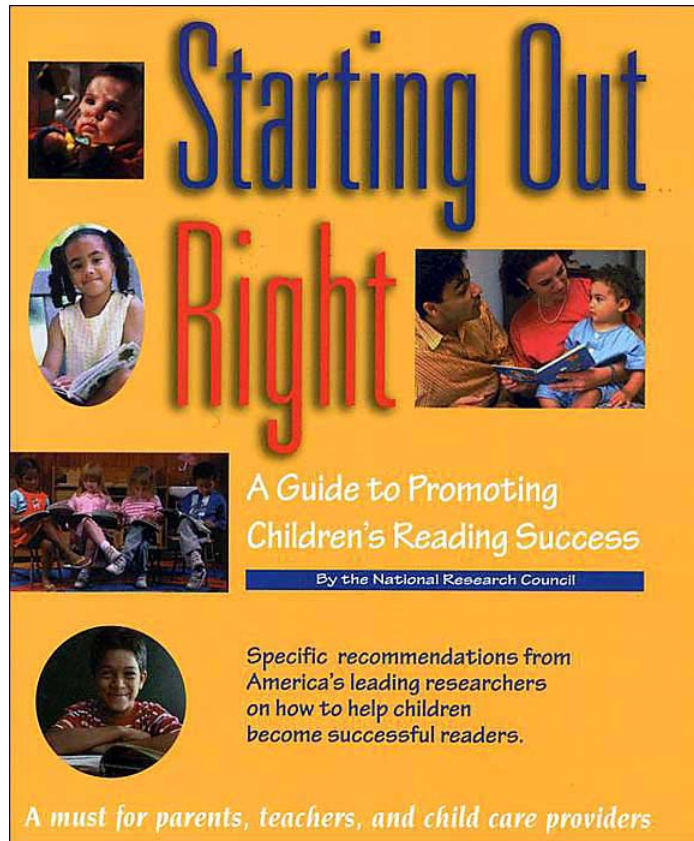


CORRELATION

Step Up to Writing Correlation to The National Research Council's *Starting Out Right: A Guide to Promoting Children's Reading Success (K-3)*



A Note from the Author of Step Up to Writing

I have used and recommended *Starting Out Right* in my workshops and college courses since it was first published.

Many educators may not be familiar with this book because the banner at the bottom of the cover reads: *A must for parents, teachers, and child care providers.*

Parents, families, and child care providers are the main and intended audience for *Starting Out Right*. Teachers at all grade levels, however, will find the text interesting and informative. The text includes numerous activities “to help young children become successful readers” and writers. It also contains checklists of accomplishments we might all expect from students – preschool through third grade.

The following correlation of *Step Up* strategies to the lists of recommendations for academic success in the early grades

- Demonstrates the powerful relationship between writing and strong reading skills.
- Provides specific ideas for using *Step Up* materials and methods at all grade and ability levels.
- Shows the high standards/expectations set by the National Reading Council and supported by *Step Up to Writing*.

Maureen Auman

Starting Out Right: A Guide to Promoting Children's Reading Success by the National Research Council is available for purchase from its publisher, the National Academies Press, at: <http://www.nap.edu/>

CORRELATION

Step Up to Writing Correlation to The National Research Council's *Starting Out Right: A Guide to Promoting Children's Reading Success (K-3)*

Using *Step Up to Writing* Strategies to Meet the Grade-Level Accomplishments Established in *Starting Out Right: A Guide to Promoting Children's Reading Success (K-3)*

The extensive research conducted and analyzed by the National Research Council on the most successful literacy program methodologies and teaching strategies for improving young children's language and literacy development is summarized in the text, *Starting Out Right*. In this book, the researchers and authors put forth guidelines for successful reading instruction and literacy and language experiences, hoping to inform and influence key education decision-makers including policy makers, caregivers and parents, and educators.

Starting Out Right includes a variety of literacy concepts, activities, teaching methods, and strategies necessary to create a successful literacy program in Kindergarten through Grade Three. Each language and reading activity included in their recommendations is supported by scientific research and is based on a comprehensive curriculum of teaching literacy.

To achieve the high level of reading success that the researchers and authors promote, it is necessary for K-3 teachers to provide a literacy- and language-rich environment, and it also requires well-integrated instruction that explicitly teaches students the strategies for reading and comprehending a variety of types of texts.

Don't Let the Title Mislead You: *Step Up to Writing* Provides Teachers and Students with Strategies for Improving Reading Success

The flexible, multisensory, strategy-based *Step Up to Writing* program connects reading, writing, vocabulary, sentence mastery, and more, to build a common language of literacy and increase reading proficiency across grade levels, content areas, and student abilities. It is a wholly integrated approach to improving reading by also promoting writing and oral language development and success.

Extensive teacher modeling, guided lessons, and independent practice improve students' reading comprehension, note-taking, vocabulary, writing, and critical-thinking skills. Diverse learners, including English language learners and other special populations, learn to read, write, listen, speak, and view with skill and confidence.

Step Up to Writing...

