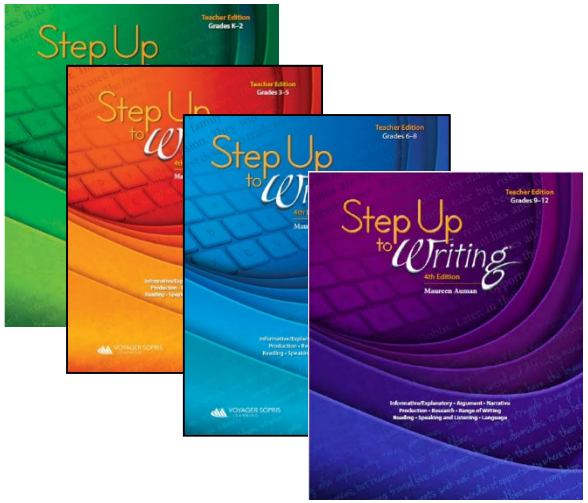
VOYAGER SOPRIS LEARNING™

Step Up to Writing®

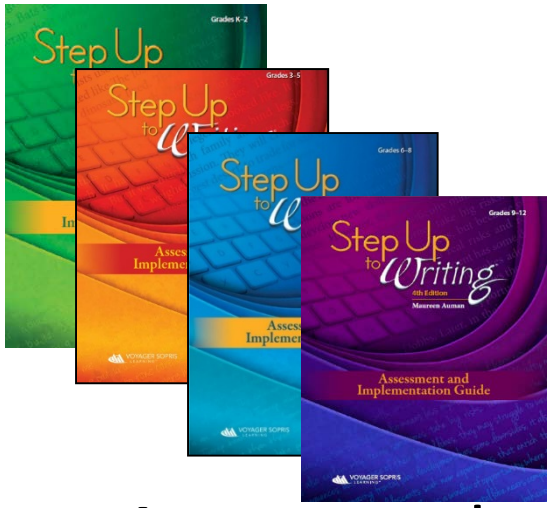
Step Up and Step In to the All-New Fourth Edition!

A Closer Look: The Four Grade Bands

Meet 4th Edition



Teacher Edition



Assessment and Implementation Guide

Online Resources

Posters

Handy Pages

I teach Special Education students and will be using more than one grade band. Are the resources similar or very different?

Comparing the Grade Bands

- Instructional Components
  - Teacher Edition Content
  - Strategies
- Implementation Guides
- Assessments

Teacher Edition: Ten Sections

- K-5
- 6-12

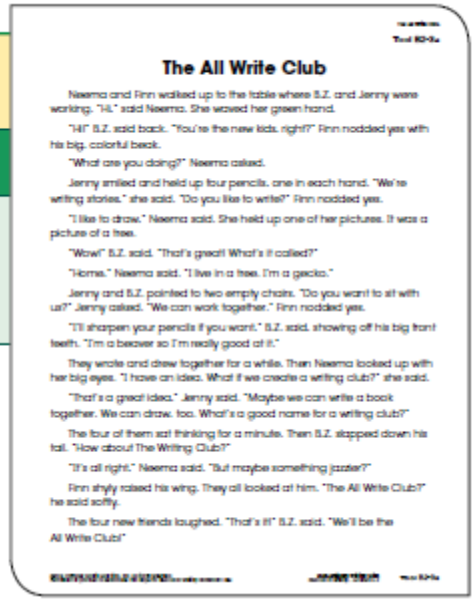
Introduce writing by starting with the strategies in Sections 1, 2, and 3 and continue to incorporate them		
Section 1: Writing to Improve Reading Comprehension	**Section 2:** Foundational Writing Skills	**Section 3:** Vocabulary Acquisition and Use
Text Types: Begin instruction with Section 4		
Section 4: Informative/ Explanatory Writing: Stating the Facts	**Section 5:** Argument Writing: Making a Claim	**Section 6:** Narrative Writing: Telling a Story
Section 7: Research Reports	**Section 8:** Speaking and Listening	**Section 9:** Writing for Assignments
Section 10: Writing in the Content Areas		

How do instructional components in K-2 differ from the other grade bands?

