Teacher Edition
Grades 9–12

Step Up to Writing®

4th Edition

Maureen Auman

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

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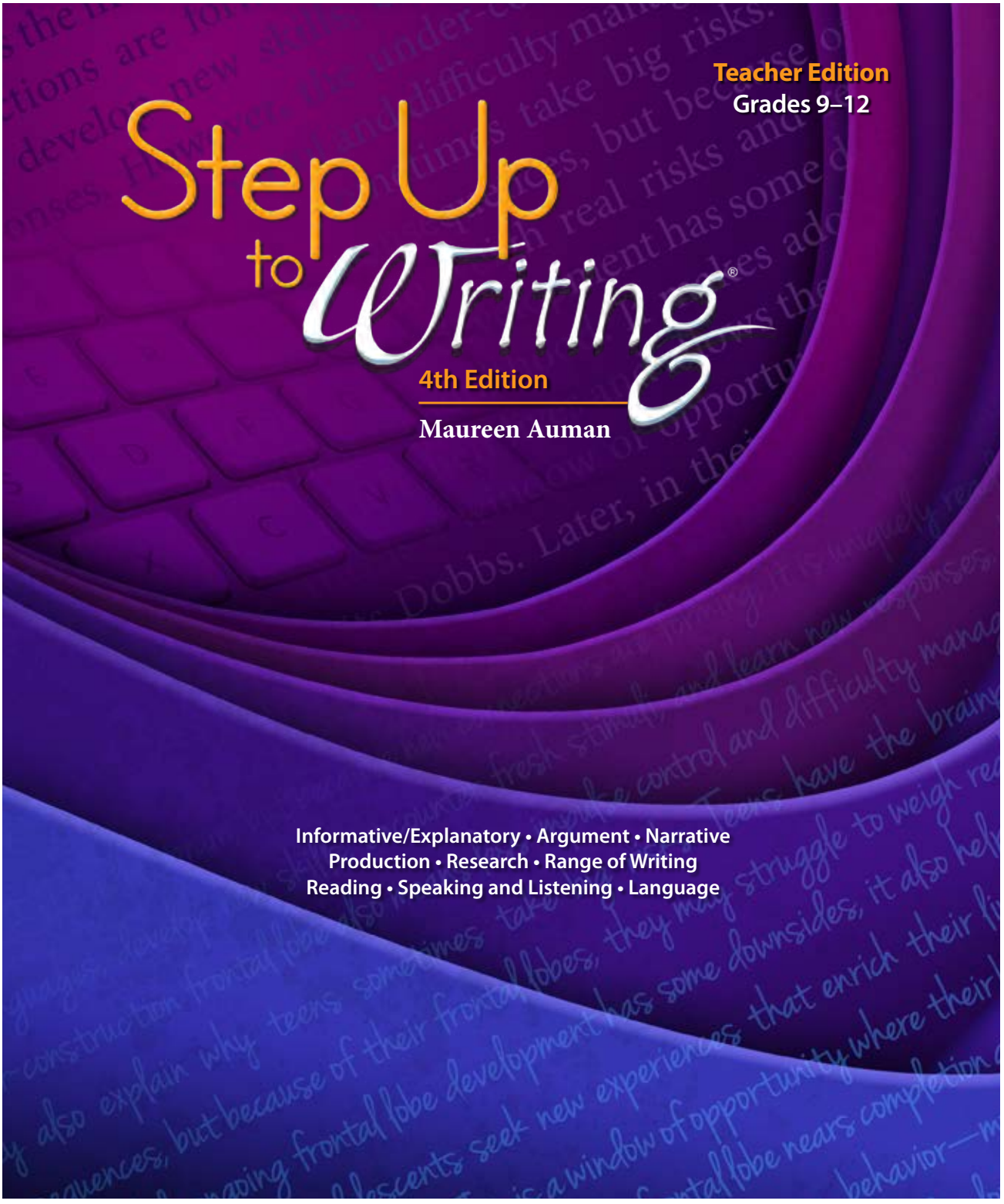

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Meet the Author of *Step Up to Writing*

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

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

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

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

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

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

Maureen E. Auman

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Welcome to *Step Up to Writing!*

Welcome to *Step Up to Writing!*

Proven Instruction in Writing

- Explicit, systematic instruction in all aspects of writing
- A wide variety of strategies to address all levels of student writing ability from paragraph writing to sustained research projects
- Emphasis on precise word choice and domain-specific vocabulary
- 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

Preparing Students for College and Careers

- College and career strategies include interviewing, writing a proposal, and writing an application essay
- Instruction for producing the three major text types—informative/explanatory, argument, and narrative
- Methods for giving constructive feedback and leading group discussions
- Research skills for evaluating sources, quoting and paraphrasing from sources, and citing sources using MLA or APA style
- Instruction in the strategic use of technology for research, collaboration, and publishing

A Program for All Students

Step Up to Writing is for all students in grades 9–12, encompassing a wide range of abilities and learning styles. The program provides foundational strategies, such as how to write effective paragraphs, to advanced strategies, such as how to write well-reasoned arguments on substantive topics. Differentiated strategies can be used to develop students' knowledge and abilities no matter what their levels of writing proficiency.

A Direct, Systematic Approach

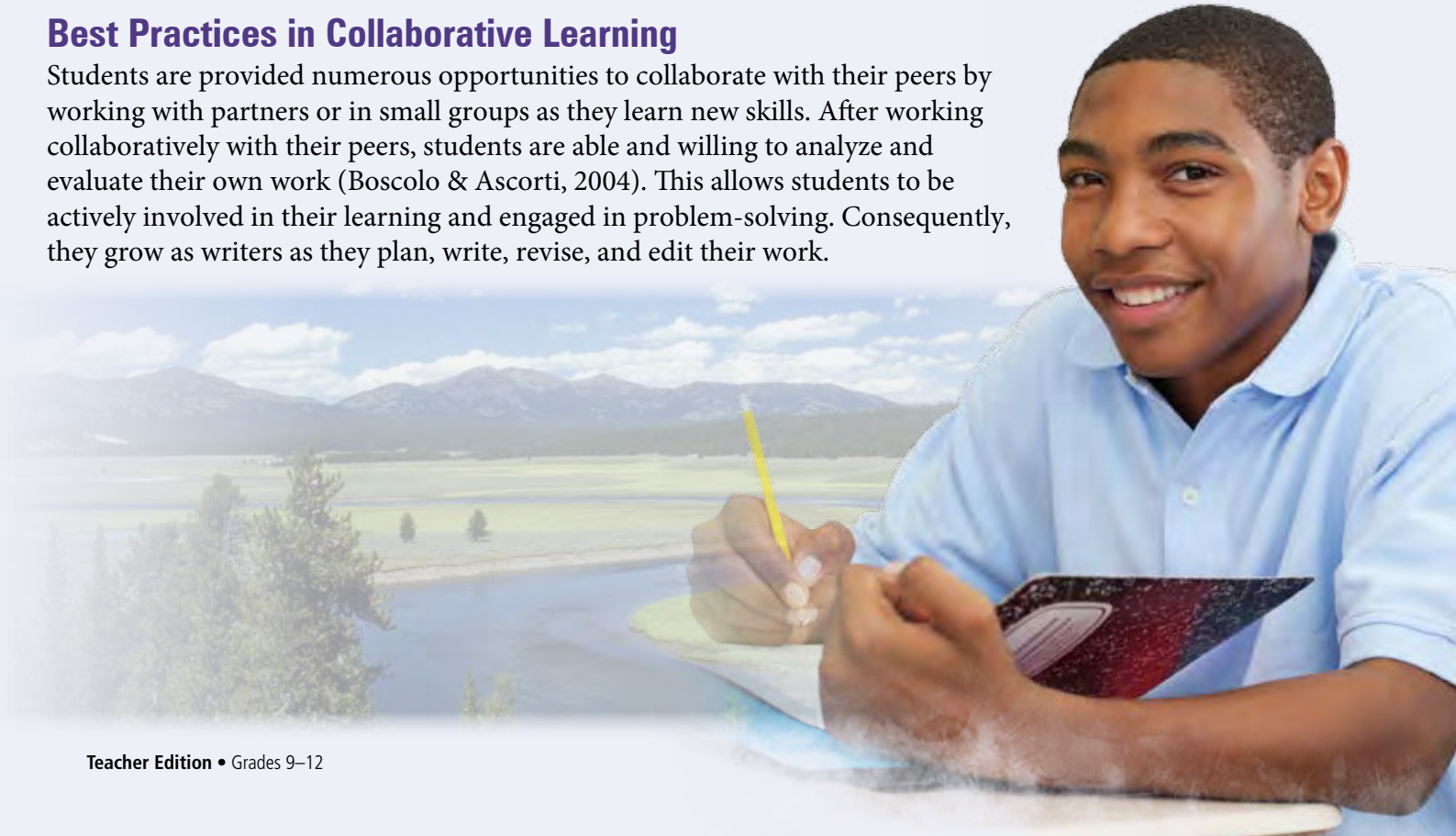
Learning to write well is more important than it has ever been. Writing is the key means students have to demonstrate what they know about a subject in addition to what they may have thought, felt, or imagined about life's experiences (National Governors Association Center for Best Practices & Council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

With *Step Up to Writing* strategies grades 9–12, students have frequent opportunities to collaborate with peers in reviewing each other's work, participating in discussions, and making presentations.

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

Best Practices in Collaborative Learning

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



New Emphasis on Text Types and Research

Strategies within each section of the Teacher Edition are generally organized from basic to more advanced skills. The sections focused on the three text types—Sections 4, 5, and 6—have been organized by steps in the writing process. For grade-level implementation plans, see the *Step Up to Writing Assessment and Implementation Guide*.

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

1: Writing to Improve Reading Comprehension

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

2: Foundational Writing Skills

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

3: Vocabulary Acquisition and Use

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

Give informative/explanatory and argument writing significant support and emphasis.

4: Informative/Explanatory Writing

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

5: Argument Writing

Stating a claim and supporting it with valid reasoning and clear evidence is critical to college and career readiness.

6: Narrative Writing

Nonfiction and fiction narratives convey a sequence of events over time and can inform as well as entertain.

7: Research Reports

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

8: Speaking and Listening

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

9: Writing for Assessments

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

10: Writing in the Content Areas

Strategies can be used to support content-area writing in history/social studies, science, math, and English Language Arts.

A Wide Range of Strategies and Tools

Step Up to Writing strategies grades 9–12 can be used to meet the grade-specific standards related to the Common Core State Standards in English Language Arts (CCSS ELA) Anchor Standards listed below for writing, speaking and listening, and language, as well as many of the standards for reading informational text and literature. In addition, many strategies can be used for meeting Reading and Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

Step Up to Writing Sections	CCSS ELA Anchor Standards Grades 9–12
1 Writing to Improve Reading Comprehension *Step Up to Writing* treats reading and writing as reciprocal skills: Writing helps students analyze reading; reading provides models of quality writing. Strategies in this section teach: • Responding to texts and taking notes • Summarizing text • Making inferences and analyzing text	**Reading: 1–6, 8–9** **Writing: 9**
2 Foundational Writing Skills Certain skills apply across all writing types. Students need foundational understanding of what makes effective writing, whether informative/explanatory, argument, or narrative. Strategies in this section include: • Understanding the writing process and the three types of writing • Writing masterful sentences and creating perfect paragraphs • Learning conventions of standard English	**Writing 4–6, 8** **Language: 1–3**
3 Vocabulary Acquisition and Use Vocabulary is an essential literacy skill that improves reading comprehension and allows students to clearly articulate ideas. Strategies in this section teach: • Using vocabulary resources (e.g., dictionaries, thesaureses) • Identifying context clues and word relationships • Understanding and using figurative language • Distinguishing nuances in meaning	**Reading: 4** **Writing: 4** **Language: 3–6**
4 Informative/Explanatory Writing: Stating the Facts Learning effective informative/explanatory writing is an essential writing skill. Strategies in this section teach: • Prewriting and planning • Developing strong introductions • Using appropriate and varied transitions • Selecting the most significant and relevant facts	**Writing: 2, 4–6, 8–9** **Language: 3–6**
5 Argument Writing: Making a Claim Effective argument writing is an essential skill for college and career readiness. Strategies in this section teach: • Making a claim and supporting it with valid reasoning and sufficient evidence • Developing claims and opposing claims fairly and thoroughly • Establishing a formal style and objective tone • Writing a proposal and an application essay	**Writing: 1, 4–6, 8–9** **Language: 3–6**

Step Up to Writing Sections	CCSS ELA Anchor Standards Grades 9–12
6 **Narrative Writing: Telling a Story** *Step Up to Writing* addresses the three types of narratives: imaginative, nonfiction, and personal. Students learn to incorporate narrative elements into informative/explanatory and argument text. Strategies in this section teach: • Developing characters • Beginning a narrative • Employing narrative techniques (e.g., pacing, dialogue, voice) • Using narrative transitions • Ending a narrative	**Writing: 3–6, 8–9** **Language: 3–6**
7 **Research Reports** Research reports have characteristics of effective informative/explanatory and argument writing, such as strong introductions, logical organization and reasoning, and supporting conclusions. Strategies in this section teach: • Generating research questions • Finding and evaluating sources • Using quotations and paraphrasing • Citing sources and avoiding plagiarism	**Writing: 4–6, 8–10** **Language: 3–6**
8 **Speaking and Listening** Speaking and listening skills are vital in any academic setting. Presenting information or arguments clearly in a formal presentation or informal discussion is increasingly important. Strategies in this section teach: • How to organize and plan a presentation, including multimedia components • Presentation and speaking techniques • Collaboration and discussion skills • Interviewing for jobs or college	**Speaking and Listening: 1–6**
9 **Writing for Assessments** Writing for assessments is a fact of academic life. Strategies in this section teach: • Skills for writing short answers, extended responses, essays, and narratives • Understanding and using scoring guides • Writing for timed tests and computer-based assessments • Recording and monitoring progress	**Writing: 10**
10 **Writing in the Content Areas** With the adoption of rigorous writing standards has come increased emphasis on writing across all content areas. *Step Up to Writing* is designed to support content-area teachers, in addition to English Language Arts teachers. This section includes: • Quick Guides listing strategies to use in the content areas of math, science, and social studies, as well as responding to literature • A list of core strategies in *Step Up to Writing*	**Writing: 1–10**

Focused on 21st Century Literacy Skills

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

With *Step Up to Writing* students can—

Write in response to a wide range of domain-specific text

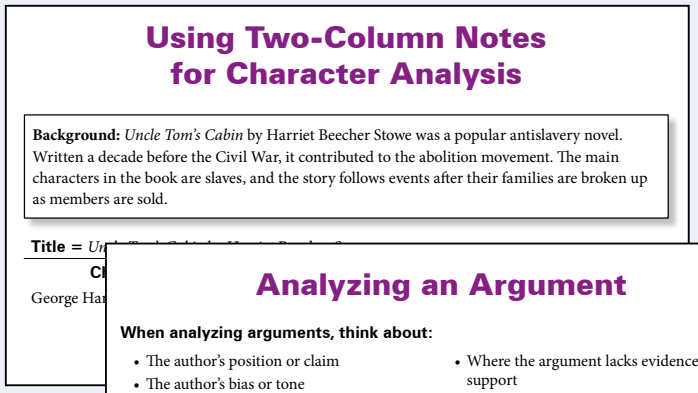
- Read deeply
- Take notes
- Summarize
- Analyze text

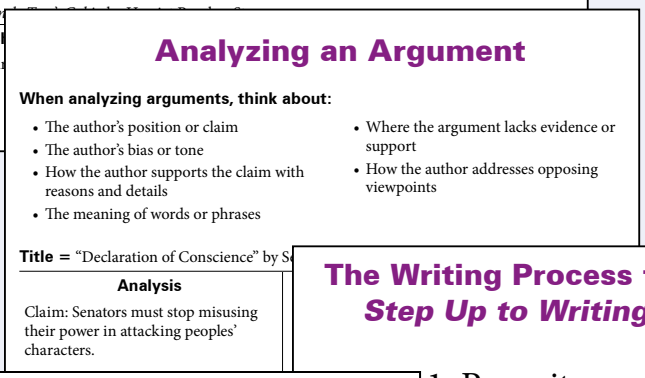
Follow the writing process

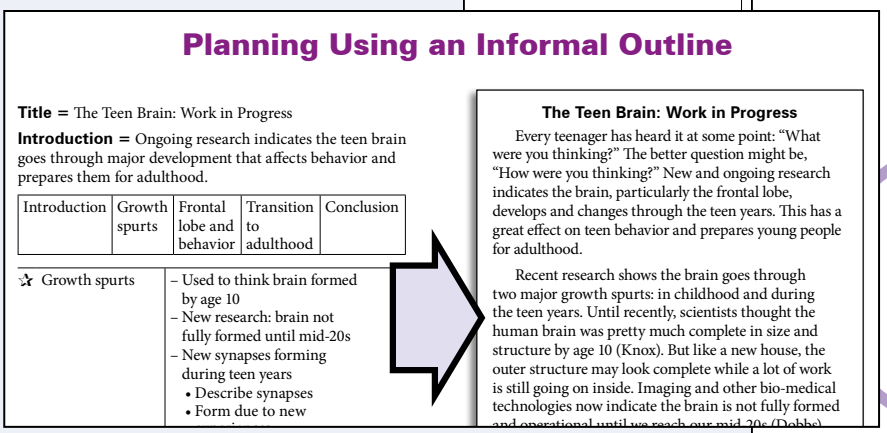
- Prewrite
- Plan
- Draft
- Revise
- Edit
- Write final copy
- Proofread
- Publish

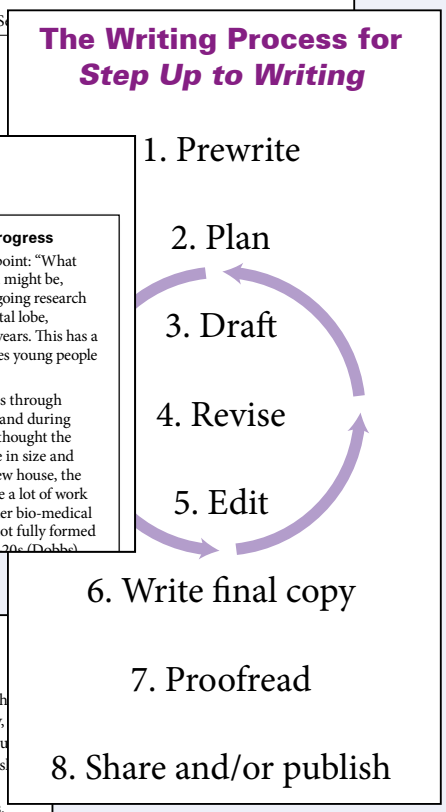
Focus on task, purpose, and audience

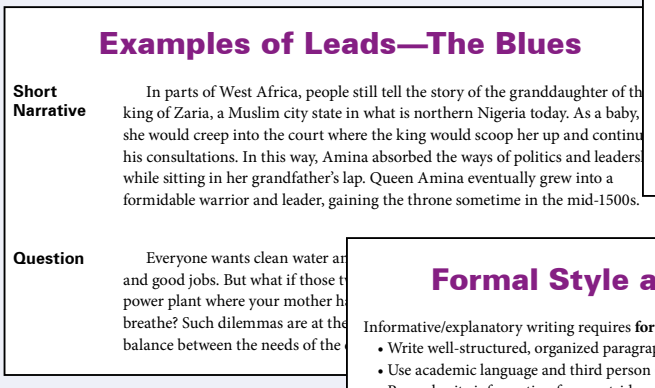
- The three types of writing
- Point of view
- Formal style and objective tone
- Precise words
- Figurative language

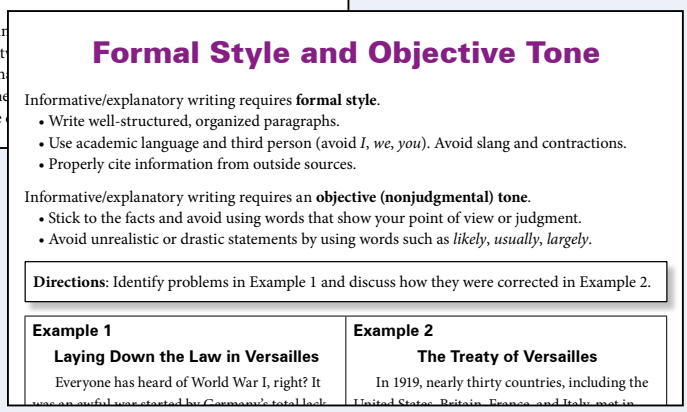


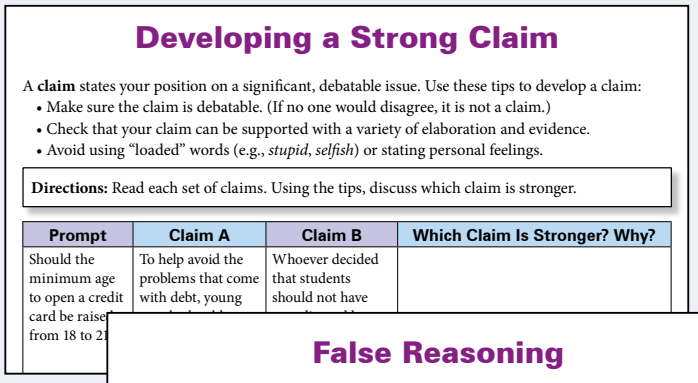












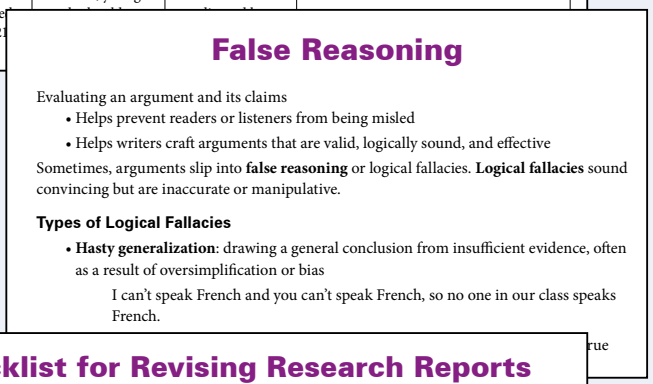
Developing a Strong Claim

A **claim** states your position on a significant, debatable issue. Use these tips to develop a claim:

- Make sure the claim is debatable. (If no one would disagree, it is not a claim.)
- Check that your claim can be supported with a variety of elaboration and evidence.
- Avoid using "loaded" words (e.g., *stupid*, *selfish*) or stating personal feelings.

Directions: Read each set of claims. Using the tips, discuss which claim is stronger.

Prompt	Claim A	Claim B	Which Claim Is Stronger? Why?
Should the minimum age to open a credit card be raised from 18 to 21	To help avoid the problems that come with debt, young	Whoever decided that students should not have	



False Reasoning

Evaluating an argument and its claims

- Helps prevent readers or listeners from being misled
- Helps writers craft arguments that are valid, logically sound, and effective

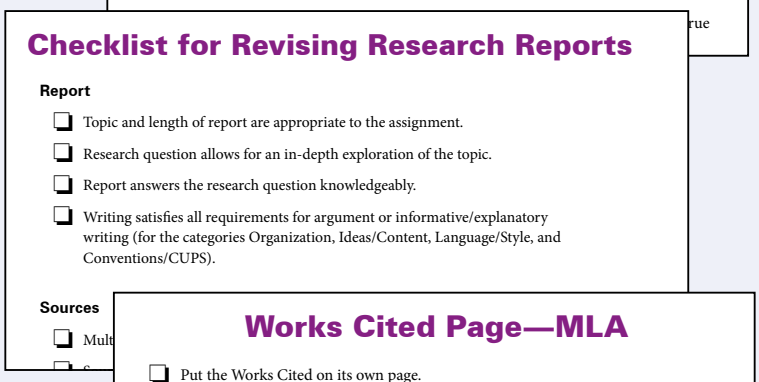
Sometimes, arguments slip into **false reasoning** or logical fallacies. **Logical fallacies** sound convincing but are inaccurate or manipulative.

Types of Logical Fallacies

- **Hasty generalization**: drawing a general conclusion from insufficient evidence, often as a result of oversimplification or bias

  I can't speak French and you can't speak French, so no one in our class speaks French.

rue



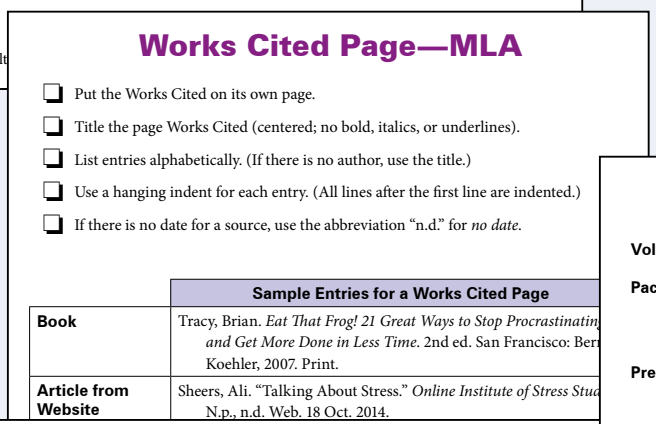
Checklist for Revising Research Reports

Report

- ❑ Topic and length of report are appropriate to the assignment.
- ❑ Research question allows for an in-depth exploration of the topic.
- ❑ Report answers the research question knowledgeably.
- ❑ Writing satisfies all requirements for argument or informative/explanatory writing (for the categories Organization, Ideas/Content, Language/Style, and Conventions/CUPS).

Sources

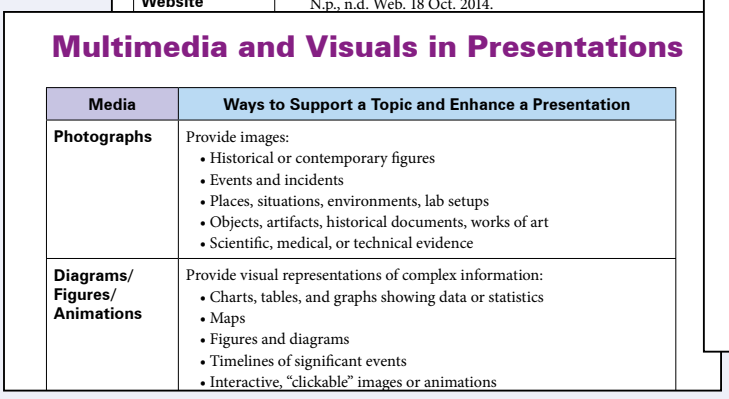
- ❑ Mult



Works Cited Page—MLA

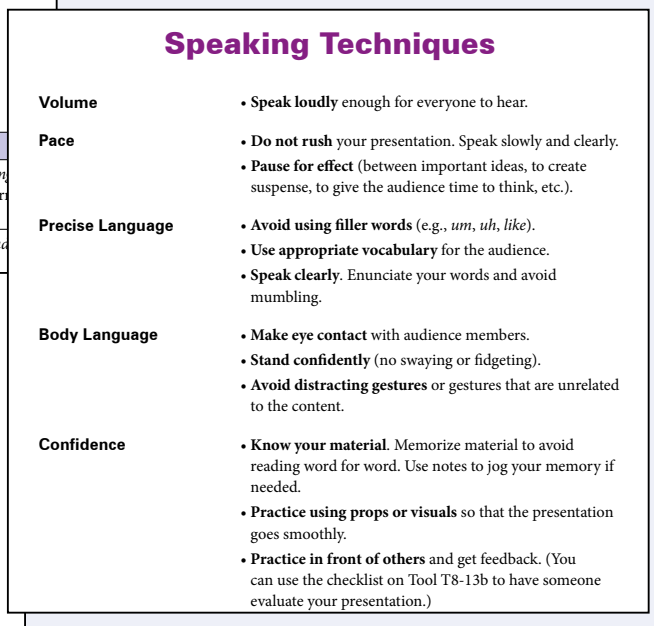
- ❑ Put the Works Cited on its own page.
- ❑ Title the page Works Cited (centered; no bold, italics, or underlines).
- ❑ List entries alphabetically. (If there is no author, use the title.)
- ❑ Use a hanging indent for each entry. (All lines after the first line are indented.)
- ❑ If there is no date for a source, use the abbreviation "n.d." for *no date*.