- explicitly teaches students how and when to use literacy strategies
- teaches students to consciously use strategies
- uses strategies for language development, reading comprehension, and response to text
- understands the process of reading comprehension and its dependence on other aspects of literacy and language development
- integrates reading skills with spelling, vocabulary, and writing
- helps increase students' confidence
- relies on teacher modeling of strategies and independent practice
- encourages ongoing, in-class assessments (formal and informal) to understand progress
- works with diverse learners and student populations

Step Up to Writing (3rd edition) Section Titles

Section 1: Writing to Improve Reading and Listening Comprehension

Section 2: Vocabulary

Section 3: Sentence Mastery

Section 4: Information/Expository Paragraphs

Section 5: Accordion Essays and Reports

Section 6: Story and Narrative Writing

Section 7: Personal Narratives

Section 8: Speeches

Section 9: Specific Writing Assignments

Section 10: Assessment and High Standards

Connections

Pre-Kindergarten: Pages 4 - 6

Kindergarten: Pages 7 - 9

First Grade: Pages 10 - 12

Second Grade: Pages 13 - 17

Third Grade: Pages 18 - 21

| <p>Starting Out Right Sample Pre-Kindergarten Accomplishments (Ages 3-4)</p> | <p>Step Up to Writing, 3rd Edition Pre-Kindergarten Connections Practical Tools, Strategies, and Lessons</p> |
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| <p>Extending vocabulary and language development through exposure to high-quality literacy/language environments</p> | <ul style="list-style-type: none"> ▪ Word recognition and word study (Section 2) <ul style="list-style-type: none"> ○ Developing vocabulary ○ Teaching tips for reading dictionary definitions ○ Breaking down definitions ○ Using correct pronunciation ○ Developing concept maps ○ Categorizing vocabulary words and content-specific terminology ○ Understanding homonyms/homophones/homographs ○ Spelling ○ Marking the text with highlighters, etc. – specific words (Section 1) ○ Quick sketches strategy ▪ Phonological awareness and development <ul style="list-style-type: none"> ○ Reading and writing poems, rhymes, and more ○ Alphabet soup activity (Section 6) ○ Oral sentences / summaries with teacher ▪ Developing grammatical constructions (Section 3) ▪ Oral language development <ul style="list-style-type: none"> ○ Asking and answering questions (Section 1) ○ Responding to the text (Section 1) ○ Giving a presentation, e.g. “Show and Tell” or retelling a story ○ Oral storytelling, pretend storytelling ○ Labeling objects, people, places ○ Following oral directions (e.g. Repeat the Teacher’s Directions activity) (Section 8) ○ Developing good listening skills (Sections 1 and 8) ○ Participating in a conversation or discussion (Sections 1 and 8) ○ Read aloud activities (Section 8) |
| <p>Teaching book and print awareness</p> | <ul style="list-style-type: none"> ▪ Reading print in the environment (books, signs, symbols, menus, etc.) <ul style="list-style-type: none"> ○ Letter recognition and letter writing ○ Labeling objects, people, and places ○ Using and developing vocabulary (Section 2) ○ Quick sketch strategy ○ Improving grammatical construction (Section 3) |

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| | <ul style="list-style-type: none"> ▪ Use diverse texts (fiction and nonfiction) on a wide range of topics, with a variety of characters <ul style="list-style-type: none"> ○ Book-sharing and pretending to read books ○ Asking and answering questions (Section 1) ○ Making connections between the text and self (Section 1) ○ Retelling the story (Section 1) ○ Developing and using a strong vocabulary (Section 2) ○ Working with two kinds of writing: expository/informational and narrative (Sections 4, 5, 6, and 7) ○ Composing story and narrative structures (Section 6) ○ Learning story elements and story terms (Section 6) ▪ Learning about print from a variety of formats and genres (Section 9) <ul style="list-style-type: none"> ○ Writing letters (to grandma, thank you notes, etc.) ○ Writing a story (quick sketches, with assistance, etc.) ○ Writing a skit (movement, play, and creative representation) ○ Writing a poem (phonological awareness) |
| <p>Developing reading and listening comprehension</p> | <ul style="list-style-type: none"> ▪ Explicit strategies for developing students' reading and listening comprehension ▪ Responding to the text to encourage discussion, questions, etc. (Section 1) <ul style="list-style-type: none"> ○ Free response (written and/or drawn) ○ Response starters ○ Sticky note responses ○ One-word responses ○ Agree-disagree responses ○ Quick sketch responses ○ Mark the Face strategy ▪ Making personal connections (Section 1) <ul style="list-style-type: none"> ○ Relate information and events to real life experiences ○ What Were You Thinking? strategy ○ Text to Self, Text to Text, and Text to World strategies ▪ Marking the text for a variety of purposes (Section 1) <ul style="list-style-type: none"> ○ Highlighting and underlining ○ Mark Once strategy ○ Circle Once, Underline Twice strategy ○ Pick a Number strategy ▪ Collecting and organizing facts (Section 1) <ul style="list-style-type: none"> ○ Finger Facts Tool ○ Graphic organizers ○ Mapping and webbing ▪ Recognizing text structures (Sections 1, 4, 5, 6, 7, and 9) ▪ Retelling and summarizing (Section 1) <ul style="list-style-type: none"> ○ Retelling stories and narratives |

