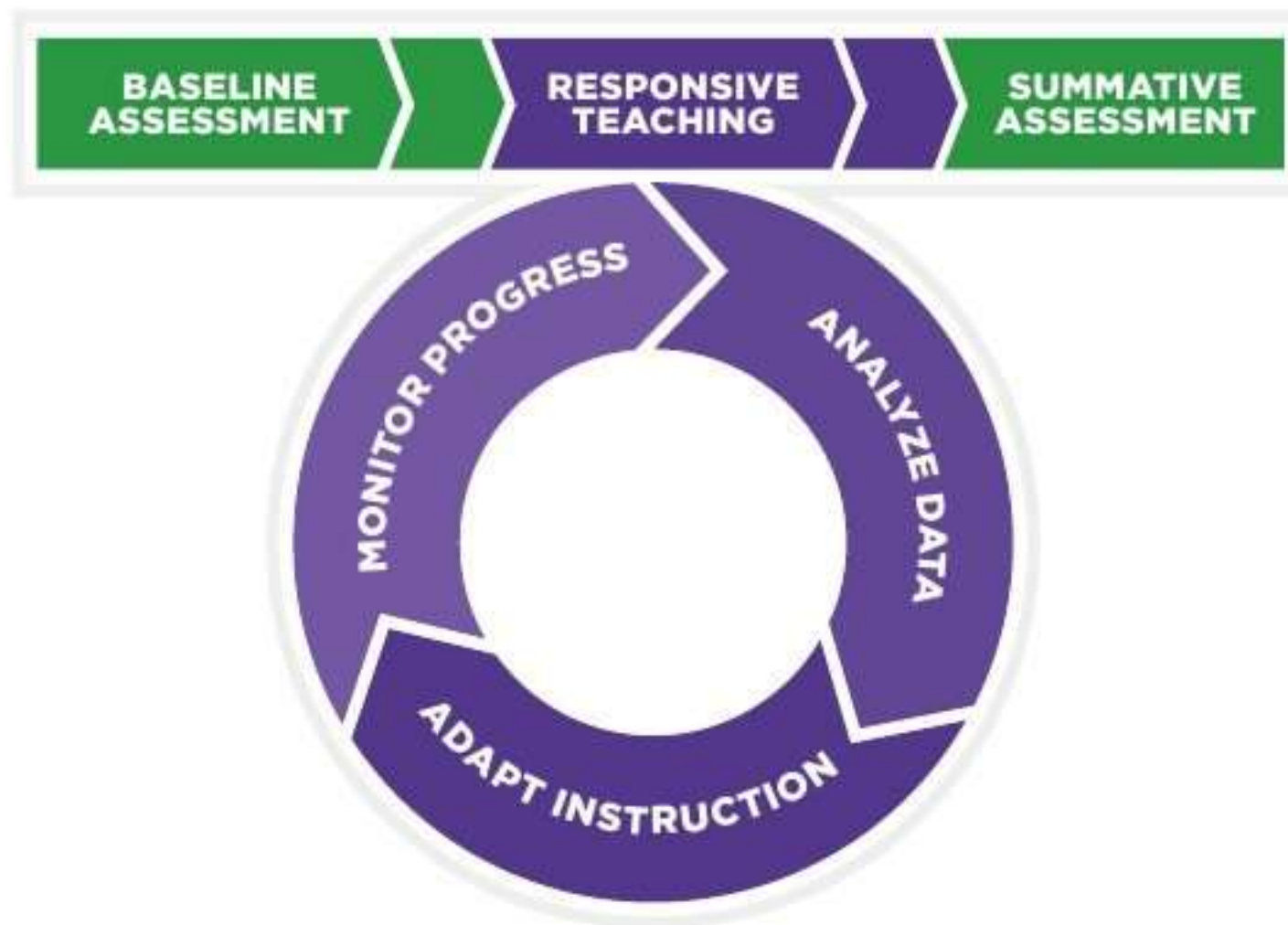


With *Step Up to Writing*, Your Finger is on the Pulse of How Your Students are Progressing

Don't break the cycle

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



Before and After

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

Responsive Teaching

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

High standards, clear expectations for students

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

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

...while exemplars provide models of good writing.

Meaningful assessment

As expected, these assessments offer educators an invaluable window into student performance but what do they offer your students?

- **PRACTICE.**
Students who practice a modality of assessment perform better.
- **FAMILIARITY.**
Students know what to expect in high-stakes testing environments.
- **CONFIDENCE.**
Students are calm, cool, and collected when the big day comes.



