



Step Up to Writing

4th Edition
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NAME:



Handy Pages

Grades 3–5

TABLE OF CONTENTS

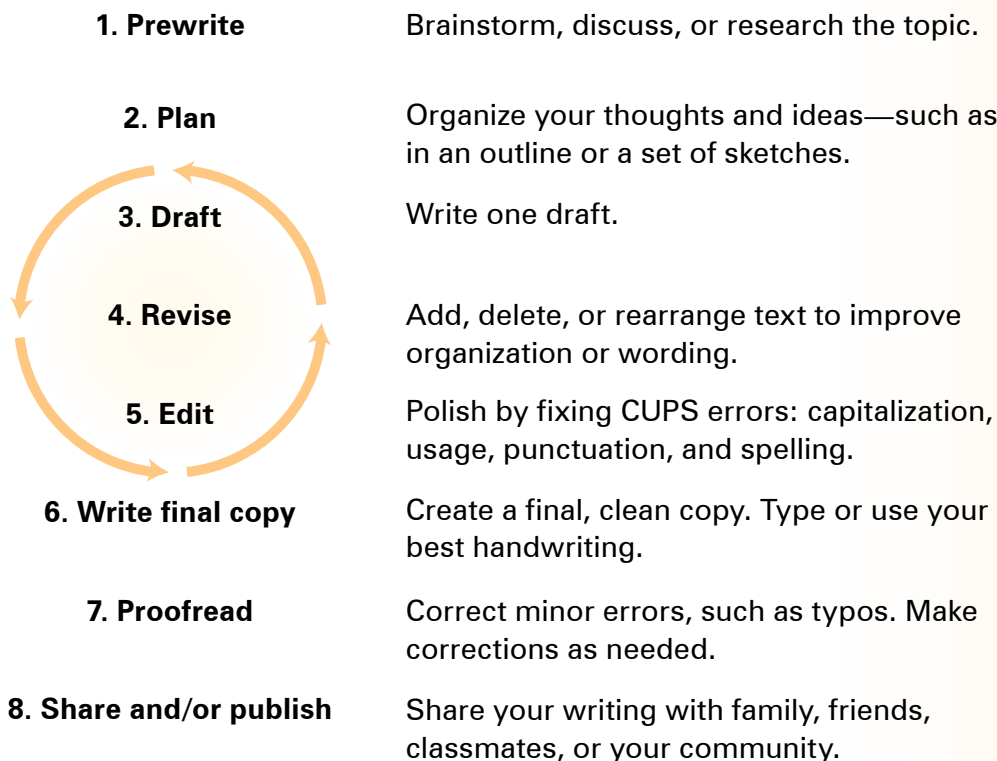
1	Writing to Improve Reading	2
2	Foundational Writing Skills	5
3	Vocabulary	12
4	Informative/Explanatory Writing	14
5	Opinion Writing	21
6	Narrative Writing	24
7	Research Reports	29
8	Speaking and Listening	36

Quick References

Checklists for Revising, Editing, and Proofreading	38
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The Writing Process for *Step Up to Writing*

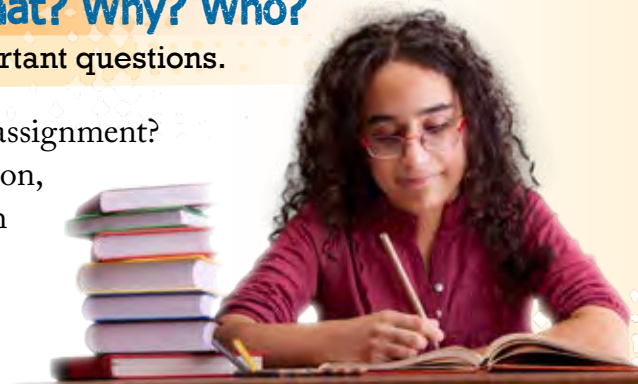
Your writing assignments will go more smoothly if you follow the writing process.



Task, Audience, and Purpose: What? Why? Who?

Writers must ask themselves three important questions.

- **Task:** What am I writing or what is the assignment?
Am I writing a paragraph with information, an essay expressing an opinion, a research report, or a story?
- **Audience:** To whom and for whom am I writing? Are they my classmates, adults, or younger children? What do I want them to know, understand, or enjoy?
- **Purpose:** Why am I writing? Am I writing to explain, convince, or entertain?