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| | <ul style="list-style-type: none"> ○ Plot line summaries ○ Oral summaries (such as after read-alouds) ○ Summaries without words (picture summaries) ○ Money Summaries strategy ○ The 12-word trick ▪ Asking and answering questions (Section 1) <ul style="list-style-type: none"> ○ Great short answers ○ Smiley Face Answers strategy ○ Levels of questioning (QAR questions; CROWD questions; etc.) ○ <i>Who, What, Where, When, Why, and How</i> questions ▪ Using and creating bookmarks (Section 1) <ul style="list-style-type: none"> ○ Three-column bookmarks ○ Sticky note bookmarks ○ Two-column fold bookmarks ○ Cut-apart bookmarks ▪ Asking questions to help think about or reflect on vocabulary words (Section 1 and 2) ▪ Developing good listening skills (Sections 1 and 8) ▪ Participating in a discussion (Sections 1 and 8) |
| <p>Encouraging and practicing printing and writing</p> | <ul style="list-style-type: none"> ▪ Variety of paper, writing utensils and materials for bookmaking ▪ Encourage letter writing and spelling ▪ Using quick sketches and pictures to communicate a story or idea (Sections 4, 5, 6, 7, 8, and 9) ▪ Planning and writing a story or narrative (Sections 6 and 7) <ul style="list-style-type: none"> ○ Learning story elements and story terms ○ Story maps ○ Quick sketches ○ Thumbprint stories ○ Squiggle characters ○ Alphabet soup activity ○ And more! ▪ Writing in specific genres and formats (Section 9) <ul style="list-style-type: none"> ○ Writing descriptions ○ Writing from a different point of view ○ Writing letters (to a friend, email, request, message to a friend, etc.) ○ Poetry writing ○ Writing a skit ○ Personal writing |

| <p>Starting Out Right Sample Kindergarten Accomplishments</p> | <p>Step Up to Writing, 3rd Edition Kindergarten Connections Practical Tools, Strategies, and Lessons</p> |
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| <p>Notices when simple sentences fail to make sense</p> | <ul style="list-style-type: none"> ▪ Learning, practicing, and mastering the basics of sentence writing (Section 3) <ul style="list-style-type: none"> ○ Identifying parts of a sentence and recognizing parts of speech ○ Differentiating between a sentence and a fragment ○ Visualizing sentences in parts: Three- and Four-Part Sentences; Using Sentence Strips ○ Writing rebus sentences ○ Improving sentences with action verbs, better description, etc. ○ Recognizing and using three sentence structures: simple, compound, complex ○ Recognizing and using four kinds of sentences: declarative, imperative, exclamatory, interrogative ○ Creating My One Perfect Sentence ○ Writing a variety of sentences ▪ Editing with CUPS (capitalization, usage, punctuation, spelling) (Section 10) ▪ Quick Checks for Sentences, Topic Sentences (Section 10) ▪ Checklist for revision (Section 10) |
| <p>Uses new vocabulary and grammatical construction</p> | <ul style="list-style-type: none"> ▪ Developing and mastering vocabulary (Section 2) <ul style="list-style-type: none"> ○ Reading and understanding dictionary definitions ○ Breaking Down Definitions strategy ○ Pronouncing words correctly ○ Using vocabulary in a meaningful sentence (written and oral) ○ Using graphic organizers and other strategies to learn and remember new vocabulary: Vocabulary Maps, Concept Maps, Vocabulary Study Guides, Vocabulary Note Cards ○ Using strong vocabulary words from a text to create sentences ○ Using content-area vocabulary lists to improve writing and speaking ▪ Learning, practicing and mastering the basics of sentences (Section 3) <ul style="list-style-type: none"> ○ Identifying parts of a sentence and recognizing parts of speech ○ Differentiating between a sentence and a fragment ○ Recognizing and using three sentence structures: simple, compound, complex ○ Recognizing and using four kinds of sentences: declarative, imperative, exclamatory, interrogative ○ Creating My One Perfect Sentence ○ Writing a variety of sentences |
| <p>Connects information and events in texts to life</p> | <ul style="list-style-type: none"> ▪ Writing to improve reading and listening comprehension (Section 1) <ul style="list-style-type: none"> ○ Responding to the text (written and oral) ○ Making connections <ul style="list-style-type: none"> ▪ What I'm Thinking strategy |

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| | <ul style="list-style-type: none"> ▪ Text to Me, Text to Text, and Text to World strategy <ul style="list-style-type: none"> ○ Making inferences and analyzing the text ○ Retelling and summarizing strategies |
| Retells, reenacts, or dramatizes stories | <ul style="list-style-type: none"> ▪ Retelling and summarizing (Section 1) <ul style="list-style-type: none"> ○ Identifying and summarizing main ideas or key events from what has been read, listened to, or viewed ○ Developing comprehension abilities ○ Remembering details for assessment and writing assignments ○ Retelling stories and narratives (oral) ○ Four-Step Summary Paragraph strategy ○ Plot line summaries of story's plot ○ Summaries without words, using illustrations ▪ Writing a skit and writing in other formats/genres (Section 9) |
| Knows the parts of a book and their functions | <ul style="list-style-type: none"> ▪ Recognizing text structures (Section 1) <ul style="list-style-type: none"> ○ Identifying and working with organizational patterns of fiction and nonfiction texts including textbooks, chapter books ○ Working with six basic organizational patterns found in information text: sequencing, enumerating, describing, comparing/contrasting, cause and effect, problem and solution ○ Using graphic organizers to take notes based on text structure ○ Recognizing various text structures and how they change depending upon the writing task ▪ Introducing two kinds of writing: information and story writing (Section 4) ▪ Organizational patterns and common traits of information and story writing (Section 4) ▪ Comparing the differences between information and story writing (Section 4) ▪ Defining <i>fiction</i>, <i>nonfiction</i>, <i>prose</i>, <i>poetry</i>, <i>explain</i>, and <i>entertain</i> (Section 4) ▪ Elements of essays and reports (Section 5) ▪ Understanding story structure (Section 6) ▪ Learning story elements (Section 6) ▪ Recognizing the similarities/differences among reports, stories, and personal narratives (Section 7) ▪ Recognizing the pattern for personal narratives (Section 7) |
| Demonstrates familiarity with a number of types of genres of text | <ul style="list-style-type: none"> ▪ Recognizing, comprehending, and writing a variety of genres of text (Sections 1, 4, 5, 6, 7, and 9) <ul style="list-style-type: none"> ○ Information/expository paragraphs ○ Information/expository reports and essays ○ Stories and narratives ○ Personal narratives ▪ Concepts and strategies for writing in specific formats and genres (Sections 1, 4, 5, 6, 7, and 9) ▪ Creating specific writing assignments: formats and genres (Section 9) <ul style="list-style-type: none"> ○ Persuasive writing ○ Supporting an opinion with facts ○ Writing to compare or contrast ○ Autobiographical/biographical sketches |