	Sample Entries for a Works Cited Page
Book	Tracy, Brian. *Eat That Frog! 21 Great Ways to Stop Procrastinati and Get More Done in Less Time*. 2nd ed. San Francisco: Ber Koehler, 2007. Print.
Article from Website	Sheers, Ali. "Talking About Stress." *Online Institute of Stress Stu* N.p., n.d. Web. 18 Oct. 2014.



Multimedia and Visuals in Presentations

Media	Ways to Support a Topic and Enhance a Presentation
Photographs	Provide images: • Historical or contemporary figures • Events and incidents • Places, situations, environments, lab setups • Objects, artifacts, historical documents, works of art • Scientific, medical, or technical evidence
Diagrams/ Figures/ Animations	Provide visual representations of complex information: • Charts, tables, and graphs showing data or statistics • Maps • Figures and diagrams • Timelines of significant events • Interactive, "clickable" images or animations



Speaking Techniques

Volume	• **Speak loudly** enough for everyone to hear.
Pace	• **Do not rush** your presentation. Speak slowly and clearly. • **Pause for effect** (between important ideas, to create suspense, to give the audience time to think, etc.).
Precise Language	• **Avoid using filler words** (e.g., *um*, *uh*, *like*). • **Use appropriate vocabulary** for the audience. • **Speak clearly**. Enunciate your words and avoid mumbling.
Body Language	• **Make eye contact** with audience members. • **Stand confidently** (no swaying or fidgeting). • **Avoid distracting gestures** or gestures that are unrelated to the content.
Confidence	• **Know your material**. Memorize material to avoid reading word for word. Use notes to jog your memory if needed. • **Practice using props or visuals** so that the presentation goes smoothly. • **Practice in front of others** and get feedback. (You can use the checklist on Tool T8-13b to have someone evaluate your presentation.)

Develop well-reasoned arguments

- Claims
- False reasoning
- Opposing claims
- Quotations and Paraphrasing

Write substantive research reports

- Research questions and notes
- Types of sources
- Graphics and multimedia
- Citations and publishing

Make presentations and participate in discussions

- Speaking techniques
- Audience engagement with multimedia
- Discussions
- Collaboration

Prepare for College and Careers

- Interviews
- Proposals
- Application essays
- Cover letters and résumés
- Writing for timed tests

What Can *Step Up to Writing* Students Achieve?

Significant Growth in Skill and Confidence

Confidence in their writing ability

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

Expanded awareness of techniques for reading deeply

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

Skillful use of the English language

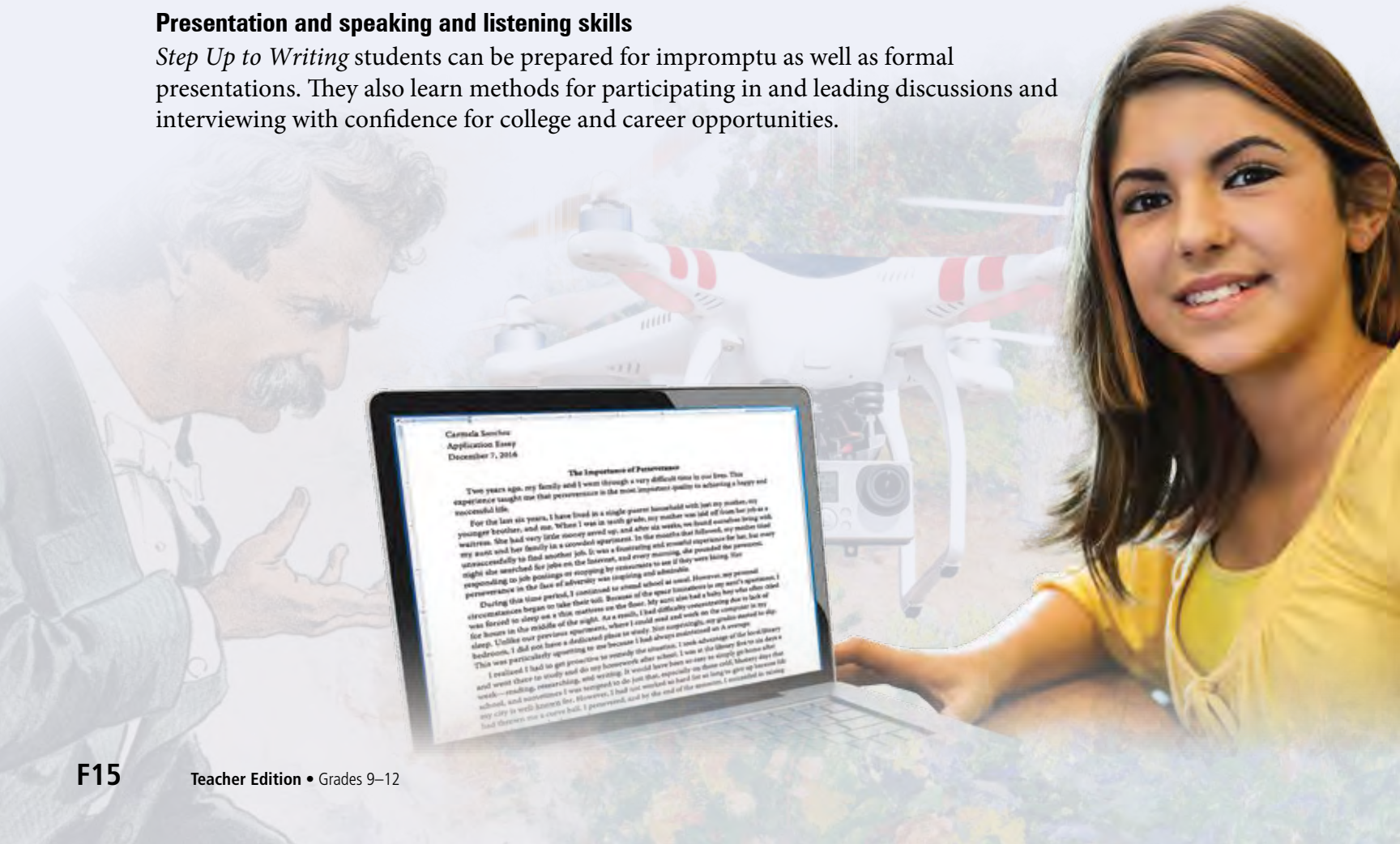
Expressive and fluent use of language grows as students learn how to apply the conventions of standard English and develop the craft and style of using word choice and syntax to customize their writing to different audiences for different purposes.

Engagement and collaboration with peers

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

Presentation and speaking and listening skills

Step Up to Writing students can be prepared for impromptu as well as formal presentations. They also learn methods for participating in and leading discussions and interviewing with confidence for college and career opportunities.

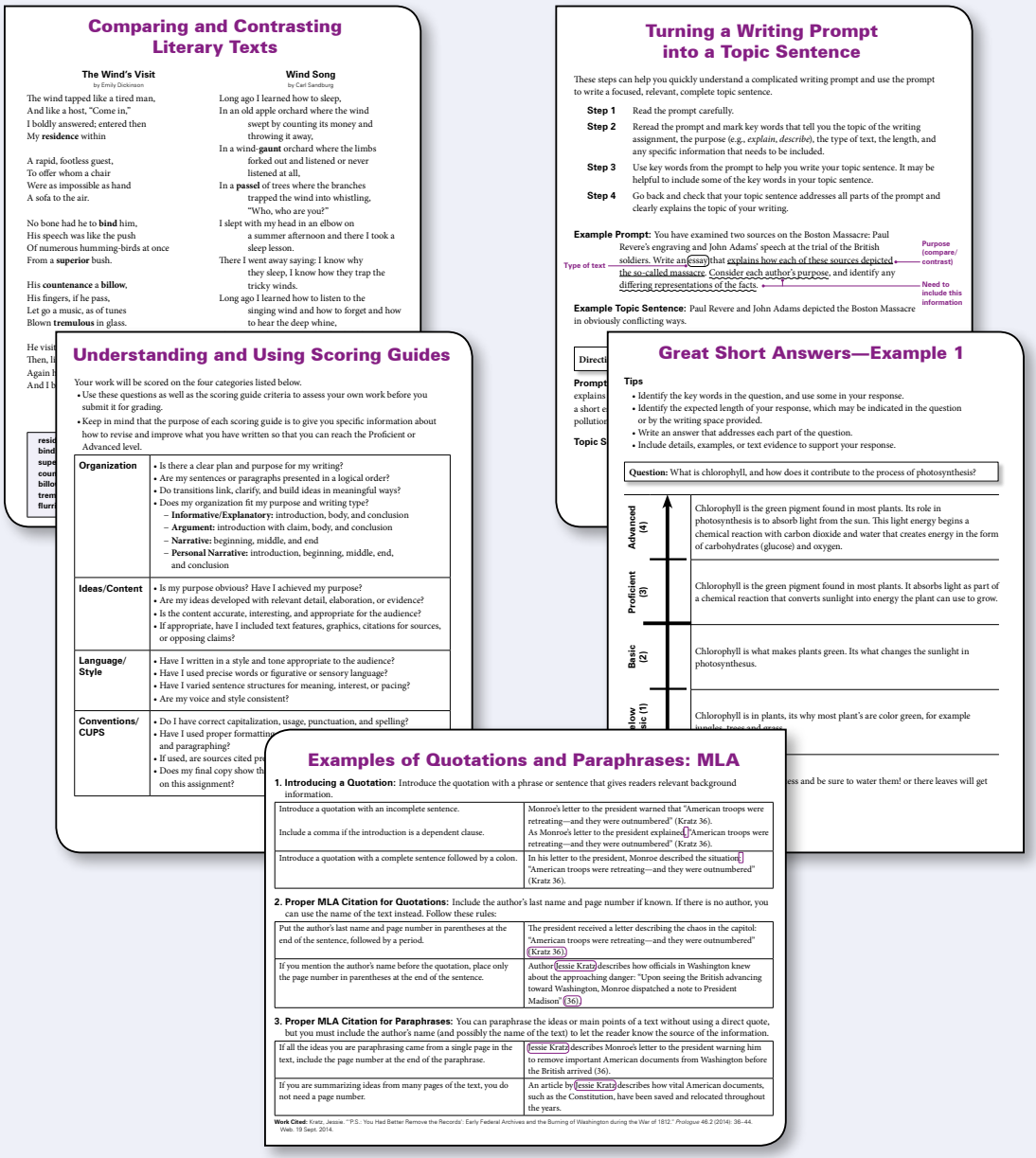


Strategic use of technology for research and publishing

Step Up to Writing gives students tools for locating and evaluating online resources for research reports and using graphics and multimedia to engage audiences in formal presentations.

Preparation for assessment writing

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



Comparing and Contrasting Literary Texts

The Wind's Visit
by Emily Dickinson

The wind tapped like a tired man,
And like a host, "Come in,"
I boldly answered; entered then
My **residence** within

A rapid, footless guest,
To offer whom a chair
Were as impossible as hand
A sofa to the air.

No bone had he to **bind** him,
His speech was like the push
Of numerous humming-birds at once
From a **superior** bush.

His **countenance** a **billow**,
His fingers, if he pass,
Let go a music, as of tunes
Blown **tremulous** in glass.

Wind Song
by Carl Sandburg

Long ago I learned how to sleep,
In an old apple orchard where the wind
swept by counting its money and
throwing it away,
In a wind-**gaunt** orchard where the limbs
forked out and listened or never
listened at all,
In a **passel** of trees where the branches
trapped the wind into whistling,
"Who, who are you?"
I slept with my head in an elbow on
a summer afternoon and there I took a
sleep lesson.
There I went away saying: I know why
they sleep, I know how they trap the
tricky winds.
Long ago I learned how to listen to the
singing wind and how to forget and how
to hear the deep whine,

Turning a Writing Prompt into a Topic Sentence

These steps can help you quickly understand a complicated writing prompt and use the prompt to write a focused, relevant, complete topic sentence.

Step 1 Read the prompt carefully.

Step 2 Reread the prompt and mark key words that tell you the topic of the writing assignment, the purpose (e.g., *explain*, *describe*), the type of text, the length, and any specific information that needs to be included.

Step 3 Use key words from the prompt to help you write your topic sentence. It may be helpful to include some of the key words in your topic sentence.

Step 4 Go back and check that your topic sentence addresses all parts of the prompt and clearly explains the topic of your writing.

Example Prompt: You have examined two sources on the Boston Massacre: Paul Revere's engraving and John Adams' speech at the trial of the British soldiers. Write an essay that explains how each of these sources depicted the so-called massacre. Consider each author's purpose, and identify any differing representations of the facts.

Type of text — Purpose (compare/contrast) — Need to include this information

Example Topic Sentence: Paul Revere and John Adams depicted the Boston Massacre in obviously conflicting ways.

Understanding and Using Scoring Guides

Your work will be scored on the four categories listed below.

- Use these questions as well as the scoring guide criteria to assess your own work before you submit it for grading.
- Keep in mind that the purpose of each scoring guide is to give you specific information about how to revise and improve what you have written so that you can reach the Proficient or Advanced level.

Organization	• Is there a clear plan and purpose for my writing? • Are my sentences or paragraphs presented in a logical order? • Do transitions link, clarify, and build ideas in meaningful ways? • Does my organization fit my purpose and writing type? – **Informative/Explanatory:** introduction, body, and conclusion – **Argument:** introduction with claim, body, and conclusion – **Narrative:** beginning, middle, and end – **Personal Narrative:** introduction, beginning, middle, end, and conclusion
Ideas/Content	• Is my purpose obvious? Have I achieved my purpose? • Are my ideas developed with relevant detail, elaboration, or evidence? • Is the content accurate, interesting, and appropriate for the audience? • If appropriate, have I included text features, graphics, citations for sources, or opposing claims?
Language/ Style	• Have I written in a style and tone appropriate to the audience? • Have I used precise words or figurative or sensory language? • Have I varied sentence structures for meaning, interest, or pacing? • Are my voice and style consistent?
Conventions/ CUPS	• Do I have correct capitalization, usage, punctuation, and spelling? • Have I used proper formattin and paragraphing? • If used, are sources cited pr • Does my final copy show th on this assignment?

Great Short Answers—Example 1

Tips

- Identify the key words in the question, and use some in your response.
- Identify the expected length of your response, which may be indicated in the question or by the writing space provided.
- Write an answer that addresses each part of the question.
- Include details, examples, or text evidence to support your response.

Question: What is chlorophyll, and how does it contribute to the process of photosynthesis?

Advanced (4)	Chlorophyll is the green pigment found in most plants. Its role in photosynthesis is to absorb light from the sun. This light energy begins a chemical reaction with carbon dioxide and water that creates energy in the form of carbohydrates (glucose) and oxygen.
Proficient (3)	Chlorophyll is the green pigment found in most plants. It absorbs light as part of a chemical reaction that converts sunlight into energy the plant can use to grow.
Basic (2)	Chlorophyll is what makes plants green. Its what changes the sunlight in photosynthesus.
low sic (1)	Chlorophyll is in plants, its why most plant's are color green, for example

ess and be sure to water them! or there leaves will get

Examples of Quotations and Paraphrases: MLA

1. Introducing a Quotation: Introduce the quotation with a phrase or sentence that gives readers relevant background information.

Introduce a quotation with an incomplete sentence. Include a comma if the introduction is a dependent clause.	Monroe's letter to the president warned that "American troops were retreating—and they were outnumbered" (Kratz 36). As Monroe's letter to the president explained, "American troops were retreating—and they were outnumbered" (Kratz 36).
Introduce a quotation with a complete sentence followed by a colon.	In his letter to the president, Monroe described the situation: "American troops were retreating—and they were outnumbered" (Kratz 36).

2. Proper MLA Citation for Quotations: Include the author's last name and page number if known. If there is no author, you can use the name of the text instead. Follow these rules:

Put the author's last name and page number in parentheses at the end of the sentence, followed by a period.	The president received a letter describing the chaos in the capitol: "American troops were retreating—and they were outnumbered" (Kratz 36).
If you mention the author's name before the quotation, place only the page number in parentheses at the end of the sentence.	Author Jessie Kratz describes how officials in Washington knew about the approaching danger: "Upon seeing the British advancing toward Washington, Monroe dispatched a note to President Madison" (36).

3. Proper MLA Citation for Paraphrases: You can paraphrase the ideas or main points of a text without using a direct quote, but you must include the author's name (and possibly the name of the text) to let the reader know the source of the information.

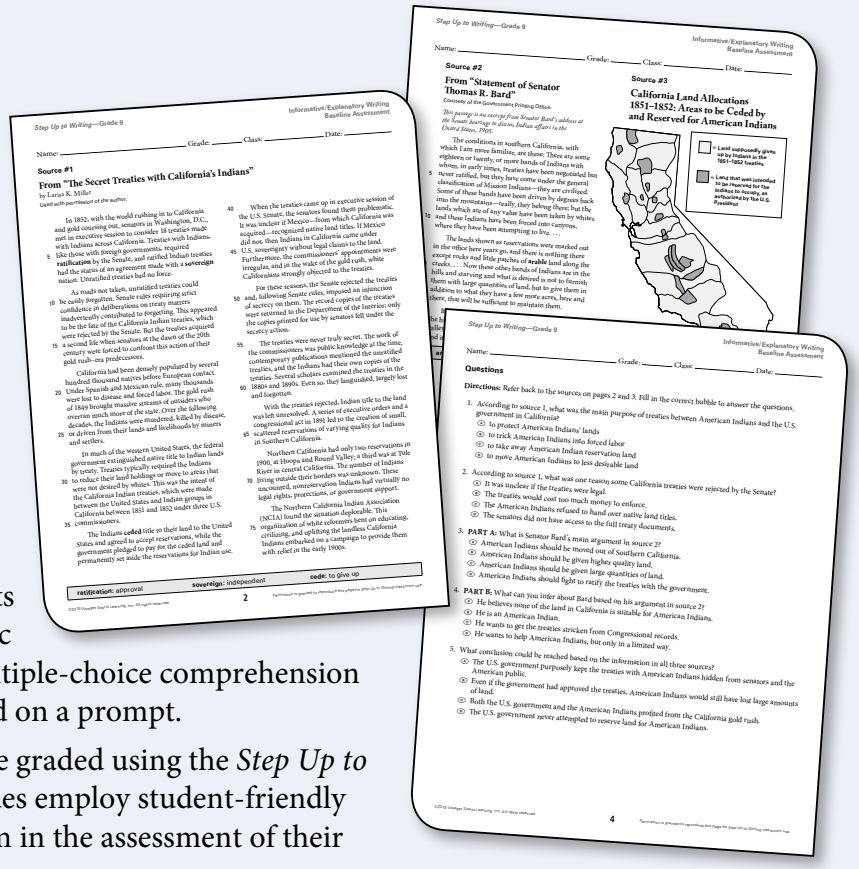
If all the ideas you are paraphrasing came from a single page in the text, include the page number at the end of the paraphrase.	Jessie Kratz describes Monroe's letter to the president warning him to remove important American documents from Washington before the British arrived (36).
If you are summarizing ideas from many pages of the text, you do not need a page number.	An article by Jessie Kratz describes how vital American documents, such as the Constitution, have been saved and relocated throughout the years.

Work Cited: Kratz, Jessie. "'P.S.: You Had Better Remove the Records': Early Federal Archives and the Burning of Washington during the War of 1812." *Prologue* 46.2 (2014): 36–44. Web. 19 Sept. 2014.

How Does *Step Up to Writing* Support Teachers?

Assessments to Track Student Growth

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



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

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

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

Flexible Implementation

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

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

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

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

A Plan for Teachers

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

Assessing Beginning Skill Levels with Baseline Assessments

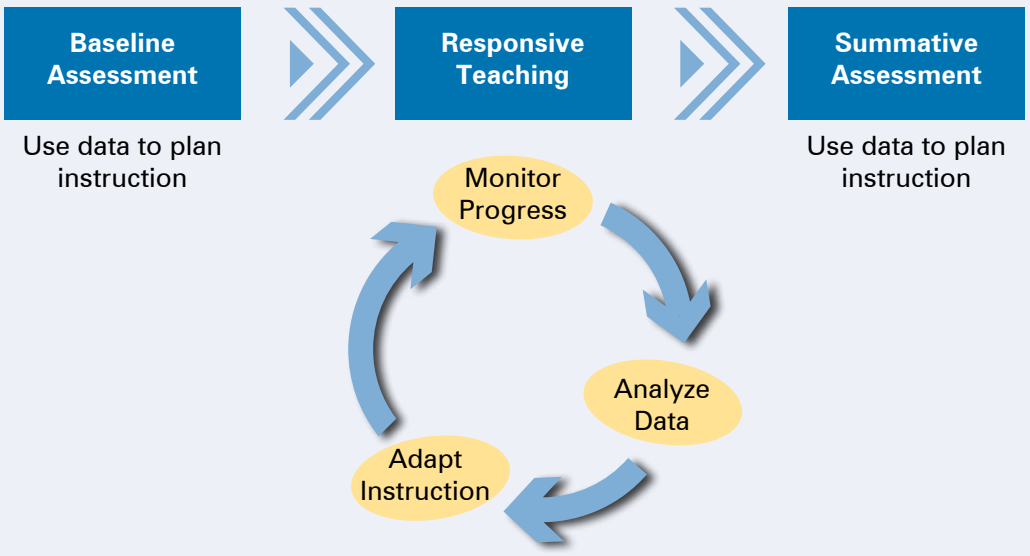
- Use the *Step Up to Writing Assessment and Implementation Guide* for instructions on how to administer the Baseline Assessments and use the data to plan instruction appropriate to students' needs and abilities.

Responsive Teaching

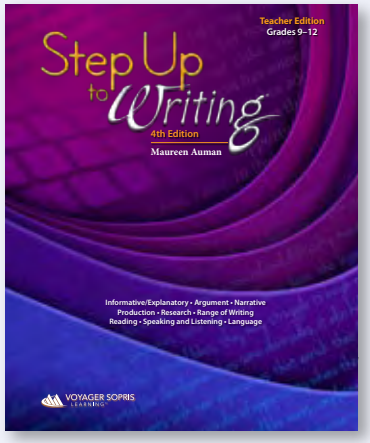
- Monitor students' progress using the data tracking and progress monitoring tools described in the guide to pinpoint areas of strength and concern and adapt instruction.
- See the guide for suggestions on selecting appropriate strategies and making use of the Differentiation suggestions that appear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

Assessing Skill Mastery with Summative Assessments

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



Step Up to Writing Classroom Materials



Teacher Edition

Step Up to Writing Teacher Edition

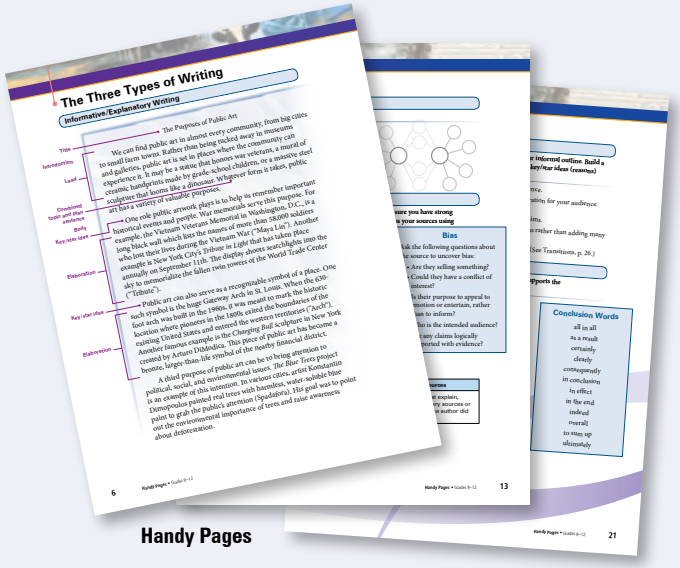
- Strategies
  - Objectives
  - Step-by-step instruction
  - Differentiation
  - Craft and Style tips

HP Reminds teachers when to refer students to Handy Pages

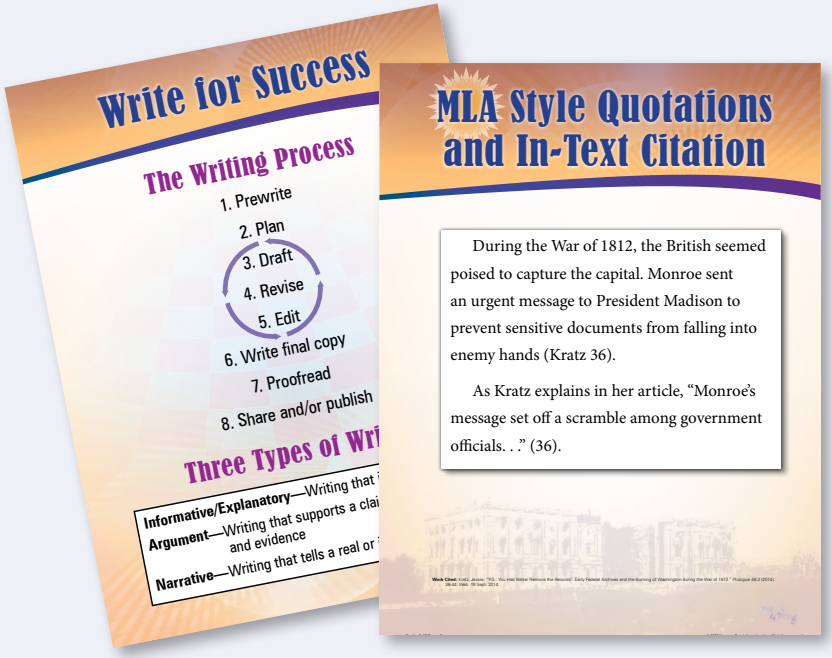
Indicates strategies that have professional development videos that can be viewed before teaching them

Handy Pages

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



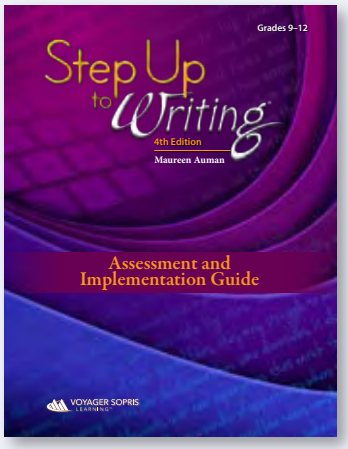
Handy Pages



Posters

Posters

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



Assessment and Implementation Guide

Step Up to Writing Assessment and Implementation Guide

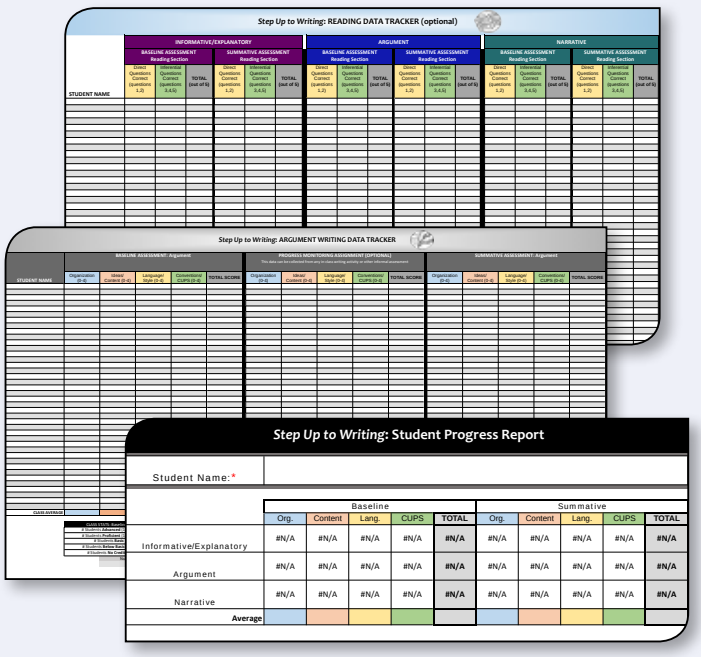
- Directions for using the Formal Assessments
- Progress-monitoring suggestions
- Grade-specific, year-long unit plans