Parts of Speech

Knowing the jobs of different words helps you write sentences that make sense.

Noun: Names a person, place, thing, or idea

The lion lives on the plains of Africa.

Pronoun: Takes the place of a noun or nouns

It has been called the king of animals.

Verb: Expresses action or state of being

Lions live in a pride, or group. They often hunt together.

Adjective: Tells *which one*, *what kind*, or *how many* about a noun or pronoun

A male lion has a thick, shaggy mane.

Adverb: Tells *how*, *when*, *where*, or *to what degree* about a verb, adjective, or another adverb

Lions in a pride usually defend their territory fiercely.

Conjunction: Connects words or groups of words in a sentence.

Both male and female lions roar.

Preposition: Relates one word to another word or words in a sentence; often tells *where* or *when*

After a hunt, the female lions share food with the rest of the pride.

Interjection: Expresses strong emotion or feeling

Wow! I didn't know that!

Using Adjectives to Compare

When comparing two or more people, places, or things, remember the following:

Use **-er** or **-est** with short adjectives (one or two syllables).

The first lion cub is larger than the second one.

The third lion cub is largest of all the cubs.

Use **more** or **most** with longer adjectives (three or more syllables).

At the zoo, it was more exciting to see the lions than the monkeys.

Going on a safari to Africa to see lions would be the most exciting trip of all.



Parts of a Sentence

All sentences need either a **who** or a **what** and also an **action**. But you can always add interesting details, such as **where**, **what**, **when**, and **how**.






what	action	when	where
The pride of lions	slept	all day	in the shade of a tree.

who	action	what	when
We	have been studying	Africa	in geography.

where	what	action	what
In Africa	wildlife parks	try to protect	lions and other animals.

Subject-Verb Agreement

In a sentence, the subject (who or what does the action) and the verb (the action word) must agree with each other.

<p>If the subject is singular (just one) . . .</p> <p>add -s or -es to the verb in the present tense.</p> <p>The <u>monkey</u> (eats) fruit.</p> 	<p>If the subject is plural (more than one) . . .</p> <p>don't add anything to the verb in the present tense.</p> <p>The <u>monkeys</u> (eat) fruit.</p> 	<p>If the subject is I, We, or You . . .</p> <p>don't add anything to the verb in the present tense.</p> <p><u>I</u> (eat) fruit. <u>You</u> (eat) fruit. <u>We</u> (eat) fruit.</p> 
<p>That <u>man</u> (speaks) Spanish.</p> <p><u>Elena</u> (watches) the stars.</p>	<p>The <u>men</u> (speak) Spanish.</p> <p><u>Elena and Rico</u> (watch) the stars.</p>	<p><u>I</u> (speak) Spanish. <u>You</u> (speak) Spanish.</p> <p><u>I</u> (watch) the stars. <u>You</u> (watch) the stars. <u>We</u> (watch) the stars.</p>

Masterful Sentences

Sentence variety makes your writing interesting.

Four Kinds of Sentences

Declarative: Make a statement.

We camped in Arches National Park.

Imperative: Give a command.

Do not litter in the park.

Exclamatory: Show some feeling.

This place is so amazing!

Interrogative: Ask a question.

Where is the longest rock arch?



Three Sentence Structures

Simple Sentence <ul style="list-style-type: none"> • Shares one complete thought 	Complete thought <i>We camped in the park.</i>
Compound Sentence <ul style="list-style-type: none"> • Shares two or more complete thoughts • The two thoughts are connected with one of these conjunctions: <i>for, and, nor, but, or, yet, so.</i> • Needs a comma before the conjunction 	Complete thought + comma <i>We camped in the park,</i> Conjunction <i>so</i> Complete thought <i>we could see the rock arches.</i>
Complex Sentence <ul style="list-style-type: none"> • Shares two thoughts <ul style="list-style-type: none"> – One thought is complete – One thought is incomplete; it doesn't make sense by itself • The two thoughts are connected with a conjunction that shows how the thoughts are related by cause and effect or time: <i>after, although, because, before, if, unless, until, when, while</i> 	Complete thought <i>We left</i> Incomplete thought <i>because it started to rain.</i> Incomplete thought <i>After it rained</i> Complete thought <i>the sun came out brightly.</i>



Perfect Paragraphs

Plan your perfect paragraph with an informal outline.
Make sure to support each key/star idea with details!