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| | <ul style="list-style-type: none"> ○ Responding to literature ○ Writing to show cause/effect or problem/solution ○ Descriptive writing ○ Writing letters and/or other business forms ○ Writing in math and science ○ Poetry ○ Writing a skit ○ Personal writing ○ Writing across content areas |
| <p>Makes predictions based on illustrations or portions of stories</p> | <ul style="list-style-type: none"> ▪ Writing to improve reading and listening comprehension (Section 1) <ul style="list-style-type: none"> ○ Various strategies for responding to the text ○ Marking the text to improve comprehension ○ Noting main ideas, details, facts, supporting details ○ Strategies for taking notes on texts, lectures, speeches, and videos ○ Collecting and organizing facts ○ Making inferences and analyzing the text ○ Strategies for organizing thoughts ○ Clarifying opinions ○ Developing critical-thinking skills |
| <p>Writes to express own meaning</p> | <ul style="list-style-type: none"> ▪ Responding to a text (Section 1) <ul style="list-style-type: none"> ○ Free response strategy ○ Agree/Disagree response strategy ○ Quick Sketch response strategy ○ Additional response strategies ▪ Planning, organizing, and writing information paragraph, reports, and essays (Sections 4, 5, and 9) ▪ Planning, organizing, and writing stories and narratives (Section 6) ▪ Planning, organizing, and writing personal narratives (Section 7) ▪ Sharing personal narratives (Section 7) ▪ Personal writing (Section 9) <ul style="list-style-type: none"> ○ Journal entries ○ Learning logs ○ Freewriting ▪ Strategies for revising and editing (Section 10) |

| <p>Starting Out Right Sample First Grade Accomplishments</p> | <p>Step Up to Writing, 3rd Edition Grade 1 Connections Practical Tools, Strategies, and Lessons</p> |
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| <p>Reads and comprehends both fiction and nonfiction</p> | <ul style="list-style-type: none"> ▪ Writing to improve reading and listening comprehension: various strategies (Section 1) <ul style="list-style-type: none"> ○ Responding to the text ○ Making connections ○ Marking, highlighting the text ○ Taking notes to improve comprehension ○ Making inferences and analyzing the text ○ Retelling and summarizing ○ Asking and answering questions about a text ▪ Recognizing text structures (Section 1) <ul style="list-style-type: none"> ○ Identifying and working with organizational patterns of fiction and nonfiction texts including textbooks, chapter books ○ Working with six basic organizational patterns found in information text: sequencing, enumerating, describing, comparing/contrasting, cause and effect, problem and solution ○ Using graphic organizers to take notes based on text structure ○ Recognizing various text structures and how they change depending upon the writing task ▪ Introducing two kinds of writing: information and story writing (Section 4) ▪ Organizational patterns and common traits of information and story writing (Section 4) ▪ Comparing the differences between information and story writing (Section 4) ▪ Defining <i>fiction, nonfiction, prose, poetry, explain, and entertain</i> (Section 4) ▪ Elements of essays and reports (Section 5) ▪ Understanding story structure (Section 6) ▪ Learning story elements (Section 6) ▪ Recognizing the similarities/differences among reports, stories, and personal narratives (Section 7) ▪ Recognizing the pattern for personal narratives (Section 7) |
| <p>Creates own written texts for other to read</p> | <ul style="list-style-type: none"> ▪ Planning, organizing, and writing a variety of texts: fiction and nonfiction (Sections 4, 5, 6, 7, and 9) <ul style="list-style-type: none"> ○ Uses the writing process for composing texts ○ Topic sentences and leads ○ Transitions among key ideas ○ Story transitions ○ Elaborating on key ideas ○ Writing conclusions ○ Sequencing events and creating a plot line |

