

CORRELATION

Step Up to Writing and the Alliance for Excellent Education's *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*

The *Step Up to Writing* program provides effective, multisensory writing strategies to improve *all* students' overall literacy skills. This flexible, strategy-based program connects reading and writing to build a common language of literacy and increase proficiency across grade levels, content areas, and student abilities.

Extensive modeling, guided practice, and independent practice improve students' writing, reading comprehension, vocabulary, note-taking, and critical-thinking skills. Students, including non-native English speakers, learn to read, write, listen, speak, and view with skill and confidence.

Because these critical 21st century literacy skills are an integral part of the eleven key elements of effective adolescent writing instruction recommended by *The Writing Next* report, the *Step Up to Writing* program is a natural fit for improving overall K-12 student literacy across the curriculum.

While *The Writing Next* report offers clear instructional elements for improving students' writing, *Step Up to Writing* offers the "how to" – the methods, the tools, the concrete strategies for helping *all* students reach the highest levels of literacy development and achieve real results in the classroom.** Like the *Writing Next* elements of effective writing instruction, it is recommended that educators use *Step Up to Writing* strategies in combination as they are not isolated tools and strategies, but are interlinked elements of a successful writing program.

Writing Next's Eleven Elements of Effective Adolescent Writing Instruction in Grades 4-12

Writing Strategies
Summarization
Collaborative Writing
Specific Product Goals
Word Processing
Sentence Combining
Prewriting
Inquiry Activities
Process Writing Approach
Study of Models
Writing for Content Learning

** *Step Up to Writing* Section references refer to the 3rd edition, (2008); the program also applies to the content, tools, and strategies found in the 1st and 2nd editions.

1. Writing Strategies...

...which involves teaching students strategies for planning, revising, and editing their compositions.

Step Up to Writing

Students are taught that the **writing process** begins with generating ideas and **moves through many stages** until a final polished draft is ready to be shared; students learn that **some writing tasks must be completed in a limited amount of time while others may take several days or even weeks**; students use a **flexible eight-step writing process** that guides students through **prewriting, planning, drafting, revising, editing, writing a final copy, proofreading, and sharing/publishing**. Students learn to “tailor” the writing process for a variety of writing tasks; they use strategies and tools to help them as they learn.

For example:

- Section 4: Information/expository paragraphs (The writing process: prewriting and organization; planning with an informal outline; accordion paragraphs; the organization game; using colored paper strips for informal outlines; determining key/star ideas with the Thinking Game; using framed paragraphs)
- Section 5: Accordion essays and reports (Planning essays and reports; using informal outlines for planning and organization; blocking out essays and reports; applying the writing process; using a twelve-step process for essay/report writing; accordion races)
- Section 6: Story and narrative writing (Prewriting and planning; prewriting with story maps; using the quick sketch; making quick notes; Alphabet Soup activity; creating Thumbprint Stories as a prewriting activity; using part of a picture to stimulate story ideas; using stickers for brainstorming; music, poetry, and art as a brainstorming option; reviewing current news stories or issues; using ideas from different content areas; planning and developing characters; applying the writing process; six steps for planning and writing a story/narrative; sequencing events; and much more)
- Section 7: Personal narrative (Tools for describing experiences and sharing insights)
- Section 8: Speeches (Recognizing components of a good speech; speech planning; using an informal outline; blocking out a speech; Train of Thought activity; including stories/anecdotes)
- Section 9: Specific Writing Assignments (Writing from a different point of view using RAFTS; descriptive writing, personal writing such as freewriting, learning logs, and journaling; responding to literature; writing to show cause/effect; compare/contrast; using writing frames; and more)
- Section 10: Assessment and high standards (Setting high standards and clear expectations; neat paper rules; checklists for revision; revising “to be” verbs; peer review; editing with CUPS – capitalization, usage, punctuation, and spelling; analyzing a paragraph; quick checks for self-evaluations; practical, effective assessment and scoring guides)

2. Summarization...

...which involves explicitly and systematically teaching students how to summarize texts.

Step Up to Writing

Step Up to Writing provides teachers with the tools to **explicitly teach summarization strategies** and to provide, consistent and effective feedback on students’ progress. Students **perfect summary writing skills** by learning **strategies that are visual and broken down into manageable steps**. Teachers are encouraged to **use content from various subjects to introduce, teach, practice, and apply these strategies**; students and teachers are encouraged to **apply the strategies in all subject areas**; strategies are reinforced by lessons and assignments given by subject area teachers.