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

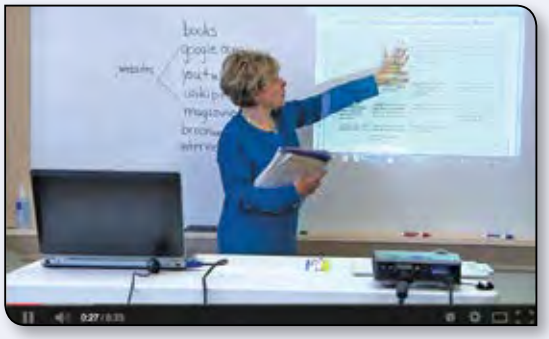
Online Teacher Resources

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

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



Digital Data Tracker



Professional Development Videos

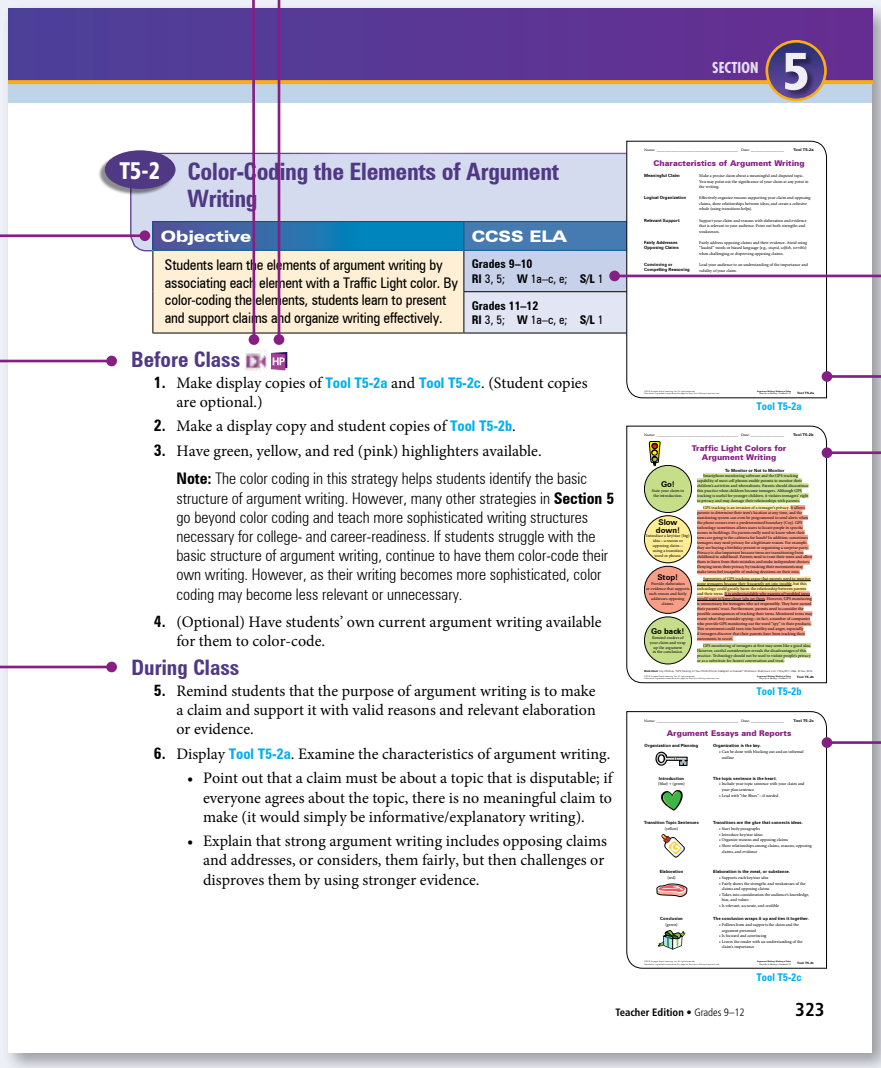
Step Up to Writing Strategies

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

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

The **Handy Pages icon** indicates whether the strategy has an accompanying Handy Page. Encourage students to refer frequently to the Handy Pages as they write independently.

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



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

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

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

Each **Tool** necessary for teaching the strategy appears as a thumbnail image.

SECTION 5

Argument Writing: Making a Claim

Planning, Organization, and Structure

7. Display and distribute Tool T5-2b. Explain the elements of argument writing in terms of the Traffic Light colors. Model and have students use highlighters to color-code the essay as you examine the Tool. (An answer key is available at **www.stepuptowriting.com**.)
   - Green means go.
     - Explain that the introduction of an argument essay or report includes the claim in the topic sentence and is green because it tells what the writer is *going* to argue.
     - Read the introduction and identify the writer's claim.
   - Yellow means slow down.
     - Discuss that transition topic sentences introduce and connect each key/star (big) idea, or reason. They are yellow to remind the writer to *slow down* and provide support for the claim.
     - Explain that transition topic sentences can also introduce key/star ideas that are opposing claims, and are also yellow. (When color-coding, underline opposing claims to differentiate them from ideas that support the writer's claim.)
     - Read the body paragraphs and identify the transition topic sentences.
   - Red means stop.
     - Tell students that sentences used to elaborate or provide evidence for each key/star idea are red to remind the writer to *stop*, support the claim, and address opposing claims. (When color-coding, underline elaboration or evidence that develops opposing claims to differentiate it from ideas that support the writer's claim.)
     - Review the elaboration or evidence supporting each key/star idea.
   - Green also means go back.
     - Discuss how the conclusio
       argument presented to wr
       the claim. It might also ir
     - Read the conclusion and
       argument presented.
8. Display Tool T5-2c. Review the e
   these to the color coding and te
   explanations:
   - Planning before writing is ke
     way of planning key/star ide
     T5-7 Informal Outlines for Arg

Craft and Style:

Opposing Claims

Evidence that supports the author's claim can often be used to address or counter an opposing claim:

Some say that most 16-year-olds have not yet formed their own ideas on political issues, so they should not vote. However, if 16-year-olds are old enough to work and pay taxes, they also are old enough to vote about how that tax money is spent.

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

   - The topic sentence expresses the writer's claim. The plan sentence reveals how the claim will be supported. Including a lead, or the Blues, in an introduction can capture readers' interest. (See strategy **T5-8 Writing an Introduction to an Argument**.)
   - In argument writing, transitional words and phrases create cohesion and clarify the relationships among claims, reasons, elaboration and evidence, and opposing claims. (See strategies **T5-18 Transitions in Argument Writing** and **T5-19 Using a Variety of Transitions in Argument Writing**.)
   - Elaboration and evidence (the E's: explanation, elaboration, experiences, everyday life, examples, expert opinion, events, exact information, evidence, effective illustration, and effective quotations) allow writers to fairly and thoroughly develop both their claim and the opposing claims. (See strategy **T5-13 Elaboration—The E's in Argument Writing**.)
   - A conclusion should wrap up the whole argument, emphasize the significance of the claim, and possibly ask readers to take action. (See strategy **T5-23 Writing Successful Conclusions for Arguments**.)
9. If appropriate, have students color-code a piece of their own argument writing. Have them consider if they have all the elements represented in a logical order. Discuss students' results and talk about revisions they might make.

Differentiation: Color-Coding the Elements of Argument Writing

If students have difficulty color-coding, provide more practice using strategy **T5-3 Elements of Argument Essays and Reports**.

If students have difficulty differentiating argument writing from informative/explanatory writing, use strategy **T2-1 Introducing Three Types of Writing**.

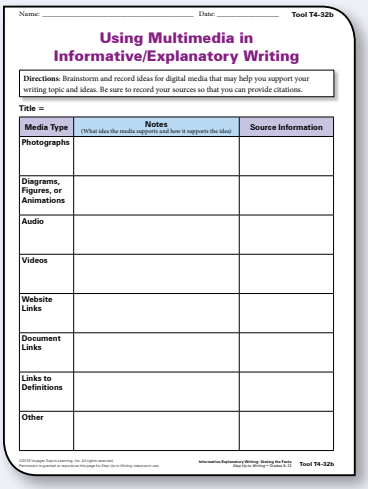
If students have difficulty with multi-paragraph writing, start with paragraphs; use strategies in **Section 2**, subsection **Perfect Paragraphs**.

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

Step Up to Writing Tools

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

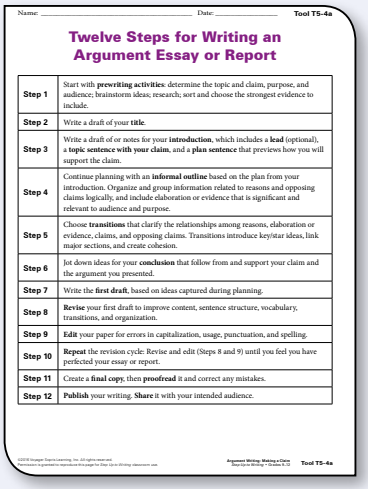
Graphic Organizers



Using Multimedia in Informative/Explanatory Writing

Tool T4-32b

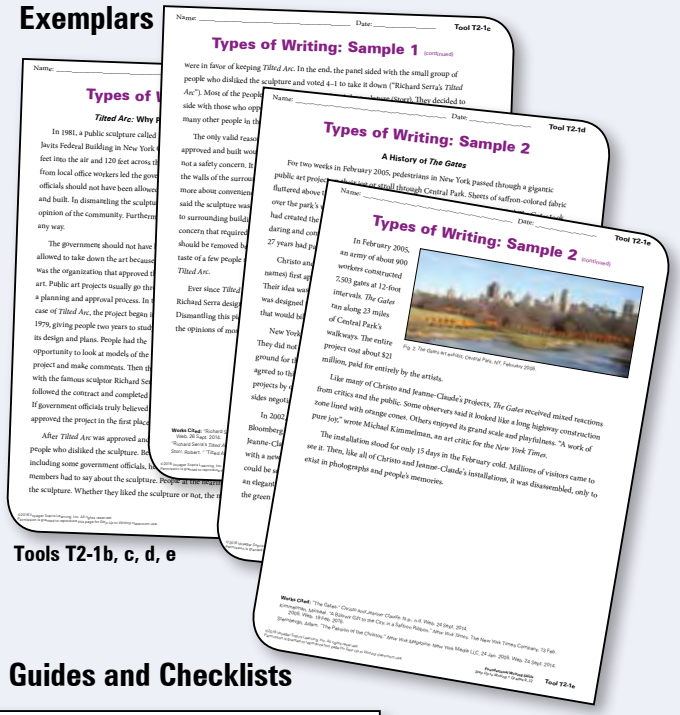
Step-by-Step Instructions



Twelve Steps for Writing an Argument Essay or Report

Tool T5-4a

Exemplars

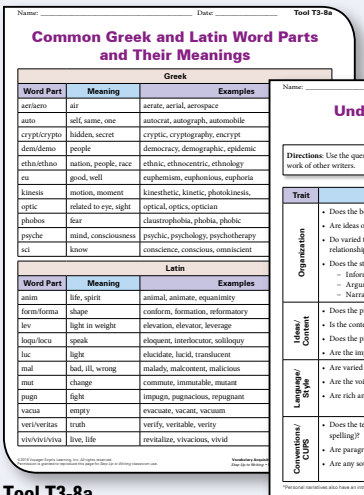


Types of Writing: Sample 1

Types of Writing: Sample 2

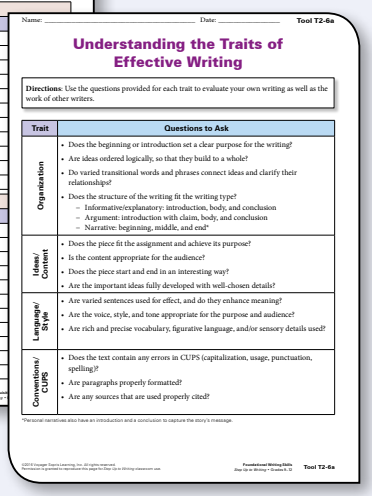
Tools T2-1b, c, d, e

Information



Common Greek and Latin Word Parts and Their Meanings

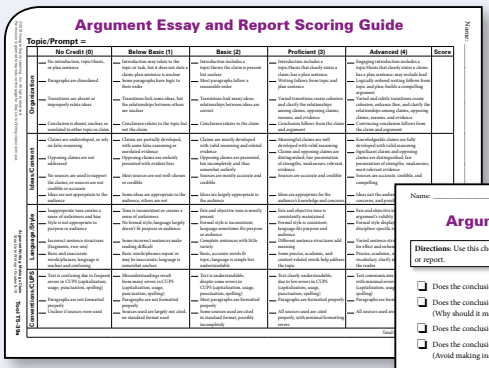
Tool T3-8a



Understanding the Traits of Effective Writing

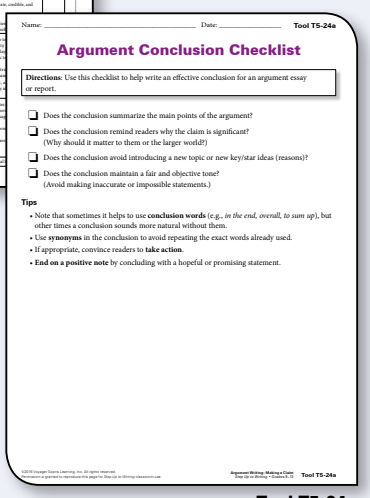
Tool T2-6a

Scoring Guides and Checklists



Argument Essay and Report Scoring Guide

Tool T5-39a



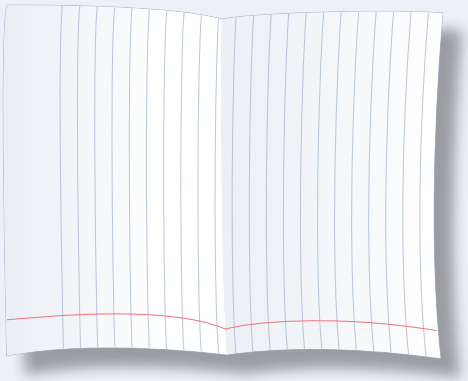
Argument Conclusion Checklist

Tool T5-24a

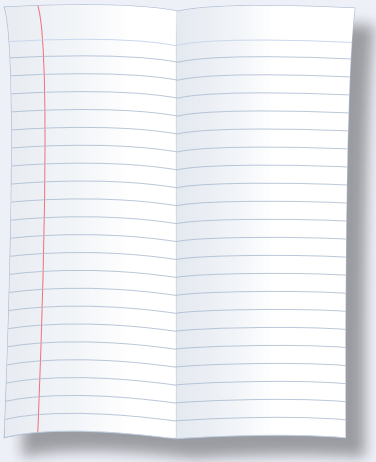
Using Paper Folds

Some *Step Up to Writing* strategies can be made multisensory by following directions for using folded paper to help clarify a step or process. The folds divide paper into sections for organization and may be adapted to any type and size of paper. The following illustrations show examples of each type of fold.

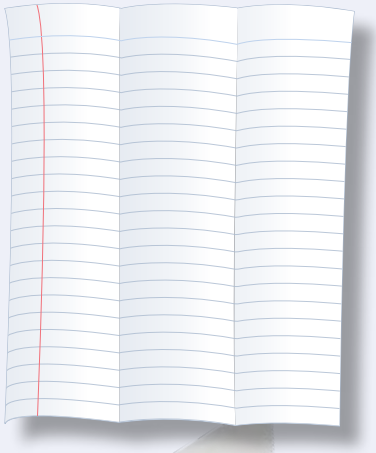
Hamburger Fold



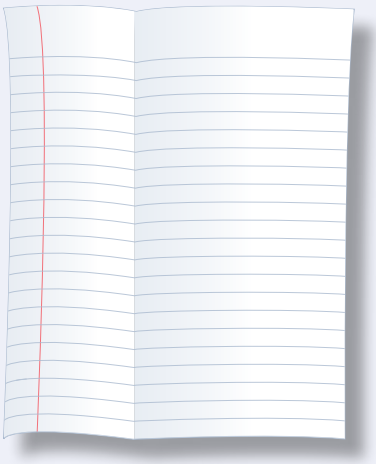
Hot Dog Fold (vertical half-fold)



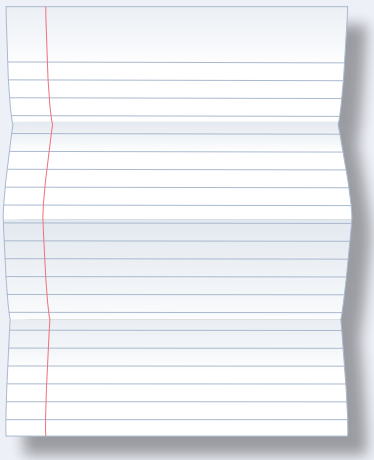
Burrito Fold (three-column fold)



Two-Column Fold



Accordion Fold



Setting High Standards

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

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

Support for Content-Area Writing

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

Step Up to Writing encourages writing in the content areas by including exemplars written about content area topics in history/social studies, science, math, and English Language Arts. Exemplar texts are included in the sections devoted to the main three writing types—Sections 4, 5, and 6. Section 10 lists strategies that support writing in particular content areas, including math, science, history/social studies, English Language Arts, and technical subjects. See Section 10, pages 621–628, for more information. The strategies listed help students apply the structures and writing tips learned in other sections to content-area assignments.

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

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

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

Step Up to Writing and Other Literacy Initiatives

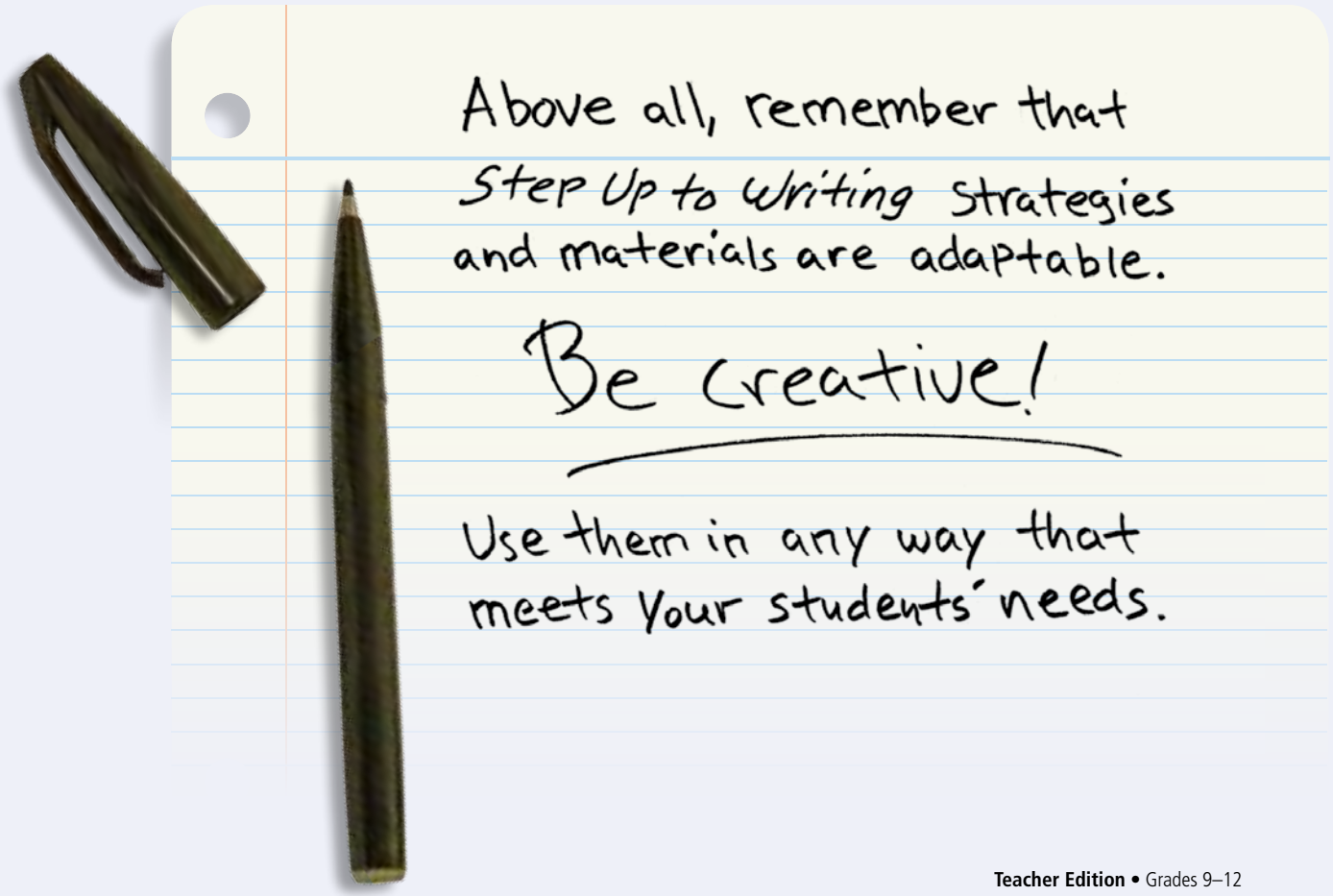
Step Up to Writing complements core literacy programs and other writing curricula, such as 6+1 Trait® Writing or Writer's Workshop.

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

Step Up to Writing grades 9–12 aligns with the 6+1 Trait® Writing model, preparing students for the 6+1 Trait® Writing assessments. *Step Up to Writing* strategies provide the detailed instructions, or "how to," that help students progress in the traits: idea development, organization, voice, word choice, sentence fluency, and conventions. It also helps students with the "plus one" presentation, whether print, digital, oral, or a combination.

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

Step Up to Writing grades 9–12 is organized around the writing process, in keeping with the structure of the Writer's Workshop. *Step Up to Writing* strategies provide the "what," or the direct instruction, for discrete skills within each step of the writing process. *Step Up to Writing* provides practice in the basic steps of the writing process in Section 2, and provides instruction practice by writing type in Sections 4, 5, and 6.



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Section 9

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Section 10

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Tools

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Handy Pages

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Assessments

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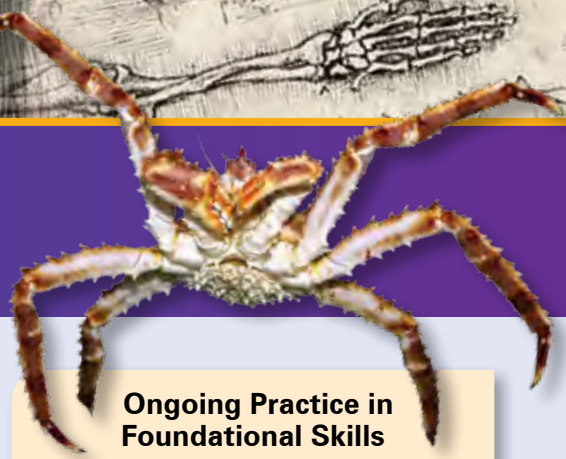
2

SECTION 2

INTRODUCTION
Foundational Writing Skills



The Importance of Foundational Writing Skills

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

In addition to sentence and paragraph writing, there are other critical foundational elements of writing. Students need to learn how to approach writing by understanding the three types of writing and their distinguishing characteristics, the steps of the writing process, the vital roles that audience and purpose play in all writing, the use of standard English conventions, how to collaborate with others on a writing project, and how to publish using technology.

Ongoing Practice in Foundational Skills

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

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

Teaching Foundational Writing Skills

Practice in foundational writing skills can be incorporated into every writing assignment. However, students do not need to write a complete composition to practice or strengthen skills. Focusing on a single step or skill, such as brainstorming, creating sentence variety, elaborating in a paragraph, or exploring variations in standard English grammar and usage, gives students concentrated practice with skills that they can then more easily apply to longer writing assignments.

When teaching foundational writing skills:

- Provide adequate models of all steps of the writing processes.
- Tell students what good writers do, and show students what good writing is.
- Model using technology and foster students' use of technology to produce writing.
- Develop students' in-depth understanding of standard English grammar and usage.

Differentiation

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

Progress Monitoring and Formal Assessment

See the **Progress Monitoring** subsection for **Section 2** (page 150) for a strategy and Tools that support neat paper rules and writing effective sentences.

See the *Step Up to Writing Assessment and Implementation Guide* for materials to conduct baseline and summative assessments to help evaluate student proficiency with informative/explanatory, argument, and narrative writing.

Developing Masterful Sentences

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

Scaffolded Strategy Sequence	Sentence Writing Focus
T2-13 Recognizing Fragments, Run-Ons, and Complete Sentences T2-14 Parts of a Sentence: Subject and Predicate	Correct Sentences
T2-16 Sentence Kinds and Structures T2-17 Sentence Variety	Sentence Structures and Variety
T2-15 Better Sentences T2-18 Choosing Precise and Concise Language	Improving Sentences

Writing Perfect Paragraphs

The following list provides a possible scaffolded sequence for teaching paragraph writing.

Scaffolded Strategy Sequence	Sentence Writing Focus
T2-19 Planning Paragraphs with Informal Outlines	Planning
T2-20 Topic Sentences	Topic Sentences
T2-21 Accordion Paragraphs	Building Paragraphs
T2-22 Using Transitions Effectively T2-23 Learning about Elaboration T2-24 Connecting the Conclusion to the Topic	Transitions, Elaboration, and Conclusions
T2-25 Writing Cohesive Paragraphs T2-26 Analyzing a Paragraph	Improving Paragraphs

CCSS ELA Key

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

Meeting Rigorous 9–12 Standards

Common Core State Standards for English Language Arts

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

Anchor Standards for Writing
Production and Distribution of Writing
4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.
5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6 Use technology, including the Internet, to produce and publish writing and to collaborate with others.
Research to Build and Present Knowledge
8 Gather relevant information from multiple print and digital resources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Anchor Standards for Language
Conventions of Standard English
1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language
3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

For alignment of the Common Core State Standards for English Language Arts, Texas Essential Knowledge and Skills (TEKS), and other state standards to *Step Up to Writing* strategies, see **www.stepuptowriting.com**.

Literacy in History/Social Studies, Science, and Technical Subjects

Section 2 strategies can also be used to meet the reading and writing Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects. To meet these standards, assign reading and writing topics that are discipline specific.

SECTION 2

CONTENTS

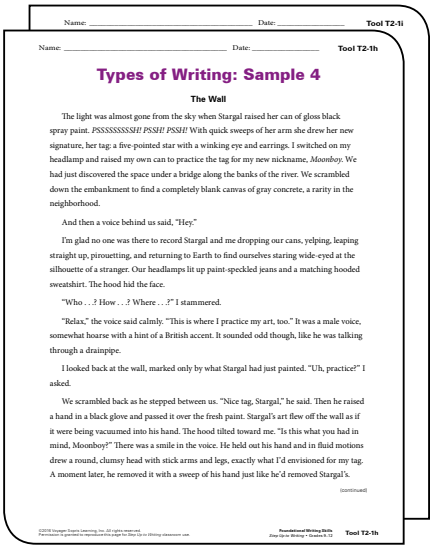
Foundational Writing Skills

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

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

9. As a class, examine each of the writing samples and have the groups share their analysis of each text. The students should identify the samples as the following:
   - Sample 1: Argument
   - Sample 2: Nonfiction Narrative
   - Sample 3: Informative/Explanatory
   - Sample 4: Imaginative Narrative

   Note: You may wish to point out that the argument, nonfiction narrative, and informative/explanatory examples all include a Works Cited list. Whenever students write in these types, they should cite the sources they use.