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| | <ul style="list-style-type: none"> ○ Developing characters ○ Writing dialogue ○ Showing – not telling ○ Story beginnings and endings ▪ Sharing and publishing final product (Sections 5, 6, 7, 9, and 10) ▪ Planning, organizing, and delivering speeches and presentations (Section 8) ▪ Four-step summary paragraph strategy (Section 1) ▪ Writing great short answers (Section 1) |
| <p>Reads and understands simple written instructions</p> | <ul style="list-style-type: none"> ▪ Marking or highlighting the text to show comprehension (Section 1) <ul style="list-style-type: none"> ○ Selecting important information or details ○ Focusing and remembering more of what they read, reading carefully ○ Increasing attention to directions and details |
| <p>Describes new information gained from texts in own words</p> | <ul style="list-style-type: none"> ▪ Writing for specific purposes and tasks (Section 9) <ul style="list-style-type: none"> ○ Supporting an opinion with facts ○ Writing to explain or describe ○ Personal writing ○ Writing across content areas including math, science, social studies, and more ▪ Planning, organizing, and writing information paragraphs (Section 4) ▪ Answers questions (oral and written) (Section 1) ▪ Improving listening and discussion skills (Section 8) |
| <p>Answers simple written comprehension questions</p> | <ul style="list-style-type: none"> ▪ Asking and answering questions (Section 1) <ul style="list-style-type: none"> ○ Great Short Answers strategy ○ Writing answers for class, district, state assessments ○ Using the Two-Column Study Guide ○ Working with different levels of questioning ▪ Responding to a text, prompt, question, etc. (Section 1) ▪ Writing accurate summaries (Section 1) ▪ Turning a prompt into a topic sentence (Section 4) ▪ Learning and mastering sentence writing (Section 3) ▪ Developing and using content-area or subject-specific vocabulary (Section 2) ▪ Planning, organizing, and writing information paragraphs (Section 4) <ul style="list-style-type: none"> ○ Topic sentences ○ Key/main ideas ○ Transitions ○ Elaboration and supporting details/facts/reasons ○ Conclusions |

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| | <ul style="list-style-type: none"> ▪ Writing for assessments (formal and informal) (Sections 2 thru 5, and 9 to 10) ▪ Writing for specific purposes and tasks (Section 9) |
| Composes first drafts using parts of the writing process | <ul style="list-style-type: none"> ▪ Planning, organizing, and writing first drafts (fiction and/or nonfiction writing) (Sections 4, 5, 6, and 7) <ul style="list-style-type: none"> ○ Strategies for organizing thoughts: informal outlines, planning guides, quick sketches, and more ○ Topic sentences and leads ○ Transitions among key ideas ○ Story transitions ○ Elaborating on key ideas ○ Writing conclusions ○ Sequencing events and creating a plot line ○ Developing characters ○ Writing dialogue ○ Showing – not telling ○ Story beginnings and endings ▪ Introduction to the writing process (Section 4) ▪ Learning and mastering sentence writing (Section 3) ▪ Developing and using vocabulary (Section 2) ▪ Information/expository paragraphs, essays, and reports (Sections 4 and 5) ▪ Stories and narratives (Section 6) ▪ Personal narrative writing (Section 7) ▪ Speeches and presentations (Section 8) ▪ Specific types of writing tasks, formats, and genres (Section 9) ▪ Quick Checks for self-evaluation: sentences, topic sentences, short answers (Section 10) |
| Produces a variety of types of compositions | <ul style="list-style-type: none"> ▪ Writing or speaking for a specific purpose or audience (Sections 4 through 9) ▪ Writing in specific formats or genres, or for specific assignments (Sections 4 through 9) <ul style="list-style-type: none"> ○ Persuasive writing ○ Supporting an opinion with facts ○ Writing to compare or contrast ○ Autobiographical/biographical sketches ○ Responding to literature ○ Writing to show cause/effect or problem/solution ○ Descriptive writing ○ Writing letters and/or other business forms ○ Writing across content areas including math, science, social studies, and more ○ Poetry ○ Writing a skit ○ Personal writing |

| <p>Starting Out Right Sample Second Grade Accomplishments</p> | <p>Step Up to Writing, 3rd Edition Grade 2 Connections Practical Tools, Strategies, and Lessons</p> |
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| <p>Reads and comprehends both fiction and nonfiction</p> | <ul style="list-style-type: none"> ▪ Writing to improve reading and listening comprehension: various strategies (Section 1) <ul style="list-style-type: none"> ○ Responding to the text ○ Making connections ○ Marking, highlighting the text ○ Taking notes to improve comprehension ○ Making inferences and analyzing the text ○ Retelling and summarizing ○ Asking and answering questions about a text ▪ Recognizing text structures (Section 1) <ul style="list-style-type: none"> ○ Identifying and working with organizational patterns of fiction and nonfiction texts including textbooks, chapter books ○ Working with six basic organizational patterns found in information text: sequencing, enumerating, describing, comparing/contrasting, cause and effect, problem and solution ○ Using graphic organizers to take notes based on text structure ○ Recognizing various text structures and how they change depending upon the writing task ▪ Introducing two kinds of writing: information and story writing (Section 4) ▪ Organizational patterns and common traits of information and story writing (Section 4) ▪ Comparing the differences between information and story writing (Section 4) ▪ Defining <i>fiction</i>, <i>nonfiction</i>, <i>prose</i>, <i>poetry</i>, <i>explain</i>, and <i>entertain</i> (Section 4) ▪ Elements of essays and reports (Section 5) ▪ Understanding story structure (Section 6) ▪ Learning story elements (Section 6) ▪ Recognizing the similarities/differences among reports, stories, and personal narratives (Section 7) ▪ Recognizing the pattern for personal narratives (Section 7) |
| <p>Interprets information from diagrams, charts, and graphs</p> | <ul style="list-style-type: none"> ▪ Writing for specific purposes and tasks (Section 9) <ul style="list-style-type: none"> ○ Supporting an opinion with facts ○ Writing to explain or describe ○ Personal writing ○ Science lab reports, experiments, and more ○ Math vocabulary, explanations, descriptions of process, and more ▪ Planning, organizing, and writing information paragraphs (Section 4) ▪ Answers questions (oral and written) (Section 1) |