Tells what the paragraph will be about. Writers can always draft a title and change it later.

Title = Arches National Park

Subject of the paragraph. This will become a topic sentence.

Topic = What to see and do at Arches National Park

★ Amazing rocks

- 2,000 stone arches
- Tall stone towers
- Balanced rocks

Key/star ideas are big ideas that support the topic.

★ Exploring

- Trails
 - Short
 - Full-day
 - Guided
- Visitors' center
 - Plants
 - Animals

The E's are elaboration, such as examples and explanations.

Connects to the topic sentence and ends paragraph in an interesting way.

Conclusion = Natural wonder to visit and enjoy

Arches National Park

Topic Sentence → You will find a lot to see and do at Arches National Park.

Key/Star Idea → People come from all over the world to see the park's amazing rocks. Over 2,000 natural sandstone arches give the park its name. These visitors see tall stone towers and huge balanced rocks. Visitors can also

Key/Star Idea → explore the park. All kinds of hikers can enjoy the trails. Some trails are short nature walks and others are full-day adventures. Rangers also give guided hikes. People often stop at the visitors' center to learn even more about the park. The displays at the visitors' center provide information about the plants and animals that live in the park. Arches

E's: Examples and Explanations

Conclusion → National Park in Utah is a natural wonder to visit and enjoy.



Look at the paragraph. Find each part of the outline in the paragraph.



Types of Writing

You can write to explain, to support a point of view, or to tell a story. Each of these is a different type of writing.

Informative/Explanatory Writing

Gives information or explains ideas.

Life Cycle of Bees

Topic Sentence

All honeybees go through the same life cycle. The four stages are egg, larva, pupa, and adult. In the first stage, every bee starts out as an egg laid by the hive's only queen. She puts each egg in a tiny wax cell, and the egg starts to change there. In the second stage, the egg hatches into a larva. A bee larva looks like a small, white worm with a hungry mouth. Worker bees feed the larva, and it grows quickly. Once a larva is full-size, worker bees close up the cell with wax. In the third stage, the larva becomes a pupa. It spins a cocoon around itself and changes from white to the colors of an adult bee. Becoming an adult bee is the fourth and final stage. The bee chews its way out of the cell and stretches its wings. Now it is ready to be as busy as a bee. In total, it takes 16–24 days to grow from egg to adult. Bees have many different jobs in the hive, but they all grow up in the same way.

Key/Star Idea

Key/Star Idea

Key/Star Idea

Key/Star Idea

Conclusion

Elaboration or Details

Opinion Writing

States and supports a point of view.

Save the Honeybees!

Topic Sentence

We need honeybees and now they need our help! We must find out why these important insects are disappearing. First of all, we need honeybees because they play a big role in our food supply. Yes, they make delicious honey, but they also carry pollen to the flowers of fruits, nuts, and vegetables. Most plants need pollen on their flowers so that the flowers can turn into many of the foods we eat. Now, honeybees need our help. A mysterious illness called Colony Collapse Disorder (CCD) is wiping out beehives. So we must find out why these important insects are disappearing. Some scientists say a disease is responsible. Also, the pesticides that farmers spread on plants may be to blame. Clearly, we must find out why honeybees are disappearing. Scientists need to do more research. When honeybees are gone, it will be too late.

Key/Star Idea

Key/Star Idea

Key/Star Idea

Conclusion

Elaboration or Details

Narrative Writing

Tells a true or fictional story. The following is an example of imaginative narrative writing.

Why Bees Do the Waggle Dance

Beginning

Once upon a time, honeybees stayed busy, but they were pretty confused. They flew in all directions searching for flowers. A worker bee might find a good garden full of blossoms, but she had no way to tell the others where to find them.

Middle

Then along came Polly. She was a happy bee. She worked hard. She also liked to laugh and tell jokes. “What did the boss bee say to the naughty bee?” Polly asked. “Bee-hive yourself!” The other bees tried not to laugh. Polly also liked to dance with her friends. She wiggled and wagged when she returned from the field. The queen noticed something about Polly and her friends. They always came back with the most nectar and pollen.