Instructional Component: K-2

B2-3 Traits of Effective Writing

Objective	CCSS ELA
Students learn about the traits of effective writing and the characters who represent these traits.	W K.5; S/L K.1 W 1.5; S/L 1.1 W 2.5; S/L 2.1



The All Write Club

Neema and Finn walked up to the table where S.Z. and Jenny were working. "Hi," said Neema. She waved her green hand.

"Hi!" S.Z. said back. "You're the new kids, right?" Finn nodded yes with his big, colorful beak.

"What are you doing?" Neema asked.

Jenny smiled and held up four pencils, one in each hand. "We're writing stories," she said. "Do you like to write?" Finn nodded yes.

"I like to draw," Neema said. She held up one of her pictures. It was a picture of a tree.

"Wow!" S.Z. said. "That's great! What's it called?"

"Home," Neema said. "I live in a tree. I'm a gecko."

Jenny and S.Z. pointed to two empty chairs. "Do you want to sit with us?" Jenny asked. "We can work together." Finn nodded yes.

"I'll sharpen your pencils if you want," S.Z. said, showing off his big front teeth. "I'm a beaver so I'm really good at it."

They wrote and drew together for a while. Then Neema looked up with her big eyes. "I have an idea. What if we create a writing club?" she said.

"That's a great idea," Jenny said. "Maybe we can write a book together. We can draw, too. What's a good name for a writing club?"

The four of them sat thinking for a minute. Then S.Z. slapped down his tail. "How about The Writing Club?"

"It's all right," Neema said. "But maybe something jazzier?"

Finn shyly raised his wing. They all looked at him. "The All Write Club?" he said softly.

The four new friends laughed. "That's it!" S.Z. said. "We'll be the All Write Club!"

Before Class

1. Make a reference copy of Tool B2-3a and a display copy of Tool B2-3b.
2. Review and select from the following Tools. Determine the most appropriate content and pacing for your students.

B2-3: Traits of Effective Writing

Step Up to Writing

Neema Gecko

Ideas and Content

Finn Puffin

Language/ Style

Jenny Ant

Conventions/ CUPS

B.Z. Beaver

Organization

Steve.clark@voyagersopris.com

Identifying the Traits

Step Up to Writing

The E's/the Reds

Tool B4-20a

Examples	Toothed whales are whales with teeth. Sperm whales and dolphins are examples of toothed whales. So are orcas.
Explanations	Rock climbers wear special climbing shoes. The bottoms are made of sticky rubber. This rubber helps climbers grip the rock with their feet.
Events	On August 28, 1963, thousands of Americans marched to Washington, D.C. They wanted all people to be treated fairly. They sang songs about peace and
Experiences	

Breaking Down Definitions—Sample

Word	Definition	Picture
bee	— a black and yellow insect — sometimes stings — makes honey from flowers	
Word	**Definition**	**Picture**
rain	— drops of water — made in clouds	

Editing Opinion Writing

Read It Out Loud!

How can we improve our writing. We can read our writing outloud. That is on thing I have learned this year. There are two reasons I read my drafts out loud. First, it helps me find mistakes I often catch spelling And punctuation mistakes this way. Second, reading out loud helps me fax my writing so they sounds better. For example, Ill hear it if I use the same word too many times. Then I can rewrite the the sentence. reading out loud helps me be a better writer. You should try it, two!

Parts of a Story

Beginning	**lilac**	• Tells *who* the story is about • Tells *where* or *when* the story takes place
Middle	**purple**	• Tells *what's happening* • Tells events in order
End	**purple**	• Tells the end of the story

How do the same strategies grow in sophistication across the grade bands?