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| <p>Recalls facts and details of texts</p> | <ul style="list-style-type: none"> ▪ Writing to improve reading and listening comprehension: various strategies (Section 1) <ul style="list-style-type: none"> ○ Responding to the text ○ Making connections ○ Marking, highlighting the text to improve comprehension ○ Making inferences and analyzing the text ○ Asking and answering questions about a text ○ Noting main ideas, details, facts, supporting details ○ Strategies for taking notes on texts, lectures, speeches, and videos ○ Collecting and organizing facts ▪ Retelling and summarizing strategies (Section 1) <ul style="list-style-type: none"> ○ Identifying and summarizing main ideas or key events from what has been read, listened to, or viewed ○ Developing comprehension abilities ○ Remembering details for assessment and writing assignments ○ Retelling stories and narratives (oral) ○ Four-Step Summary Paragraph strategy ○ Plot line summaries of story's plot ○ Summaries without words, using illustrations |
| <p>Discusses similarities in characters and events across stories</p> | <ul style="list-style-type: none"> ▪ Writing strategies to improve reading and listening comprehension (Section 1) <ul style="list-style-type: none"> ○ Responding to the text ○ Making connections (especially, text to text) ○ Marking, highlighting the text ○ Taking notes ○ Analyzing the text with three-column notes and/or informal outlines ▪ Understanding story structure and terms (Section 6) <ul style="list-style-type: none"> ○ Introducing story terms and story elements ○ Plot line summaries (Section 1) ○ Characters, setting, plot sequence, dialogue, and more! ▪ Writing to compare and/or contrast (Section 9) ▪ Responding to literature (Section 9) |
| <p>Makes reasonable judgments about what to include in written products</p> | <ul style="list-style-type: none"> ▪ Planning, organizing, and writing fiction and nonfiction texts (Sections 4 through 10) <ul style="list-style-type: none"> ○ Strategies for organizing thoughts: informal outlines, planning guides, quick sketches, and more ○ Topic sentences and leads ○ Transitions among key ideas ○ Story transitions ○ Elaborating on key ideas ○ Writing conclusions ○ Sequencing events and creating a plot line |

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| | <ul style="list-style-type: none"> ○ Developing characters ○ Writing dialogue ○ Showing – not telling ○ Story beginnings and endings ▪ Using the writing process (Sections 4 through 10) ▪ Writing or speaking for a specific purpose or audience (Sections 4 through 9) ▪ Writing in specific formats or genres, or for specific assignments (Sections 4 through 9) <ul style="list-style-type: none"> ○ Persuasive writing ○ Supporting an opinion with facts ○ Writing to compare or contrast ○ Autobiographical/biographical sketches ○ Responding to literature ○ Writing to show cause/effect or problem/solution ○ Descriptive writing ○ Writing letters and/or other business forms ○ Writing in math and science ○ Poetry ○ Writing a skit ○ Personal writing ○ Writing across content areas ▪ Setting high standards and clear expectations for drafting, revising, editing, and publishing (Section 10) <ul style="list-style-type: none"> ○ Checklist for revision ○ Revising “To Be” verbs ○ Improving word choice ○ Peer review/editing ○ Editing with CUPS (capitalization, usage, punctuation, spelling) ○ Analyzing a paragraph ○ Quick Checks for self-evaluation: sentences, topic sentence, short answers |
| <p>Productively discusses ways to clarify and refine own writing and that of others</p> | <ul style="list-style-type: none"> ▪ Planning, organizing, and writing fiction and nonfiction texts (Sections 4 through 10) ▪ Using the writing process (Sections 4 through 10) ▪ Writing a variety of kinds and types of sentences (Section 3) ▪ Setting high standards and clear expectations for drafting, revising, editing, and publishing (Section 10) <ul style="list-style-type: none"> ○ Checklist for revision ○ Revising “To Be” verbs ○ Improving word choice ○ Peer review/editing ○ Editing with CUPS (capitalization, usage, punctuation, spelling) ○ Analyzing a paragraph ○ Quick Checks for self-evaluation: sentences, topic sentence, short answers |