The boss bee did not like Polly’s behavior. “Knock it off!” she buzzed one day. Polly hung her antennae and stopped dancing. After that, she and her friends did not find as many flowers.

End

One day the queen called Polly to her chamber. “When you dance, you’re telling the other bees where to find flowers, aren’t you?” Polly nodded. “Show me,” the queen said. Polly danced one direction. Then she danced in a figure-eight. “That tells them what direction and how far the best blossoms are,” the queen said. The queen turned to the boss bee. “Have Polly teach this dance to all the bees in the hive!”

And that is why honey bees do the waggle dance.



What type of writing do you most like to read? What type of writing do you most like to write?

Elements of Informative/Explanatory Writing

Writing that informs or explains is all around you—in the news, instructions, or textbooks, to name a few. When you write paragraphs or reports to share information, use the elements below.



Organization is the key.

Use informal outlines and Traffic Light colors to plan a paragraph, essay, or report.



Topic sentences are the heart.

Use **green** to remember that topic sentences tell readers what you are *going* to explain.



Transitions are the glue for the key/star ideas.

Use **yellow** to remind yourself to *slow down* and make smooth, clear transitions when you introduce a new key/star idea.



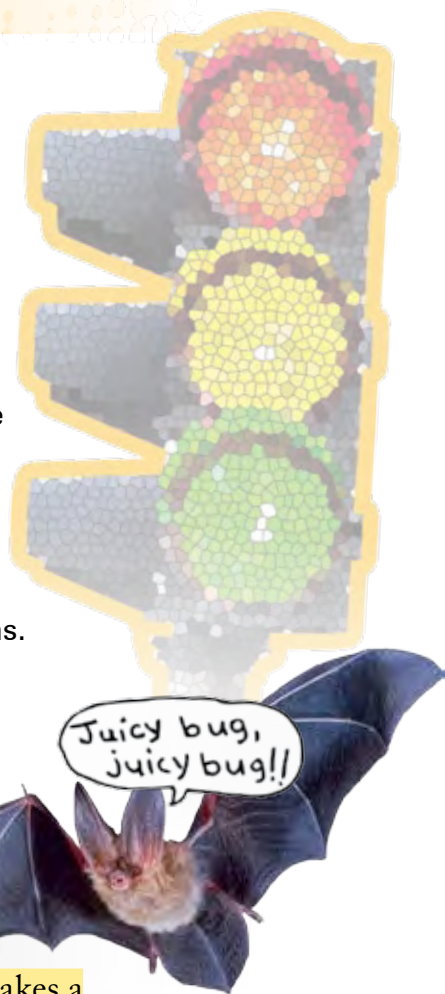
Examples and explanations (the E's) are the meat.

Use **red** to remind yourself to *stop* and explain. Examples and explanations support your key/star ideas.



Conclusions tie it all together with a bow.

Use **green** again. Remember to *go back* to your topic. A good conclusion reminds readers of the purpose of your paragraph or essay.



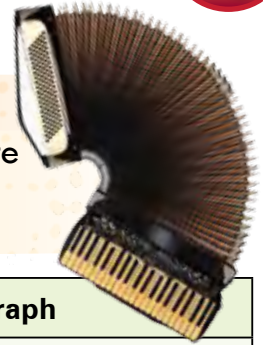
How does a bat use sound to fly in the dark? First, the bat makes a sound through its mouth or nose. These calls are very high-pitched. The sound waves rush out and bounce off objects. Then the bat listens to the sounds that bounce back. Those echoes tell the bat where the sides of the cave are. The echoes also help the bat find juicy bugs to eat. Using sound in this way, bats have no trouble flying at night.



What topics for informative/explanatory writing interest you?

Stretch, Don't Stack

For longer written pieces, stretch the **Reds** by adding more examples and explanation (like an accordion), rather than stacking more key/star ideas.