Scaffolding Instruction: Across the Grade Bands

* **Planning, Organization, and Structure**
  - Defining Opinions and Reasons
  - Establishing a Claim

Planning, Organization, and Structure

Step Up to Writing

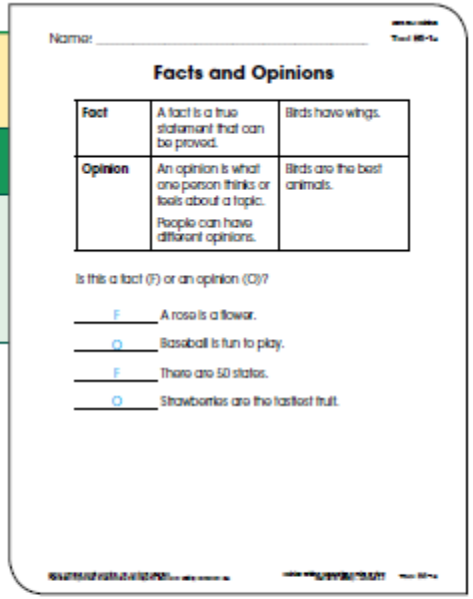
TE 383

B5-1 Defining Facts, Opinions, and Reasons

Objective	CCSS ELA
Students learn to distinguish between facts and opinions and give reasons to support opinions.	W K.1, K.8; S/L K.1, K.4 W 1.1, 1.8; S/L 1.1, 1.4 W 2.1, 2.8; S/L 2.1, 2.4

Before Class

1. Make a display copy and student copies of Tool B5-1a.
2. Review and select from the following Tools. Determine the most appropriate content and pacing for your students.
   - **My Favorite Character Is . . .** (Tool B5-1b). This Tool helps students form a basic opinion.
   - **Tell Me Why** (Tool B5-1c). This Tool helps students form an opinion and support it with reasons.
3. Make a display copy and student copies of the selected Tool(s).



Name: _____ Tool B5-1a

Facts and Opinions

Fact	A fact is a true statement that can be proved.	Birds have wings.
Opinion	An opinion is what one person thinks or feels about a topic. People can have different opinions.	Birds are the best animals.

Is this a fact (F) or an opinion (O)?

F A rose is a flower.
O Baseball is fun to play.
F There are 50 states.
O Strawberries are the tastiest fruit.

Tool B5-1a

Planning, Organization, and Structure

Tell Me Why

Directions: Circle your favorite character.

B.Z. Jenny Neema Finn

My favorite character is _____.

Directions: Tell why. Give one or two reasons.

1. _____

_____

2. _____

_____

Planning, Organization, and Structure

Step Up to Writing

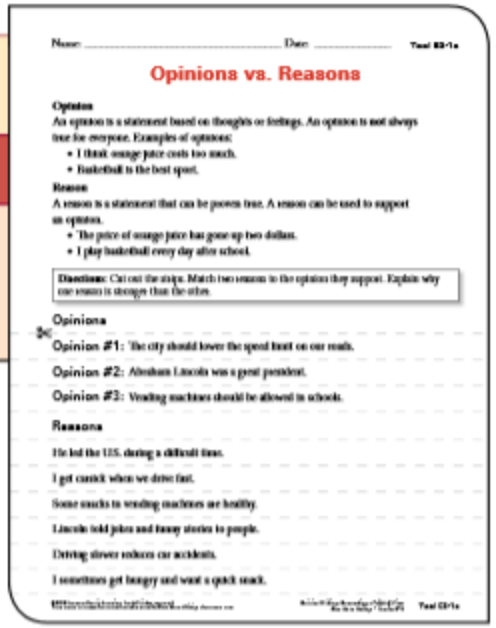
TE 381

E5-1 Defining Opinions and Reasons

Objective	CCSS ELA
Students distinguish between opinions and reasons. They identify and sort opinions and supporting reasons.	W 3.1a–b; S/L 3.1; L 3.6 W 4.1a–b; S/L 4.1; L 4.6 W 5.1a–b; S/L 5.1; L 5.6

Before Class

1. Make a display copy of Tool E5-1a and one copy of Tool E5-1a and Tool E5-1b for each small group.
2. Cut each Tool into pieces as indicated and store the pieces from each Tool in separate bags—or have students cut the strips themselves.