For example:

- Section 1: Writing to Improve Reading and Listening Comprehension (Organizing and writing summaries of readings and presentations; focusing on big/main ideas and key events; major vs. minor details; four-step summary paragraphs; IVF topic sentence strategy; creating and using a fact outline; writing story plot summaries; creating summaries without words; money summaries; the twelve-word trick; summary writing as assessment)
- Section 4: Information/expository paragraphs (The writing process: prewriting and organization; planning with an informal outline; accordion paragraphs; the organization game; using colored paper strips for informal outlines; determining key/star ideas with the Thinking Game; using framed paragraphs)
- Section 5: Accordion essays and reports (Planning essays and reports; using informal outlines for planning and organization; blocking out essays and reports; applying the writing process; using a twelve-step process for essay/report writing; elaborating; presenting evidence)
- Section 10: Assessment and high standards (Setting high standards and clear expectations; neat paper rules; checklists for revision; revising “to be” verbs; peer review; editing with CUPS – capitalization, usage, punctuation, and spelling; analyzing a paragraph; quick checks for self-evaluations; practical, effective assessment and scoring guides; summary writing scoring guide and writing models)

3. Collaborative Writing...

...which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions.

Step Up to Writing

Students are encouraged to work **independently, in pairs, and in small groups** throughout the writing process. Beginning with brainstorming and prewriting strategies through sharing their writing with their peers, students have **multiple opportunities to work collaboratively** on their writing. As students become more confident in their own writing skills, they are **motivated** to collaborate with another, have **strategies and methods to share**, and understand how to give **constructive feedback**.

In addition to improving writing skills, students also learn skills in *Step Up to Writing* that help **communicate appropriately in one-on-one situations and group settings** – as well to be a **valuable participant in discussions** inside and outside the classroom; this includes **asking and answering questions; paraphrasing, retelling and summarizing**; and engaging in **valuable and effective discussions**.

- Reviewing writing in **peer review**
- Engaging in **purposeful and meaningful dialogue**
- Demonstrating **respect for the viewpoints of others**
- **Asking relevant questions and responding to questions**
- **Initiating new ideas** on relevant topics

For example:

- Sections 1-10 (All *Step Up to Writing* strategies, tools, and activities can be completed individually, in pairs, as a small group, or as a whole class)
- Section 1: Writing to improve reading and listening comprehension (Various strategies for making connections to self/text/world; taking effective notes; making inferences and analyzing the text; paraphrasing, retelling and summarizing; asking and answering questions)
- Section 2: Vocabulary (mastering vocabulary; breaking down definitions; meaningful vocabulary sentences; vocabulary maps; concepts maps; study guides and note cards; unit and subject-specific vocabulary)

- Sections 4 and 5: Expository/informational paragraphs and accordion essays/reports (Apply the writing process; organization game; planning with an informal outline; using colored strips; accordion races; mastering topic sentences; effective transitions; elaborating on ideas; writing purposeful conclusions)
- Sections 6 and 7: Story/narrative writing and personal narratives (Apply the writing process; prewriting and planning with story maps, quick sketches, and more; beginning the story; writing dialogue; planning and developing characters; options for the end of the story)
- Section 8: Speeches (Developing good listening skills; participating in a discussion; asking and answering questions; “stand up and sound off” activity; improving impromptu speaking)
- Section 9: Specific writing assignments (Various forms and genres including persuasive writing, compare/contrast, cause/effect; responding to literature, writing from a different point of view with RAFTS; descriptive writing; writing letters; writing in math and science; technical writing; poetry; writing skits; writing about the news; personal writing)
- Section 10: Assessment and high standards (setting high standards and clear expectations; using quick checks for self-evaluation; participating in peer review activities; recording and monitoring own progress)

4. Specific Product Goals...

...which assigns students specific, reachable goals for the writing they are to complete.

Step Up to Writing

Step Up to Writing promotes writing assignments and tasks that have a **strong, stated purpose** whether it is **formal or informal writing**. Students learn to **identify their purpose** in writing, their **specific audience**, and the **context** in which they are writing. Students also learn to **recognize text structures** and apply them to **different forms and genres** of writing such as writing letters, writing for the news, technical writing, and more. By analyzing and critiquing writing **models and sample work**, students are able to see characteristics of good writing to emulate in their own writing.

