

Grades 3–5

# Step Up to *Writing*<sup>®</sup>

4th Edition

Maureen Auman

## Assessment and Implementation Guide



VOYAGER SOPRIS  
LEARNING™

Grades 3–5

# Step Up to Writing®

4th Edition  
Maureen Auman

## Assessment and Implementation Guide



VOYAGER SOPRIS  
LEARNING™

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

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

1 2 3 4 5 WEB 18 17 16 15 14

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

ISBN 13: 978-1-4916-9051-2

ISBN 10: 1-4916-9051-8

JDE: 334713/07-14

Printed in the United States of America  
Published and Distributed by



**VOYAGER SOPRIS**  
LEARNING™

17855 Dallas Parkway, Suite 400 • Dallas, TX 75287 • 800-547-6747  
[www.voyagersopris.com](http://www.voyagersopris.com)

## Overview of *Step Up to Writing*

Proven Instruction in Writing . . . . .	3
Focused on 21st Century Literacy Skills . . . . .	3
Who Is <i>Step Up to Writing</i> For? . . . . .	4
Best Practices in Collaborative Learning . . . . .	4

## Choosing an Assessment and Implementation Plan

Flexible Implementation . . . . .	5
Compatible with Other Programs . . . . .	7
Training and Professional Development for <i>Step Up to Writing</i> . . . . .	8

## Assessment

<i>Step Up to Writing</i> Assessment Materials . . . . .	10
Cycle of Assessment . . . . .	18
Preparing Students for the Formal Assessments . . . . .	19
Administering the Formal Assessments . . . . .	20
Scoring the Formal Assessments . . . . .	22
Using Assessment Data to Guide Instruction . . . . .	25

## Implementation Plan

Implementation Plan: A Sequence of Instruction for College and Career Readiness . . . . .	28
Pacing of the Implementation Plan . . . . .	28
Year-at-a-Glance . . . . .	29

## Unit Maps

Organization of the Implementation Plan: Reading the Unit Maps . . . . .	30
Unit 1 Map: Build a Strong Foundation . . . . .	32
Unit 2 Map: Your Opinion Matters!—Writing an Opinion Paragraph . . . . .	34
Unit 3 Map: Support Your Point of View—Opinion Essay . . . . .	36
Unit 4 Map: You’ve Got the Floor—Present Your Opinion . . . . .	39
Unit 5 Map: Tell Your Story . . . . .	40
Unit 6 Map: Publish Using Technology . . . . .	44
Unit 7 Map: Explain It!—Informative/Explanatory Paragraph . . . . .	45
Unit 8 Map: Explore Your World—Research Report . . . . .	48
Unit 9 Map: Collaborate!—Group Writing Assignment . . . . .	52
Unit 10 Map: Write About It—Math, Social Studies, Science, or ELA . . . . .	53
Unit 11 Map: Get in Touch—Letter-Writing . . . . .	54
Unit 12 Map: Play with Words—Poetry Writing . . . . .	55

<b>Scoring Guides</b>	
Informative/Explanatory Paragraph Scoring Guide . . . . .	56
Opinion Paragraph Scoring Guide . . . . .	57
Informative/Explanatory Essay and Report Scoring Guide . . . . .	58
Opinion Essay and Report Scoring Guide . . . . .	59
Imaginative and Nonfiction Narrative Scoring Guide . . . . .	60
Personal Narrative Scoring Guide . . . . .	61
Research Report Scoring Guide . . . . .	62
<b>Class Record Sheets</b>	
Class Record Sheet for Writing Data . . . . .	63
Class Record Sheet for Reading Data . . . . .	64



Welcome to *Step Up to Writing*! Here is an overview of just a few of the program's benefits.

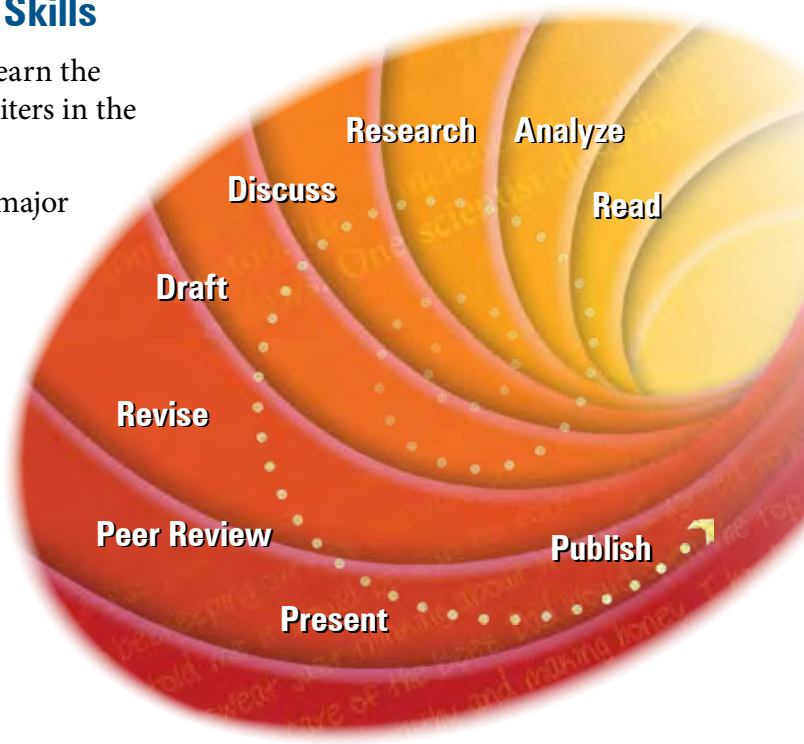
## Proven Instruction in Writing

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

## Focused on 21st Century Literacy Skills

In the *Step Up to Writing* program, students learn the essential skills to be proficient readers and writers in the 21st century. This includes:

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



## Who Is *Step Up to Writing* For?

### A Program for All Students

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

### A Program for All Subject Areas: Using *Step Up to Writing* Across the Curriculum

*Step Up to Writing* supports writing in English Language Arts (ELA) and in all other subject areas. *Step Up to Writing* includes exemplar texts on relevant, grade-appropriate topics in history/social studies and science. Using *Step Up to Writing* in different subject areas and in all grade levels throughout the school will improve writing and test scores as well as reading comprehension. Students become proficient writers more quickly because of concept reinforcement and additional skills practice.