Implementation Options Adapt to Specific Needs

Step Up to Writing can be implemented in a single classroom, or across a school or district. The broader the implementation, the more powerful the strategies become, supporting vertical alignment across grade levels, horizontal alignment across content areas, and a common language of writing instruction.

HIGHEST BENEFIT	HIGHER BENEFIT	HIGH BENEFIT
DISTRICT	SCHOOL	CLASSROOM
<ul style="list-style-type: none"> Common expectations and language for writing instruction across all ELA and content area classrooms within a district Unhindered movement from grade to grade and school to school with no ramp-up time Clear strategies for all students across the district Clear methods and supports for teachers 	<ul style="list-style-type: none"> Common expectations and language for writing instruction across all ELA and content area classrooms within a school Unhindered movement from grade to grade within a school with no ramp-up time Clear strategies for all students across the site Clear methods and supports for teachers 	<ul style="list-style-type: none"> Clear strategies for all students in a class Clear methods for teachers



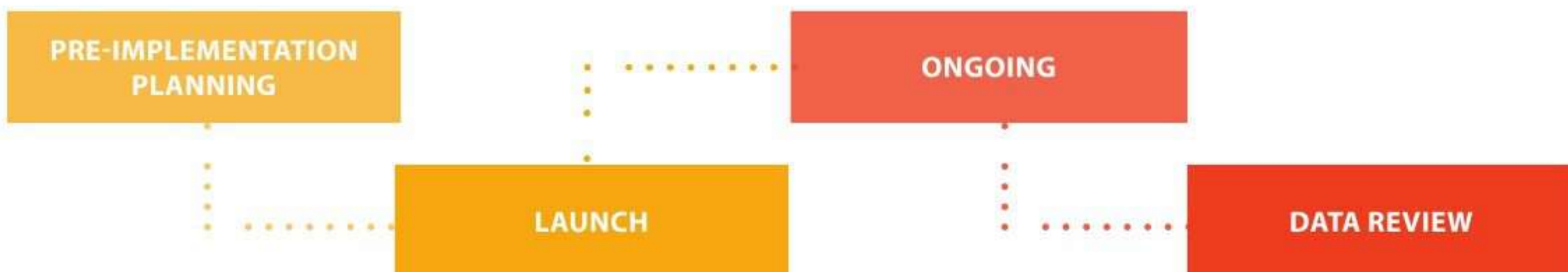
Our goal: utilize your skills as an educator to help students become better writers

Service does not come in a box; it must be built to meet the specific needs of districts, schools, administrators, and teachers. Firmly grounded in research, the Voyager Sopris Learning® approach stems from 30+ years of partnering with school districts and is built around the **“Five Keys to Success,”** which form the foundation for a personalized strategy for planning, training, and ongoing support.



Achieving results with unequaled training and support

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



Visit www.voyagersopris.com/stepuptowriting to review training options and a comprehensive menu of services

Study after Study Demonstrates the Effectiveness of *Step Up to Writing*

DRASTIC IMPROVEMENT in Writing

"Comparisons of baseline data to outcome data suggested that using a graphic organizer and a checklist improved students' ability to write an article summary. My target students improved their average score from a 4.8 to a 9.5. The class average improved from 6.8 to 9.8 out of a total of 12 points."

Nguyen, S. (2009). *Graphic organizer and checklist: Strategies to improve summarization skills*. (Master's thesis). Retrieved from ProQuest. (1471124)

"All students showed significant growth in expository reading comprehension and writing, which was of comparable magnitude for both native English speakers and English language learners."

Smith, K. A. (2008). *Reading writers and writing readers: The impact of the Step Up to Writing literacy program on diverse 6th grade students*. University of California, Irvine, and University of California, Los Angeles. (3334588)

SIGNIFICANT GROWTH in Expository Reading Comprehension and Writing

Improvements in QUALITY OF STRUCTURE and CONTENT OF WRITING

"Improvement in organization was demonstrated through increase in use of transition words and appropriate order of sentence structures; improvement in content quality was demonstrated through increase in details and explanation/example sentences, as well as the strength of support."

Velasco, R. (2009). *Step Up to Writing, step into summaries: Improving the organization of student summary writing with the use of outlines*. (Master's thesis). (1471136)



Do you have six minutes to get inspired?

Watch our video about the widespread success Corona-Norco Unified School District (Riverside County, CA) has experienced in the last 10 years since implementing *Step Up to Writing*® district-wide. Students have consistently made impressive gains on the California State Test, with writing being one of CNUSD students' strongest areas.