Weak Paragraph	Strong Paragraph
<p>Title = <u>The Battle of Yorktown</u></p> <p>Topic = <u>How Americans beat the British at Yorktown</u></p> <ul style="list-style-type: none"> ☆ Washington was good general ☆ French ships trapped the British ☆ Americans and French had more soldiers <p>Conclusion = <u>Americans won the American Revolution</u></p>	<p>Title = <u>Victory at Yorktown</u></p> <p>Topic = <u>Two reasons Americans won the Battle of Yorktown</u></p> <ul style="list-style-type: none"> ☆ Washington was a smart general <ul style="list-style-type: none"> – Tricked British so they thought the attack was at New York – Led his troops to Yorktown ☆ French helped Americans <ul style="list-style-type: none"> – French ships trapped British ships near Yorktown <ul style="list-style-type: none"> • British army couldn't escape – Along with French, Americans outnumbered the British <ul style="list-style-type: none"> • British had to surrender <p>Conclusion = <u>Americans won last major battle of American Revolution</u></p>
<p>The Americans beat the British at Yorktown for three reasons. First, George Washington was a good general. Second, French ships trapped the British so they could not escape. Third, the Americans and French had more soldiers. That is why the Americans beat the British and won the American Revolution.</p>	<p>Americans won the Battle of Yorktown in 1781 for two reasons. First, George Washington was a smart general. He tricked the British into thinking that his troops would attack at New York. Instead he led them to Yorktown, Virginia. Second, the French helped the Americans. Their warships trapped British ships near Yorktown. That meant the British army could not escape. Because the British troops were trapped and outnumbered by the French and Americans, they finally had to surrender. This is how the Americans won the last big battle of the American Revolution.</p>



Planning and Organizing

Taking the time to plan your writing will make all the steps that follow much easier. Start an **informal outline**. State your topic in your topic sentence. Your key/star ideas are the big ideas that support your topic. Elaboration, or the E's, include examples and explanations that support your key/star ideas.

Title = How Crocodiles and Alligators Are Different

Topic = Crocodiles and alligators are very different

- | | |
|--------------------------|---|
| ☆ Different shaped heads | <ul style="list-style-type: none">- Long and V-shaped in crocodiles- Shorter and U-shaped in alligators |
| ☆ Behave differently | <ul style="list-style-type: none">- Crocodiles more likely to attack<ul style="list-style-type: none">• Attack in self-defense or for food• Attack to protect their young- Alligators do not usually attack |

Conclusion = Differences show they are different animals





How Crocodiles and Alligators Are Different

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

A cartoon illustration of two crocodiles facing each other in a swampy environment. The crocodile on the left has its mouth open, and a speech bubble comes from it. The crocodile on the right is also facing it. The background shows a swampy landscape with trees and water. There are green plants in the foreground.

Brush your teeth,
Mr. Croc.

Introductions

An introduction needs to have a strong topic sentence to present your main point. Use sentence structures like these to craft a great topic sentence.

Action Verb Topic Sentence	The United States purchased Alaska from Russia.
Occasion/Position Topic Sentence	When the assembly line was invented, it changed how cars were built.
Power (Number) Topic Sentence	On Addison Avenue, the city added two bus stops.
And, But, Or, and So Topic Sentence	Gravity causes the moon to pull on the Earth, and this creates ocean tides.
Quotation Topic Sentence	Many explorers have set out with the words of Amelia Earhart in mind: "Adventure is worthwhile in itself."

Leads

Add a lead before your topic sentence when you want to add interest or background for the reader. Leads are blue because, like the blues, they jazz up your writing.



Cats have nine lives! Well, not exactly. But their ability to walk away from falls that would kill most animals makes some people say they do. The truth is that cats' bodies are made to survive falls from high places.

Plan Sentence

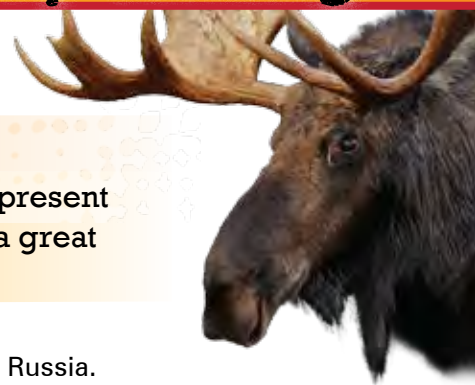
Add a plan sentence after the topic sentence to give your readers a plan of what your key/star ideas will be.

The fifth graders in our school love to play chess. They say that the game develops their ability to think for long periods of time, make a plan, and solve problems.