## Best Practices in Collaborative Learning

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



## Flexible Implementation

Every teacher should choose a sequence of instruction and assessment that meets the needs of their students and complies with state, district, and school expectations. The *Step Up to Writing* program is flexible and contains hundreds of strategies that can be taught in many combinations to foster good writing skills. The Teacher Edition is not intended to be taught cover to cover, and teachers should select the material that is most appropriate for their students. The program also includes a number of assessment materials that can be used to collect reliable data on students' writing skills throughout the year.

Teachers can use the assessment materials and Implementation Plan to differing degrees. Two possible options for using the *Step Up to Writing* program are described below.

### **Option 1: Use the *Step Up to Writing* Implementation Plan to meet Common Core State Standards for English Language Arts (CCSS ELA).**

The Implementation Plan and Unit Maps in this guide (pages 28–55) provide a series of detailed unit plans that would allow teachers to meet all the CCSS ELA for Writing, Language, and Speaking and Listening, as well as many of the Reading standards. The Implementation Plan organizes the *Step Up to Writing* program into 12 units that could be taught over the course of 25 weeks if writing is taught for 30–45 minutes daily and vocabulary and grammar instruction is taught for 30 minutes twice per week or 20 minutes three times per week. The Implementation Plan also incorporates the assessments into each unit in a manner that would allow teachers to collect data on students' skills frequently and adapt their instruction accordingly. See the Implementation Plan for the Year-At-a-Glance (page 29) and detailed directions for how to teach each unit.

### **Option 2: Plan a Customized Sequence of Instruction and Assessment.**

The Teacher Edition is organized into 10 sections, each of which covers an important area of writing. When planning instruction, teachers can review the Table of Contents for each section and choose strategies that are most appropriate for their students. Each section contains a variety of strategies that will support students of all writing abilities—from those who need to focus on foundational writing skills, to those who are ready to tackle the most advanced aspects of writing.

In general, it is recommended that teachers introduce writing by starting with strategies in **Sections 1, 2, and 3** and continuing to incorporate them when teaching each text type. Then they can move on to the three types of writing in **Sections 4, 5, and 6**, and research reports in **Section 7**. The National Assessment of Educational Progress (NAEP) indicates that grades 3–5 students need to balance practice in the three types of writing according to the following percentages: 35% informative/explanatory, 30% opinion, and 35% narrative (National Assessment Governing Board, 2007). The NAEP has identified these types of writing as important for college and career readiness (CCSS; National Assessment Governing Board, 2007).



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

**1: Writing to Improve Reading Comprehension**

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

**2: Foundational Writing Skills**

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

**3: Vocabulary Acquisition and Use**

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

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

**4: Informative/Explanatory Writing**

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

**5: Opinion Writing**

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

**6: Narrative Writing**

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

**7: Research Reports**

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

**8: Speaking and Listening**

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

**9: Writing for Assessments**

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

**10: Writing in the Subject Areas**

Strategies can be used for subject-area assignments in ELA, social studies, science, and math.

## Assessment Options

Teachers may also need to use the *Step Up to Writing* assessment materials more flexibly to comply with district or school policies. Some schools or districts may mandate a specific writing prompt, writing assessment, or writing rubric that must be used to assess students' writing. The *Step Up to Writing* program can still be used in conjunction with outside assessment materials. After students complete a mandated writing assignment, teachers can use the scoring guides provided in the program to score students' writing and pinpoint areas of weakness in the major categories of writing (Organization, Ideas/Content, Language/Style, and Conventions). They can then select and teach *Step Up to Writing* strategies that have been designed to help students improve writing in those categories. See the **Assessment** section (pages 9–26) for more guidance on the different ways the assessment materials can be used.

## Compatible with Other Programs

The *Step Up to Writing* program provides resources that fit many different teaching and learning styles and complements a number of other programs and writing paradigms.

### ***Step Up to Writing* and Writer’s Workshop**

*Step Up to Writing* complements the Writer’s Workshop approach to writing instruction. Each *Step Up to Writing* strategy can be taught in a mini-lesson of 10–25 minutes, leaving time for students to practice and apply the strategy to their own writing. *Step Up to Writing* also provides students with strategies to evaluate their own writing and the writing of others.

### ***Step Up to Writing* and 6+1® Trait Writing**

*Step Up to Writing* aligns with the 6+1 Trait® Writing model, providing the detailed instructions, or “how to,” that help students progress in each of these writing traits: idea development, organization, voice, word choice, sentence fluency, and conventions. It also helps students with the “plus one” presentation, whether print, digital, oral, or a combination.

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

Tonia Thompson

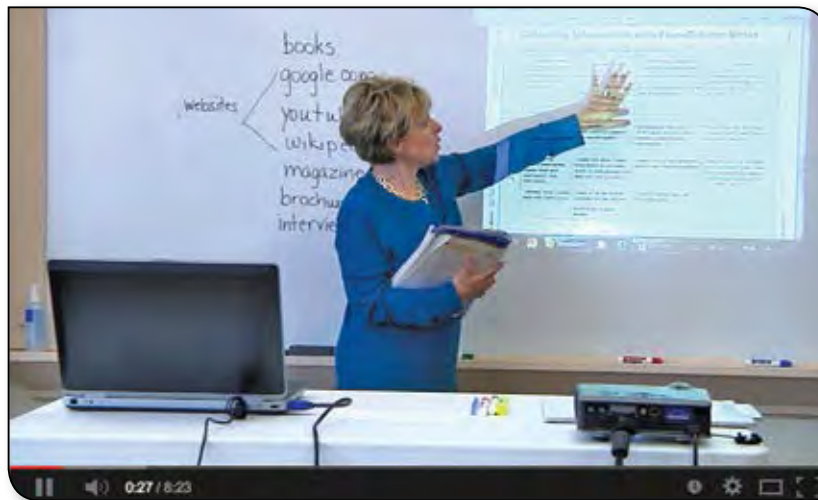
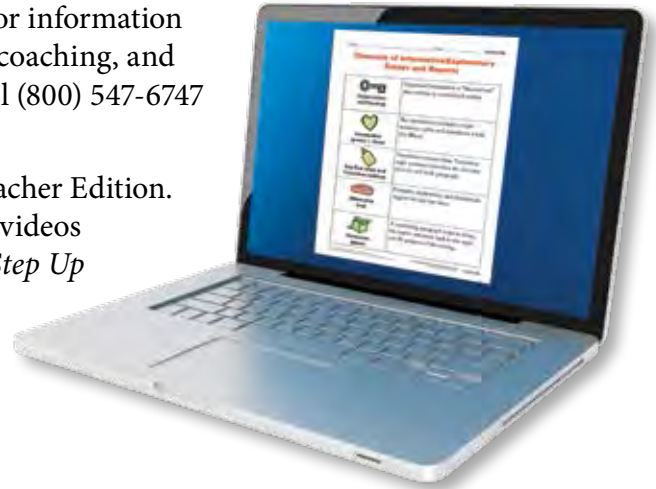
Assistant Superintendent for Curriculum, Instruction and Accountability

Binghamton City School District

## Training and Professional Development for *Step Up to Writing*

Professional development for teachers, literacy coaches, and principals is available in order to ensure a clear understanding and successful implementation of *Step Up to Writing*. Initial and ongoing professional development includes training focused on research-based instructional practices with alignment to rigorous core standards and state standards. For information on face-to-face training, ongoing support and coaching, and private Trainer of Trainers (TOT) training, call (800) 547-6747 or visit [www.voyagersopris.com](http://www.voyagersopris.com).

