of content.  "There are many things about water conservation residents should know" becomes "Savvy residents will want to know three facts about water conservation in Nevada."	<u>Topic Sentences</u> 1. Variety (4-18)  3. Avoiding the <i>Things</i> Trap (4-19)	1. Students create an informal outline about the impact of color in our world. They write several different sentences, then determine which would be the most effective as the topic sentence if a paragraph was generated from the outline.  Color is important in our world.  Everywhere you go, color influences how we see the world.  Black or white? Color influences how we think, feel, and respond.  2. Teacher puts several <i>things</i> sentences on the overhead. Students revise to more clearly convey understanding of content.  "Some things need to happen to protect copyrights for musicians" becomes "Protecting musician copyrights requires several steps."		
<u>Transitions, Elaboration, and Conclusions</u> 1. Transitions (4-25, 4-26, 4-27, 4-28)  2. Elaboration (4-32)  3. Conclusions (4-36)	1., 2., and 3. Students use a previously generated informal outline and add a variety of transitions, increase the types of elaboration, and add a conclusion.	<u>Transitions, Elaboration, and Conclusions</u> 1. Transitions (4-25, 4-26)  2. Elaboration (4-32)  3. Conclusions (4-36)	1., 2., and 3. Students create an informal outline for the major geological events resulting from plate motions, then construct a topic sentence. Next, they J.O.T. appropriate transitions and increase the types of elaboration included in the informal outline. Finally, they add a conclusion sentence.	<u>Transitions, Elaboration, and Conclusions</u> 1. Transitions (4-25, 4-26)  2. Elaboration (4-32)  3. Conclusions (4-36)	1., 2., and 3. Students create an informal outline comparing the use of primary and secondary colors across cultures and write a topic sentence. Next, they J.O.T. a variety of transitions and increase the types of elaboration included in the informal outline. Finally, they add a conclusion sentence.		

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<b>Vocabulary (Section 2)</b>						<b>Vocabulary (Section 1)</b>	
<u>Mastering Vocabulary</u> 1. Vocabulary and Concept Maps (2-6, 2-7)  2. Personification of Abstract Nouns (2-11)	1. Teacher selects 10 words from <i>To Kill A Mockingbird</i> by Lee. Partners create vocabulary maps for the words and learn that <i>prominent</i> has several meanings. The class looks ahead to read the first paragraph in which the word is used and discusses which meaning applies in this context. The word <i>prejudice</i> is used to create a concept map.  2. Students use the abstract noun <i>apprehension</i> and practice personifying it orally in sentences.	<u>Mastering Vocabulary</u> 1. Vocabulary and Concept Maps (2-6, 2-7)	1. Teacher selects important vocabulary from the health textbook describing common diseases and their symptoms. Partners create vocabulary maps for three words and the whole class makes a concept map for <i>disease</i> .	<u>Mastering Vocabulary</u> 1. Vocabulary and Concept Maps (2-6, 2-7)	1. Teacher lists shared English-French vocabulary terms and students group words logically, then create maps.	<u>Mastering Vocabulary</u> 1. Breaking Down Definitions (Math 1-3)  2. Word Webs and Concept Maps (Math 1-5, 1-6)	1. Students break down definitions related to graphing.  2a. Students create a word web for <i>triangles</i> .  2b. Class makes a concept map for <i>metric system</i> .
<b>Sentence Mastery (Section 3)</b>							
<u>Practicing Sentence Writing</u> 1. Sentence Variety (3-11)	1. Students create four thesis sentences for an essay on Frederick Douglas' life and partner with a peer to choose best one.	<u>Practicing Sentence Writing</u> 1. Sentence Variety (3-11)	1. Students write four sentences about literacy rates in developing countries using Tool 3-11b.	<u>Practicing Sentence Writing</u> 1. Sentence Variety (3-11)	1. Students use Tool 3-11b to write three possible sentences leading into a paragraph or essay on the effects of stress on health.		