Name: _____ Date: _____ Tool T2-1i

Name: _____ Date: _____ Tool T2-1h

Types of Writing: Sample 4

The Wall

The light was almost gone from the sky when Stargal raised her can of gloss black spray paint. *PSSSSSSSSH! PSSH! PSSH!* With quick sweeps of her arm she drew her new signature, her tag: a five-pointed star with a winking eye and earrings. I switched on my headlamp and raised my own can to practice the tag for my new nickname, *Moonboy*. We had just discovered the space under a bridge along the banks of the river. We scrambled down the embankment to find a completely blank canvas of gray concrete, a rarity in the neighborhood.

And then a voice behind us said, "Hey."

I'm glad no one was there to record Stargal and me dropping our cans, yelping, leaping straight up, pirouetting, and returning to Earth to find ourselves staring wide-eyed at the silhouette of a stranger. Our headlamps lit up paint-speckled jeans and a matching hooded sweatshirt. The hood hid the face.

"Who . . .? How . . .? Where . . .?" I stammered.

"Relax," the voice said calmly. "This is where I practice my art, too." It was a male voice, somewhat hoarse with a hint of a British accent. It sounded odd though, like he was talking through a drainpipe.

I looked back at the wall, marked only by what Stargal had just painted. "Uh, practice?" I asked.

We scrambled back as he stepped between us. "Nice tag, Stargal," he said. Then he raised a hand in a black glove and passed it over the fresh paint. Stargal's art flew off the wall as if it were being vacuumed into his hand. The hood tilted toward me. "Is this what you had in mind, Moonboy?" There was a smile in the voice. He held out his hand and in fluid motions drew a round, clumsy head with stick arms and legs, exactly what I'd envisioned for my tag. A moment later, he removed it with a sweep of his hand just like he'd removed Stargal's.

(continued)

Foundational Writing Skills
Story Up to Writing • Grades 9–12 Tool T2-1h

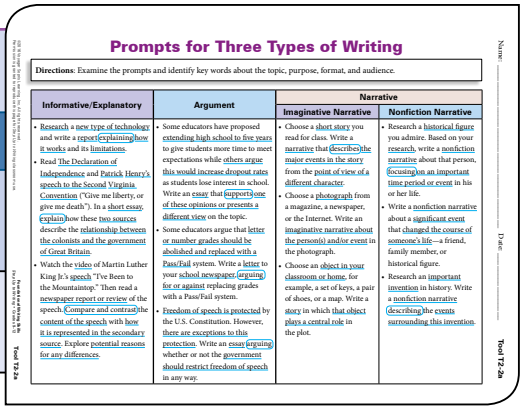
Tools T2-1h and T2-1i

Differentiation: Introducing Three Types of Writing

If students need more practice, have them identify types of writing as they encounter new texts in different subject areas, or collect additional texts for students to classify.

T2-2 Prompts for Three Types of Writing

Objective	CCSS ELA
Students learn to recognize prompts for each type of writing: informative/explanatory, argument, and narrative. Students identify key words that point to the purpose, format, and topic of the writing.	**Grades 9–10** **W** 4; **S/L** 1 **Grades 11–12** **W** 4; **S/L** 1


Prompts for Three Types of Writing

Directions: Examine the prompts and identify key words about the topic, purpose, format, and audience.

Informative/Explanatory	Argument	Narrative	
		Imaginative Narrative	Nonfiction Narrative
• Research a new type of technology and write a report explaining how it works and its limitations. • Read The Declaration of Independence and Patrick Henry's speech to the Second Virginia Convention ("Give me liberty, or give me death"). In a short essay, explain how these two sources describe the relationship between the colonists and the government of Great Britain. • Watch the video of Martin Luther King Jr.'s speech "I've Been to the Mountaintop." Then read a newspaper report or review of the speech. Compare and contrast the content of the speech with how it is represented in the secondary source. Explore potential reasons for any differences.	• Some educators have proposed extending high school to five years to give students more time to meet expectations while others argue this would increase dropout rates as students lose interest in school. Write an essay that supports one of these opinions or presents a different view on the topic. • Some educators argue that letter or number grades should be abolished and replaced with a Pass/Fail system. Write a letter to your school newspaper arguing for or against replacing grades with a Pass/Fail system. • Freedom of speech is protected by the U.S. Constitution. However, there are exceptions to this protection. Write an essay arguing whether or not the government should restrict freedom of speech in any way.	• Choose a short story you read for class. Write a narrative that describes the major events in the story from the point of view of a different character. • Choose a photograph from a magazine, a newspaper, or the Internet. Write an imaginative narrative about the person(s) and/or event in the photograph. • Choose an object in your classroom or home, for example, a set of keys, a pair of shoes, or a map. Write a story in which that object plays a central role in the plot.	• Research a historical figure you admire. Based on your research, write a nonfiction narrative about that person, focusing on an important time period or event in his or her life. • Write a nonfiction narrative about a significant event that changed the course of someone's life—a friend, family member, or historical figure. • Research an important invention in history. Write a nonfiction narrative describing the events surrounding this invention.

Name: _____ Date: _____

Tool T2-2a

Tool T2-2a

Before Class HP

1. Make a display copy and student copies of **Tool T2-2a**.

During Class

2. Remind students that a writing prompt gives directions for an assignment. Explain that writing prompts can be general or specific, but they usually direct students to perform a particular type of writing. Sometimes the type of writing will be directly stated; sometimes students must figure out the type of writing based on key words in the prompt.

3. Display and distribute **Tool T2-2a**. Choose a few prompts on the Tool, and have students identify words and clues about the following:
   - **Topic:** Underline key words that explain what the writing should be about.
   - **Purpose:** Circle verbs that explain the goal of the writing, such as *describe*, *explain*, *propose*, *defend*, or *narrate*.

     Note: Ensure that students understand that when the prompt uses verbs that indicate they should write an argument, they should take a side and clearly state their position. They should only explore both sides of an issue equally if the prompt explicitly asks for that.
   - **Format:** Underline words that signal what the structure of the writing should be, such as *essay*, *editorial*, *critique*, *letter*, *narrative*, or *story*.
   - **Audience:** Underline key words that signal whether there is a specific audience, such as *your community, a senator*, *a peer*.
4. Remind students that prompts will not always have explicit directions about the format and audience. Sometimes they will need to infer (e.g., if the prompt asks them to compare and contrast, the assignment implies an essay or report—not a narrative).
5. Have students independently read the remaining prompts on **Tool T2-2a**, circling verbs that explain the goal of the writing and underlining words and phrases that give direction about topic, format, and audience.
6. Review answers as a class. Discuss which prompts on **Tool T2-2a** require an introduction, body, and conclusion and which require a beginning, middle, and end. (See also strategy **T2-1 Introducing Three Types of Writing**, or refer to **Tool T2-1a**, which identifies these structures.)
7. Discuss how students would use the words they marked to brainstorm and plan their writing. (For example, if the prompt is to compare and contrast, they should use their key words to set up a Venn diagram or chart to make notes about similarities and differences. If the prompt is for an argument, students should identify the two opposing views and brainstorm ideas for *both* sides of the issue before writing.)
8. If desired, present students with additional prompts from the *Step Up to Writing* website (at **www.stepuptowriting.com**).

Differentiation: Prompts for Three Types of Writing

If students struggle with analyzing writing prompts, have them convert a specific writing prompt into a topic sentence. Or, have students create writing prompts from text they encounter in class. Ask, "What would be the prompt that 'prompted' the writer to write this piece?"

If students easily analyze writing prompts, challenge them to create their own writing prompts for writing assignments in an area of interest.

T2-3 The Writing Process

Objective	CCSS ELA
Students develop a deeper understanding of each step in the writing process.	**Grades 9–10** **W** 4, 5; **S/L** 1
	Grades 11–12 **W** 4, 5; **S/L** 1

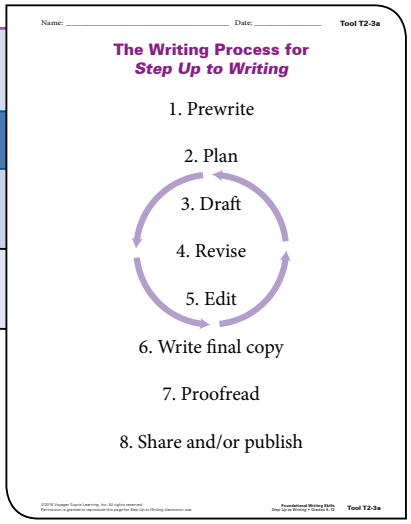
Before Class

1. Make display copies of **Tool T2-3a** and **Tool T2-3b**. (Student copies are optional.)
2. Make a copy of **Tool T2-3c** and cut apart the eight sections so that you have eight slips of paper to distribute to student groups.

During Class

3. Remind students that the writing process includes specific steps that writers follow to move from general ideas to finished, well-written pieces. Writers use the same steps for all types of writing: reports, essays, stories, blog posts, research reports, etc.
4. Display **Tool T2-3a**. Read the steps aloud.
   - Point out the circular arrows in the middle of the Tool. Remind students that writing is a process and that writers often draft, revise, and edit multiple times.
5. Display **Tool T2-3b**. Read each step. Underline or highlight important words to help students remember what happens at each stage.
   - Emphasize that during prewriting, writers may sometimes need to change, broaden, or narrow their topic if they cannot find sufficient information during research.
   - Remind students that although they may be tempted to finish writing as quickly as possible, it is worth their time to draft and revise several times, especially when they receive feedback from peers or the teacher. It is also important to proofread in order to catch small, unintentional errors.
   - When reviewing the edit step, remind students that they may not be able to memorize all the grammar rules. Remind them that writers frequently consult usage manuals, dictionaries, and other reference materials to ensure their writing is correct.

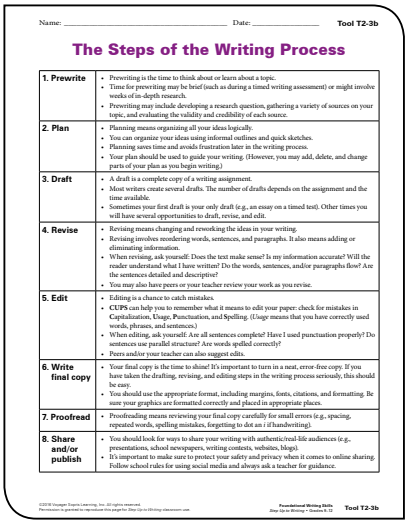
   Note: The subsection **Conventions of Standard English** includes numerous strategies that can help students master grammar and usage rules.


Name: _____ Date: _____ Tool T2-3a

The Writing Process for *Step Up to Writing*

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

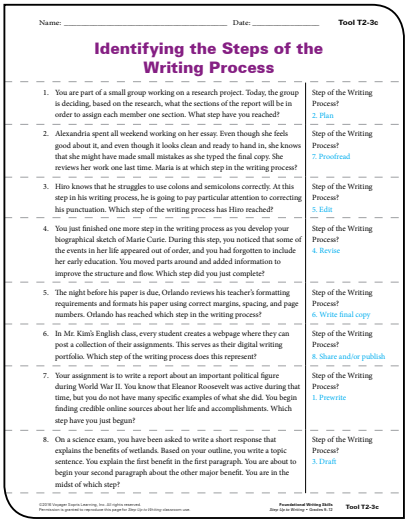
Tool T2-3a


Name: _____ Date: _____ Tool T2-3b

The Steps of the Writing Process

1. Prewrite	• Prewriting is the time to think about or learn about a topic. • Time for prewriting may be brief (such as during a timed writing assessment) or might involve weeks of in-depth research. • Prewriting may include developing a research question, gathering a variety of sources on your topic, and evaluating the validity and credibility of each source.
2. Plan	• Planning means organizing all your ideas logically. • You can organize your ideas using informal outlines and quick sketches. • Planning saves time and avoids frustration later in the writing process. • Your plan should be used to guide your writing. (However, you may add, delete, and change parts of your plan as you begin writing.)
3. Draft	• A draft is a complete copy of a writing assignment. • Most writers create several drafts. The number of drafts depends on the assignment and the time available. • Sometimes your first draft is your only draft (e.g., an essay on a timed test). Other times you will have several opportunities to draft, revise, and edit.
4. Revise	• Revising means changing and reworking the ideas in your writing. • Revising involves reordering words, sentences, and paragraphs. It also means adding or eliminating information. • When revising, ask yourself: Does the text make sense? Is my information accurate? Will the reader understand what I have written? Do the words, sentences, and/or paragraphs flow? Are the sentences detailed and descriptive? • You may also have peers or your teacher review your work as you revise.
5. Edit	• Editing is a chance to catch mistakes. • **CUPS** can help you to remember what it means to edit your paper: check for mistakes in Capitalization, Usage, Punctuation, and Spelling. (Usage means that you have correctly used words, phrases, and sentences.) • When editing, ask yourself: Are all sentences complete? Have I used punctuation properly? Do sentences use parallel structure? Are words spelled correctly? • Peers and/or your teacher can also suggest edits.
6. Write final copy	• Your final copy is the time to shine! It's important to turn in a neat, error-free copy. If you have taken the drafting, revising, and editing steps in the writing process seriously, this should be easy. • You should use the appropriate format, including margins, fonts, citations, and formatting. Be sure your graphics are formatted correctly and placed in appropriate places.
7. Proofread	• Proofreading means reviewing your final copy carefully for small errors (e.g., spacing, repeated words, spelling mistakes, forgetting to dot an *i* if handwriting).
8. Share and/or publish	• You should look for ways to share your writing with authentic/real-life audiences (e.g., presentations, school newspapers, writing contests, websites, blogs). • It's important to make sure to protect your safety and privacy when it comes to online sharing. Follow school rules for using social media and always ask a teacher for guidance.

Tool T2-3b


Name: _____ Date: _____ Tool T2-3c

Identifying the Steps of the Writing Process

1. You are part of a small group working on a research project. Today, the group is deciding, based on the research, what the sections of the report will be in order to assign each member one section. What step have you reached?	Step of the Writing Process? 2. Plan
2. Alexandria spent all weekend working on her essay. Even though she feels good about it, and even though it looks clean and ready to hand in, she knows that she might have made small mistakes as she typed the final copy. She reviews her work one last time. Maria is at which step in the writing process?	Step of the Writing Process? 7. Proofread
3. Hiro knows that he struggles to use colons and semicolons correctly. At this step in his writing process, he is going to pay particular attention to correcting his punctuation. Which step of the writing process has Hiro reached?	Step of the Writing Process? 5. Edit
4. You just finished one more step in the writing process as you develop your biographical sketch of Marie Curie. During this step, you noticed that some of the events in her life appeared out of order, and you had forgotten to include her early education. You moved parts around and added information to improve the structure and flow. Which step did you just complete?	Step of the Writing Process? 4. Revise
5. The night before his paper is due, Orlando reviews his teacher's formatting requirements and formats his paper using correct margins, spacing, and page numbers. Orlando has reached which step in the writing process?	Step of the Writing Process? 6. Write final copy
6. In Mr. Kim's English class, every student creates a webpage where they can post a collection of their assignments. This serves as their digital writing portfolio. Which step of the writing process does this represent?	Step of the Writing Process? 8. Share and/or publish
7. Your assignment is to write a report about an important political figure during World War II. You know that Eleanor Roosevelt was active during that time, but you do not have many specific examples of what she did. You begin finding credible online sources about her life and accomplishments. Which step have you just begun?	Step of the Writing Process? 1. Prewrite
8. On a science exam, you have been asked to write a short response that explains the benefits of wetlands. Based on your outline, you write a topic sentence. You explain the first benefit in the first paragraph. You are about to begin your second paragraph about the other major benefit. You are in the midst of which step?	Step of the Writing Process? 3. Draft

Tool T2-3c

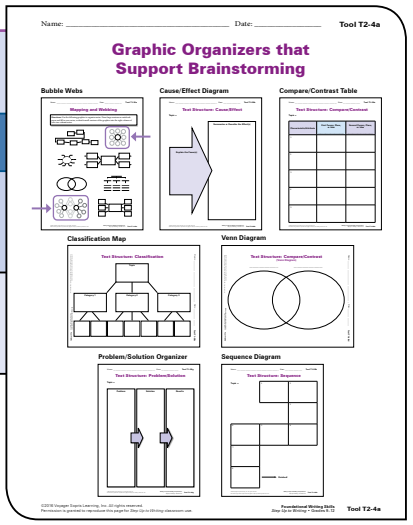
6. Display **Tool T2-3a** again. (Or, if students need more support, leave **Tool T2-3b** on display.)
7. Distribute the cut-apart strips of **Tool T2-3c** to groups of students. Have students work with their group to read the scenario and identify which step of the writing process it represents.
8. Have group members read their scenario to the class, share their answer, and justify their choice. (An answer key is available at **www.stepuptowriting.com**.)

Differentiation: The Writing Process

If students need more guidance and structure as they complete a writing assignment (especially an extended assignment), encourage them to create a checklist of the tasks they need to accomplish at each step of the writing process, and have them check off each item as they complete it.

T2-4 Prewriting: Brainstorming

Objective	CCSS ELA
Students learn foundational prewriting skills to use before developing an outline. Students understand how brainstorming supports comprehensive idea-gathering as well as the initial development of structure.	**Grades 9–10** **W** 4, 5; **S/L** 1 **Grades 11–12** **W** 4, 5; **S/L** 1


Name: _____ Date: _____ Tool T2-4a

Graphic Organizers that Support Brainstorming

Bubble Webs

Cause/Effect Diagram

Compare/Contrast Table

Classification Map

Venn Diagram

Problem/Solution Organizer

Sequence Diagram

Tool T2-4a

Tool T2-4a

Before Class HP

1. Make a display copy of **Tool T2-4a**. (Student copies are optional.)
2. Select a discipline-specific essay topic to brainstorm during instruction.

During Class

3. Briefly review the steps of the writing process (prewrite, plan, draft, revise, edit, write final copy, proofread, and share and/or publish; see strategy **T2-3 The Writing Process**). Remind students that prewriting is getting ready to write, such as by thinking about or discussing the topic or collecting ideas.
4. Point out that brainstorming is part of the prewriting step. Remind students that **brainstorming** is producing or capturing as many ideas as possible without sorting or judging them. Emphasize that the most effective brainstorming is truly a free and nonjudgmental flow of ideas. Only later do writers evaluate the results of brainstorming, organize ideas, and move toward the plan step.

T2-6 Recognizing the Traits of Effective Writing

Objective	CCSS ELA
Students learn about the traits of effective writing and practice evaluating writing using questions related to the traits.	**Grades 9–10** **W** 4, 5; **S/L** 1
	Grades 11–12 **W** 4, 5; **S/L** 1

Before Class HP

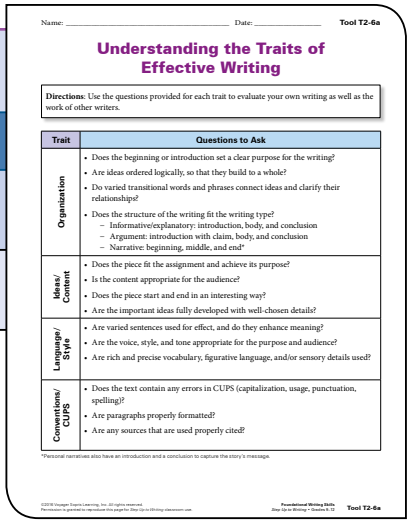
1. Make display and student copies of **Tool T2-6a** and **Tool T2-6b**.

During Class

2. Remind students that all effective writing has certain qualities or traits. Knowing what those traits are helps writers develop their writing successfully.
3. Display and distribute **Tool T2-6a**. Discuss the headings and content.
   - Acquaint students with the four categories of traits in the first column of the chart. Talk briefly about what each of the categories means in light of students' experience.
   - Examine the questions that identify traits in each category.
   - Explain that these categories and traits align with those that appear on the revision checklists and scoring guides used in *Step Up to Writing*.
4. Display and distribute **Tool T2-6b**. Read the first prompt and paragraph. Evaluate "Paragraph 1" for traits of effective writing.
   - Identify the type of writing (*argument*) and the likely audience. This information plays a vital role in some of the questions on **Tool T2-6a**. (For support on the types of writing, see strategy **T2-1 Introducing Three Types of Writing**.)
   - Model using the questions on **Tool T2-6a** to evaluate the paragraph.
   - Mark up the text, such as writing notes in the margin, drawing arrows to suggest reorganization, circling effective words or phrases, or underlining words or phrases that need improvement. Have students do likewise.
   - Gradually release responsibility to students for answering the questions and giving suggestions about what to mark.
   - Use the following considerations to supplement conversation:

     Paragraph 1 (argument)

     – Clear topic; no claim stated in introduction (claim stated in conclusion)



Name: _____ Date: _____ Tool T2-6a

Understanding the Traits of Effective Writing

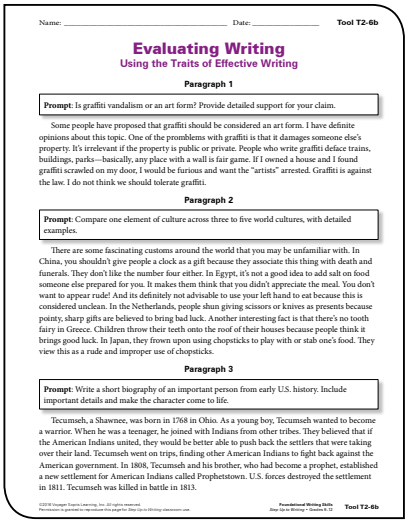
Directions: Use the questions provided for each trait to evaluate your own writing as well as the work of other writers.

Trait	Questions to Ask
Organization	• Does the beginning or introduction set a clear purpose for the writing? • Are ideas ordered logically, so that they build to a whole? • Do varied transitional words and phrases connect ideas and clarify their relationships? • Does the structure of the writing fit the writing type? – Informative/explanatory: introduction, body, and conclusion – Argument: introduction with claim, body, and conclusion – Narrative: beginning, middle, and end*
Ideas/ Content	• Does the piece fit the assignment and achieve its purpose? • Is the content appropriate for the audience? • Does the piece start and end in an interesting way? • Are the important ideas fully developed with well-chosen details?
Language/ Style	• Are varied sentences used for effect, and do they enhance meaning? • Are the voice, style, and tone appropriate for the purpose and audience? • Are rich and precise vocabulary, figurative language, and/or sensory details used?
Conventions/ CUPS	• Does the text contain any errors in CUPS (capitalization, usage, punctuation, spelling)? • Are paragraphs properly formatted? • Are any sources that are used properly cited?

*Personal narratives also have an introduction and a conclusion to capture the story's message.

Precedational Writing Skills Step Up to Writing • Grades 9–12 Tool T2-6a

Tool T2-6a



Name: _____ Date: _____ Tool T2-6b

Evaluating Writing
Using the Traits of Effective Writing

Paragraph 1

Prompt: Is graffiti vandalism or an art form? Provide detailed support for your claim.

Some people have proposed that graffiti should be considered an art form. I have definite opinions about this topic. One of the promblems with graffiti is that it damages someone else's property. It's irrelevant if the property is public or private. People who write graffiti deface trains, buildings, parks—basically, any place with a wall is fair game. If I owned a house and I found graffiti scrawled on my door, I would be furious and want the "artists" arrested. Graffiti is against the law. I do not think we should tolerate graffiti.

Paragraph 2

Prompt: Compare one element of culture across three to five world cultures, with detailed examples.

There are some fascinating customs around the world that you may be unfamiliar with. In China, you shouldn't give people a clock as a gift because they associate this thing with death and funerals. They don't like the number four either. In Egypt, it's not a good idea to add salt on food someone else prepared for you. It makes them think that you didn't appreciate the meal. You don't want to appear rude! And its definitely not advisable to use your left hand to eat because this is considered unclean. In the Netherlands, people shun giving scissors or knives as presents because pointy, sharp gifts are believed to bring bad luck. Another interesting fact is that there's no tooth fairy in Greece. Children throw their teeth onto the roof of their houses because people think it brings good luck. In Japan, they frown upon using chopsticks to play with or stab one's food. They view this as a rude and improper use of chopsticks.

Paragraph 3

Prompt: Write a short biography of an important person from early U.S. history. Include important details and make the character come to life.

Tecumseh, a Shawnee, was born in 1768 in Ohio. As a young boy, Tecumseh wanted to become a warrior. When he was a teenager, he joined with Indians from other tribes. They believed that if the American Indians united, they would be better able to push back the settlers that were taking over their land. Tecumseh went on trips, finding other American Indians to fight back against the American government. In 1808, Tecumseh and his brother, who had become a prophet, established a new settlement for American Indians called Prophetstown. U.S. forces destroyed the settlement in 1811. Tecumseh was killed in battle in 1813.

Precedational Writing Skills Step Up to Writing • Grades 9–12 Tool T2-6b

Tool T2-6b

  - Answers prompt, though perhaps lacking detail (e.g., legal aspects of graffiti)
  - Opposing claim mentioned in the introduction, not addressed in detail
  - Tone somewhat informal (e.g., *I*, *fair game*)
  - Good word choice (e.g., *deface*, *scrawled*, *furious*, *tolerate*)
  - Spelling error: *promblems*

5. Have students analyze the traits of effective writing for either "Paragraph 2" or "Paragraph 3" on **Tool T2-6b**.
   - Discuss with the class the type of writing each prompt calls for, and the likely audience.
   - Ask half of the class to evaluate "Paragraph 2" and the other half to evaluate "Paragraph 3."
   - Tell students to mark the text to reflect their evaluation, and to refer to it when explaining their evaluation.
6. When complete, discuss students' evaluations of each paragraph on **Tool T2-6b**.
   - Have students share their answers to the questions on **Tool T2-6a**.
   - Ask students to refer back to the text and their markup to support their answers.
   - Use the following considerations to supplement conversation:

     Paragraph 2 (informative/explanatory)
     - Introduction has clear topic; conclusion omitted
     - Lack of transitions; doesn't build to a whole (e.g., no comparison words)
     - Addresses part of prompt: topic relates to cultures, but not "one element"
     - A number of sentences start with *In [place]* and *They*
     - Many detailed examples
     - Vague word: *thing*
     - Tone somewhat informal (e.g., exclamatory sentence, use of *you* [has limited use in this writing type with rare exceptions, such as instructions])
     - Spelling error: *its*

     Paragraph 3 (narrative)
     - Has a beginning, middle, and end; end is abrupt
     - Ideas flow, have transitions, and build to a whole
     - Good sentence variety; possible overreliance on *Tecumseh* as sentence subject
     - Lacks some detail (e.g., the role of the Confederacy, Tecumseh's later years, detail that would bring Tecumseh "to life" per prompt)
     - Some weak verbs (e.g., *was*, *wanted*, *went*, *finding*)

7. Remind students that they can use **Tool T2-6a** to develop effective writing in all subject areas.

Differentiation: Recognizing the Traits of Effective Writing

If students struggle with assessing the many traits of effective writing on **Tool T2-6a**, have them evaluate just one category, such as organization, at a time.