▶ Also, look for this icon throughout the Teacher Edition. These icons indicate strategies with associated videos demonstrating how to teach some of the core *Step Up to Writing* strategies. Videos can be accessed at [www.stepuptowriting.com](http://www.stepuptowriting.com).



Professional Development Videos

# Assessment

## Assessment

<i>Step Up to Writing</i> Assessment Materials. . . . .	10
Cycle of Assessment. . . . .	18
Preparing Students for the Formal Assessments. . . . .	19
Administering the Formal Assessments. . . . .	20
Scoring the Formal Assessments. . . . .	22
Using Assessment Data to Guide Instruction . . . . .	25

## ***Step Up to Writing* Assessment Materials**

The *Step Up to Writing* program includes the following assessment materials to help teachers collect data and make informed instructional decisions to meet the needs of their students. These *Step Up to Writing* materials can be used to differing degrees depending on the assessment requirements of states, districts, and schools. Teachers can use their own mandated assessments and grading criteria wherever appropriate. However, in the Implementation Plan included in this guide, suggested units have been mapped out using the following *Step Up to Writing* assessment materials:

- **Formal Assessments** to collect data on students' abilities to produce the three types of writing (opinion, narrative, and informative/explanatory) and write in response to text
- **Scoring guides** to provide students with clear criteria for proficient writing and help teachers fairly evaluate students' compositions
- **Progress Monitoring** materials to help assess students' mastery of skills throughout the unit
- **Digital Data Tracker** (downloadable spreadsheet)
- **Class Record Sheets** (printable)
- **Prompts** for creating rigorous writing assignments

All assessment materials are available as part of the *Step Up to Writing* Classroom Set at [www.stepuptowriting.com](http://www.stepuptowriting.com). The following sections describe each component in detail.



## Formal Assessments

Formal Assessments are provided for each of the three major types of writing taught in the program (opinion, narrative, and informative/explanatory). Each grade level (3rd, 4th, and 5th) has its own assessments. There are two types of Formal Assessments:

- **Baseline Assessments** that are given to students at the beginning of each unit to assess their starting skill levels for a certain type of writing
- **Summative Assessments** that are given at the end of the unit to determine whether students have made progress in the skills taught for that type of writing

These Formal Assessments are performance tasks that are structured to emphasize the reading-writing connection by asking students to read excerpts from texts, answer comprehension questions, and then write a composition that uses or responds to the ideas in the texts. This structure gives students experience with the type of performance task now encountered in new standardized test formats. (To find the details and references for any of the texts that appear in the Formal Assessments, see the Bibliography in the back of the Teacher Edition.)



The *Step Up to Writing* Formal Assessments are structured as follows:

**PART 1:** Includes text and other sources that students read and analyze. (Complexity and number of sources will vary by grade level.)


Assessments frequently include diagrams, charts, and other illustrations.

Step Up to Writing—Grade 3 Informative/Explanatory Writing Baseline Assessment

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Source #1**  
**What Is a Mushroom?**  
A mushroom may look like a plant, but it isn't. Think fungus. As a fungus, a mushroom needs little or no sunlight.  
Mushroom farming is big business. Farmers can grow them indoors or outdoors. Sometimes they plant them in tree logs or straw because mushrooms live on dead plants. A mushroom makes millions of tiny spores under its cap. These spread like seeds to make many more mushrooms.

**Source #2**  
**Parts of a Mushroom**



**Source #3**  
**Adapted from "Mind-Boggling Facts About Mushrooms"**  
Courtesy of: U.S. Department of Agriculture

- Mushrooms contain potassium. Potassium is a mineral that helps our hearts, muscles, and nerves work better.
- Mushrooms are the second favorite topping on pizza in the U.S.
- The largest living thing ever found is a honey mushroom. It covers about three-and-a-half miles of land in the Blue Mountains of eastern Oregon. And it's still growing!

**Source #4**  
**Adapted from "Attack . . . of the Killer Fungus!"**  
by Amy Spillman  
Courtesy of: U.S. Department of Agriculture

In the strange, dark world of the mushroom farmer, green is bad and sunshine doesn't matter.

Back in the 1990s, farmers in Pennsylvania—the "mushroom capital" of the U.S.—were under attack. A green mold was covering their mushrooms. Some farmers lost between 30 and 100 percent of their crop to this mold.

Scientists studied the problem. They discovered that the killer mold was a new type of mold. Today, farmers use chemicals to try to kill the mold. When they succeed, it's good for the mushroom business and even better for pizza!

©2015 Houghton Mifflin Harcourt Publishing Company. All rights reserved. 2 Permission is granted to reproduce this page for Step Up to Writing classroom use.

Students read a set of texts and sources all relating to a similar topic.

**PART 2:** Includes reading comprehension questions that gauge students' understanding of the sources. (Complexity of questions will vary by grade level.)

Questions 1, 2, and 3 are **literal questions** that test students' abilities to find answers directly stated in the text.

Step Up to Writing—Grade 3 Informative/Explanatory Writing Baseline Assessment

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Questions**

**Directions:** Refer back to the sources on page 2. Fill in the correct bubble to answer the questions.

- Based on source #1, which statement is true?
  - Ⓐ Mushrooms are plants.
  - Ⓑ Mushrooms need plenty of sun.
  - Ⓒ Mushrooms are not grown for money.
  - Ⓓ Mushrooms can be grown in different ways.
- Which detail from source #1 **best** supports the correct answer above?
  - Ⓐ A mushroom needs little or no sunlight.
  - Ⓑ Farmers can grow them indoors or outdoors.
  - Ⓒ A mushroom makes millions of tiny spores.
- Based on source #2, which word below is **not** a part of a mushroom?
  - Ⓐ stem
  - Ⓑ ring
  - Ⓒ volva
  - Ⓓ leaves
- Which detail from source #3 **best** shows why mushrooms are healthy to eat?
  - Ⓐ One mushroom can cover over three miles.
  - Ⓑ The potassium in mushrooms helps our bodies.
  - Ⓒ Mushrooms are the second favorite pizza topping.
  - Ⓓ The largest living thing is a mushroom.
- In source #4, what is the **most likely** reason the author calls Pennsylvania the "mushroom capital" of the U.S.?
  - Ⓐ Pennsylvania grows a lot of mushrooms.
  - Ⓑ Pennsylvania is the capital of the U.S.
  - Ⓒ Mushrooms grow only in Pennsylvania.
  - Ⓓ Pennsylvania's capital is called Mushroom.