<b>Essays and Reports (Section 5)</b>							
<u>Writing Essays and Reports</u> 1. About Essays and Reports (5-1, 5-2, 5-5)  2. Two-Sentence Introductions (5-4)  3. Leads (5-8)  4. Transitions, Elaboration, and Conclusions (4-29, 5-5, 5-10, 5-15, 5-16, 5-17, 5-18, 5-19, 5-20)	1. Students use an informal outline to plan and block out an essay about future goals.  2. Students experiment with several two-sentence introductions. Peers provide feedback on the most effective choice.  3. Students use previously generated informal outline with topic sentence and develop two alternative leads.  4. Students include a variety of appropriate transitions in their report about future goals. The informal outline is expanded to include additional elaboration and a persuasive conclusion is written.	<u>Writing Essays and Reports</u> 1. Step-by-Step (5-2, 5-3)  2. Transitions, Elaboration, and Conclusions (4-29, 5-9, 5-10, 5-15, 5-16, 5-17, 5-18, 5-19, 5-20)	1. Students plan, draft, and publish a report on oxidation-reduction reactions using a previously created informal outline and the Step-by-Step guides.  2. The report includes the use of appropriate and varied transitions. A wealth of examples, effective illustrations, and experiences are used to clearly show understanding of the common chemical reactions. The conclusion serves to remind the reader of the topic.	<u>Writing Essays and Reports</u> 1. Step-by-Step (5-2, 5-3)  2. Transitions, Elaboration, and Conclusions (4-29, 5-9, 5-10, 5-15, 5-16, 5-17, 5-18, 5-19, 5-20)	1. Students plan, draft, and publish a report on the effects of illegal drug use using a previously created informal outline and the Step-by-Step guides.  2. The report includes the use of appropriate and varied transitions. There are at least three paragraphs elaborating the effects of illegal drug use. The conclusion restates the thesis, summarizes the main points, and challenges the reader.		

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English Language Arts	Examples	Science, Social Studies, Health, World Languages	Examples	Gym, Music, Art, Computers	Examples	Mathematics	Examples
<b>Personal Narrative (Section 7)</b>							
<u>Composing Personal Narratives</u> 1. Report, Story, or Personal Narrative? (7-1, 7-2, 7-3, 7-4, 7-5)	1. Students plan and write personal narratives about how their school experience may influence the career choices they make in the future.	<u>Composing Personal Narratives</u> 1. Report, Story, or Personal Narrative? (7-1, 7-2, 7-3, 7-4, 7-5)	1. Students plan and write a personal narrative explaining a time when they felt their voice did not count.	<u>Composing Personal Narratives</u> 1. Report, Story, or Personal Narrative? (7-1, 7-2, 7-3, 7-4, 7-5)	1. Students write about a time when they unsuccessfully used Spanish to communicate with others.	<u>Composing Personal Narratives</u> 1. Report, Story, or Personal Narrative? (7-1, 7-2, 7-3, 7-4, 7-5)	1. Students write a paragraph about a time when they needed to solve a real-life math problem requiring geometry skills.
<b>Assessment and High Standards (Section 10)</b>							
<u>High Standards and Clear Expectations</u> 1. Revising "To Be" Verbs (10-4)  2. Analyzing a Paragraph (10-9)	1. Students highlight "to be" verbs used in their writing and use Tool 10-4a as a revision guide.  2. Students review a previously-written paragraph and record (Tool 10-9) the first word of each sentence, number of words in each sentence, and verbs used. Students look for patterns in their writing and make revisions. Teacher collects completed Tool 10-9 to compare progress in impromptu writing. (First-draft writing shows what skills are developed to automaticity.)	<u>High Standards and Clear Expectations</u> 1. Peer Review (10-6)	1. Partners review, for content accuracy, each other's informal outlines describing political ideologies within a democracy.	<u>High Standards and Clear Expectations</u> 1. Peer Review (10-6)	1. Partners review each other's paragraphs about criteria for effective advertisements for just one teacher-chosen issue, such as selling words, visual layout, and font appeal.	<u>Writing for Assessments</u> 1. Scoring Paragraphs Explaining Steps (Math 5-3)	1. Students self-score their IVF sentence and fact outlines sequencing the steps necessary to combine polynomials, then compare to teacher's score.
<u>Using Quick Checks and Practical, Effective Assessment</u> 1. Quick Checks (10-10, 10-11)  2. Scoring Guides	1. Students use Quick Checks as they write.  2. Students write and self-score a paragraph responding to Hawthorne's <i>Scarlet Letter</i> , then compare to ELA teacher's scoring guide.	<u>Using Quick Checks and Practical, Effective Assessment</u> 1. Quick Checks Short Answers (10-11)  2. Scoring Guides (10-9, 10-15, 10-16)	1. Students use Quick Checks for Short Answers as they complete short answer assignment or test on unionization practices.  2. Students self-score paragraph about the endocrine system and compare results to teacher's scoring guide.	<u>Using Quick Checks and Practical, Effective Assessment</u> 1. Quick Checks Short Answers (10-11)	1. Students use Quick Checks for Short Answers as they complete short answer assignment on the effects of smoking on human health.	<u>Writing for Assessments</u> 1. Exam Questions (Math 5-5)	1. Students write a proof and then score it.