Teachers are encouraged to work directly with students throughout **the writing process** to **identify writing goals**, **monitor progress**, and make **appropriate interventions**. As students master various writing strategies, they will develop their own **writing repertoire**, gain **more confidence** in their **own ability to critique their written work**, and make **appropriate revisions and additions** to create a polished, final composition.

For example:

- Sections 4-7 (Applying the writing process; strategies for writing expository/informational paragraphs, essays, and reports; strategies for writing stories, narratives, and personal narratives; planning and organizing; determining key/star ideas and elaborating; topic sentences and leads; using effective and appropriate transitions; writing purposeful conclusions and endings)
- Section 9: Specific writing assignments (Array of writing forms and genre with specific purposes: persuasive writing; supporting an opinion with facts; compare/contrast writing; cause/effect writing; creating biographical and autobiographical sketches; responding to literature; writing from a different point of view with RAFTS; descriptive writing; writing letters; writing in math; writing in science; technical writing; poetry; writing a skit; writing about the news; personal writing; and more)
- Section 10: Assessment and high standards (Setting high standards across the content areas; adhering to the “neat paper” rules; printing and cursive writing; checklist for revision; editing with CUPS – capitalization, usage, punctuation, and spelling; improving word choice; analyzing a paragraph; quick checks for self-evaluation; implementing practical and effective assessment; using writing models and scoring guides; monitoring student progress)

5. Word Processing...

...which uses computers and word processors as instructional support for writing assignments.

Step Up to Writing

Students are encouraged to **incorporate technology throughout the writing process** as they present writing that effectively conveys a message to their audience. This includes using technology as a means of **planning, drafting, revising, editing, and publishing** writing; or crafting **visual narratives and visual aids** to accompany writing or speeches.

For example:

- Sections 1-10 (*Step Up to Writing* includes customizable CD tools for use in the classroom, as overhead transparencies, in computer/writing labs, and with computer projectors; strategies for planning, organizing, and developing ideas during the drafting process include graphic organizers, two-column notes, and webbing/mapping; encourages the use of the computer to draft paragraphs, essays, and reports; conducting peer review; self-evaluating writing; monitoring student progress; editing with CUPS – capitalization, usage, punctuation, and spelling; using a checklist for revision; implementing practical and effective scoring guides)

6. Sentence Combining...

...which involves teaching students to construct more complex, sophisticated sentences.

Step Up to Writing

Sentence writing is the **foundation for writing compositions of all types** and is an important component of *Step Up to Writing*. Mastering sentence writing is connected to all aspects of a **student's progress and sophistication** in writing. As students practice the various strategies for **writing increasingly more complex and polished sentences**, they develop their individual **writer's voice** and begin to feel more **confident experimenting** with different writing styles. Teachers are given **explicit instructional strategies** for helping students understand the **variety of sentence structures** including **sentence combining** strategies, understanding **sentences vs. fragments**, and identifying **parts of speech** as a way to improve word choice.

Students are empowered to develop a **repertoire of appropriate writing styles** and to complete final drafts that are free of mistakes and follow the **established writing conventions**. As a result, students develop the ability to **edit and proofread** their own and others' writing for **usage, punctuation, spelling, syntax, and style**. Students are taught to present writing that effectively conveys a **message** to their **audience** for a **specific purpose**.

For example:

- Section 2: Vocabulary (Developing a strong vocabulary across content areas; writing meaningful sentence with vocabulary words; considering audience, purpose, and message in word choice)
- Section 3: Sentence mastery (Writing better sentences; fragments and sentences; three- and four-part sentences; using sentence strips; writing Rebus sentences; varying sentence structures; combining sentences; topic sentences; sentence variety; recognizing parts of speech; playing with language; ticket out of class activity; adding quotations; analyzing sentences in context; writing headlines and sentences activity; considering audience, purpose, and message)
- Sections 4-7 (Writing in 1st, 2nd and 3rd person; planning and organizing for a specific text structure; creating a thesis statement; writing an effective lead; using appropriate transitions; choosing and elaborating on main ideas, reasons, and facts; writing a successful conclusion and ending; writing to describe an experience)

- Section 9: Specific writing assignments (Array of writing forms and genres: persuasive writing; compare/contrast; cause/effect; writing from a different point of view using RAFTS; poetry; dramatic skit; descriptive writing; writing for math and science; technical writing; personal writing; and more)
- Section 10: Assessment and high standards (Adhering to the “neat paper” rules; printing and cursive writing; editing with CUPS – capitalization, usage, punctuation, and spelling; quick checks for self-evaluation; implementing easy and effective scoring guides; monitoring student progress)

7. Prewriting...

...which engages students in activities designed to help them generate or organize ideas for their composition.