©2015 Houghton Mifflin Harcourt Publishing Company. All rights reserved. 3 Permission is granted to reproduce this page for Step Up to Writing classroom use.

Questions 4 and 5 are **inferential questions** that require students to connect ideas based on clues in the text.

The writing prompt asks students to compose one of the three major types of writing (informative/explanatory, opinion, or narrative).

Planning space — encourages students to organize their ideas before they write.

Step Up to Writing—Grade 3

Informative/Explanatory Writing  
Baseline Assessment

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Prompt:** Write a short essay explaining why mushrooms are a good crop for farmers to grow. Use details from at least two sources and your own ideas to support your answer.

**Directions:** 1. Plan in the space provided below.  
2. Write your response on the pages that follow.

**Checklist:** Use this checklist to do your best writing.

☐ Do you have a topic sentence?

☐ Do you connect ideas with transitions?

☐ Did you include details?

☐ Did you use precise words and different kinds of sentences?

☐ Does your conclusion tie up your writing?

☐ Did you review your writing?

☐ Have you answered the prompt?

☐ Have you fixed errors in capitalization, punctuation, grammar, and spelling?

**Planning Space:** Use the following space to plan your writing.

©2015 Houghton Mifflin Harcourt, Inc. All rights reserved.

4

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

- A checklist helps students make certain that they have included all the important elements as they are writing and revising.

*Step Up to Writing—Grade 3*

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

Informative/Explanatory Writing  
Baseline Assessment

Informative/Explanatory Writing  
Baseline Assessment

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

Grade: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

©2015 Voyager

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

- Each assessment provides space for students to write their responses.

## Scoring Guides

Scoring guides are writing rubrics provided in the *Step Up to Writing* program that can be used to assess the quality of students' written work across a number of categories (e.g., organization, ideas, language, conventions). Scoring guides have been developed for each of the three major types of writing (informative/explanatory, opinion, and narrative). There are separate scoring guides for one-paragraph compositions and multi-paragraph compositions for each of the writing types. There is also a scoring guide available for assessing research reports.

Opinion Essay and Report Scoring Guide					
Topic/Prompt =					
	No Credit (0)	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)
Organization	Introduction is missing or unclear or incomplete.	Introduction has opinion and the part of the task or purpose.	Introduction has opinion and the part of the task or purpose.	Introduction has opinion and the part of the task or purpose.	Introduction has a plan and presents an opinion in an interesting way that clearly fits the task and purpose; may include a lead.
Ideas/Content	Transitions are missing or don't make sense.	Some transitions are used, but they don't connect ideas.	Transitions are used to connect most body paragraphs and ideas; some are missing or repeated.	Transitions connect the body paragraphs and ideas in an order that mostly follows a plan.	Different transitions are used to connect body paragraphs and ideas in an order that follows a plan.
Language/Style	There is no conclusion, or it is not about the opinion.	Conclusion is not about the opinion or is not a paragraph.	Conclusion paragraph restates the opinion.	Conclusion paragraph connects back to the opinion.	Strong conclusion paragraph connects back to the opinion in an interesting way.
Support	Reasons are missing, unclear, or don't support the opinion.	Reasons don't support the opinion.	Some reasons support the opinion.	Reasons support the opinion and answer the prompt completely.	Reasons support the opinion and answer the prompt completely.
Conventions	Details and facts (the EV) are missing, not correct, or repeated.	Body paragraphs have few details and facts (the EV) that support reasons.	Body paragraphs have some details and facts (the EV) that support reasons.	Each body paragraph includes important details and facts (the EV) that support the reasons.	Each body paragraph has many interesting and important details and facts that support the reasons.
Score	Reader will not learn anything about the opinion.	Reader may be confused about the opinion.	Reader needs more information to understand the opinion.	Reader will understand the opinion.	Reader will understand the opinion in detail.
Score	Sentences are not complete, do not make sense.	Many sentences are not complete, making it difficult for reader to follow.	Sentences are mostly complete, but with little variety.	Sentences are complete and have some variety.	Sentences are a variety of simple, compound, and complex.
Score	Many words are repeated or not used correctly.	Some words are repeated or not used correctly.	Words are used correctly and fit the topic.	Includes some action verbs, precise words, or descriptions.	Includes many action verbs, precise words, descriptions, or content vocabulary.
Score	No clear style.	Style does not fit the task and audience.	Style fits the task and audience.	Style fits the task and audience.	Style fits the task and audience well.
Score	Because of mistakes in CUPS, the reader can't understand the writing.	Many mistakes in CUPS make it hard for reader to understand writing.	Several mistakes in CUPS, but the reader can understand writing.	A few mistakes in CUPS that don't stop the reader from understanding writing.	Very few or no mistakes in CUPS.
Score	Doesn't look like paragraphs.	Attempts paragraph format.	Clear effort to write in paragraph format.	Writes neat, indented paragraphs.	Clearly writes in essay/report format.
Score	Not neat, can't be read.	Not neat, hard to read.	Mostly neat, can be read.	Very neat and easy to read.	Very neat and easy to read.
Total Score (16 possible)					

It is recommended that teachers introduce students to the scoring guides, or other grading criteria they will be using, early in the writing process so that students understand grading expectations for each type of writing and can self-assess the quality of their work as they write. For each scoring guide, a strategy is included in the Teacher Edition that can be taught to introduce students to the scoring guide and give them practice assessing writing samples.

Copies of the scoring guides can be found in the back of this book as well as in the printable assessment materials posted online at [www.stepuptowriting.com](http://www.stepuptowriting.com).