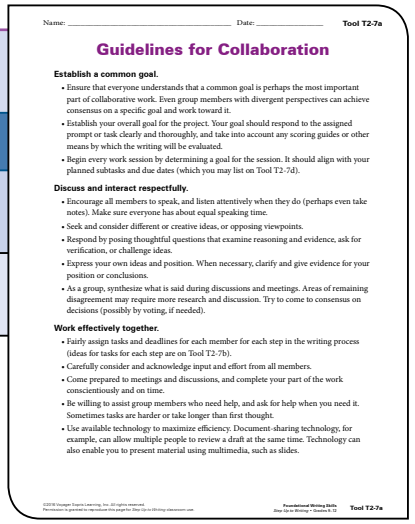
If students excel at recognizing and using the traits of effective writing, have them use **Tool T2-6a** to identify how mentor authors (of any writing type—informative/explanatory, argument, or narrative) accomplished the traits.

If students need more practice identifying conventions errors, use one of these strategies (by text type):

- **T4-39 Editing Informative/Explanatory: CUPS**
- **T5-30 Editing Arguments: CUPS**
- **T6-31 Editing Narratives: CUPS**

T2-7 Collaborative Writing

Objective	CCSS ELA
Students learn strategies for collaborative writing and working toward a common writing goal. They learn to effectively plan, hold discussions, and divide up work in groups.	**Grades 9–10** **W** 4, 5; **S/L** 1a–d **Grades 11–12** **W** 4, 5; **S/L** 1a–d



Name: _____ Date: _____ Tool T2-7a

Guidelines for Collaboration

Establish a common goal.

- Ensure that everyone understands that a common goal is perhaps the most important part of collaborative work. Even group members with divergent perspectives can achieve consensus on a specific goal and work toward it.
- Establish your overall goal for the project. Your goal should respond to the assigned prompt or task clearly and thoroughly, and take into account any scoring guides or other means by which the writing will be evaluated.
- Begin every work session by determining a goal for the session. It should align with your planned subtasks and due dates (which you may list on Tool T2-7d).

Discuss and interact respectfully.

- Encourage all members to speak, and listen attentively when they do (perhaps even take notes). Make sure everyone has about equal speaking time.
- Seek and consider different or creative ideas, or opposing viewpoints.
- Respond by posing thoughtful questions that examine reasoning and evidence, ask for verification, or challenge ideas.
- Express your own ideas and position. When necessary, clarify and give evidence for your position or conclusions.
- As a group, synthesize what is said during discussions and meetings. Areas of remaining disagreement may require more research and discussion. Try to come to consensus on decisions (possibly by voting, if needed).

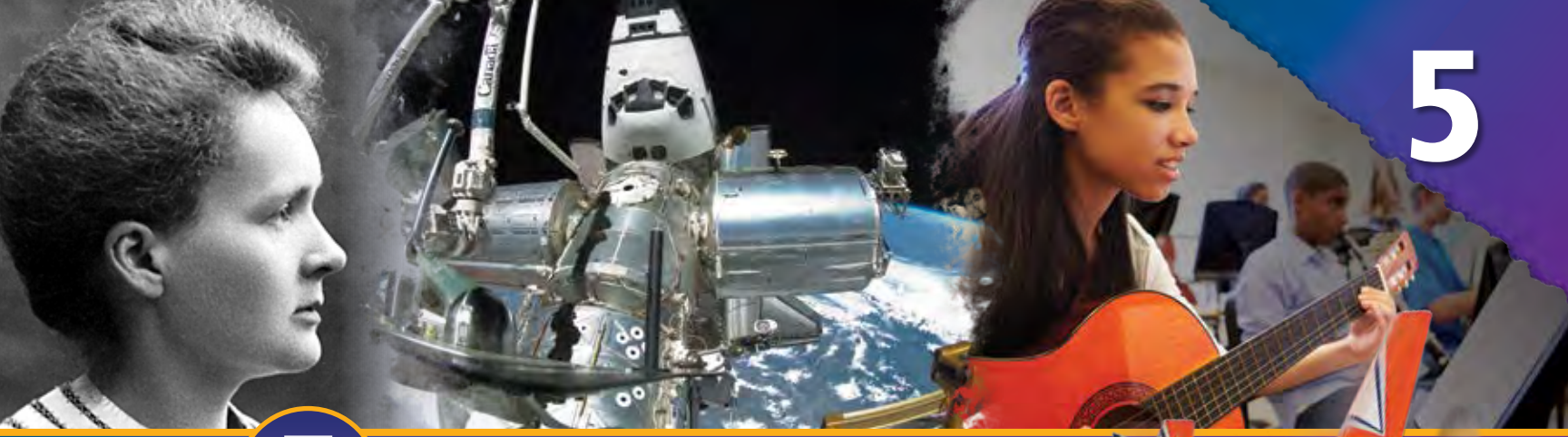
Work effectively together.

- Fairly assign tasks and deadlines for each member for each step in the writing process (ideas for tasks for each step are on Tool T2-7b).
- Carefully consider and acknowledge input and effort from all members.
- Come prepared to meetings and discussions, and complete your part of the work conscientiously and on time.
- Be willing to assist group members who need help, and ask for help when you need it. Sometimes tasks are harder or take longer than first thought.
- Use available technology to maximize efficiency. Document-sharing technology, for example, can allow multiple people to review a draft at the same time. Technology can also enable you to present material using multimedia, such as slides.

Tool T2-7a

Before Class HP

1. Make display copies of **Tool T2-7a** and **Tool T2-7c**. (Student copies are optional.)
2. Make a display copy and student copies of **Tool T2-7b**.
3. Make student copies of **Tool T2-7d**.
4. Select a writing prompt or assignment. The topic and task should:
   - Encompass multiple possible perspectives, for practice with effective discussion and collaborative decision-making.
   - Allow groups to develop a full-length essay or report.



5

SECTION 5

INTRODUCTION
Argument Writing: Making a Claim

The Importance of Argument Writing

Argument writing states a claim on a subject or issue and supports that claim with valid reasoning and relevant and sufficient evidence. It may be similar in structure to informative/explanatory writing; both involve conveying and explaining information. However, argument writing goes beyond conveying information; it aims to convince a reader to accept a claim as accurate and valid, even in consideration of substantive opposing claims. An argument may also ask the reader to take some action based on the evidence it presents.

Argument writing can have a variety of forms and genres, including familiar academic writing, such as essays, interpretations of historical events, and literary analyses; and technical and workplace writing, such as proposals, critiques, editorials, and application essays. All argument writing requires a formal style and objective tone in addition to fact-based evidence, statistics, and/or quotations to support claims.

The Special Place of Argument

Strategies in **Section 5** assist *Step Up to Writing* students in learning the critical skills associated with writing sound arguments based on an analysis of substantive topics and texts. Making logical arguments supported by facts and evidence, which also address opposing claims fairly, is particularly reinforced.

Rigorous literacy standards emphasize the importance of argument writing across content areas in order for students to attain college and career readiness.

Teaching Argument Writing

Argument writing is increasingly important as students progress through the grade levels.

When teaching argument writing skills:

- Make certain that students understand how to develop a strong claim, based on valid reasoning and sufficient and relevant evidence.
- Support students in understanding how to address substantive opposing claims fairly and objectively.
- Help students distinguish various types of false reasoning from valid reasoning.
- Encourage student to incorporate narrative elements into arguments, as appropriate.

Differentiation

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

Craft and Style

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

Craft and Style:

Formal and Objective Tone in Argument Writing

A topic sentence must be formal and present an argument using a fair and objective tone. Arguments are stronger and more convincing when they are presented formally and in a manner that does not offend readers who may not agree.

Progress Monitoring and Formal Assessment

See the **Progress Monitoring** subsection for **Section 5** (page 402) for a strategy and Tools that guide the evaluation of argument writing skills.

See the *Step Up to Writing Assessment and Implementation Guide* for materials to conduct baseline and summative assessments to help evaluate student proficiency with informative/explanatory, argument, and narrative writing.

Introducing Argument Writing

Begin argument writing instruction with strategies that give students an overview of the text type and present the essential elements of argument writing. The following strategies lay the groundwork for further instruction in specific skills and strategies for writing argument essays and reports.

Step Up to Writing Strategies	Reading Focus
T5-1 Establishing a Claim T5-2 Color-Coding the Elements of Argument Writing T5-3 Elements of Argument Essays and Reports T5-4 Writing Argument Essays and Reports Step by Step	Elements of Argument Writing

Writing Argument Essays and Reports

The following list provides a possible scaffolded sequence for teaching essay and report writing. Strategies should be selected and taught in an order that best serves students' needs and abilities. See the *Step Up to Writing Assessment and Implementation Guide* for unit and lesson plans designed to meet the Common Core State Standards for English Language Arts for writing, language, and speaking and listening for grades 9–12. Additional support for research-based writing is provided in **Section 7: Reseach Reports**.

Step Up to Writing Strategies	Essay and Report Writing Focus
T5-5 Prewriting for Argument Writing T5-7 Informal Outlines for Argument Essays and Reports	Planning
T5-8 Writing an Introduction to an Argument T5-9 Stating a Claim in a Topic Sentence or Thesis Statement T5-11 Introducing a Claim and Adding a Lead	Introductions
T5-18 Transitions in Argument Writing T5-20 Transition Topic Sentences in Argument Essays and Reports T5-21 Using Obvious and Subtle Transitions in Argument Writing	Transitions
T5-12 Avoiding False Reasoning T5-13 Elaboration—The E's in Argument Writing T5-14 Selecting the Strongest Elaboration for Argument Writing T5-16 Adding Quotations and Paraphrases to Argument Writing	Elaboration and Evidence
T5-17 The Opposing Claims	Addressing an Opposing Claim
T5-22 Supporting the Claim in a Conclusion T5-23 Writing Successful Conclusions for Arguments	Conclusion
T5-25 Revising Argument Writing T5-27 Using Formal Style and Objective Tone in Argument Writing T5-30 Editing Arguments: CUPS	Revising/Editing

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

Meeting Rigorous 9–12 Standards

Common Core State Standards for English Language Arts

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

Anchor Standards for Writing
Text Types and Purposes
1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
Production and Distribution of Writing
4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge
8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Anchor Standards for Language
Knowledge of Language
3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use
4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

For alignment of the Common Core State Standards for English Language Arts, Texas Essential Knowledge and Skills (TEKS), and other state standards to *Step Up to Writing* strategies, see **www.stepuptowriting.com**.

Literacy in History/Social Studies, Science, and Technical Subjects

Section 5 strategies can also be used to meet the reading and writing Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects. To meet these standards, assign reading and writing topics that are discipline specific.

CONTENTS

Argument Writing: Making a Claim

SECTION 5

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

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

T5-1 Establishing a Claim

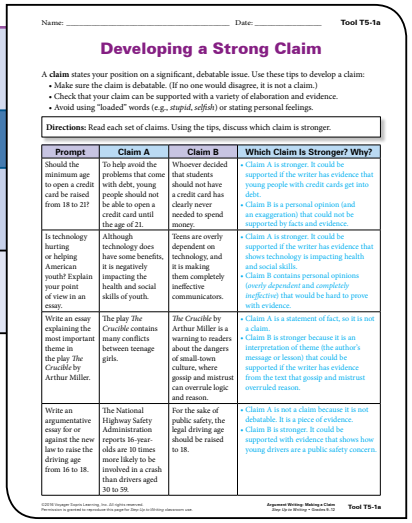
Objective	CCSS ELA
Students learn the characteristics of a strong claim for argument writing, including that it is debatable, can be supported with elaboration and evidence, and avoids personal bias.	**Grades 9–10** **W** 1a, d; **S/L** 1d; **L** 6 **Grades 11–12** **W** 1a, d; **S/L** 1d; **L** 6

Before Class

1. Make display and student copies of **Tool T5-1a** and **Tool T5-1b**.

During Class

2. Tell students that the goal of **argument writing** is for a writer to explain a position on an issue and then support that position with logical reasons and evidence in order to convince readers that the position is valid. Argument writing begins with an introduction that includes a **claim**, or the formal statement of one's position on an issue.
3. Display and distribute **Tool T5-1a**. Discuss the tips for writing a strong claim. Make these points:
   - A claim should be **based on a significant issue** that affects the larger world. A writer could write an argument essay claiming that people should spend more time making paper airplanes, but readers are not likely to think the topic is relevant to their lives.
   - A claim should be **debatable**, meaning that there should be opposing views on the subject. A claim should *not* be a statement that is generally agreed upon or accepted as general knowledge or fact.
   - Writers must **be aware of their personal biases** (unfair, unsupported, inaccurate beliefs) as they develop their claims. Writers should avoid expressing their own biases, and stick to claims that can be defended with elaboration and evidence. Avoiding bias and personal feelings can help maintain a **fair and objective tone**.
4. Analyze the first set of claims on **Tool T5-1a** as a class to determine which is stronger.
5. Have students work independently to analyze the strength of the remaining claims on **Tool T5-1a**.
   - Discuss answers as a class, including students' justification for why one claim is stronger than another.



Name: _____ Date: _____ Tool T5-1a

Developing a Strong Claim

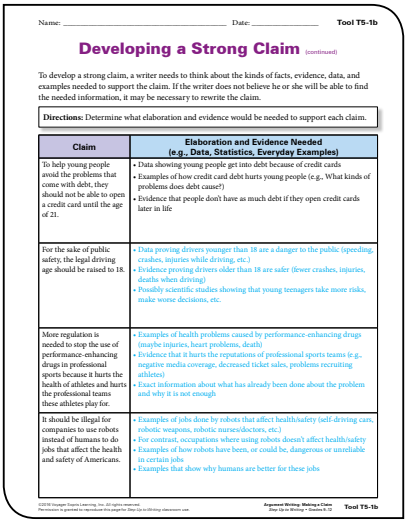
A **claim** states your position on a significant, debatable issue. Use these tips to develop a claim:
- Make sure the claim is debatable. (If no one would disagree, it is not a claim.)
- Check that your claim can be supported with a variety of elaboration and evidence.
- Avoid using "loaded" words (e.g., *stupid*, *selfish*) or stating personal feelings.

Directions: Read each set of claims. Using the tips, discuss which claim is stronger.

Prompt	Claim A	Claim B	Which Claim Is Stronger? Why?
Should the minimum age to open a credit card be raised from 18 to 21?	To help avoid the problems that come with debt, young people should not be able to open a credit card until the age of 21.	Whoever decided that students should not have a credit card has clearly never needed to spend money.	• Claim A is stronger. It could be supported if the writer has evidence that young people with credit cards get into debt. • Claim B is a personal opinion (and an exaggeration) that could not be supported by facts and evidence.
Is technology hurting or helping American youth? Explain your point of view in an essay.	Although technology does have some benefits, it is negatively impacting the health and social skills of youth.	Teens are overly dependent on technology, and it is making them completely ineffective communicators.	• Claim A is stronger. It could be supported if the writer has evidence that shows technology is impacting health and social skills. • Claim B contains personal opinions (*overly dependent* and *completely ineffective*) that would be hard to prove with evidence.
Write an essay explaining the most important theme in the play *The Crucible* by Arthur Miller.	The play *The Crucible* contains many conflicts between teenage girls.	*The Crucible* by Arthur Miller is a warning to readers about the dangers of small-town culture, where gossip and mistrust can overrule logic and reason.	• Claim A is a statement of fact, so it is not a claim. • Claim B is stronger because it is an interpretation of theme (the author's message or lesson) that could be supported if the writer has evidence from the text that gossip and mistrust overruled reason.
Write an argumentative essay for or against the new law to raise the driving age from 16 to 18.	The National Highway Safety Administration reports 16-year-olds are 10 times more likely to be involved in a crash than drivers aged 30 to 59.	For the sake of public safety, the legal driving age should be raised to 18.	• Claim A is not a claim because it is not debatable. It is a piece of evidence. • Claim B is stronger. It could be supported with evidence that shows how young drivers are a public safety concern.

Argument Writing: Making a Claim
Step Up to Writing • Grades 9–12 Tool T5-1a

Tool T5-1a



Name: _____ Date: _____ Tool T5-1b

Developing a Strong Claim (continued)

To develop a strong claim, a writer needs to think about the kinds of facts, evidence, data, and examples needed to support the claim. If the writer does not believe he or she will be able to find the needed information, it may be necessary to rewrite the claim.

Directions: Determine what elaboration and evidence would be needed to support each claim.

Claim	Elaboration and Evidence Needed (e.g., Data, Statistics, Everyday Examples)
To help young people avoid the problems that come with debt, they should not be able to open a credit card until the age of 21.	• Data showing young people get into debt because of credit cards • Examples of how credit card debt hurts young people (e.g., What kinds of problems does debt cause?) • Evidence that people don't have as much debt if they open credit cards later in life
For the sake of public safety, the legal driving age should be raised to 18.	• Data proving drivers younger than 18 are a danger to the public (speeding, crashes, injuries while driving, etc.) • Evidence proving drivers older than 18 are safer (fewer crashes, injuries, deaths when driving) • Possibly scientific studies showing that young teenagers take more risks, make worse decisions, etc.
More regulation is needed to stop the use of performance-enhancing drugs in professional sports because it hurts the health of athletes and hurts the professional teams these athletes play for.	• Examples of health problems caused by performance-enhancing drugs (maybe injuries, heart problems, death) • Evidence that it hurts the reputations of professional sports teams (e.g., negative media coverage, decreased ticket sales, problems recruiting athletes) • Exact information about what has already been done about the problem and why it is not enough
It should be illegal for companies to use robots instead of humans to do jobs that affect the health and safety of Americans.	• Examples of jobs done by robots that affect health/safety (self-driving cars, robotic weapons, robotic nurses/doctors, etc.) • For contrast, occupations where using robots doesn't affect health/safety • Examples of how robots have been, or could be, dangerous or unreliable in certain jobs • Examples that show why humans are better for these jobs

Argument Writing: Making a Claim
Step Up to Writing • Grades 9–12 Tool T5-1b

Tool T5-1b

6. Display and distribute **Tool T5-1b**. Discuss the importance of thinking about the kinds of evidence and examples that would be needed to support a claim.
   - Point out that after a writer has drafted a claim, he or she should determine what elaboration and evidence would be needed to support the claim. If the writer cannot think of substantial elaboration and evidence, it may be necessary to revise the claim.
   - Read the first claim in the chart and the list of possible supporting evidence that would be needed to support it (e.g., data, statistics, examples from everyday life).
   - Have students work in partners to complete the rest of the chart.
   - Discuss answers as a class.
7. Have students develop their own claim for a piece of argument writing. If applicable, provide them with a relevant topic or prompt.

Craft and Style:

Independent and Dependent Clauses

To introduce a claim, writers can construct an Occasion/Position Sentence. A dependent clause states the occasion, or topic, and an independent clause states the position or claim that will be explained:

If students are to be ready for modern careers, schools need to do a better job of preparing students with engineering and computer technology skills.

Differentiation: Establishing a Claim

To help students see how a claim fits into the larger structure of argument writing, use strategy **T5-3 Elements of Argument Essays and Reports**.

T5-12 Avoiding False Reasoning

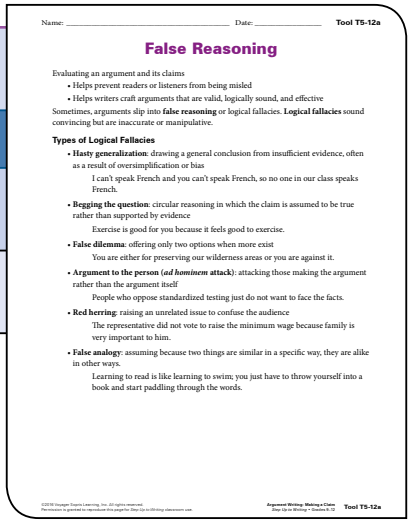
Objective	CCSS ELA
Students learn to identify false reasoning in argument text. They evaluate their own writing to develop claims fairly with valid reasoning.	**Grades 9–10** **RI** 1, 8; **W** 1b, 5; **S/L** 3; **L** 6 **Grades 11–12** **RI** 1; **W** 1b, 5; **S/L** 3; **L** 6

Before Class

1. Make display copies of Tool T5-12a and Tool T5-12b. (Student copies are optional.)
2. Make a display copy and student copies of Tool T5-12c.
3. Ensure that students have a piece of their own argument writing available for practice.

During Class

4. Remind students that an effective argument supports its claim with valid reasoning. It is important for students to identify false reasoning in others' arguments and to avoid it in their own writing. Make these points:
   - **False reasoning** is unsound reasoning based on inaccurate or insufficient evidence. Writers may fall into false reasoning due to personal bias. False reasoning weakens an argument.
   - Identifying false reasoning in opposing claims is also an effective way to challenge them.
5. Display Tool T5-12a. Read the descriptions and examples of types of false reasoning. Discuss other examples students have encountered.
6. Display Tool T5-12b. With students, read the directions, the argument, and the callouts.
   - Identify the claim.
   - Discuss the remaining circled sections of text, and decide whether they are sound or false reasoning. If false, discuss what kind. Gradually release responsibility to students.
   - Have students find other instances of sound or false reasoning.
   - Discuss the writer's bias, and how it may have affected the reasoning.
   - Have students suggest ways the writer could provide more valid reasoning to support the claim more fairly.
   - Review the source: does it seem credible?



Name: _____ Date: _____ Tool T5-12a

False Reasoning

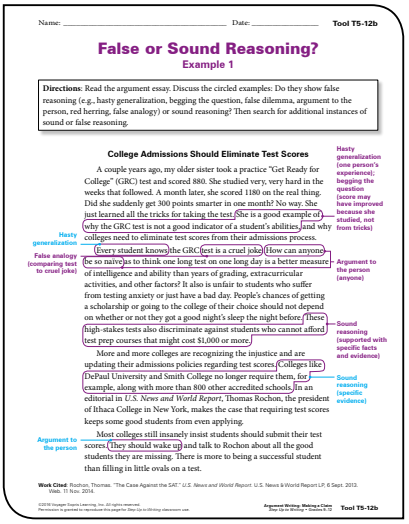
Evaluating an argument and its claims
- Helps prevent readers or listeners from being misled
- Helps writers craft arguments that are valid, logically sound, and effective

Sometimes, arguments slip into **false reasoning** or logical fallacies. **Logical fallacies** sound convincing but are inaccurate or manipulative.

Types of Logical Fallacies

- **Hasty generalization**: drawing a general conclusion from insufficient evidence, often as a result of oversimplification or bias
  I can't speak French and you can't speak French, so no one in our class speaks French.
- **Begging the question**: circular reasoning in which the claim is assumed to be true rather than supported by evidence
  Exercise is good for you because it feels good to exercise.
- **False dilemma**: offering only two options when more exist
  You are either for preserving our wilderness areas or you are against it.
- **Argument to the person (*ad hominem* attack)**: attacking those making the argument rather than the argument itself
  People who oppose standardized testing just do not want to face the facts.
- **Red herring**: raising an unrelated issue to confuse the audience
  The representative did not vote to raise the minimum wage because family is very important to him.
- **False analogy**: assuming because two things are similar in a specific way, they are alike in other ways.
  Learning to read is like learning to swim; you just have to throw yourself into a book and start paddling through the words.

Tool T5-12a



Name: _____ Date: _____ Tool T5-12b

False or Sound Reasoning?
Example 1

Directions: Read the argument essay. Discuss the circled examples: Do they show false reasoning (e.g., hasty generalization, begging the question, false dilemma, argument to the person, red herring, false analogy) or sound reasoning? Then search for additional instances of sound or false reasoning.

College Admissions Should Eliminate Test Scores

A couple years ago, my older sister took a practice "Get Ready for College" (GRC) test and scored 880. She studied very, very hard in the weeks that followed. A month later, she scored 1180 on the real thing. Did she suddenly get 300 points smarter in one month? No way. She just learned all the tricks for taking the test. She is a good example of why the GRC test is not a good indicator of a student's abilities, and why colleges need to eliminate test scores from their admissions process.

Every student knows the GRC test is a cruel joke. How can anyone be so naive as to think one long test on one long day is a better measure of intelligence and ability than years of grading, extracurricular activities, and other factors? It also is unfair to students who suffer from testing anxiety or just have a bad day. People's chances of getting a scholarship or going to the college of their choice should not depend on whether or not they got a good night's sleep the night before. These high-stakes tests also discriminate against students who cannot afford test prep courses that might cost $1,000 or more.

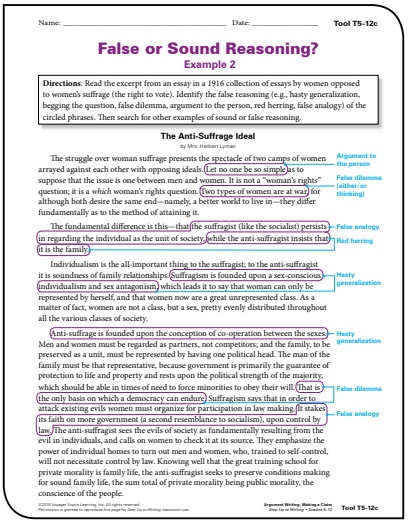
More and more colleges are recognizing the injustice and are updating their admissions policies regarding test scores. Colleges like DePaul University and Smith College no longer require them, for example, along with more than 800 other accredited schools. In an editorial in *U.S. News and World Report*, Thomas Rochon, the president of Ithaca College in New York, makes the case that requiring test scores keeps some good students from even applying.

Most colleges still insanely insist students should submit their test scores. They should wake up and talk to Rochon about all the good students they are missing. There is more to being a successful student than filling in little ovals on a test.

Hasty generalization (one person's experience); begging the question (score may have improved because she studied, not from tricks)
Hasty generalization
False analogy (comparing test to cruel joke)
Argument to the person (anyone)
Sound reasoning (supported with specific facts and evidence)
Sound reasoning (specific evidence)
Argument to the person

Work Cited: Rochon, Thomas. "The Case Against the SAT." *U.S. News and World Report*. U.S. News & World Report LP, 6 Sept. 2013. Web. 11 Nov. 2014.

Tool T5-12b



Name: _____ Date: _____ Tool T5-12c

False or Sound Reasoning?
Example 2

Directions: Read the excerpt from an essay in a 1916 collection of essays by women opposed to women's suffrage (the right to vote). Identify the false reasoning (e.g., hasty generalization, begging the question, false dilemma, argument to the person, red herring, false analogy) of the circled phrases. Then search for other examples of sound or false reasoning.

The Anti-Suffrage Ideal
by Mrs. Herbert Lyman

The struggle over woman suffrage presents the spectacle of two camps of women arrayed against each other with opposing ideals. Let no one be so simple as to suppose that the issue is one between men and women. It is not a "woman's rights" question; it is a *which* woman's rights question. Two types of women are at war for although both desire the same end—namely, a better world to live in—they differ fundamentally as to the method of attaining it.

The fundamental difference is this—that the suffragist (like the socialist) persists in regarding the individual as the unit of society, while the anti-suffragist insists that it is the family.

Individualism is the all-important thing to the suffragist; to the anti-suffragist it is soundness of family relationships. Suffragism is founded upon a sex-conscious individualism and sex antagonism, which leads it to say that woman can only be represented by herself, and that women now are a great unrepresented class. As a matter of fact, women are not a class, but a sex, pretty evenly distributed throughout all the various classes of society.

Anti-suffrage is founded upon the conception of co-operation between the sexes. Men and women must be regarded as partners, not competitors; and the family, to be preserved as a unit, must be represented by having one political head. The man of the family must be that representative, because government is primarily the guarantee of protection to life and property and rests upon the political strength of the majority, which should be able in times of need to force minorities to obey their will. That is the only basis on which a democracy can endure. Suffragism says that in order to attack existing evils women must organize for participation in law making. It stakes its faith on more government (a second resemblance to socialism), upon control by law. The anti-suffragist sees the evils of society as fundamentally resulting from the evil in individuals, and calls on women to check it at its source. They emphasize the power of individual homes to turn out men and women, who, trained to self-control, will not necessitate control by law. Knowing well that the great training school for private morality is family life, the anti-suffragist seeks to preserve conditions making for sound family life, the sum total of private morality being public morality, the conscience of the people.