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| | <ul style="list-style-type: none"> ▪ Understanding and using scoring guides to improve writing (Section 10) <ul style="list-style-type: none"> ○ Scoring guides for definitions and descriptions ○ Scoring guides for information paragraphs and reports ○ Scoring guide for persuasive writing ○ Scoring guide for story writing ○ Scoring guide for personal narratives ○ Scoring guide for summary writing |
| <p>Adds use of conferencing, revision, and editing process to the writing process</p> | <ul style="list-style-type: none"> ▪ Setting high standards and clear expectations for drafting, revising, editing, and publishing (Section 10) <ul style="list-style-type: none"> ○ Checklist for revision ○ Revising “To Be” verbs ○ Improving word choice ○ Peer review/editing ○ Editing with CUPS (capitalization, usage, punctuation, spelling) ○ Analyzing a paragraph ○ Quick Checks for self-evaluation: sentences, topic sentence, short answers ▪ Understanding and using scoring guides to improve writing (Section 10) <ul style="list-style-type: none"> ○ Scoring guides for definitions and descriptions ○ Scoring guides for information paragraphs and reports ○ Scoring guide for persuasive writing ○ Scoring guide for story writing ○ Scoring guide for personal narratives ○ Scoring guide for summary writing |
| <p>Writes informative, well-structured reports</p> | <ul style="list-style-type: none"> ▪ Writing “Accordion” essays and reports (Section 5) <ul style="list-style-type: none"> ○ Elements of essays and reports ○ Step-by-step strategy for writing an essay or report ○ Organizing and writing, “one step at a time” ▪ Planning essays and reports (Section 5) <ul style="list-style-type: none"> ○ Two-Sentence Introduction strategy ○ Blocking Out strategy ○ Informal outlines ▪ Using transitions in essays and reports (Section 5) <ul style="list-style-type: none"> ○ Transition topic sentences ○ Using obvious and not-so-obvious transitions ○ Burying transitions ▪ Using elaboration in essays and reports (Section 5) <ul style="list-style-type: none"> ○ Increasing elaboration, explanation in essays and reports ○ Using informal outlines to improve elaboration ▪ Writing conclusions for essays and reports (Section 5) <ul style="list-style-type: none"> ○ Crafting conclusions with a purpose and writing successful conclusions |

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| <p>Attends to spelling, mechanics, and presentation for final product</p> | <ul style="list-style-type: none"> ▪ Setting high standards and clear expectations for drafting, revising, editing, and publishing (Section 10) <ul style="list-style-type: none"> ○ “Neat Paper” rules ○ Printing and cursive writing ○ Checklist for revision ○ Revising “To Be” verbs ○ Improving word choice ○ Peer review/editing ○ Editing with CUPS (capitalization, usage, punctuation, spelling) ○ Analyzing a paragraph ○ Quick Checks for self-evaluation: sentences, topic sentence, short answers ▪ Sharing and publishing a final written product (Sections 5 through 9) ▪ Strategies for planning, organizing, and delivering presentations and speeches (Section 8) |
| <p>Produces a variety of types of compositions</p> | <ul style="list-style-type: none"> ▪ Writing or speaking for a specific purpose or audience (Sections 4 through 9) ▪ Writing in specific formats or genres, or for specific assignments (Sections 4 through 9) <ul style="list-style-type: none"> ○ Persuasive writing ○ Supporting an opinion with facts ○ Writing to compare or contrast ○ Autobiographical/biographical sketches ○ Responding to literature ○ Writing to show cause/effect or problem/solution ○ Descriptive writing ○ Writing letters and/or other business forms ○ Writing in math and science ○ Poetry ○ Writing a skit ○ Personal writing ○ Writing across content areas |

| <p>Starting Out Right Sample Third Grade Accomplishments</p> | <p>Step Up to Writing, 3rd Edition Grade 3 Connections Practical Tools, Strategies, and Lessons</p> |
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| <p>Reads and comprehends both fiction and nonfiction</p> | <ul style="list-style-type: none"> ▪ Writing to improve reading and listening comprehension: various strategies (Section 1) <ul style="list-style-type: none"> ○ Responding to the text ○ Making connections ○ Marking, highlighting the text ○ Taking notes to improve comprehension ○ Making inferences and analyzing the text ○ Retelling and summarizing ○ Asking and answering questions about a text ▪ Recognizing text structures (Section 1) <ul style="list-style-type: none"> ○ Identifying and working with organizational patterns of fiction and nonfiction texts including textbooks, chapter books ○ Working with six basic organizational patterns found in information text: sequencing, enumerating, describing, comparing/contrasting, cause and effect, problem and solution ○ Using graphic organizers to take notes based on text structure ○ Recognizing various text structures and how they change depending upon the writing task ▪ Introducing two kinds of writing: information and story writing (Section 4) ▪ Organizational patterns and common traits of information and story writing (Section 4) ▪ Comparing the differences between information and story writing (Section 4) ▪ Defining <i>fiction</i>, <i>nonfiction</i>, <i>prose</i>, <i>poetry</i>, <i>explain</i>, and <i>entertain</i> (Section 4) ▪ Elements of essays and reports (Section 5) ▪ Understanding story structure (Section 6) ▪ Learning story elements (Section 6) ▪ Recognizing the similarities/differences among reports, stories, and personal narratives (Section 7) ▪ Recognizing the pattern for personal narratives (Section 7) |
| <p>Summarizes major points from fiction and nonfiction texts</p> | <ul style="list-style-type: none"> ▪ Writing to improve reading and listening comprehension: various strategies (Section 1) <ul style="list-style-type: none"> ○ Responding to the text ○ Making connections ○ Marking, highlighting the text ○ Taking notes to improve comprehension and identify main ideas, facts, details, supporting information, etc. ○ Making inferences and analyzing the text ○ Asking and answering questions about a text ▪ Retelling and summarizing strategies (Section 1) <ul style="list-style-type: none"> ○ The Four-Step Summary Paragraph strategy |