Scoring guides for one-paragraph compositions	Page	Strategy to teach students about this scoring guide
Informative/Explanatory Paragraph Scoring Guide	56	E4-35
Opinion Paragraph Scoring Guide	57	E5-28

Scoring guides for longer compositions	Page	Strategy to teach students about this scoring guide
Informative/Explanatory Essay and Report Scoring Guide	58	E4-36
Opinion Essay and Report Scoring Guide	59	E5-29
Imaginative and Nonfiction Narrative Scoring Guide	60	E6-31
Personal Narrative Scoring Guide	61	E6-32
Research Report Scoring Guide	62	E7-21

## Progress Monitoring Options

Progress Monitoring is any activity that allows teachers to collect data to determine whether students are mastering a particular skill or group of skills. Progress Monitoring is usually less formal and can include self-assessment or peer review activities. The goal of Progress Monitoring is to identify skills that students may be struggling with early in the process in order to have time to reteach or review those skills before the Formal Assessments.

*Step Up to Writing* provides a variety of options for monitoring student progress in between Formal Assessments:

1. **Teach the Progress Monitoring strategies:** Most sections of the Teacher Edition include a subsection titled **Progress Monitoring**. This subsection includes strategies that can be taught to students in order to introduce them to the scoring guide for a given type of writing, allow them to analyze Proficient and Advanced writing samples, and then self-assess their writing to determine what areas need improvement. Some **Progress Monitoring** subsections may also include other strategies to check more discrete skills learned in that section.
2. **Use short writing assignments:** You can design short, in-class writing assignments that can be used to assess a subset of writing skills for a particular type of writing. See suggested prompts for short, in-class writing assignments at [www.stepuptowriting.com](http://www.stepuptowriting.com). To assess these shorter writing assignments, use the scoring guides for shorter compositions provided in the program (e.g., the Opinion Paragraph Scoring Guide, the Informative/Explanatory Paragraph Scoring Guide).
3. **Collect student work or give a quiz:** After teaching any of the *Step Up to Writing* strategies, teachers can give a short quiz, or collect work to allow students to demonstrate learning of the concept or the skill that was recently taught.
4. **Use peer review activities:** At any point in the writing process, teachers can ask students to swap their work and assess one particular aspect of writing (e.g., evaluate sentence variety or types of transition words). To guide the peer revision process, teachers can teach the peer review strategy (see strategy **E8-23 Peer Review** in the Teacher Edition for guidance on structuring peer review activities).



Class Record Sheet for Reading Data			
CLASS:	WRITING TYPE		
	<input type="checkbox"/> Information/Explanatory	<input type="checkbox"/> Opinion	<input type="checkbox"/> Narrative
DATE:	ASSESSMENT TYPE		
	<input type="checkbox"/> Baseline	<input type="checkbox"/> Progress Monitoring	<input type="checkbox"/> Summative
Student Name	Score on Literal Questions (1, 2, 3)	Score on Inferential Questions (4, 5)	TOTAL SCORE (out of 10)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
CLASS AVERAGE			

For students:

- **Student Writing Assessment Record:** **Tool E9-13a**, allows students to track their own scores on writing assignments over the course of the year. Students track their overall scores and their scores in the four categories of writing (Organization, Ideas/Content, Language/Style, and Neat + CUPS). Use strategy **E9-13 Recording and Monitoring Progress** in the Teacher Edition to teach students how to use this Tool for tracking.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Tool E9-13a

# Writing Assessment Record

	Organization Score	Ideas /Content Score	Language/ Style Score	Mechanics Score	TOTAL SCORE
Advanced					
Proficient					
Basic					
Below Basic					
No Credit					

©2015 Voyager Open Learning, Inc. All rights reserved.  
 Permission is granted to reproduce this page for classroom or office use.

**Tool E9-13a**

**Tool E9-13a**

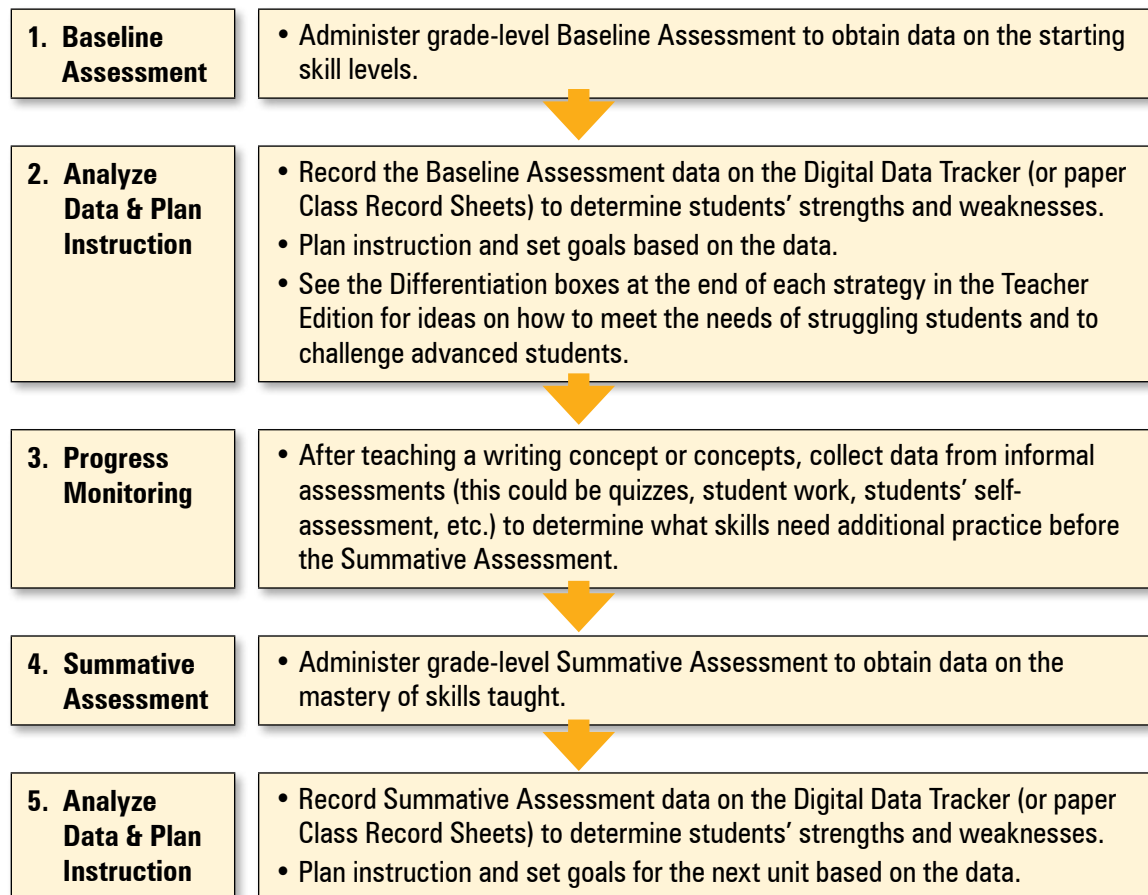
## Prompts

Prompts can be found in the **Assessment Materials** section at [www.stepuptowriting.com](http://www.stepuptowriting.com) to help teachers create rigorous writing assignments throughout the year. Prompts are provided for each of the three types of writing (informative/explanatory, opinion, narrative), as well as prompts for research reports and other subject-area writing assignments. However, these prompts are just suggestions. Teachers should design writing assignments that match the interests and abilities of their students.