Argument to the person
False dilemma (either/or thinking)
False analogy
Red herring
Hasty generalization
Hasty generalization
False dilemma
False analogy

Tool T5-12c

7. Display and distribute **Tool T5-12c**. With students, read the directions and the argument.
   - Have students work in partners or small groups to identify the reasoning in the circled sections of text, as they did for **Tool T5-12b**.
   - When completed, discuss, as a class, the reasoning in the argument and the writer's bias.
8. Have students review a piece of their own argument writing to identify and correct any false reasoning. Remind students to consider their own biases that may affect their reasoning.

Craft and Style:

Strengths and Limitations of Evidence

Writers can use elaboration and evidence either to support their own claims or to point out the false reasoning in opposing claims. Similarly, writers can point out the strengths or limitations of evidence to bolster their own claim or challenge opposing claims.

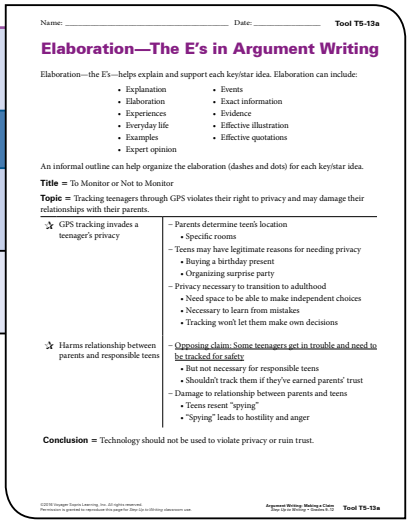
Differentiation: Avoiding False Reasoning

If students have difficulty identifying personal bias and opinion, use strategy **T5-1 Establishing a Claim** for support.

Challenge advanced students to identify and share additional examples of false reasoning. Advertisements, letters to the editor, and political debates are rich sources of examples.

T5-13 Elaboration—The E's in Argument Writing

Objective	CCSS ELA
Students learn how relevant elaboration and evidence support claims in argument writing. Students add effective elaboration and evidence to their own argument writing.	**Grades 9–10** **W** 1b, 5; **S/L** 1 **Grades 11–12** **W** 1b, 5; **S/L** 1



Name: _____ Date: _____ Tool T5-13a

Elaboration—The E's in Argument Writing

Elaboration—the E's—helps explain and support each key/star idea. Elaboration can include:

- Explanation
- Elaboration
- Experiences
- Everyday life
- Examples
- Expert opinion
- Events
- Exact information
- Evidence
- Effective illustration
- Effective quotations

An informal outline can help organize the elaboration (dashes and dots) for each key/star idea.

Title = To Monitor or Not to Monitor

Topic = Tracking teenagers through GPS violates their right to privacy and may damage their relationships with their parents.

☆ GPS tracking invades a teenager's privacy
- – Parents determine teen's location
  - Specific rooms
- – Teens may have legitimate reasons for needing privacy
  - Buying a birthday present
  - Organizing surprise party
- – Privacy necessary to transition to adulthood
  - Need space to be able to make independent choices
  - Necessary to learn from mistakes
  - Tracking won't let them make own decisions

☆ Harms relationship between parents and responsible teens
- – Opposing claim: Some teenagers get in trouble and need to be tracked for safety
  - But not necessary for responsible teens
  - Shouldn't track them if they've earned parents' trust
- – Damage to relationship between parents and teens
  - Teens resent "spying"
  - "Spying" leads to hostility and anger

Conclusion = Technology should not be used to violate privacy or ruin trust.

Tool T5-13a

Before Class

1. Make a display copy of **Tool T5-13a**. (Student copies are optional.)
2. Ensure that students have a piece of their own argument writing available for practice.

During Class

3. Remind students that effective argument writing supports each reason (key/star idea) with convincing, relevant elaboration. There are many different types of elaboration (explanation, elaboration, experiences, everyday life, examples, expert opinion, events, exact information, evidence, effective illustration, and effective quotations). Students can remember elaboration as "The E's" because each type starts with an *E*.

T5-37 Writing an Application Essay

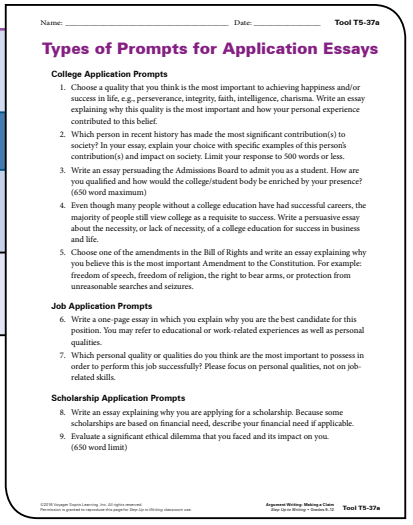
Objective	CCSS ELA
Students analyze prompts for application essays and practice writing an essay that meets a prompt's requirements.	**Grades 9–10** **W** 1, 4; **S/L** 1 **Grades 11–12** **W** 1, 4; **S/L** 1

Before Class HP

1. Make display copies of **Tool T5-37a** and **Tool T5-37b**. (Student copies are optional.)
2. Ahead of time, invite students to bring in an application essay prompt for an opportunity to which they are applying. For students who do not bring a prompt, select one from **Tool T5-37a**, or use a current one from a college application (provide a display or student copies).

During Class

3. Explain that an **application essay** is an essay that students write and include as part of an application for a college, scholarship, job, or other opportunity.
4. Display **Tool T5-37a**. Read and discuss the example prompts.
   - Point out that students should analyze the prompt before writing by:
     - Determining the topic, purpose, format, and audience required by the prompt
     - Assuming the format is a multi-paragraph essay, unless otherwise stated, and the audience requires a formal style and objective tone
     - Looking for important key words, length requirements, or other requirements
   - Analyze and discuss a few prompts on the Tool.
     - Mark words that indicate topic, format, audience, or other important information.
     - Point out the different purposes of the prompts (e.g., to learn about the student's values, why the student is applying to that particular opportunity, or about the student's ability to reason).



Name: _____ Date: _____ Tool T5-37a

Types of Prompts for Application Essays

College Application Prompts

1. Choose a quality that you think is the most important to achieving happiness and/or success in life, e.g., perseverance, integrity, faith, intelligence, charisma. Write an essay explaining why this quality is the most important and how your personal experience contributed to this belief.
2. Which person in recent history has made the most significant contribution(s) to society? In your essay, explain your choice with specific examples of this person's contribution(s) and impact on society. Limit your response to 500 words or less.
3. Write an essay persuading the Admissions Board to admit you as a student. How are you qualified and how would the college/student body be enriched by your presence? (650 word maximum)
4. Even though many people without a college education have had successful careers, the majority of people still view college as a requisite to success. Write a persuasive essay about the necessity, or lack of necessity, of a college education for success in business and life.
5. Choose one of the amendments in the Bill of Rights and write an essay explaining why you believe this is the most important Amendment to the Constitution. For example: freedom of speech, freedom of religion, the right to bear arms, or protection from unreasonable searches and seizures.

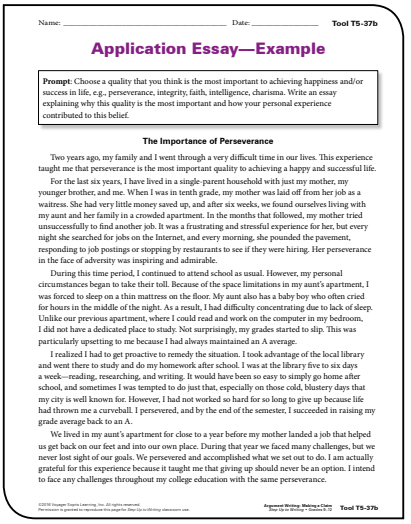
Job Application Prompts

6. Write a one-page essay in which you explain why you are the best candidate for this position. You may refer to educational or work-related experiences as well as personal qualities.
7. Which personal quality or qualities do you think are the most important to possess in order to perform this job successfully? Please focus on personal qualities, not on job-related skills.

Scholarship Application Prompts

8. Write an essay explaining why you are applying for a scholarship. Because some scholarships are based on financial need, describe your financial need if applicable.
9. Evaluate a significant ethical dilemma that you faced and its impact on you. (650 word limit)

Tool T5-37a



Name: _____ Date: _____ Tool T5-37b

Application Essay—Example

Prompt: Choose a quality that you think is the most important to achieving happiness and/or success in life, e.g., perseverance, integrity, faith, intelligence, charisma. Write an essay explaining why this quality is the most important and how your personal experience contributed to this belief.

The Importance of Perseverance

Two years ago, my family and I went through a very difficult time in our lives. This experience taught me that perseverance is the most important quality to achieving a happy and successful life.

For the last six years, I have lived in a single-parent household with just my mother, my younger brother, and me. When I was in tenth grade, my mother was laid off from her job as a waitress. She had very little money saved up, and after six weeks, we found ourselves living with my aunt and her family in a crowded apartment. In the months that followed, my mother tried unsuccessfully to find another job. It was a frustrating and stressful experience for her, but every night she searched for jobs on the Internet, and every morning, she pounded the pavement, responding to job postings or stopping by restaurants to see if they were hiring. Her perseverance in the face of adversity was inspiring and admirable.

During this time period, I continued to attend school as usual. However, my personal circumstances began to take their toll. Because of the space limitations in my aunt's apartment, I was forced to sleep on a thin mattress on the floor. My aunt also has a baby boy who often cried for hours in the middle of the night. As a result, I had difficulty concentrating due to lack of sleep. Unlike our previous apartment, where I could read and work on the computer in my bedroom, I did not have a dedicated place to study. Not surprisingly, my grades started to slip. This was particularly upsetting to me because I had always maintained an A average.

I realized I had to get proactive to remedy the situation. I took advantage of the local library and went there to study and do my homework after school. I was at the library five to six days a week—reading, researching, and writing. It would have been so easy to simply go home after school, and sometimes I was tempted to do just that, especially on those cold, blustery days that my city is well known for. However, I had not worked so hard for so long to give up because life had thrown me a curveball. I persevered, and by the end of the semester, I succeeded in raising my grade average back to an A.

We lived in my aunt's apartment for close to a year before my mother landed a job that helped us get back on our feet and into our own place. During that year we faced many challenges, but we never lost sight of our goals. We persevered and accomplished what we set out to do. I am actually grateful for this experience because it taught me that giving up should never be an option. I intend to face any challenges throughout my college education with the same perseverance.

Tool T5-37b

Craft and Style:

Point of View

Writers must analyze a prompt for an application essay carefully to determine an appropriate point of view. In general, third person is the most formal choice. However, application essay prompts often ask about personal experiences or beliefs that must be shared in the first person.

- Point out that none of the prompts require the writer to address an opposing claim, which is common for application essay prompts.
- Discuss which prompts would allow for mixing of text types.

  Note: Application essays often require writers to mix text types. This could mean adding a short personal narrative to an argument or framing an argument within a personal narrative, as in **Tool T5-37b**.

5. Display **Tool T5-37b**. Read and discuss the prompt and the application essay.
   - Analyze the prompt (if it wasn't analyzed in Step 4).
   - Point out that this prompt is fairly typical for a college application essay.
   - Discuss how well the essay meets the requirements of the prompt (e.g., selects a quality, shares a related personal experience).
   - Discuss elements of the essay that are argument writing (e.g., topic and claim, elaboration and evidence supporting the claim, conclusion that follows from and wraps up the writing) and those that are narrative elements (e.g., beginning, middle, and end).
6. Have students use what they have learned to write an application essay in response to the prompt they brought in or the one you selected.
7. If possible, leave time for students to conduct a peer review. (See strategy **T5-26 Peer Review and Revision in Argument Writing**.)

Differentiation: Writing an Application Essay

If students need support analyzing prompts, use strategy **T2-2 Prompts for Three Types of Writing**.

If students need support mixing narrative elements into their writing, use strategy **T8-3 Including a Narrative in a Presentation** and have students apply that strategy to their planning for the essay.

SECTION 7

INTRODUCTION
Research Reports

The Importance of Writing Research Reports

Research report writing is the culmination of many skills: deep reading, questioning, note taking, location and evaluation of sources, and understanding the elements of informative/explanatory writing and argument writing. When students learn higher-order research and report-writing skills, they answer self-generated questions by investigating a topic in depth; gathering and synthesizing information from multiple sources; and drawing conclusions based on research.

A good research report has the characteristics of the writing type that is at its core, either informative/explanatory or argument. Characteristics include logical organization and reasoning; a solid thesis and introduction; transitions that clarify relationships among ideas; elaboration and evidence based on relevant, accurate information from multiple sources; and a valid, strong conclusion. In addition, in successful research reports, proper credit is given to paraphrased information and quotations, and sources used during research are cited properly using either MLA (Modern Language Association) or APA (American Psychological Association) style.

Evaluating and Synthesizing Information from Sources

With **Section 7** strategies, *Step Up to Writing* students learn how to find, analyze, and synthesize information into clear, well-organized research reports that demonstrate their understanding of the topic under investigation.

How to conduct advanced searches, as well as proper paraphrasing and citing of sources, is also stressed, as well as using technology strategically when developing and presenting reports.

Teaching Research Reports

Research reports will be either informative/explanatory writing or arguments, so it is important to foster student proficiency with essays and reports for informative/explanatory and argument writing.

Students benefit from both short and sustained research tasks. Shorter research activities allow practice of individual strategies or discrete skills. Longer research projects give students the opportunity to explore answers to a self-generated question, synthesize information from multiple sources, and demonstrate their knowledge of the topic under investigation.

Differentiation

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

Progress Monitoring and Formal Assessment

See the **Progress Monitoring** subsection for **Section 7** (page 539) for a strategy and Tools that guide in the evaluation of research report writing skills.

See the *Step Up to Writing Assessment and Implementation Guide* for materials to conduct baseline and summative assessments to help evaluate student proficiency with informative/explanatory and argument writing.

Synthesizing Information and Writing the Research Report

The following list is one possible course of instruction based on the writing process. Strategies should be selected and taught in an order that best suits students' needs and abilities. See the *Step Up to Writing Assessment and Implementation Guide* for unit and lesson plans designed to meet the Common Core State Standards for English Language Arts for writing, language, and speaking and listening in grades 9–12.

Step Up to Writing Strategies	Research Report Writing Focus
T7-4 Generating Research Questions	Selecting a Topic
T7-6 Types of Sources: Primary and Secondary T7-7 Using Online Searches Effectively T7-8 Assessing Sources	Finding and Evaluating Sources
T7-10 Research Notes T7-11 Synthesizing Information from Sources	Gathering Information and Documenting Research
T7-3 Steps for Writing a Research Report T7-12 Informal Outline for a Research Report	Planning
T7-13 Using Quotations T7-14 Paraphrasing Information from Sources T7-16 Using a Standard Format	Drafting
T7-17 Revising, Editing, and Finalizing a Research Report	Preparing a Final Report and Presenting

CCSS ELA Key

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

Meeting Rigorous 9–12 Standards

Common Core State Standards for English Language Arts

Every strategy in *Step Up to Writing* aligns with specific Common Core State Standards for English Language Arts (CCSS ELA). **The CCSS ELA** box at the beginning of each strategy lists the reading, writing, speaking and listening, and language standards that the strategy supports. Strategies for **Section 7** focus on the following College and Career Anchor Standards for Writing and Language.

Anchor Standards for Writing
Production and Distribution of Writing
4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge
8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.
Anchor Standards for Language
Knowledge of Language
3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use
4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

For alignment of the Common Core State Standards for English Language Arts, Texas Essential Knowledge and Skills (TEKS), and other state standards to *Step Up to Writing* strategies, see **www.stepuptowriting.com**.

Literacy in History/Social Studies, Science, and Technical Subjects

Section 7 strategies can also be used to meet the reading and writing Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects. To meet these standards, assign reading and writing topics that are discipline specific.

SECTION 7

CONTENTS

Research Reports

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

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

T7-16 Using a Standard Format

Objective	CCSS ELA
Students learn formatting requirements for standard styles (MLA and APA), including text formatting and proper citation of sources.	**Grades 9–10** **W** 4, 5, 6, 8; **L** 3a **Grades 11–12** **W** 4, 5, 6, 8; **L** 3

Before Class HP

1. Review the Tools to determine which are most appropriate for students. Make display copies and student copies of the appropriate tools.

   MLA Style

   - Basic Research Report Format—MLA (Tool T7-16a)
   - Works Cited Page—MLA (Tool T7-16b)
   - Using Quotations and Paraphrases in MLA Style (Tool T4-21a)

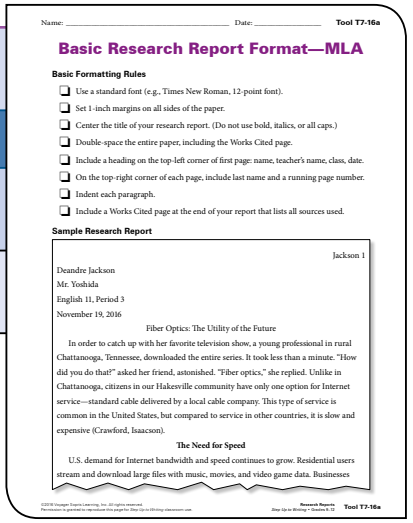
   APA Style

   - Basic Research Report Format—APA (Tool T7-16c)
   - References Page—APA (Tool T7-16d)
   - Using Quotations and Paraphrases in APA Style (Tool T4-21b)

   Note: The MLA (Modern Language Association) format is usually used in English and humanities classes. The APA (American Psychological Association) format is generally used in science and social studies classes.

During Class

2. Explain that research reports (especially those written in college and workplace settings) must follow a standard style and format. Following a standard style (e.g., MLA or APA) ensures that research is presented professionally and sources that were used during research are properly cited.
3. Explain which style you expect students to follow for their research reports (e.g., MLA or APA).



Name: _____ Date: _____ Tool T7-16a

Basic Research Report Format—MLA

Basic Formatting Rules

- ❑ Use a standard font (e.g., Times New Roman, 12-point font).
- ❑ Set 1-inch margins on all sides of the paper.
- ❑ Center the title of your research report. (Do not use bold, italics, or all caps.)
- ❑ Double-space the entire paper, including the Works Cited page.
- ❑ Include a heading on the top-left corner of first page: name, teacher's name, class, date.
- ❑ On the top-right corner of each page, include last name and a running page number.
- ❑ Indent each paragraph.
- ❑ Include a Works Cited page at the end of your report that lists all sources used.

Sample Research Report

Jackson 1

Deandre Jackson
Mr. Yoshida
English 11, Period 3
November 19, 2016

Fiber Optics: The Utility of the Future

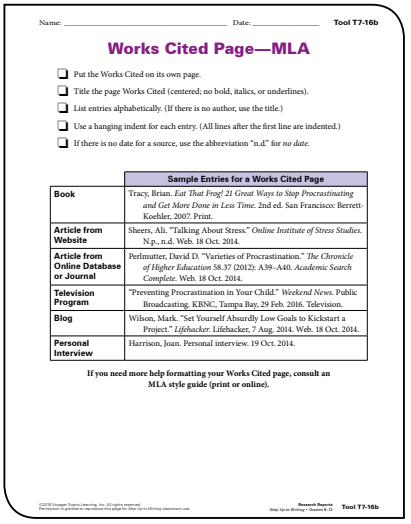
In order to catch up with her favorite television show, a young professional in rural Chattanooga, Tennessee, downloaded the entire series. It took less than a minute. "How did you do that?" asked her friend, astonished. "Fiber optics," she replied. Unlike in Chattanooga, citizens in our Hakesville community have only one option for Internet service—standard cable delivered by a local cable company. This type of service is common in the United States, but compared to service in other countries, it is slow and expensive (Crawford, Isaacson).

The Need for Speed

U.S. demand for Internet bandwidth and speed continues to grow. Residential users stream and download large files with music, movies, and video game data. Businesses

Research Reports Step Up to Writing • Grades 9–12 Tool T7-16a

Tool T7-16a



Name: _____ Date: _____ Tool T7-16b

Works Cited Page—MLA

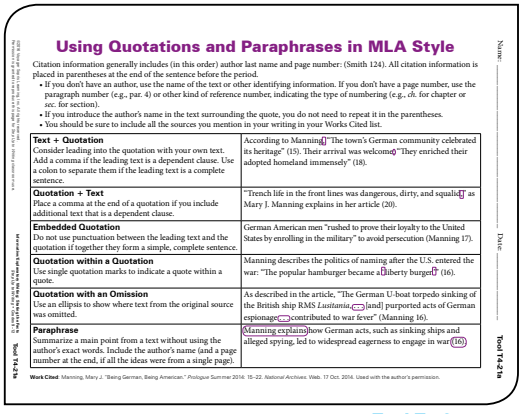
- ❑ Put the Works Cited on its own page.
- ❑ Title the page Works Cited (centered; no bold, italics, or underlines).
- ❑ List entries alphabetically. (If there is no author, use the title.)
- ❑ Use a hanging indent for each entry. (All lines after the first line are indented.)
- ❑ If there is no date for a source, use the abbreviation "n.d." for *no date*.

	Sample Entries for a Works Cited Page
Book	Tracy, Brian. *Eat That Frog! 21 Great Ways to Stop Procrastinating and Get More Done in Less Time*. 2nd ed. San Francisco: Berrett-Koehler, 2007. Print.
Article from Website	Sheers, Ali. "Talking About Stress." *Online Institute of Stress Studies*. N.p., n.d. Web. 18 Oct. 2014.
Article from Online Database or Journal	Perlmutter, David D. "Varieties of Procrastination." *The Chronicle of Higher Education* 58.37 (2012): A39–A40. *Academic Search Complete*. Web. 18 Oct. 2014.
Television Program	"Preventing Procrastination in Your Child." *Weekend News*. Public Broadcasting, KBNC, Tampa Bay, 29 Feb. 2016. Television.
Blog	Wilson, Mark. "Set Yourself Absurdly Low Goals to Kickstart a Project." *Lifehacker*. Lifehacker, 7 Aug. 2014. Web. 18 Oct. 2014.
Personal Interview	Harrison, Joan. Personal interview. 19 Oct. 2014.

If you need more help formatting your Works Cited page, consult an MLA style guide (print or online).

Research Reports Step Up to Writing • Grades 9–12 Tool T7-16b

Tool T7-16b



Using Quotations and Paraphrases in MLA Style

Name: _____ Date: _____ Tool T4-21a

Citation information generally includes (in this order) author last name and page number: (Smith 124). All citation information is placed in parentheses at the end of the sentence before the period.

- If you don't have an author, use the name of the text or other identifying information. If you don't have a page number, use the paragraph number (e.g., par. 4) or other kind of reference number, indicating the type of numbering (e.g., *ch.* for chapter or *sec.* for section).
- If you introduce the author's name in the text surrounding the quote, you do not need to repeat it in the parentheses.
- You should be sure to include all the sources you mention in your writing in your Works Cited list.

Text + Quotation Consider leading into the quotation with your own text. Add a comma if the leading text is a dependent clause. Use a colon to separate them if the leading text is a complete sentence.	According to Manning[,] "The town's German community celebrated its heritage" (15). Their arrival was welcome[:] "They enriched their adopted homeland immensely" (18).
Quotation + Text Place a comma at the end of a quotation if you include additional text that is a dependent clause.	"Trench life in the front lines was dangerous, dirty, and squalid[,]" as Mary J. Manning explains in her article (20).
Embedded Quotation Do not use punctuation between the leading text and the quotation if together they form a simple, complete sentence.	German American men "rushed to prove their loyalty to the United States by enrolling in the military" to avoid persecution (Manning 17).
Quotation within a Quotation Use single quotation marks to indicate a quote within a quote.	Manning describes the politics of naming after the U.S. entered the war: "The popular hamburger became a[']liberty burger[']" (16).
Quotation with an Omission Use an ellipsis to show where text from the original source was omitted.	As described in the article, "The German U-boat torpedo sinking of the British ship RMS *Lusitania*, [...] and] purported acts of German espionage [...] contributed to war fever" (Manning 16).
Paraphrase Summarize a main point from a text without using the author's exact words. Include the author's name (and a page number at the end, if all the ideas were from a single page).	(Manning explains) how German acts, such as sinking ships and alleged spying, led to widespread eagerness to engage in war (160).

Work Cited: Manning, Mary J. "Being German, Being American." *Prologue Summer* 2014: 15–22. *National Archives*. Web. 17 Oct. 2014. Used with the author's permission.

T4-21a.jpg

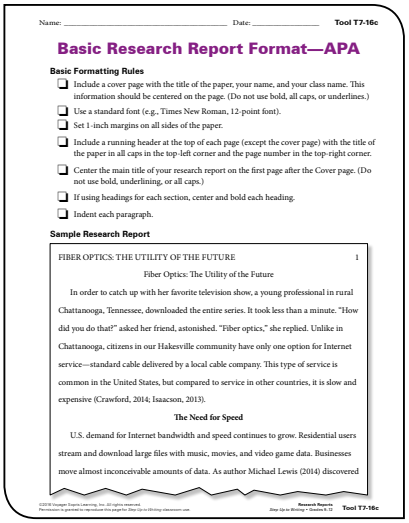
Tool T4-21a

MLA Style

- Display and distribute **Tools T7-16a**, **T7-16b**, and **T4-21a**. Explain that these Tools explain the formatting rules for MLA.
  - **Tool T7-16a** outlines the basic format requirements for the whole research report. Students can use the checklist to ensure that each part of their report is formatted correctly.
  - **Tool T7-16b** explains the basics of how to format a Works Cited page. Students can use the checklist to ensure that their Works Cited section is formatted correctly.
  - **Tool T4-21a** is a quick guide for properly formatting in-text quotations and paraphrases. All ideas from other sources must be properly cited and formatted to avoid plagiarism.
- Examine the sample research report on **Tool T7-16a** and discuss the formatting requirements (e.g., margins, spacing, title of paper, headings).
- Encourage students to consult an MLA style guide (available in print and online) for additional help formatting an MLA research report.

APA Style

- Display and distribute **Tools T7-16c**, **T7-16d**, and **T4-21b**. Explain that these Tools explain the formatting rules for APA.
  - **Tool T7-16c** outlines the basic format requirements for the whole research report. Students can use the checklist to ensure that each part of their report is formatted correctly.
  - **Tool T7-16d** explains the basics of how to format a References page. Students can use the checklist to ensure that their References section is formatted correctly.
  - **Tool T4-21b** is a quick guide for properly formatting in-text quotations and paraphrases. All ideas from other sources must be properly cited and formatted to avoid plagiarism.
- Examine the sample research report on **Tool T7-16c** and discuss the formatting requirements (e.g., margins, spacing, title of paper, headings). Point out that a cover page is not shown in the sample.
- Encourage students to consult an APA style guide (available in print and online) for additional help formatting an APA research report.


Name: _____ Date: _____ Tool T7-16c

Basic Research Report Format—APA

Basic Formatting Rules

- ❑ Include a cover page with the title of the paper, your name, and your class name. This information should be centered on the page. (Do not use bold, all caps, or underlines.)
- ❑ Use a standard font (e.g., Times New Roman, 12-point font).
- ❑ Set 1-inch margins on all sides of the paper.
- ❑ Include a running header at the top of each page (except the cover page) with the title of the paper in all caps in the top-left corner and the page number in the top-right corner.
- ❑ Center the main title of your research report on the first page after the Cover page. (Do not use bold, underlining, or all caps.)
- ❑ If using headings for each section, center and bold each heading.
- ❑ Indent each paragraph.