Transitions

Use transitions to tie ideas together. Transitions help writers organize their ideas and help readers see how ideas in writing are connected.

Basic	Alike and Different	Place or Location	Time	Making a Point
first of all next finally also in addition	similar to the same as on the other hand in contrast but	near beside between outside inside under	before during after later then meanwhile	for example for instance an example in other words therefore



Elaboration Using the E's/the Reds

The E in Elaboration will remind you of the other words that start with E. Think of ways to elaborate or add more details to your information. Using E's means you will “stretch, not stack” your ideas for stronger writing.

E vents	Water is important to everyone. Every year the United Nations holds a World Water Day to talk about water.
E xplanations	One part of the water cycle is precipitation. Precipitation means water falls from the sky as rain or snow.
E xperiences	Water also moves from the ground back into the air. Everyone has seen puddles or spills dry up over time.
E xact Information	There is lots of water on Earth. However, more than 96% of it is in oceans and too salty to drink.
E xamples	We store drinking water in man-made lakes and reservoirs. For example, the city of Denver stores most of its water in the Dillon Reservoir before it's treated to become drinking water.
E ffective Quotations	Humans, animals, and plants all need water to live. As Jacques Cousteau, a famous explorer said, “We forget that the water cycle and the life cycle are one.”

Conclusions

Finish strong! Make an impression on your reader with a **conclusion** that readers will remember.

Remember the basics.	Restate your main idea by repeating key words from it or using synonyms.
Use a conclusion word or phrase.	Add conclusion words only if they sound right and fit the paragraph. Conclusion words include <i>clearly</i> , <i>in fact</i> , <i>in conclusion</i> , <i>definitely</i> , <i>certainly</i> , <i>to sum up</i> , <i>all in all</i> , <i>surely</i> , and <i>obviously</i> .
Focus your conclusion.	Summarize key points and give your readers something to think about.

Topic Sentence: Apples make a delicious and healthy snack.

Conclusion: If you want good taste and nutrition, reach for an apple when you need a snack.

Text Features and Formatting

These features, used wisely, make your writing really shine. Text features and formatting help organize your writing. Pictures, graphics, and multimedia can add important elaboration (E's).

Planets

Earth is the planet we know best, but seven others travel around our sun. The planets are alike in some ways and different in others, but each has special features.

Heading → Comparing the Planets

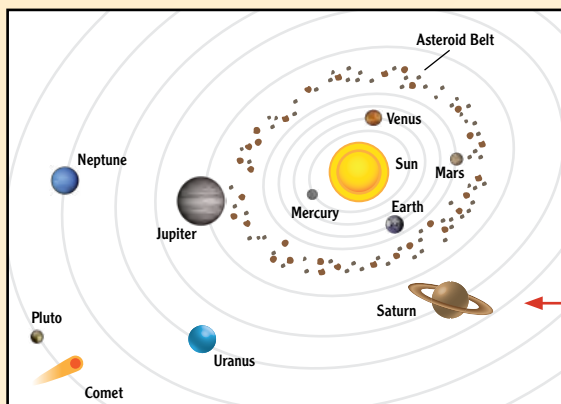
The planets are alike because they **orbit**, or travel around, the sun. They also all formed around the same time.

Bolded Word (to be explained in the text)

However, the planets have a lot of differences:

- Size
- Distance from sun
- Time to orbit the sun
- What it is like on the surface

Bulleted List



Our solar system

Figure

Caption

How Much Would an Average Kid Weigh on Each Planet?

Mercury	Venus	Earth	Mars	Jupiter	Saturn	Uranus	Neptune
26 lbs (12 kg)	63 lbs (29 kg)	70 lbs (32 kg)	26 lbs (12 kg)	165 lbs (76 kg)	74 lbs (34 kg)	92 lbs (28 kg)	79 lbs (36 kg)

Table

Mercury

Mercury is the smallest planet, and it is closest to the sun. It orbits the sun in 88 Earth days. It looks a lot like our moon, but is *much* hotter. It can get up to 800 degrees Fahrenheit. There are only a few ways it reminds us of Earth:

Italicized Word (use rarely)

Numbered List

1. It is a rocky planet.
2. It has a magnetic field, though it is very weak.

Even though Mercury is like Earth in these ways, it is not a place people could live.