## Cycle of Assessment

All of the *Step Up to Writing* assessment materials can be used to help teachers collect meaningful writing data and adapt their instruction to ensure that they are helping students achieve their goals.

The following cycle can be repeated with each of the three major writing types (informative/explanatory, opinion, and narrative) by using the *Step Up to Writing* assessment materials.



## Sequencing the Three Types of Writing

The three major types of writing (opinion, narrative, and informative/explanatory) are taught and assessed in a purposeful sequence in the Implementation Plan for *Step Up to Writing*. Although teachers can teach the types of writing in any order, it may be helpful for students in grades 3–5 to start with opinion writing before writing that requires factual knowledge and research on a topic. Students in grades 3–5 may have had more practice writing about opinions from their personal experience. The following order is the basis for the Implementation Plan included in this guide.



## Preparing Students for the Formal Assessments

### Preparing Students for Baseline Assessments

The Baseline Assessments are meant to assess the starting skill levels of students for a particular type of writing. Therefore, the Baseline Assessments should be given to students before they receive any instruction on writing that type of text, with the expectation that they should do their best work, even if the content is unfamiliar. It may be helpful to point out the different sections of the assessment and explain the directions before students begin. However, students should not receive help completing the Baseline Assessment (unless they require specific accommodations—see the **Accommodations** section on page 21).

### Preparing Students for Summative Assessments

The Summative Assessments are meant to be administered at the very end of a unit, after students have had plenty of practice with the skills associated with that type of writing. To ensure students are adequately prepared for the Summative Assessment, the following should be covered with students prior to administering the Summative Assessment:

- **Teach the *Step Up to Writing* Strategies** outlined in the Unit Maps in the Implementation Plan (or a modified sequence, depending on the needs of students). If students need additional help, look for Differentiation boxes at the end of each strategy or differentiation suggestions as listed in the Implementation Plan.
- **Make grading criteria clear.** Introduce the scoring guide (or whatever rubric will be used for grading) well before the Summative Assessment. Teach the strategy associated with the appropriate scoring guide (see the table on page 14). Students should have clear expectations of the grading criteria for each type of writing and be able to use that knowledge to craft exemplary writing on the Summative Assessment.
- **Teach tips for tackling writing assessments.** See **Section 9: Writing for Assessments** in the Teacher Edition for instruction in budgeting time, answering multiple choice questions, using information from sources in written responses, etc.

## Administering the Formal Assessments

### Prior to Administration

1. Go to [www.stepuptowriting.com](http://www.stepuptowriting.com) and print out the appropriate assessment. Be sure to select the correct grade level, correct writing type, and correct assessment (Baseline or Summative).
2. Make sure to print out all pages. Each assessment packet includes:
  - Page 1: Cover page with assessment directions
  - Page 2: Sources page
  - Page 3: Multiple-choice questions
  - Page 4: Writing prompt and planning space
  - Pages 5 and 6: Lined pages for students' written response

**Note:** If students have access to computers (one-to-one ratio), then the student response can be typed instead of handwritten.

3. Make packets for each student.
  - Make all copies single-sided and avoid stapling the pages of the packet together so that students can easily refer back to the sources while responding to questions and writing.
  - Create one packet for each student, with each page listed above.

**Note:** Teachers may choose to provide students with additional lined pages if students need more space or if this better matches school or district standardized testing materials.

### During Administration

1. **Prepare the class and the classroom for assessment.** Teachers may want to follow the guidelines that are required by the school or the district in order to provide students with practice and familiarity with those requirements. For example, prepare students for testing procedures, such as what they are allowed to have on their desks, what to do when they finish, etc.



- 2. Provide a means of tracking the time**, whether a wall clock, a countdown timer, or notifications on the board. Remind students to budget their time so that they can complete all sections.

**Recommended Time Budget**

- 5 min.—Distribute assessment and give directions
- 45–60 min.—Students complete assessment

Suggested pacing within the 45–60 minute testing block:

- 10 min.—Read sources
- 5–9 min.—Answer questions
- 1 min.—Read and analyze prompt
- 5–8 min.—Planning
- 20–25 min.—Drafting
- 5–10 min.—Revise and edit (as time allows)

See also strategy **E9-11 Writing for Timed Tests and Assessments** in the Teacher Edition.

- 3. Distribute the packets**, and make sure students write their names on the top of each page of the assessment.

### **Accommodations**

In some cases, a student will require an adapted or amended form of assessment in order to accurately assess his or her writing ability. Here are some possible accommodations that could be used to meet the needs of individual students. However, be sure to consider any accommodation procedures mandated by the school, district, or state.

#### **Writing or process accommodations:**

1. Alter the timetable to provide more time.
2. Alter the timetable to accommodate two separate sessions. This supports those with a shorter attention span and supports the revision process; some state tests have two sessions for writing assessments.
  - Day 1. Complete the following steps: reading, answering questions, reading prompt and directions, and planning.
  - Day 2. Complete remaining steps: drafting, revising, and editing.
3. Provide more lined pages. This supports students with larger handwriting or can encourage students to produce a longer written response.
4. Allow students to type their response using a computer or assistive device. This supports students with handwriting difficulties, as well as provides practice for computer-based assessment.

## Reading accommodations:

1. Omit the text-based component. Create a writing assessment that asks students to write in response to a generic prompt rather than writing in response to a text. This will support less proficient readers, as may be the case for students who are English Language Learners (ELL). *Step Up to Writing* provides many such prompts in the Classroom Set materials at [www.stepuptowriting.com](http://www.stepuptowriting.com).
2. Create an alternate assessment. Use strategy **E9-9 Simulating Standardized Writing Assessments** for guidance on creating an assessment similar to the formal assessments in *Step Up to Writing*. Less proficient readers can be supported by selecting texts appropriate for their reading levels.
3. Read the texts or review the sources aloud with students (without providing interpretation or synthesis).