Visit www.voyagersopris.com/success-stories/corona-norco-usd to hear the whole story.

Step Up to Writing Fourth Edition

Try a sample of *Step Up to Writing* today!

Visit go.voyagersopris.com/step-up-to-writing-samples for a free download that includes teacher and student sample materials from each grade band: K-2, 3-5, 6-8, and 9-12.

Check pricing online or call 800.547.6747 with questions.



Step Up
to *Writing*

Step Up to Writing
Research Base

Research Basis for *Step Up to Writing*

While writing is perceived to be an essential ingredient to academic success and effective participation in a literate society, national testing confirms that young writers are failing in alarming numbers to master this important life skill. On average, American students are not writing at proficient levels, based on the National Assessment of Educational Progress (NAEP) for the year 2002 (NCES, 2003). Instead, more than two-thirds of America's students show only partial mastery of skills and knowledge needed for solid academic performance in writing. At the same time, a growing number of studies point to young children's ability to write in a clear and organized manner; produce multiple drafts; revise and share their work; and integrate reading with writing skills. In addition, intervention research confirms that poor writers with and without learning disabilities respond to intensive instruction in writing. Such evidence points to young children's potential to be effective writers.

Processes Involved in Learning How to Write

Writing depends on several processes that operate recursively with one another— generating and organizing ideas initially, then translating ideas into words, and finally revising (Hayes and Flower, 1980; Berninger, 1994; Berninger and Swanson, 1994; Berninger, Abbott, Whitaker, Sylvester, and Nolen, 1995). Each of the critical steps in the writing process must be taught directly (Gersten and Baker, 2001) and practiced repeatedly (Swanson, Hoskyn, and Lee, 1999) if students are to write coherently and fluently. A brief overview of current knowledge of each process from a developmental perspective is presented below along with the instructional practices from *Step Up to Writing*[®] that address each process.

Planning. Planning is the generation and structuring of ideas, and identifying goals for writing. Older more skilled writers preplan what they want to write, using heuristic strategies in searching memory for content, identifying goals to direct the planning process (MacArthur, Harris, and Graham, 1994), and filtering content that is relevant to the goals and topic (Scardamalia and Bereiter, 1987). Young writers with and without learning disabilities spend little time planning before they write; they plan as they write without thinking ahead of time about content or organization schemes (Burtis, Bereiter, Scardamalia, and Tetroe, 1983; Graham, Harris, MacArthur, and Schwartz, 1991). Young writers search memory for content relevant to the topic and whatever is activated is written down.

Step Up to Writing Instruction: Through explicit instruction in organizational schemes, students are taught in small groups to organize their ideas before they write. Drawing on multisensory techniques, students are taught to use colorcoding to visualize writing organization by equating the colors of a traffic signal with different parts of a written piece. Using colors and folding paper, students structure and place main ideas and supporting information to achieve cohesive, organized paragraphs. After students are taught several informal outlining methods, they participate in guided exercises to practice their new organizational skills collaboratively in small groups and share their work for feedback.

Translating. Translating involves putting ideas into language (text generation) and then into written words (transcription) to build cohesive and coherent text (Berninger et al., 1992). Developing writers often have difficulty generating language to express their ideas, including selecting words that convey their intended message in a precise, interesting, and natural way. Other inexperienced writers can express themselves orally, but lack knowledge of how to represent language in writing (Berninger et al., 1992). Experienced writers bridge adjacent sentences to establish psychologically coherent and linguistically cohesive text, whereas younger and inexperienced writers fail to establish local links between sentences and instead focus on more remote connections (McCutchen, 1986, 1987; McCutchen and Perfetti, 1982). Teaching sentence-level skills to young writers does not lead to quality discourse structures (Hillocks, 1984), therefore students need to be taught skills to create organized discourse structures as well as grammatical skills to produce well-crafted sentences.

Step Up to Writing Instruction: To assist students in translating their ideas into language and then written sentences, students listen as the teacher explains and models the composition of topic sentences, paragraphs, and transitions. Students then practice collaboratively with classmates, and use practice guides to compose their own works. Discourse structures are taught in repeated practice identifying discourse parts using color-coding and oral exercises. *Step Up* explicitly teaches the conventions and elements of various writing genres, and how to use text structures to direct student writing. In addition to discourse skills, students are taught sentence structures, and how to vary them, and strategies that clarify and enrich language expression, including the use of examples and word lists of lively verbs and adjectives and precise nouns. Students are taught several methods for composing topic and concluding sentences.