Step Up to Writing

Students are taught that the **writing process** begins with **generating ideas** and moves through many stages until a final polished draft is ready to be shared. With *Step Up to Writing*, students use a **flexible eight-step writing process** that guides students through (1) **brainstorming and prewriting**, (2) **planning**, (3) **drafting**, (4) **revising**, (5) **editing**, (6) **writing a final copy**, (7) **proofreading**, and (8) **sharing/publishing**. Whether students are writing expository/informational texts or creating original stories and personal narratives, the writing process is an important component of the overall writing experience. As students become familiar with various prewriting techniques, they will be able to readily apply them to all of their writing tasks and will find that taking time to prewrite and plan their writing results in less frustration during the drafting process.

Specific brainstorming and prewriting activities to help students **think about**, **learn about**, and **narrow their topic** are encouraged throughout *Step Up to Writing*. Some of these strategies include:

- Using **graphic organizers**
- **Freewriting, journaling**, and other **personal writing**
- **Collaborating with peers**
- Taking a **field trip**
- Watching a **film**
- Making a **cognitive or concept map**
- Organizing with an **informal outline**
- **Reading and researching**
- Using **ideas from different content areas**

For example:

- Section 4: Information/expository paragraphs (The writing process: prewriting and organization; planning with an informal outline; accordion paragraphs; the organization game; using colored paper strips for informal outlines; determining key/star ideas with the Thinking Game; using framed paragraphs)
- Section 5: Accordion essays and reports (Planning essays and reports; using informal outlines for planning and organization; blocking out essays and reports; applying the writing process; using a twelve-step process for essay/report writing; accordion races)
- Section 6: Story and narrative writing (Prewriting and planning; prewriting with story maps; using the quick sketch; making quick notes; Alphabet Soup activity; creating Thumbprint Stories as a prewriting activity; using part of a picture to stimulate story ideas; using stickers for brainstorming; music, poetry, and art as a brainstorming option; reviewing current news stories or issues; using ideas from different content areas; planning and developing characters; applying the writing process; six steps for planning and writing a story/narrative; sequencing events; and much more)
- Section 7: Personal narrative (Tips for brainstorming and prewriting; applying the writing process)
- Section 9: Specific Writing Assignments (Writing from a different point of view using RAFTS; descriptive writing, personal writing such as freewriting, learning logs, and journaling; and more)

8. Inquiry Activities...

...which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task.

Step Up to Writing

Step Up to Writing is most identified with improving students' written and oral communication skills. In this case, strategies are used to increase students' abilities and confidence in communicating their **inquiry process, scientific investigation, procedures, data, and explanations**. Teachers can use the explicit **writing and speaking strategies** to improve students' overall writing skills, to **discuss data/information intelligently and accurately**, to present – formally and informally – the **results of their research, inquiry, or experimentation**, and to **critique their own and others' work**.

The various multisensory writing strategies and assignments contained in *Step Up to Writing* help students develop abilities such as:

- writing and following **procedures**,
- expressing **concepts**,
- reviewing **information**,
- summarizing **data**,
- developing **diagrams and charts**,
- explaining **statistical analysis**,
- **speaking** clearly and logically,
- constructing a **reasoned argument**

For example:

- Section 1: Writing to improve reading and listening comprehension (Responding to information in the text; making connections to self/text/world; marking/annotating the text; taking informational and reflective notes; making inferences and analyzing; retelling and summarizing information; asking and answering questions; research methods; collecting and organizing facts; mapping and webbing)
- Section 2: Vocabulary (Developing and using content-specific vocabulary – the language of science; breaking down definitions; concept and word maps; writing meaningful sentences; using precise word choice; vocabulary study guides)
- Sections 4 and 5: Information/expository paragraphs, essays, and reports (Informal outlines; the writing process; organization; planning guides; defining a topic sentence/main idea/key question; developing ideas)
- Sections 6 and 7: Story and narrative writing, personal narrative (Planning and prewriting; developing characters; writing dialogue; recognizing the personal narrative pattern; sharing and publishing their writing)
- Section 9: Specific writing assignments (Various format and genres such as persuasive writing; compare/contrast; cause/effect; scientific inquiry and reports; technical writing; biographical and autobiographical sketches; literature response; poetry; descriptive; letters; writing in math; and more)
- Section 10: Assessment and high standards (Setting high standards and clear expectations; neat paper rules; checklists for revision; revising “to be” verbs; peer review; editing with CUPS – capitalization, usage, punctuation, and spelling; analyzing a paragraph; quick checks for self-evaluations; practical, effective assessment and scoring guides)

9. Process Writing Approach...

...which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.

The process writing approach includes interwoven activities such as

- Creating **extended opportunities for writing**
- Emphasizing writing for **real audiences**
- Encouraging **cycles of planning, translating and reviewing**
- Stressing personal **responsibility and ownership of writing** projects
- Facilitating high levels of **student interactions**
- Developing **supportive writing environments**
- Encouraging **self-reflection and evaluation**
- Offering **personalized individual assistance**, brief **instructional lessons** to meet individual needs, and, in some cases, more extended **systematic instruction**

Step Up to Writing

When students are given the opportunity to **play with language** in a **safe and supportive environment**, they are excited and motivated to learn to write. In *Step Up to Writing*, **teachers can model various multisensory writing strategies** and use **guided lessons** to help students successfully work with texts and writing assignments that challenge their abilities and push them to **a higher level**. Students are given ample opportunities to independently practice **writing skills**, **experiment with different genres of writing**, **write creative/expressive texts** as well as **informative texts**, and **play with language**. Giving students many choices in their writing, and plenty of opportunity to **practice formal and informal writing**, helps them to become more confident and enthusiastic writers.

Another approach to teaching writing involves using technology in the classroom – a favorite of any student. With *Step Up to Writing*, students are encouraged to **incorporate technology throughout the writing process** as they present writing that effectively conveys a message to their audience. This includes using technology as a means of **planning, drafting, revising, editing**, and **publishing** writing; or crafting **visual narratives and visual aids** to accompany writing or speeches.

Students are empowered to develop a **repertoire of appropriate writing styles** and to complete final drafts that are free of mistakes and follow the **established writing conventions**. As a result, students develop a personal voice that effectively conveys their **message to their audience for a specific purpose**. By **experimenting with language and structure**, students are encouraged to develop their **writer's self**.

For example:

- Section 1: Writing to improve reading and listening comprehension (Making connections between the reading and self/text/world; taking effective notes; making inferences and analyzing the text; paraphrasing, retelling and summarizing content; recognizing varying text structures; asking and answering questions)
- Section 2: Vocabulary (Developing a strong vocabulary across content areas; considering audience, purpose, and message in word choice)
- Section 3: Sentence mastery (Writing better sentences; varying sentence structures; recognizing parts of speech; playing with language; considering audience, purpose, and message)
- Sections 4-7 (Understanding and recognizing two kinds of writing: expository and narrative structures; understanding terminology such as *fiction, nonfiction, prose, poetry, explain*, and *entertain*; working with expository/informational texts, stories, personal narratives, and other forms)
- Section 9: Specific writing assignments (Array of text forms and genres including persuasive writing; supporting an opinion with facts; responding to literature; compare/contrast writing; cause/effect writing; writing from a different point of view with RAFTS; poetry, writing a skit; descriptive writing; technical writing, and more)

- **Section 10: Assessment and high standards** (Setting high standards and clear expectations; neat paper rules; checklists for revision; revising “to be” verbs; peer review; editing with CUPS – capitalization, usage, punctuation, and spelling; analyzing a paragraph; quick checks for self-evaluations; practical, effective assessment and scoring guides)
- **Sections 1-10** (*Step Up to Writing* includes customizable CD tools for use in the classroom, as overhead transparencies, in computer/writing labs, and with computer projectors; strategies for planning, organizing, and developing ideas during the drafting process include graphic organizers, two-column notes, and webbing/mapping; encourages the use of the computer to draft paragraphs, essays, and reports; conducting peer review; self-evaluating writing; monitoring student progress; using a checklist for revision; implementing practical and effective scoring guides)

10. Study of Models...

...which provides students with opportunities to read, analyze, and emulate models of good writing.