## Scoring the Formal Assessments

The Formal Assessments include both a reading and a writing component. Although *Step Up to Writing* is primarily a writing program, this format is used to simulate new standardized test formats and support the reading-writing connection.

### Scoring Reading Comprehension Questions

Answer keys with explanations of correct/incorrect answers are posted for each Formal Assessment in the **Assessment Materials** section at [www.stepuptowriting.com](http://www.stepuptowriting.com). The reading section of each Formal Assessment contains five reading questions. The first three are literal questions, and the last two are inferential questions. Each question is worth one point and should be marked right or wrong.

#### Types of Reading Comprehension Questions

Question		
Number	Type	Description
1	Literal	These multiple-choice questions are literal, meaning the answers can be found directly in the text. For example, they may be about main ideas, key facts, or sequence.
2		
3		
4	Inferential	These multiple-choice questions require inference, synthesis, and higher-level thinking about the sources.
5		

Students' scores on the reading comprehension questions can provide a general sense of whether they were able to understand the sources they read, and whether reading comprehension may have affected their ability to write in response to those sources. However, the data from these questions are not meant to replace the more comprehensive, normed reading data from school or district reading assessments (such as *DIBELS Next*).

Using the “Reading Data” tab of the Digital Data Tracker (downloadable at [www.stepuptowriting.com](http://www.stepuptowriting.com)), or the paper (printable) Class Record Sheet for Reading Data (page 64), record students’ scores for both types of reading questions. This will help indicate areas of difficulty with these types of questions.

The writing portion of the assessment should be scored using the appropriate *Step Up to Writing* scoring guide for the relevant type of writing. All scoring guides are posted alongside the appropriate assessment at **[www.stepuptowriting.com](http://www.stepuptowriting.com)**, and copies of all the scoring guides can be found at the back of this book. Make a copy of the scoring guide for each student in order to quickly mark their scores in each category and return it to them along with their writing. This provides important feedback. Use the following steps when scoring student writing:

- Follow the directions on the scoring guide to assess each student's composition in four categories of writing. In each category, students can earn one of the following scores:

- 0—No Credit
- 1—Below Basic
- 2—Basic
- 3—Proficient
- 4—Advanced

See the scoring guides for detailed descriptions of attributes of writing that would lead to each score.

[illegible][illegible]

## Opinion Essay and Report Scoring Guide

\*Neat = Neatness, CUPS = capitalization, usage, punctuation, spelling

- 
- A horizontal number line with tick marks from 0 to 16. The line is divided into five sections by vertical bars. The sections are labeled as follows: 'No Credit' for the range 0 to 2, 'Below Basic' for 3 to 6, 'Basic' for 7 to 11, 'Proficient' for 12 to 14, and 'Advanced' for 15 to 16. The numbers 0 through 16 are written below the tick marks.

## Step Up to Writing Assessment and Implementation Guide • Grades 3–5

## Using Assessment Data to Guide Instruction

Assessment data can be used to make instructional decisions that best meet the needs of students. Data gathered from assessments can guide instruction for the entire class or can be used to plan instruction for small groups and individual students.

Keep in mind that results of a single assessment may not be representative of a student's ability and must be considered as one piece of a larger body of evidence for that student. The body of evidence may include other baseline and summative assessments, data gathered from Progress Monitoring activities, performance on longer writing projects, and other standardized assessment results.

### Interpreting Reading Data from the *Step Up to Writing* Formal Assessments

The reading portion of each Formal Assessment asks students to read and analyze texts that have Lexile® measures ranging from 600–1010 to align to the 3–5 grade band. The texts focus on topics from different content areas, including science and history/social studies. (For information on the source texts used in the assessments, see the Bibliography in the Teacher Edition.)

If teachers feel the texts on the Formal Assessments are at an appropriate level for their students, the data from the reading questions can be used to determine areas of strength and weakness with respect to reading comprehension. Based on the patterns of student errors, here are some recommendations for how to adjust instruction:

#### Recommended Instruction

Question			If students make errors on these questions, use . . .
Number	Type	Description	
1	Literal	These multiple-choice questions are literal, meaning the answers can be found directly in the text. For example, they may be about main ideas, key facts, or sequence.	strategies from the first three subsections of <b>Section 1: Writing to Improve Reading Comprehension</b> , in the Teacher Edition.
2			
3			
4	Inferential	These multiple-choice questions require inference, synthesis, and higher-level thinking about the sources.	strategies from the subsection <b>Analyzing Text</b> in <b>Section 1: Writing to Improve Reading Comprehension</b> , in the Teacher Edition.
5			

Note that if students had significant difficulty with the reading comprehension portion of the assessment, this may indicate that they were unable to read or access the source texts. This would undermine their ability to respond to the writing prompt. In this case the writing portion of the assessment may not be a valid representation of the students' writing ability. See the **Accommodations** section on page 21 for alternative writing assessments that could accommodate different reading abilities.

## Interpreting Writing Data from the *Step Up to Writing* Formal Assessments

Here are some recommendations for how to alter instruction based on the writing scores obtained.

1. Look for areas of weakness in the main categories: Organization, Ideas/Content, Language/Style, and Neat + CUPS\*. Areas of weakness would be those in which a number of students are below a score of 3 (Proficient). After identifying areas of weakness, use the chart below to identify *Step Up to Writing* strategies that could help students improve their skills:

If students have trouble with:	Review the Teacher Edition Table of Contents to find the topics listed below.
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Planning, Organization, and Structure</li> <li>• Introductions</li> <li>• Transitions</li> <li>• Conclusions</li> </ul>
<b>Ideas/Content</b>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Developing the Topic/Elaboration</li> <li>• Revising and Editing</li> </ul>
<b>Language/Style</b>	<ul style="list-style-type: none"> <li>• Revising and Editing</li> <li>• Types of (Opinion, Narrative, Informative/Explanatory) Writing</li> </ul> <p>Also see strategies in <b>Section 2: Foundational Writing Skills</b> and <b>Section 3: Vocabulary Acquisition and Use</b>.</p>
<b>Neat + CUPS* (conventions)</b>	<ul style="list-style-type: none"> <li>• Revising and Editing</li> </ul> <p>Also see strategies in <b>Section 2: Foundational Writing Skills</b> and <b>Section 3: Vocabulary Acquisition and Use</b>.</p>

2. Support students in these areas by allocating more instructional time and skills practice. Revisit the Teacher Edition for relevant strategies that may be used for additional instruction. Differentiation ideas are also provided at the end of every strategy in the Teacher Edition and can be used to further meet the needs of students.
3. If appropriate, create an informal assessment (see Progress Monitoring Options, page 15) to reassess the problematic skills before the next Formal Assessment is given.