Sample Research Report

FIBER OPTICS: THE UTILITY OF THE FUTURE 1

Fiber Optics: The Utility of the Future

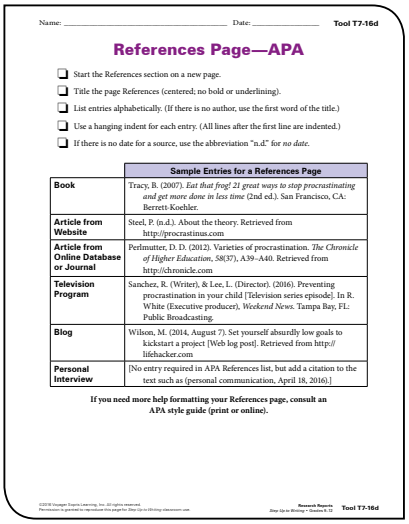
In order to catch up with her favorite television show, a young professional in rural Chattanooga, Tennessee, downloaded the entire series. It took less than a minute. "How did you do that?" asked her friend, astonished. "Fiber optics," she replied. Unlike in Chattanooga, citizens in our Hakesville community have only one option for Internet service—standard cable delivered by a local cable company. This type of service is common in the United States, but compared to service in other countries, it is slow and expensive (Crawford, 2014; Isaacson, 2013).

The Need for Speed

U.S. demand for Internet bandwidth and speed continues to grow. Residential users stream and download large files with music, movies, and video game data. Businesses move almost inconceivable amounts of data. As author Michael Lewis (2014) discovered

Research Reports Step Up to Writing • Grades 9–12 Tool T7-16c

Tool T7-16c


Name: _____ Date: _____ Tool T7-16d

References Page—APA

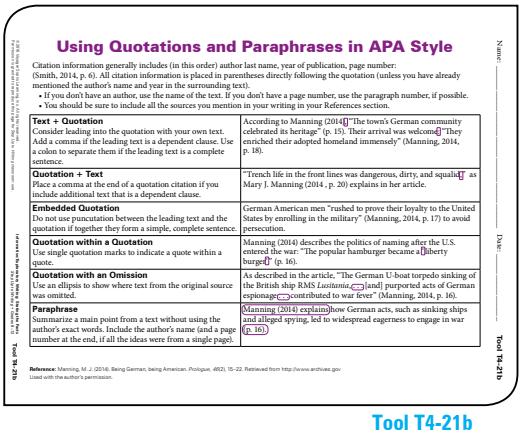
- ❑ Start the References section on a new page.
- ❑ Title the page References (centered; no bold or underlining).
- ❑ List entries alphabetically. (If there is no author, use the first word of the title.)
- ❑ Use a hanging indent for each entry. (All lines after the first line are indented.)
- ❑ If there is no date for a source, use the abbreviation "n.d." for *no date*.

	Sample Entries for a References Page
Book	Tracy, B. (2007). *Eat that frog! 21 great ways to stop procrastinating and get more done in less time* (2nd ed.). San Francisco, CA: Berrett-Koehler.
Article from Website	Steel, P. (n.d.). About the theory. Retrieved from http://procrastinus.com
Article from Online Database or Journal	Perlmutter, D. D. (2012). Varieties of procrastination. *The Chronicle of Higher Education*, *58*(37), A39–A40. Retrieved from http://chronicle.com
Television Program	Sanchez, R. (Writer), & Lee, L. (Director). (2016). Preventing procrastination in your child [Television series episode]. In R. White (Executive producer), *Weekend News*. Tampa Bay, FL: Public Broadcasting.
Blog	Wilson, M. (2014, August 7). Set yourself absurdly low goals to kickstart a project [Web log post]. Retrieved from http://lifehacker.com
Personal Interview	[No entry required in APA References list, but add a citation to the text such as (personal communication, April 18, 2016).]

If you need more help formatting your References page, consult an APA style guide (print or online).

Research Reports Step Up to Writing • Grades 9–12 Tool T7-16d

Tool T7-16d


Using Quotations and Paraphrases in APA Style

Citation information generally includes (in this order) author last name, year of publication, page number: (Smith, 2014, p. 6). All citation information is placed in parentheses directly following the quotation (unless you have already mentioned the author's name and year in the surrounding text).

- If you don't have an author, use the name of the text. If you don't have a page number, use the paragraph number, if possible.
- You should be sure to include all the sources you mention in your writing in your References section.

Text + Quotation Consider leading into the quotation with your own text. Add a comma if the leading text is a dependent clause. Use a colon to separate them if the leading text is a complete sentence.	According to Manning (2014), "The town's German community celebrated its heritage" (p. 15). Their arrival was welcome: "They enriched their adopted homeland immensely" (Manning, 2014, p. 18).
Quotation + Text Place a comma at the end of a quotation citation if you include additional text that is a dependent clause.	"Trench life in the front lines was dangerous, dirty, and squalid," as Mary J. Manning (2014 , p. 20) explains in her article.
Embedded Quotation Do not use punctuation between the leading text and the quotation if together they form a simple, complete sentence.	German American men "rushed to prove their loyalty to the United States by enrolling in the military" (Manning, 2014, p. 17) to avoid persecution.
Quotation within a Quotation Use single quotation marks to indicate a quote within a quote.	Manning (2014) describes the politics of naming after the U.S. entered the war: "The popular hamburger became a 'liberty burger'" (p. 16).
Quotation with an Omission Use an ellipsis to show where text from the original source was omitted.	As described in the article, "The German U-boat torpedo sinking of the British ship RMS *Lusitania*, . . . [and] purported acts of German espionage . . . contributed to war fever" (Manning, 2014, p. 16).
Paraphrase Summarize a main point from a text without using the author's exact words. Include the author's name (and a page number at the end, if all the ideas were from a single page).	Manning (2014) explains how German acts, such as sinking ships and alleged spying, led to widespread eagerness to engage in war (p. 16).

Reference: Manning, M. J. (2014). Being German, being American. *Prologue*, *46*(2), 15–22. Retrieved from http://www.archives.gov

Used with the author's permission.

Name: _____ Date: _____ Tool T4-21b

Tool T4-21b

Differentiation: Creating Reference List Entries

If students struggle to incorporate information from sources into their own writing without plagiarizing the ideas, use strategy **T7-15 Avoiding Plagiarism**.

If students need additional support incorporating quotations, use strategy **T7-13 Using Quotations**.

If students need additional support paraphrasing ideas from sources, use strategy **T7-14 Paraphrasing Information from Sources**.

T7-17 Revising, Editing, and Finalizing a Research Report

Objective	CCSS ELA
Students develop and strengthen their writing by learning and practicing the steps for revising, editing, and preparing a final copy of a research report.	**Grades 9–10** **W** 5, 6, 7; **L** 1, 2, 3
	Grades 11–12 **W** 5, 6, 7; **L** 1, 2, 3

Before Class

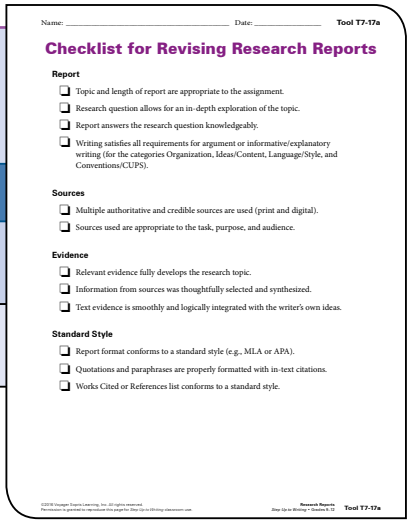
1. Review the Tools to determine the most appropriate content and pacing for students. These Tools can be taught over the course of more than one session.

   Revising

   - Make a display copy and student copies of **Tool T7-17a**.
   - Make a display copy and student copies of the Tool that corresponds to the type of writing that students are producing in their research report.
     - Checklist for Revising Informative/Explanatory Writing (**Tool T4-33a**)
     - Checklist for Revising Argument Writing (**Tool T5-25a**)

   Editing

   - Make display and student copies of **Tools T4-39a** through **T4-39d** (the CUPS Tools).



Name: _____ Date: _____ Tool T7-17a

Checklist for Revising Research Reports

Report

- ❑ Topic and length of report are appropriate to the assignment.
- ❑ Research question allows for an in-depth exploration of the topic.
- ❑ Report answers the research question knowledgeably.
- ❑ Writing satisfies all requirements for argument or informative/explanatory writing (for the categories Organization, Ideas/Content, Language/Style, and Conventions/CUPS).

Sources

- ❑ Multiple authoritative and credible sources are used (print and digital).
- ❑ Sources used are appropriate to the task, purpose, and audience.

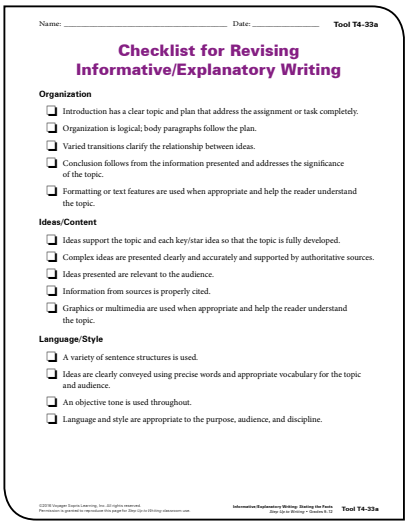
Evidence

- ❑ Relevant evidence fully develops the research topic.
- ❑ Information from sources was thoughtfully selected and synthesized.
- ❑ Text evidence is smoothly and logically integrated with the writer's own ideas.

Standard Style

- ❑ Report format conforms to a standard style (e.g., MLA or APA).
- ❑ Quotations and paraphrases are properly formatted with in-text citations.
- ❑ Works Cited or References list conforms to a standard style.

Tool T7-17a



Name: _____ Date: _____ Tool T4-33a

Checklist for Revising Informative/Explanatory Writing

Organization

- ❑ Introduction has a clear topic and plan that address the assignment or task completely.
- ❑ Organization is logical; body paragraphs follow the plan.
- ❑ Varied transitions clarify the relationship between ideas.
- ❑ Conclusion follows from the information presented and addresses the significance of the topic.
- ❑ Formatting or text features are used when appropriate and help the reader understand the topic.

Ideas/Content

- ❑ Ideas support the topic and each key/star idea so that the topic is fully developed.
- ❑ Complex ideas are presented clearly and accurately and supported by authoritative sources.
- ❑ Ideas presented are relevant to the audience.
- ❑ Information from sources is properly cited.
- ❑ Graphics or multimedia are used when appropriate and help the reader understand the topic.

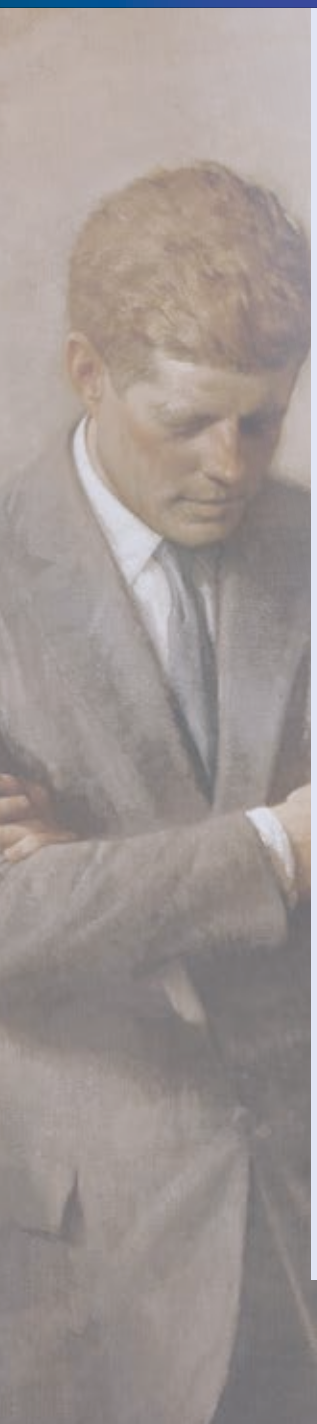
Language/Style

- ❑ A variety of sentence structures is used.
- ❑ Ideas are clearly conveyed using precise words and appropriate vocabulary for the topic and audience.
- ❑ An objective tone is used throughout.
- ❑ Language and style are appropriate to the purpose, audience, and discipline.

Tool T4-33a

SECTION 9

INTRODUCTION
Writing for Assessments



The Importance of Writing for Assessments

Effective writing is essential for demonstrating proficiency on assessments—both in content areas and in English Language Arts. In both informal and high-stakes assessment situations, students must be prepared to produce high-quality written responses that show evidence of their knowledge, depth of understanding of a concept, logical reasoning and organization, analysis of text selections, and mastery of writing and language conventions.

To facilitate successful writing on different types of assessments, the **Section 9** strategies focus on teaching strategies that help students practice and develop familiarity with standardized testing formats; scoring rubrics or scoring guides; consistent and effective study methods, such as the two-column study guide; and how to manage timed or computer-based testing situations.

Using Scoring Guides

Step Up to Writing scoring guides have criteria that align with standardized test formats.

When students practice using scoring guides to assess their own writing, they become familiar with the type of criteria reviewers consider as they score student work.

Strategies in **Section 9** also provide students techniques for preparing for and taking timed or computer-based assessments.

Teaching Writing for Assessments

Familiarize students with writing expectations, as assessed on rubrics used for evaluation. Use the *Step Up to Writing* scoring guides or any other similar rubric that aligns with the relevant standards. Scoring guides for each type of writing are found in the **Progress Monitoring** subsection for each of the three writing types—informative/explanatory (page 309), argument (page 402), and narrative (page 488). Provide students with models of Proficient and Advanced writing, and give students opportunities for revision and improvement, using their assessment results to help them set goals.

Provide practice in writing in response to texts, which is an increasing feature of many standardized tests and the Common Core Standards for English Language Arts. Use strategies in **Section 1: Writing to Improve Reading Comprehension** as needed to reinforce deep reading and note-taking skills. The *Step Up to Writing Assessment and Implementation Guide* provides baseline and summative assessments that are text-based.

Differentiation

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

Progress Monitoring and Formal Assessment

Step Up to Writing offers several important resources for writing assessments:

The **Progress Monitoring** subsections in each section of this Teacher Edition include strategies and Tools for teachers to use in evaluating student work. In particular, scoring guides are provided for evaluating complete writing pieces of the specific writing types:

Step Up to Writing Scoring Guides	Page
T1-31 Summary Writing Scoring Guide	59
T2-41 Informative/Explanatory Paragraph Scoring Guide	151
T4-52 Informative/Explanatory Essay and Report Scoring Guide	310
T5-39 Argument Essay and Report Scoring Guide	403
T6-40 Narrative Scoring Guide	489
T7-18 Research Report Scoring Guide	540

Many other Tools in prior sections can serve as formative assessments of particular skills that can be used for student self-assessment, peer review, or teacher assessment.

The *Step Up to Writing Assessment and Implementation Guide* includes materials to conduct baseline and summative assessments to determine student proficiency in informative/explanatory, argument, and narrative writing. These performance task assessments align to the Common Core State Standards for English Language Arts and associated standardized assessments.

A comprehensive list of prompts for different text types, available at **www.stepuptowriting.com**, also can be used for progress monitoring purposes.

Short Answer Responses and Standardized Writing Assessments

Familiarize students with scoring guides. Then teach specific skills for test questions. Strategies should be selected and taught based on students' needs and abilities.

Step Up to Writing Strategies	Writing/Assessment Focus
T9-5 Understanding and Using Scoring Guides T9-12 Recording and Monitoring Progress	Using Scoring Guides and Recording Progress
T9-1 Great Short Answers T9-4 Levels of Questions	Short Answers and Responding to Text
T9-6 Extended Responses and Essay Questions	Extended Response
T9-9 Simulating Standardized Writing Assessments	Writing for Standardized Tests
T9-10 Writing for Timed Tests and Assignments T9-11 Computer-Based Writing Assessments	Writing for Timed and Computer-Based Test Formats

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

Meeting Rigorous 9–12 Standards

Common Core State Standards for ELA

Every strategy in *Step Up to Writing* aligns with specific Common Core State Standards for English Language Arts (CCSS ELA). The **CCSS ELA** box at the beginning of each strategy lists the reading, writing, speaking and listening, and language standards that the strategy supports. Strategies in **Section 9** center on the following College and Career Readiness Anchor Standard for Writing:

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

For alignment of the Common Core State Standards for English Language Arts to specific *Step Up to Writing* strategies, see **www.stepuptowriting.com.**

Writing for Assessments in the Content Areas

Use **Section 9** strategies to help students demonstrate content-area mastery in their written responses to assessment questions, such as constructed response, response-to-text, or essay questions. See **Section 10: Writing in the Content Areas** for suggestions on using writing strategies in specific content areas.

SECTION 9

CONTENTS

Writing for Assessments

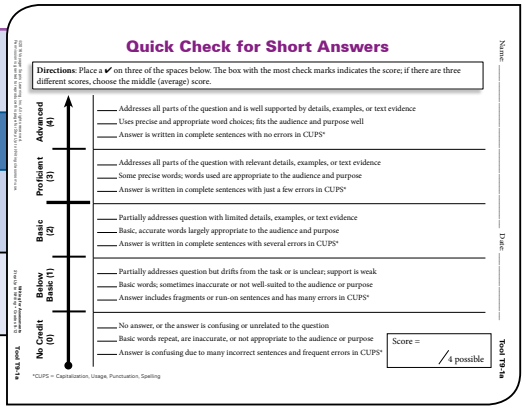
Choose the strategies that best meet the needs of your students.

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

Strategy	Strategy Description	Page	Tools
T9-11 Computer-Based Writing Assessments	Learn strategies to help prepare for the writing portion of computer-based assessments	617	T9-11a
T9-12 Recording and Monitoring Progress	Learn a system for recording writing assessment scores in order to track progress and areas requiring improvement	618	T9-12a and T9-5d

T9-1 Great Short Answers

Objective	CCSS ELA
Students learn to write clear and coherent short answers that are appropriate to the task and purpose and show evidence of knowledge and understanding of a subject or text.	**Grades 9–10** **W** 4, 9a–b, 10 **Grades 11–12** **W** 4, 9a–b, 10


Quick Check for Short Answers

Directions: Place a ✔ on three of the spaces below. The box with the most check marks indicates the score; if there are three different scores, choose the middle (average) score.

Name: _____ Date: _____

Advanced (4)
___ Addresses all parts of the question and is well supported by details, examples, or text evidence
___ Uses precise and appropriate word choices; fits the audience and purpose well
___ Answer is written in complete sentences with no errors in CUPS*

Proficient (3)
___ Addresses all parts of the question with relevant details, examples, or text evidence
___ Some precise words; words used are appropriate to the audience and purpose
___ Answer is written in complete sentences with just a few errors in CUPS*

Basic (2)
___ Partially addresses question with limited details, examples, or text evidence
___ Basic, accurate words largely appropriate to the audience and purpose
___ Answer is written in complete sentences with several errors in CUPS*

Below Basic (1)
___ Partially addresses question but drifts from the task or is unclear; support is weak
___ Basic words; sometimes inaccurate or not well-suited to the audience or purpose
___ Answer includes fragments or run-on sentences and has many errors in CUPS*

No Credit (0)
___ No answer, or the answer is confusing or unrelated to the question
___ Basic words repeat, are inaccurate, or not appropriate to the audience or purpose
___ Answer is confusing due to many incorrect sentences and frequent errors in CUPS*

Score = ___ / 4 possible

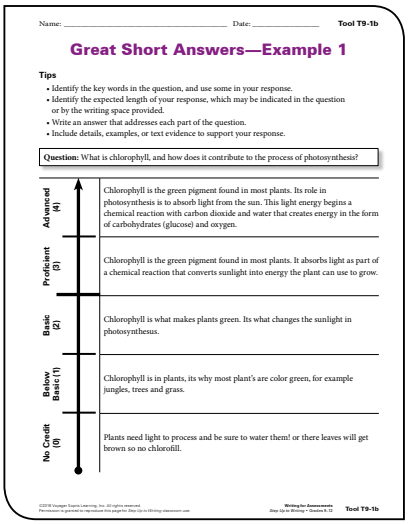
*CUPS = Capitalization, Usage, Punctuation, Spelling

Tool T9-1a

Tool T9-1a

Before Class

1. Make a display copy of **Tool T9-1a**. (Student copies are optional.)
2. Review the following Tools to determine the most appropriate content and pacing for students. These Tools can be taught over the course of more than one lesson or grade level.
   - Great Short Answers—Example 1 (**Tool T9-1b**). This is a science-related short answer.
   - Great Short Answers—Example 2 (**Tool T9-1c**) and Literary Text—Poetry (**Tool T1-27c**). **Tool T9-1c** shows a short answer in response to the authentic text on **Tool T1-27c**.
3. Make display copies of the selected Tools. (Student copies are optional.)
4. Select or create a short-answer, constructed-response question for students to respond to as practice.


Name: _____ Date: _____ Tool T9-1b

Great Short Answers—Example 1

Tips
- Identify the key words in the question, and use some in your response.
- Identify the expected length of your response, which may be indicated in the question or by the writing space provided.
- Write an answer that addresses each part of the question.
- Include details, examples, or text evidence to support your response.

Question: What is chlorophyll, and how does it contribute to the process of photosynthesis?

Advanced (4): Chlorophyll is the green pigment found in most plants. Its role in photosynthesis is to absorb light from the sun. This light energy begins a chemical reaction with carbon dioxide and water that creates energy in the form of carbohydrates (glucose) and oxygen.

Proficient (3): Chlorophyll is the green pigment found in most plants. It absorbs light as part of a chemical reaction that converts sunlight into energy the plant can use to grow.

Basic (2): Chlorophyll is what makes plants green. Its what changes the sunlight in photosynthesis.

Below Basic (1): Chlorophyll is in plants, its why most plant's are color green, for example jungles, trees and grass.

No Credit (0): Plants need light to process and be sure to water them! or there leaves will get brown so no chlorofill.

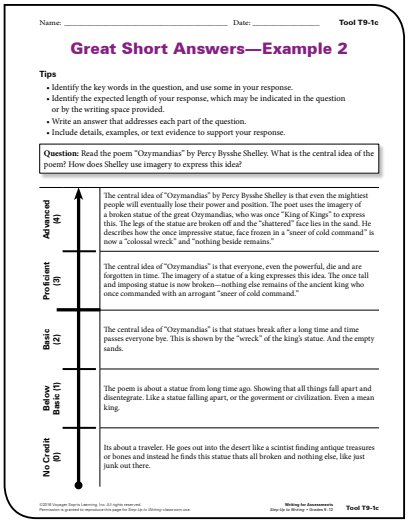
Writing for Assessments
Step Up to Writing • Grades 9–12 Tool T9-1b

Tool T9-1b

During Class

5. Ask students to identify situations in which they are expected to write a short-answer response (e.g., textbook questions, reading responses, assessments, scholarship and job applications). Writing great short answers is a skill students can use in all content areas and in many areas of life.

6. Display **Tool T9-1a**. Examine the scoring levels. Explain that students should use these criteria to evaluate their own short answers and identify areas for improvement.
   - Draw attention to the continuum of scores, which shows that there is always room for improvement.
   - Explain that short answers may range from one sentence to a brief paragraph, depending on the question and the space provided; students should fill any space provided (unless otherwise indicated in the question).
   - Read the descriptors for Proficient and Advanced, noting that they should be the goal for students' work.


Name: _____ Date: _____ Tool T9-1c

Great Short Answers—Example 2

Tips
- Identify the key words in the question, and use some in your response.
- Identify the expected length of your response, which may be indicated in the question or by the writing space provided.
- Write an answer that addresses each part of the question.
- Include details, examples, or text evidence to support your response.

Question: Read the poem "Ozymandias" by Percy Bysshe Shelley. What is the central idea of the poem? How does Shelley use imagery to express this idea?

Advanced (4): The central idea of "Ozymandias" by Percy Bysshe Shelley is that even the mightiest people will eventually lose their power and position. The poet uses the imagery of a broken statue of the great Ozymandias, who was once "King of Kings" to express this. The legs of the statue are broken off and the "shattered" face lies in the sand. He describes how the once impressive statue, face frozen in a "sneer of cold command" is now a "colossal wreck" and "nothing beside remains."

Proficient (3): The central idea of "Ozymandias" is that everyone, even the powerful, die and are forgotten in time. The imagery of a statue of a king expresses this idea. The once tall and imposing statue is now broken—nothing else remains of the ancient king who once commanded with an arrogant "sneer of cold command."

Basic (2): The central idea of "Ozymandias" is that statues break after a long time and time passes everyone bye. This is shown by the "wreck" of the king's statue. And the empty sands.

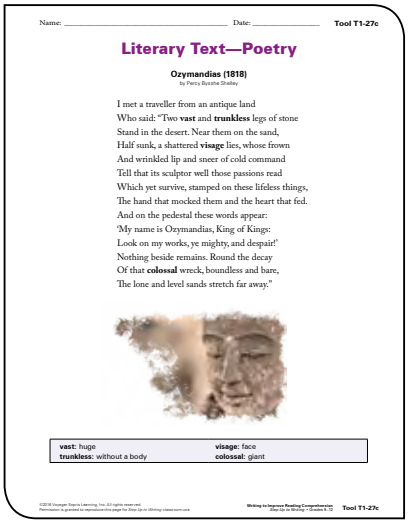
Below Basic (1): The poem is about a statue from long time ago. Showing that all things fall apart and disentegrate. Like a statue falling apart, or the goverment or civilization. Even a mean king.

No Credit (0): Its about a traveler. He goes out into the desert like a scintist finding antique treasures or bones and instead he finds this statue thats all broken and nothing else, like just junk out there.

Writing for Assessments Step Up to Writing • Grades 6–12 Tool T9-1c

Tool T9-1c

Great Short Answers—Example 1 (Tool T9-1b)
- Display **Tool T9-1b** and review the tips at the top for writing great short answers.
- With students, read and identify key words in the question. Point out that the question has two parts.
  - Remind students that, if they're able, it can be helpful to mark the key words in the question or prompt.
- Examine the sample student responses. Have students compare them to the criteria on **Tool T9-1a** as needed to understand why each answer received the score indicated.
- Have students practice writing a great short answer.
  - Provide the question you selected or created, and have students write a response on their own paper.
  - Display **Tool T9-1a**, and have students score their response.
  - Allow students to make revisions, as needed, until their score is Proficient or Advanced.


Name: _____ Date: _____ Tool T1-27c

Literary Text—Poetry

Ozymandias (1818)
by Percy Bysshe Shelley

I met a traveller from an antique land
Who said: "Two **vast** and **trunkless** legs of stone
Stand in the desert. Near them on the sand,
Half sunk, a shattered **visage** lies, whose frown
And wrinkled lip and sneer of cold command
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them and the heart that fed.
And on the pedestal these words appear:
'My name is Ozymandias, King of Kings:
Look on my works, ye mighty, and despair!'
Nothing beside remains. Round the decay
Of that **colossal** wreck, boundless and bare,
The lone and level sands stretch far away."

vast: huge
trunkless: without a body
visage: face
colossal: giant

Writing to Improve Reading Comprehension Step Up to Writing • Grades 6–12 Tool T1-27c

Tool T1-27c

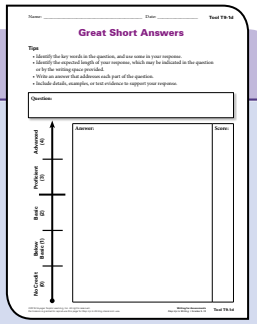
Great Short Answers—Example 2 (Tool T9-1c) and Literary Text—Poetry (Tool T1-27c)
- Display **Tool T9-1c** and review the tips at the top for writing great short answers.
- With students, read and identify key words in the question. Point out that the question has two parts, and as a response to text, it requires text evidence as support.
  - Remind students that, if they're able, it can be helpful to mark the key words in the question or prompt.
- Display **Tool T1-27c**. Read and discuss the poem "Ozymandias" by Percy Bysshe Shelley.