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| | <ul style="list-style-type: none"> ○ Plot line summaries ○ Summaries without words, using illustrations ○ Orally retelling events and/or facts |
| <p>Asks <i>how, why, and what-if</i> questions in interpreting nonfiction texts</p> | <ul style="list-style-type: none"> ▪ Writing to improve reading and listening comprehension (Section 1) ▪ Strategies for asking and answering questions (Section 1) <ul style="list-style-type: none"> ○ Demonstrate comprehension, explain any confusion, seek clarification, and share insights ○ Using the Two-Column Study Guide to organize and write questions about a text ○ Creating different types/levels of questions <ul style="list-style-type: none"> ▪ Direct-Thinking-Application questions strategy ▪ Question, Answer, Relationship (QAR) strategy ▪ CROWD Questions ○ Great Short Answers strategy for class, district, or state assessments |
| <p>Distinguishes cause and effect, fact and opinion, main idea and supporting detail</p> | <ul style="list-style-type: none"> ▪ Writing to improve reading and listening comprehension: various strategies (Section 1) <ul style="list-style-type: none"> ○ Marking, highlighting elements of a text ○ Taking notes to improve comprehension ○ Taking notes to identify main ideas, facts, details, supporting information, etc. ○ Making inferences and analyzing the text ○ Asking and answering questions about a text ▪ Recognizing and using text structures and organizational patterns for informational texts (Sections 4, 5, and 9) <ul style="list-style-type: none"> ○ Cause and effect ○ Problem and solution ○ Comparing and/or contrasting, etc. ▪ Using informal outlines for establishing main ideas, supporting ideas, elaboration (Sections 4, 5, and 9) ▪ Analyzing and/or writing for specific tasks (Section 9) <ul style="list-style-type: none"> ○ Supporting an opinion with facts ○ Writing to show cause and effect or problem and solution ○ Persuasive writing ○ Writing across content areas including math and science |
| <p>Uses all aspects of the writing process</p> | <ul style="list-style-type: none"> ▪ Using the entire writing process (Sections 4 through 10) <ul style="list-style-type: none"> ○ Planning strategies for fiction and nonfiction writing ○ Organizing strategies for fiction and nonfiction writing ○ Drafting/writing ○ Elements of an information paragraph ○ Revising writing and participating in peer review ○ Using check lists for revision ○ Editing using CUPS ○ Meeting high standards for a final product ○ Sharing or publishing |

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| <p>Combines information from multiple sources in writing reports</p> | <ul style="list-style-type: none"> ▪ Identifying and labeling the elements of an essay or report to improve writing, planning, and assessing (Section 5) ▪ Using a 12-step process for essay and report writing (Section 5) ▪ Informal outlines for organizing (Section 5) ▪ Using elaboration in essays and reports (Section 5) <ul style="list-style-type: none"> ○ Using the “E’s” to support key ideas: examples, evidence, explanation, events, expert opinion, effective illustration, experiences, exact information, etc. ○ Increasing the quality of elaboration in writing ○ Using informal outlines to improve elaboration ▪ Taking notes (Section 1) <ul style="list-style-type: none"> ○ Strategies for Two-, Three-, and Four-Column notes ○ Research note cards ○ Collecting an organizing facts from sources ○ Mapping and webbing techniques ▪ Writing for specific tasks, assignments, etc, (Section 9) <ul style="list-style-type: none"> ○ Supporting an opinion with facts ○ Writing to compare or contrast ○ Writing to show cause and effect or problem and solution ○ Writing in math and science ○ Writing about the news ○ Writing across content areas |
| <p>Suggests and implements editing and revision to clarify and refine own writing and others’ writing</p> | <ul style="list-style-type: none"> ▪ Setting high standards and clear expectations for drafting, revising, editing, and publishing (Section 10) <ul style="list-style-type: none"> ○ Checklist for revision ○ Revising “To Be” verbs ○ Improving word choice ○ Peer review/editing ○ Editing with CUPS (capitalization, usage, punctuation, spelling) ○ Analyzing a paragraph ○ Quick Checks for self-evaluation: sentences, topic sentence, short answers ▪ Understanding and using scoring guides to improve writing (Section 10) <ul style="list-style-type: none"> ○ Scoring guides for definitions and descriptions ○ Scoring guides for information paragraphs and reports ○ Scoring guide for persuasive writing ○ Scoring guide for story writing ○ Scoring guide for personal narratives ○ Scoring guide for summary writing |
| <p>Independently reviews work for spelling, mechanics, and presentation</p> | <ul style="list-style-type: none"> ▪ Setting high standards and clear expectations for drafting, revising, editing, and publishing (Section 10) <ul style="list-style-type: none"> ○ “Neat Paper” rules ○ Printing and cursive writing ○ Checklist for revision |

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| | <ul style="list-style-type: none"> ○ Revising “To Be” verbs ○ Improving word choice ○ Peer review/editing ○ Editing with CUPS (capitalization, usage, punctuation, spelling) ○ Analyzing a paragraph ○ Quick Checks for self-evaluation: sentences, topic sentence, short answers ▪ Sharing and publishing a final written product (Sections 5 through 9) ▪ Strategies for planning, organizing, and delivering presentations and speeches (Section 8) |
| <p>Produces a variety of written work in a variety of formats</p> | <ul style="list-style-type: none"> ▪ Writing or speaking for a specific purpose or audience (Sections 4 through 9) ▪ Writing in specific formats or genres, or for specific assignments (Sections 4 through 9) <ul style="list-style-type: none"> ○ Persuasive writing ○ Supporting an opinion with facts ○ Writing to compare or contrast ○ Autobiographical/biographical sketches ○ Responding to literature ○ Writing to show cause/effect or problem/solution ○ Descriptive writing ○ Writing letters and/or other business forms ○ Writing in math and science ○ Poetry ○ Writing a skit ○ Personal writing ○ Writing across content areas |

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