\*Neat = Neatness, CUPS = capitalization, usage, punctuation, spelling



# Implementation Plan

## Implementation Plan

Implementation Plan: A Sequence of Instruction for College and Career Readiness . . . . .	28
Pacing of the Implementation Plan . . . . .	28
Year-at-a-Glance. . . . .	29

## Unit Maps

Organization of the Implementation Plan: Reading the Unit Maps . . . . .	30
Unit 1 Map: Build a Strong Foundation . . . . .	32
Unit 2 Map: Your Opinion Matters!—Writing an Opinion Paragraph . . . . .	34
Unit 3 Map: Support Your Point of View—Opinion Essay . . . . .	36
Unit 4 Map: You’ve Got the Floor—Present Your Opinion . . . . .	39
Unit 5 Map: Tell Your Story . . . . .	40
Unit 6 Map: Publish Using Technology . . . . .	44
Unit 7 Map: Explain It!—Informative/Explanatory Paragraph . . . . .	45
Unit 8 Map: Explore Your World—Research Report . . . . .	48
Unit 9 Map: Collaborate!—Group Writing Assignment . . . . .	52
Unit 10 Map: Write About it—Math, Social Studies, Science, or ELA . . . . .	53
Unit 11 Map: Get in Touch—Letter Writing . . . . .	54
Unit 12 Map: Play with Words—Poetry Writing . . . . .	55

## Implementation Plan: A Sequence of Instruction for College and Career Readiness

The Implementation Plan is a sequence of fully planned units, complete with weekly student goals and a sequence of *Step Up to Writing* strategies that can be taught to meet those goals. Following the Implementation Plan will:

- Provide students with scaffolded instruction in the three major types of writing (opinion, narrative, and informative/explanatory), starting with types of writing that are more rooted in students' experience before moving to writing that requires factual knowledge and research
- Provide students with opportunities to compose other important writing types (e.g., letter-writing, poetry, content-area assignments)
- Help students build a portfolio of well-developed compositions by guiding them to complete all steps of the writing process for numerous writing assignments
- Teach students important grammar and vocabulary-building skills
- Allow students to develop 21st-century research skills, including evaluating print and digital sources
- Provide students with opportunities to develop speaking, listening, and collaborative writing skills
- Give teachers guidance on when to use the *Step Up to Writing* assessments to collect data and adapt instruction

## Pacing of the Implementation Plan

The Implementation Plan can be used with a variety of schedules and ELA literacy blocks. The plan is based on a total of 25 weeks of instruction. Each week, teachers should plan for:

- **150–225 minutes of writing instruction** (30–45 minutes daily)
- **60 minutes of vocabulary/grammar instruction** (This could be two 30-minute sessions during the week, or three 20-minute sessions spread throughout the week.)

## Year-at-a-Glance

The following is an outline of all 12 units that appear in the Unit Maps, along with a schedule of assessments that could be implemented over the course of a typical school year.

Unit Overview	Suggested Pacing
<b>Assessment: Baseline for Opinion*</b>	
<b>Unit 1: Build a Strong Foundation</b> Students learn the steps of the writing process and traits of the major writing types.	2 weeks
<b>Unit 2: Your Opinion Matters!—Writing an Opinion Paragraph</b> Students write a one-paragraph opinion composition that states an opinion and supports it with reasons and elaboration.	3 weeks
<b>Unit 3: Support Your Point of View—Opinion Essay</b> Students write a multi-paragraph opinion essay that states an opinion and supports it with reasons and elaboration.	3 weeks
<b>Assessment: Summative for Opinion*</b>	
<b>Unit 4: You’ve Got the Floor—Present Your Opinion</b> Students plan and deliver an opinion presentation based on their essay from Unit 3.	1 week
<b>Assessment: Baseline for Narrative*</b>	
<b>Unit 5: Tell Your Story</b> Students compose a narrative and incorporate narrative elements such as characterization, dialogue, and sensory language.	4 weeks
<b>Assessment: Summative for Narrative*</b>	
<b>Unit 6: Publish Using Technology</b> Students learn the basics of keyboarding and word processing in order to create and share a final draft of a writing assignment.	1 week
<b>Assessment: Baseline for Informative/Explanatory*</b>	
<b>Unit 7: Explain It!—Informative/Explanatory Paragraph</b> Students write a one-paragraph informative/explanatory paragraph that explains a factual topic using some information collected from sources.	3 weeks
<b>Unit 8: Explore Your World—Research Report</b> Students learn skills to develop a research question, conduct research, and write a research report.	4 weeks
<b>Assessment: Summative for Informative/Explanatory*</b>	
<b>Unit 9: Collaborate!—Group Writing Assignment</b> Students work in small groups to create a written advertisement.	1 week
<b>Unit 10: Write About it—Math, Social Studies, Science, or ELA</b> Teachers choose for students to write an explanation of a math problem, a science report, or a response to literature using the correct format and conventions.	1 week
<b>Unit 11: Get in Touch—Letter Writing</b> Students learn the conventions of letter-writing and compose a letter.	1 week
<b>Unit 12: Play with Words—Poetry Writing</b> Students write original poetry using poetic conventions and elements.	1 week
<b>TOTAL</b>	<b>25 weeks (+ time for assessment*)</b>

\*Plan approximately 45–60 minutes for each assessment.

# Step Up to Writing®

4th Edition

Maureen Auman

*Step Up to Writing* 4<sup>th</sup> Edition offers educators explicit, systematic instruction for every aspect of writing. This flexible, strategy-base program has been completely revised and updated to meet the more rigorous writing standards students need to be college and career ready.

**Grade-specific,  
year-long unit  
plans included**

This *Step Up to Writing Assessment and Implementation Guide* provides:

- Step-by-step instructions for conducting Formal Assessments—both Baseline and Summative—for each writing type and for each grade level
- Scoring guides for each type of writing
- Instructions for recording assessment scores on the easy-to-use Digital Data Tracker or print Class Record Sheets and evaluating scores for individual students and whole classes
- A year-long Implementation Plan that can be used to meet rigorous writing, language, and speaking and listening standards, as well as many standards for reading informational and literary text
- An overview of the Teacher Edition and how its organization can be used to create a customized implementation plan



VOYAGER SOPRIS  
LEARNING™

(800) 547-6747 • [www.voyagersopris.com](http://www.voyagersopris.com)

**Assessment and  
Implementation Guide**  
Grades 3–5

334713

ISBN-13: 978-1-4916-9051-2

ISBN-10: 1-4916-9051-6



9 781491 690512 >