- With students, examine the sample student responses on **Tool T9-1c**. Compare them to the criteria on **Tool T9-1a** as needed to understand why each answer received the score indicated.
- Have students practice writing a great short answer.
  - Provide the question you selected or created, and have students write a response on their own paper.
  - Display **Tool T9-1a**, and have students score their response.
  - Allow them to make revisions, as needed, until their score is Proficient or Advanced.

Differentiation: Great Short Answers

If students need support with writing and scoring their responses, have them write on **Tool T9-1d**.

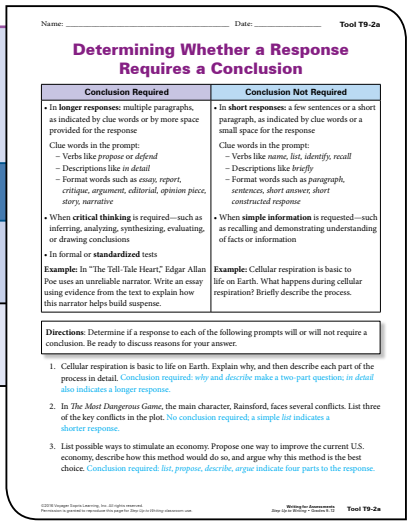
If students need support analyzing prompts to find key words, use strategy **T2-2 Prompts for Three Types of Writing**.


Great Short Answers

Tool T9-1d

T9-2 Not All Responses Require a Formal Conclusion

Objective	CCSS ELA
Students analyze prompts to determine which responses require a formal conclusion and which do not.	**Grades 9–10** **W** 1e, 2f, 10; **S/L** 1
	Grades 11–12 **W** 1e, 2f, 10; **S/L** 1


Name: _____ Date: _____ Tool T9-2a

Determining Whether a Response Requires a Conclusion

Conclusion Required	Conclusion Not Required
• In **longer responses:** multiple paragraphs, as indicated by clue words or by more space provided for the response Clue words in the prompt: – Verbs like *propose* or *defend* – Descriptions like *in detail* – Format words such as *essay, report, critique, argument, editorial, opinion piece, story, narrative*	• In **short responses:** a few sentences or a short paragraph, as indicated by clue words or a small space for the response Clue words in the prompt: – Verbs like *name, list, identify, recall* – Descriptions like *briefly* – Format words such as *paragraph, sentences, short answer, short constructed response*
• When **critical thinking** is required—such as inferring, analyzing, synthesizing, evaluating, or drawing conclusions • In formal or **standardized** tests	• When **simple information** is requested—such as recalling and demonstrating understanding of facts or information
Example: In "The Tell-Tale Heart," Edgar Allan Poe uses an unreliable narrator. Write an essay using evidence from the text to explain how this narrator helps build suspense.	**Example:** Cellular respiration is basic to life on Earth. What happens during cellular respiration? Briefly describe the process.

Directions: Determine if a response to each of the following prompts will or will not require a conclusion. Be ready to discuss reasons for your answer.

1. Cellular respiration is basic to life on Earth. Explain why, and then describe each part of the process in detail. Conclusion required: *why* and *describe* make a two-part question, *in detail* also indicates a longer response.
2. In *The Most Dangerous Game*, the main character, Rainsford, faces several conflicts. List three of the key conflicts in the plot. No conclusion required; a simple *list* indicates a shorter response.
3. List possible ways to stimulate an economy. Propose one way to improve the current U.S. economy, describe how this method would do so, and argue why this method is the best choice. Conclusion required: *list, propose, describe, argue* indicate four parts to the response.

Tool T9-2a

Before Class

1. Make a display copy of **Tool T9-2a**. (Student copies are optional.)

During Class

2. Remind students that a conclusion follows from and supports the ideas in the introduction and the rest of the writing. A conclusion could be a sentence or two, or an entire paragraph. Many writing tasks require a conclusion; however, some do not. Tell students they will learn tips for determining whether a prompt requires a conclusion.

T9-9 Simulating Standardized Writing Assessments

Objective	CCSS ELA
Students learn the features of standardized writing assessments and practice budgeting time, reading and citing authentic text, and planning writing.	**Grades 9–10** **W** 4, 9, 10; **S/L** 1 **Grades 11–12** **W** 4, 9, 10; **S/L** 1

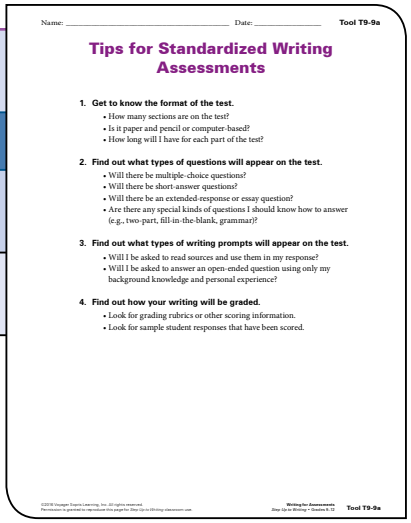
Before Class

Note: The sample assessment used in this strategy mimics the format of the *Step Up to Writing* assessments, available at **www.stepuptowriting.com**. These writing assessments require students to read and respond to authentic texts within a single class (approx. 50–60 minutes). If desired, you may adapt this strategy by replacing the *Step Up to Writing* assessment with a different writing assessment.

1. Make a display copy of **Tool T9-9a**. (Student copies are optional.)
2. Make a display copy of the assessment: **Tools T9-9b**, **T9-9c**, **T9-9d**, and **T9-9e**. (If you are preparing students for a different writing assessment, prepare a display copy of the assessment.)
3. Assemble an assessment packet for each student, which should include student copies of **Tools T9-9b**, **T9-9c**, **T9-9d**, and **T9-9e**. (If you are preparing students for a different writing assessment, create a sample assessment packet for each student using applicable assessment materials.)
4. Ensure that students have several sheets of lined paper available to draft their responses to the question or prompt.

During Class

5. Remind students that they cannot discuss the details of a standardized assessment during the assessment, so it is helpful to ask questions and prepare tips or strategies for taking the assessment ahead of time.
6. Display **Tool T9-9a**. Discuss the tips for preparing for a standardized writing assessment.
   - Help students familiarize themselves with an upcoming writing assessment by answering each of the questions on the Tool for the upcoming assessment. Have students write notes on their own paper.



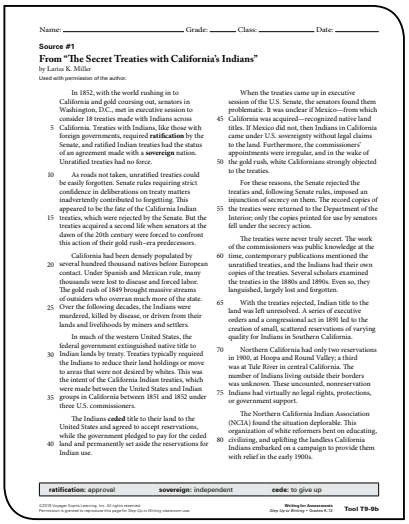
Name: _____ Date: _____ Tool T9-9a

Tips for Standardized Writing Assessments

1. **Get to know the format of the test.**
   - How many sections are on the test?
   - Is it paper and pencil or computer-based?
   - How long will I have for each part of the test?
2. **Find out what types of questions will appear on the test.**
   - Will there be multiple-choice questions?
   - Will there be short-answer questions?
   - Will there be an extended-response or essay question?
   - Are there any special kinds of questions I should know how to answer (e.g., two-part, fill-in-the-blank, grammar)?
3. **Find out what types of writing prompts will appear on the test.**
   - Will I be asked to read sources and use them in my response?
   - Will I be asked to answer an open-ended question using only my background knowledge and personal experience?
4. **Find out how your writing will be graded.**
   - Look for grading rubrics or other scoring information.
   - Look for sample student responses that have been scored.

Writing for Assessments Step Up to Writing • Grades 9–12 Tool T9-9a

Tool T9-9a



Name: _____ Grade: _____ Class: _____ Date: _____

Source #1

From "The Secret Treaties with California's Indians"

by Larisa K. Miller

Used with permission of the author.

In 1852, with the world rushing in to California and gold coursing out, senators in Washington, D.C., met in executive session to consider 18 treaties made with Indians across California. Treaties with Indians, like those with foreign governments, required **ratification** by the Senate, and ratified Indian treaties had the status of an agreement made with a **sovereign** nation. Unratified treaties had no force.

As roads not taken, unratified treaties could be easily forgotten. Senate rules requiring strict confidence in deliberations on treaty matters inadvertently contributed to forgetting. This appeared to be the fate of the California Indian treaties, which were rejected by the Senate. But the treaties acquired a second life when senators at the dawn of the 20th century were forced to confront this action of their gold rush–era predecessors.

California had been densely populated by several hundred thousand natives before European contact. Under Spanish and Mexican rule, many thousands were lost to disease and forced labor. The gold rush of 1849 brought massive streams of outsiders who overran much more of the state. Over the following decades, the Indians were murdered, killed by disease, or driven from their lands and livelihoods by miners and settlers.

In much of the western United States, the federal government extinguished native title to Indian lands by treaty. Treaties typically required the Indians to reduce their land holdings or move to areas that were not desired by whites. This was the intent of the California Indian treaties, which were made between the United States and Indian groups in California between 1851 and 1852 under three U.S. commissioners.

The Indians **ceded** title to their land to the United States and agreed to accept reservations, while the government pledged to pay for the ceded land and permanently set aside the reservations for Indian use.

When the treaties came up in executive session of the U.S. Senate, the senators found them problematic. It was unclear if Mexico—from which California was acquired—recognized native land titles. If Mexico did not, then Indians in California came under U.S. sovereignty without legal claims to the land. Furthermore, the commissioners' appointments were irregular, and in the wake of the gold rush, white Californians strongly objected to the treaties.

For these reasons, the Senate rejected the treaties and, following Senate rules, imposed an injunction of secrecy on them. The record copies of the treaties were returned to the Department of the Interior; only the copies printed for use by senators fell under the secrecy action.

The treaties were never truly secret. The work of the commissioners was public knowledge at the time, contemporary publications mentioned the unratified treaties, and the Indians had their own copies of the treaties. Several scholars examined the treaties in the 1880s and 1890s. Even so, they languished, largely lost and forgotten.

With the treaties rejected, Indian title to the land was left unresolved. A series of executive orders and a congressional act in 1891 led to the creation of small, scattered reservations of varying quality for Indians in Southern California.

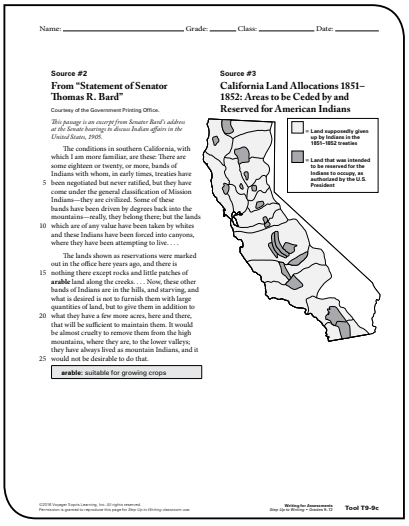
Northern California had only two reservations in 1900, at Hoopa and Round Valley; a third was at Tule River in central California. The number of Indians living outside their borders was unknown. These uncounted, nonreservation Indians had virtually no legal rights, protections, or government support.

The Northern California Indian Association (NCIA) found the situation deplorable. This organization of white reformers bent on educating, civilizing, and uplifting the landless California Indians embarked on a campaign to provide them with relief in the early 1900s.

ratification: approval **sovereign:** independent **cede:** to give up

Writing for Assessments Step Up to Writing • Grades 9–12 Tool T9-9b

Tool T9-9b



Name: _____ Grade: _____ Class: _____ Date: _____

Source #2

From "Statement of Senator Thomas R. Bard"

Courtesy of the Government Printing Office.

This passage is an excerpt from Senator Bard's address at the Senate hearings to discuss Indian affairs in the United States, 1905.

The conditions in southern California, with which I am more familiar, are these: There are some eighteen or twenty, or more, bands of Indians with whom, in early times, treaties have been negotiated but never ratified, but they have come under the general classification of Mission Indians—they are civilized. Some of these bands have been driven by degrees back into the mountains—really, they belong there; but the lands which are of any value have been taken by whites and these Indians have been forced into canyons, where they have been attempting to live. . . .

The lands shown as reservations were marked out in the office here years ago, and there is nothing there except rocks and little patches of **arable** land along the creeks. . . . Now, these other bands of Indians are in the hills, and starving, and what is desired is not to furnish them with large quantities of land, but to give them in addition to what they have a few more acres, here and there, that will be sufficient to maintain them. It would be almost cruelty to remove them from the high mountains, where they are, to the lower valleys; they have always lived as mountain Indians, and it would not be desirable to do that.

arable: suitable for growing crops

Source #3

California Land Allocations 1851–1852: Areas to be Ceded by and Reserved for American Indians

= Land supposedly given up by Indians in the 1851–1852 treaties

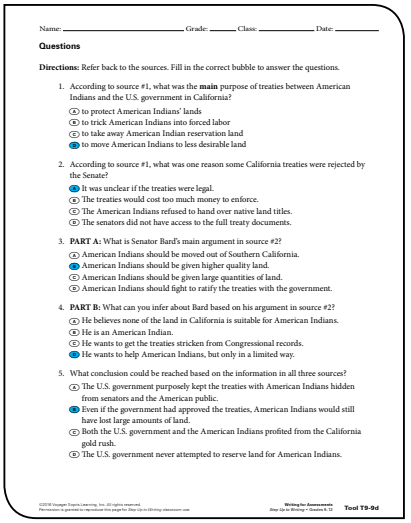
= Land that was intended to be reserved for the Indians to occupy, as authorized by the U.S. President

Writing for Assessments Step Up to Writing • Grades 9–12 Tool T9-9c

Tool T9-9c

7. Display the assessment, and hand out the student assessment packets (**Tools T9-9b**, **T9-9c**, **T9-9d**, and **T9-9e**). Explain that this is a sample test to help students familiarize themselves with the format and questions on the test.
   - Read and discuss each section of the test.
   - Review the types of questions, and discuss tips for answering each type (e.g., direct questions, questions that require inference, two-part questions).
   - Discuss tips for marking the sources during reading (e.g., underlining main ideas, marking key words, writing questions or comments in the margins). (See strategy **T2-2 Prompts for Three Types of Writing**.)

     Note: Some standardized assessments may not require students to read sources or may not allow them to mark the tests.
   - Read the prompt for the writing assignment(s). Have students analyze the prompt or question by identifying the following:
     - The type of text required (informative/explanatory, argument, narrative)
     - The expected length of the response
     - The topic and purpose of the writing
     - Any other requirements (e.g., Do they need to include citations for sources or texts? Should it be written in a particular point of view?)
     - Grading criteria (e.g., rubric, checklist)



Name: _____ Grade: _____ Class: _____ Date: _____

Questions

Directions: Refer back to the sources. Fill in the correct bubble to answer the questions.

1. According to source #1, what was the **main** purpose of treaties between American Indians and the U.S. government in California?
   - (A) to protect American Indians' lands
   - (B) to trick American Indians into forced labor
   - (C) to take away American Indian reservation land
   - (D) to move American Indians to less desirable land

2. According to source #1, what was one reason some California treaties were rejected by the Senate?
   - (A) It was unclear if the treaties were legal.
   - (B) The treaties would cost too much money to enforce.
   - (C) The American Indians refused to hand over native land titles.
   - (D) The senators did not have access to the full treaty documents.

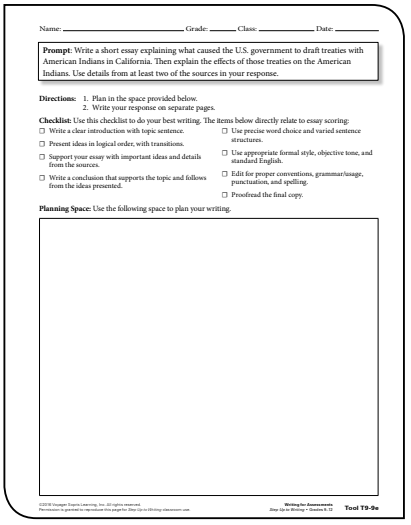
3. **PART A:** What is Senator Bard's main argument in source #2?
   - (A) American Indians should be moved out of Southern California.
   - (B) American Indians should be given higher quality land.
   - (C) American Indians should be given large quantities of land.
   - (D) American Indians should fight to ratify the treaties with the government.

4. **PART B:** What can you infer about Bard based on his argument in source #2?
   - (A) He believes none of the land in California is suitable for American Indians.
   - (B) He is an American Indian.
   - (C) He wants to get the treaties stricken from Congressional records.
   - (D) He wants to help American Indians, but only in a limited way.

5. What conclusion could be reached based on the information in all three sources?
   - (A) The U.S. government purposely kept the treaties with American Indians hidden from senators and the American public.
   - (B) Even if the government had approved the treaties, American Indians would still have lost large amounts of land.
   - (C) Both the U.S. government and the American Indians profited from the California gold rush.
   - (D) The U.S. government never attempted to reserve land for American Indians.

Writing for Assessments
Step Up to Writing • Grades 9–12 Tool T9-9d

Tool T9-9d



Name: _____ Grade: _____ Class: _____ Date: _____

Prompt: Write a short essay explaining what caused the U.S. government to draft treaties with American Indians in California. Then explain the effects of those treaties on the American Indians. Use details from at least two of the sources in your response.

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

Checklist: Use this checklist to do your best writing. The items below directly relate to essay scoring:

- ☐ Write a clear introduction with topic sentence.
- ☐ Present ideas in logical order, with transitions.
- ☐ Support your essay with important ideas and details from the sources.
- ☐ Write a conclusion that supports the topic and follows from the ideas presented.
- ☐ Use precise word choice and varied sentence structures.
- ☐ Use appropriate formal style, objective tone, and standard English.
- ☐ Edit for proper conventions, grammar/usage, punctuation, and spelling.
- ☐ Proofread the final copy.

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

Writing for Assessments
Step Up to Writing • Grades 9–12 Tool T9-9e

Tool T9-9e

8. Have the class work together to answer a few of the test questions (**Tool T9-9d**) or brainstorm ideas for the writing assignment (**Tool T9-9e**).
   - As needed, model strategies for answering questions, planning writing, etc.
9. Have students work independently to complete the assessment.
   - To help students practice time management, provide them with a time limit for the assessment that represents the actual time allowed.
10. Collect students' assessments or have students self-assess their work. If you are using the sample *Step Up to Writing* assessment (**Tools T9-9b**, **T9-9c**, **T9-9d**, and **T9-9e**), see the following charts for guidance on scoring.

Question 1: According to source #1, what was the **main** purpose of treaties between American Indians and the U.S. government in California?

A	to protect American Indians' lands	While the treaties did offer American Indians some land in exchange for giving up their native land rights, the main purpose of the treaties was for the U.S. government to gain land, not to protect it.
B	to trick American Indians into forced labor	The article mentions that American Indians were forced to labor under Spanish and Mexican rule, but not by the U.S. government.
C	to take away American Indian reservation land	The treaties moved American Indians onto reservations; it did not take away their reservation land.
D	to move American Indians to less desirable land	The article explicitly states that the treaties moved American Indians to "areas that were not desired by whites."

Question 2: According to source #1, what was one reason some California treaties were rejected by the Senate?

A	It was unclear if the treaties were legal.	One reason the treaties weren't ratified is that there was question about whether Mexico (from which California was obtained) recognized native land titles. If it did not, then, according to the Senate, American Indians in California didn't have any legal rights to the land.
B	The treaties would cost too much money to enforce.	Although it may have cost a lot of money to ratify the treaties, the article doesn't state this was a reason the treaties weren't ratified.
C	The American Indians refused to hand over native land titles.	The source makes no reference to American Indians resisting or refusing to comply with the treaties.
D	The senators did not have access to the full treaty documents.	While the beginning of the article does mention that the Senate meetings were sometimes secretive, there is no indication that the senators at any point had incomplete or missing treaty documents.

Question 3: PART A: What is Senator Bard's main argument in source #2?

A	American Indians should be moved out of Southern California.	Bard does not discuss moving American Indians out of the state. Instead, he is advocating for them to get additional land inside California.
B	American Indians should be given higher quality land.	When Bard describes American Indian land, he notes that they are "starving" because there is "nothing there except rocks." He also mentions that "lands which are of any value have been taken by whites." He argues that American Indians should be given "a few more acres . . . to maintain them."
C	American Indians should be given large quantities of land.	Bard argues the opposite. He says that "what is desired is **not** to furnish them with large quantities of land," but rather to give them "a few more acres, here and there" (emphasis added).
D	American Indians should fight to ratify the treaties with the government.	Bard does not want American Indians to ratify the treaties made with the U.S. government. In fact, he points out that the treaties unfairly left American Indians with very little habitable land.

Question 4: PART B: What can you infer about Bard based on his argument in source #2?

A	He believes none of the land in California is suitable for American Indians.	Bard requests limited land for the American Indians. The details do not support this inference.
B	He is an American Indian.	There is no evidence to indicate that Bard is himself an American Indian. In fact, he is likely white.
C	He wants to get the treaties stricken from Congressional records.	Bard mentions that the treaties were never ratified, but does not make any statements implying that the treaties should be removed from government records.
D	He wants to help American Indians, but only in a limited way.	Bard wants to give the starving people "a few more acres, here and there." However, he makes a point of saying that he does not want to give them too much: "what is desired is **not** to furnish them with large quantities of land" (emphasis added).

Question 5: What conclusion could be reached based on the information in all three sources?

A	The U.S. government purposely kept the treaties with American Indians hidden from senators and the American public.	In source 1, the author states that the "treaties were never truly secret." The author also mentions that "white Californians strongly objected to the treaties," meaning they were aware of the documents.
B	Even if the government had approved the treaties, American Indians would still have lost large amounts of land.	According to source 1, the treaties required the American Indians to give up land rights in exchange for reservation land. Source 3 shows that the reservations were considerably smaller than the original land holdings. And source 2 notes that the reservations were nothing other than "little patches of arable land." This implies that even if the treaties had been accepted, American Indians would have lost their high-quality land and moved to less desirable land.
C	Both the U.S. government and the American Indians profited from the California gold rush.	There is no evidence that American Indians profited from the gold rush. In fact, source 1 states that American Indians were driven from their land by gold miners.
D	The U.S. government never attempted to reserve land for American Indians.	All sources have evidence that the treaties did in fact have land reserved for the American Indians. Even though the treaties were never ratified, the U.S. government did map out reservations.

Essay Scoring

Note: Because the writing prompt calls for informative/explanatory writing, student responses can be scored using the rubric on **Tool T4-52a** (Informative/Explanatory Essay and Report Scoring Guide).

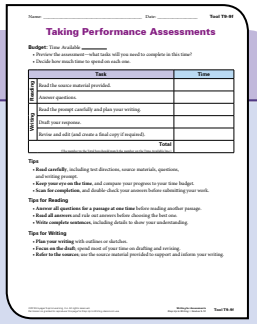
For a full score, students' essays should discuss some combination of the following information:	• Causes of the treaties: The California gold rush brought new settlers to the area; the U.S. government wanted rights to the land, especially because it became more valuable during the gold rush. • Effects of the treaties: The treaties were never ratified; without ratified treaties, the American Indians had no legal rights or protections; they lost their land and were forced into areas that, for the most part, couldn't be farmed or used for basic living.

Differentiation: Performance Tasks

If students need help budgeting their time for each section of the assessment or need additional support navigating the reading and writing portions of the *Step Up to Writing* assessments, use **Tool T9-9f**.

If students will be required to answer multiple-choice questions about grammar and writing, use strategy **T9-8 Multiple-Choice Questions about Writing**.

If students need more support writing extended responses, use strategy **T9-6 Extended Responses and Essay Questions** or strategy **T9-7 Extended Narrative Responses**.



Taking Performance Assessments

Budget: Time Available _____

- Preview the assessment—what tasks will you need to complete in this time?
- Decide how much time to spend on each one.

	Task	Time
Reading	Read the source material provided.	
	Answer questions.	
Writing	Read the prompt carefully and plan your writing.	
	Draft your response.	
	Revise and edit (and create a final copy if required).	
	Total	

Tips

- **Read carefully**, including test directions, source materials, questions, and writing prompt.
- **Keep your eye on the time**, and compare your progress to your time budget.
- **Scan for completion**, and double-check your answers before submitting your work.

Tips for Reading

- **Answer all questions for a passage at one time** before reading another passage.
- **Read all answers** and rule out answers before choosing the best one.
- **Write complete sentences**, including details to show your understanding.

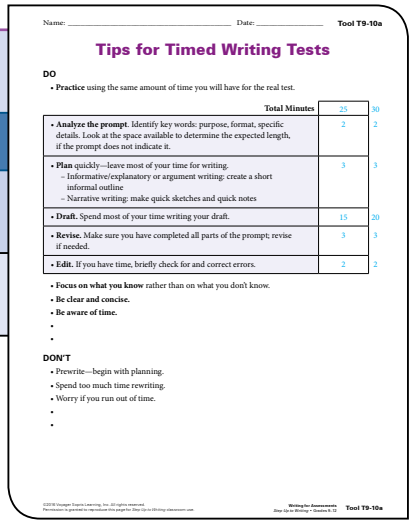
Tips for Writing

- **Plan your writing** with outlines or sketches.
- **Focus on the draft**; spend most of your time on drafting and revising.
- **Refer to the sources**; use the source material provided to support and inform your writing.

Tool T9-9f

T9-10 Writing for Timed Tests and Assignments

Objective	CCSS ELA
Students learn to budget time wisely when planning and drafting responses for timed writing assessments.	**Grades 9–10** **W** 4, 10; **S/L** 1
	Grades 11–12 **W** 4, 10; **S/L** 1



Name: _____ Date: _____ Tool T9-10a

Tips for Timed Writing Tests

DO

- **Practice** using the same amount of time you will have for the real test.

	Total Minutes	25	30
• **Analyze the prompt.** Identify key words: purpose, format, specific details. Look at the space available to determine the expected length, if the prompt does not indicate it.		2	2
• **Plan** quickly—leave most of your time for writing. – Informative/explanatory or argument writing: create a short informal outline – Narrative writing: make quick sketches and quick notes		3	3
• **Draft.** Spend most of your time writing your draft.		15	20
• **Revise.** Make sure you have completed all parts of the prompt; revise if needed.		3	3
• **Edit.** If you have time, briefly check for and correct errors.		2	2

- **Focus on what you know** rather than on what you don't know.
- **Be clear and concise.**
- **Be aware of time.**
-
-

DON'T

- Prewrite—begin with planning.
- Spend too much time rewriting.
- Worry if you run out of time.
-
-

Writing for Assessments
Step Up to Writing • Grades 9–12 Tool T9-10a

Tool T9-10a

Before Class

1. Make a display copy of **Tool T9-10a**. (Student copies are optional.)
2. Select a writing prompt from **www.stepuptowriting.com** or one representative of standardized state or district tests. Or, prepare a prompt based on a topic from students' content-area studies.
3. Ensure that a clock or timer is available for students.

During Class

4. Discuss students' experiences with timed writing tests or assignments. Tell them that planning how to use the allotted time and practicing following their plan will give them confidence and help them achieve better results.
5. Display **Tool T9-10a**. Read and discuss each of the tips.
   - Add ideas to the Tool, as appropriate.
   - Point out that computer-based tests often include a "time remaining" feature.
6. As a class, create a budget on the right side of **Tool T9-10a** for a timed writing test.
   - Use a number of "Total Minutes" that might be expected for a real test. (College entrance exams often run 25 or 30 minutes; the Tool shows sample budgets for each of these times.) Or, use a time frame that reflects other upcoming writing assessments.

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