Step Up to Writing

Step Up to Writing frequently asks **teachers to model strategies, tools, and activities** before asking students to begin work. Similarly, teachers are given **models and sample writing** to use with their students to **analyze and discuss elements of quality writing**. By using models, students can better understand the criteria for good writing and emulate these characteristics, patterns, and forms in their own work.

Step Up to Writing provides numerous models for students to use for reflection and discussion. The writing samples give students a clearer idea of what Below Basic, Basic, Proficient, and Advanced writing means.

Teachers are also encouraged to work directly with students throughout **the writing process** to **identify writing goals, monitor progress**, and make **appropriate interventions**. As students master various writing strategies, they will develop their own **writing repertoire**, gain **more confidence** in their **ability to critique their own and others’ written work**, and make **appropriate revisions and additions** to create a polished, final composition. By analyzing and critiquing writing **models and sample work**, students are able to see characteristics of good writing to imitate in their own assignments.

For example:

- **Sections 4-7** (Applying the writing process; strategies for writing expository/informational paragraphs, essays, and reports; strategies for writing stories, narratives, and personal narratives; recognizing text structures and patterns; planning and organizing; determining key/star ideas and elaborating; topic sentences and leads; using effective and appropriate transitions; writing purposeful conclusions and endings)
- **Section 9: Specific writing assignments** (Array of writing forms and genre with specific purposes: persuasive writing; supporting an opinion with facts; compare/contrast writing; cause/effect writing; creating biographical and autobiographical sketches; responding to literature; writing from a different point of view with RAFTS; descriptive writing; writing letters; writing in math; writing in science; technical writing; poetry; writing a skit; writing about the news; personal writing; and more)
- **Section 10: Assessment and high standards** (Setting high standards across the content areas; adhering to the “neat paper” rules; printing and cursive writing; checklist for revision; editing with CUPS – capitalization, usage, punctuation, and spelling; improving word choice; analyzing a paragraph; quick checks for self-evaluation; implementing practical and effective assessment; using writing models and scoring guides; monitoring student progress)

11. Writing for Content Learning...

...which uses writing as a tool for learning content material.

Step Up to Writing

Students use **writing for learning** as they apply strategies in **all subject areas** for all kinds of content. Students learn to take **practical, helpful notes** that can be **personalized during a lesson, discussion, or extra reading**. Writing helps **improve class discussion and peer sharing**. Writing is used to **improve viewing and listening skills**. With *Step Up to Writing*, students realize that if they want to learn something, they must write. Expository/information writing pushes students to **clarify their thinking** and **demonstrate what they know and understand**.

- **Reinforce literacy skills** in other areas
- Make **personal connections** and **interpretations** of content
- Generate **thoughtful questioning and reasoning** strategies
- **Explore and clarify ideas**
- **Enhance learning of content** through the use of **text structure**

For example:

- Section 1: Writing to improve reading and listening comprehension (Responding to the text; making connections; taking notes; making inferences and analyzing the text; retelling and summarizing; recognizing text structures; asking and answering questions)
- Section 4: Information/expository paragraphs (Informal outlines; topic sentences; elaboration; the thinking game; train of thought; accordion races)
- Section 5: Accordion essays and reports (Developing ideas; improving elaboration; “stretch, don’t stack” activities)
- Section 6: Story and narrative writing (Planning and prewriting; developing characters; writing dialogue)
- Section 7: Personal narratives (Recognizing the personal narrative pattern; sharing and publishing)
- Section 8: Speeches (Components of a good speech; good listening skills; participating in discussion)
- Section 9: Specific writing assignments (Persuasive; compare/contrast; cause/effect; biographical and autobiographical sketches; literature response; poetry; descriptive; letters; science reports; technical writing; writing in math)
- Section 10: Assessment and high standards (Setting high standards and clear expectations; neat paper rules; checklists for revision; revising “to be” verbs; peer review; editing with CUPS – capitalization, usage, punctuation, and spelling; analyzing a paragraph; quick checks for self-evaluations; practical, effective assessment and scoring guides)

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