Name: _____ Date: _____ Tool E5-1a

Opinions vs. Reasons

Opinion
An opinion is a statement based on thoughts or feelings. An opinion is not always true for everyone. Examples of opinions:
- I think orange juice costs too much.
- Basketball is the best sport.

Reason
A reason is a statement that can be proven true. A reason can be used to support an opinion.
- The price of orange juice has gone up two dollars.
- I play basketball every day after school.

Directions: Cut out the strips. Match two reasons to the opinion they support. Explain why one reason is stronger than the other.

Opinions

Opinion #1: The city should lower the speed limit on our roads.

Opinion #2: Abraham Lincoln was a great president.

Opinion #3: Vending machines should be allowed in schools.

Reasons

He led the U.S. during a difficult time.

I get carsick when we drive fast.

Some snacks in vending machines are healthy.

Lincoln told jokes and funny stories to people.

Driving slower reduces car accidents.

I sometimes get hungry and want a quick snack.

Tool E5-1a

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Planning, Organization, and Structure

Step Up to Writing

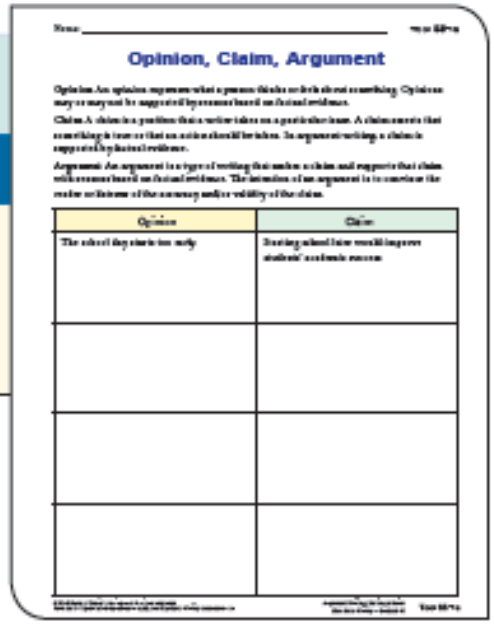
TE 415

S5-1 Establishing a Claim

Objective	CCSS ELA
Students learn the difference between opinions and claims and practice establishing a claim as a basis for argument writing.	W 6.1a; S/L 6.1; L.6.1 W 7.1a; S/L 7.1; L.7.1 W 8.1a; S/L 8.1; L.8.1

Before Class HP

1. Make display copies and student copies of Tool S5-1a and Tool S5-1b.


Name _____

Opinion, Claim, Argument

Opinion An opinion expresses what a person thinks or feels about something. Opinions may or may not be supported by reasons based on factual evidence.

Claim A claim is a position that a writer takes on a particular issue. A claim asserts that something is true or that an action should be taken. In argument writing, a claim is supported by factual evidence.

Argument An argument is a type of writing that makes a claim and supports that claim with reasons based on factual evidence. The intention of an argument is to convince the reader or listener of the accuracy and/or validity of the claim.

Opinion	Claim
The school day starts too early.	Starting school later would improve students' academic success.

Tool S5-1a

Planning, Organization, and Structure

Step Up to Writing

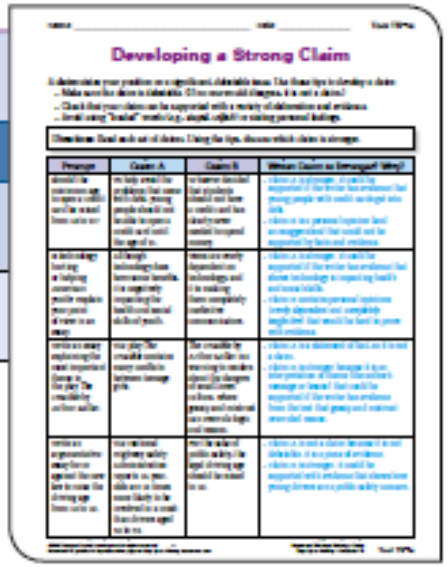
TE 321

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.


Developing a Strong Claim

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/ Exaggeration that could not be Supported by facts and evidence.

Step Up to Writing

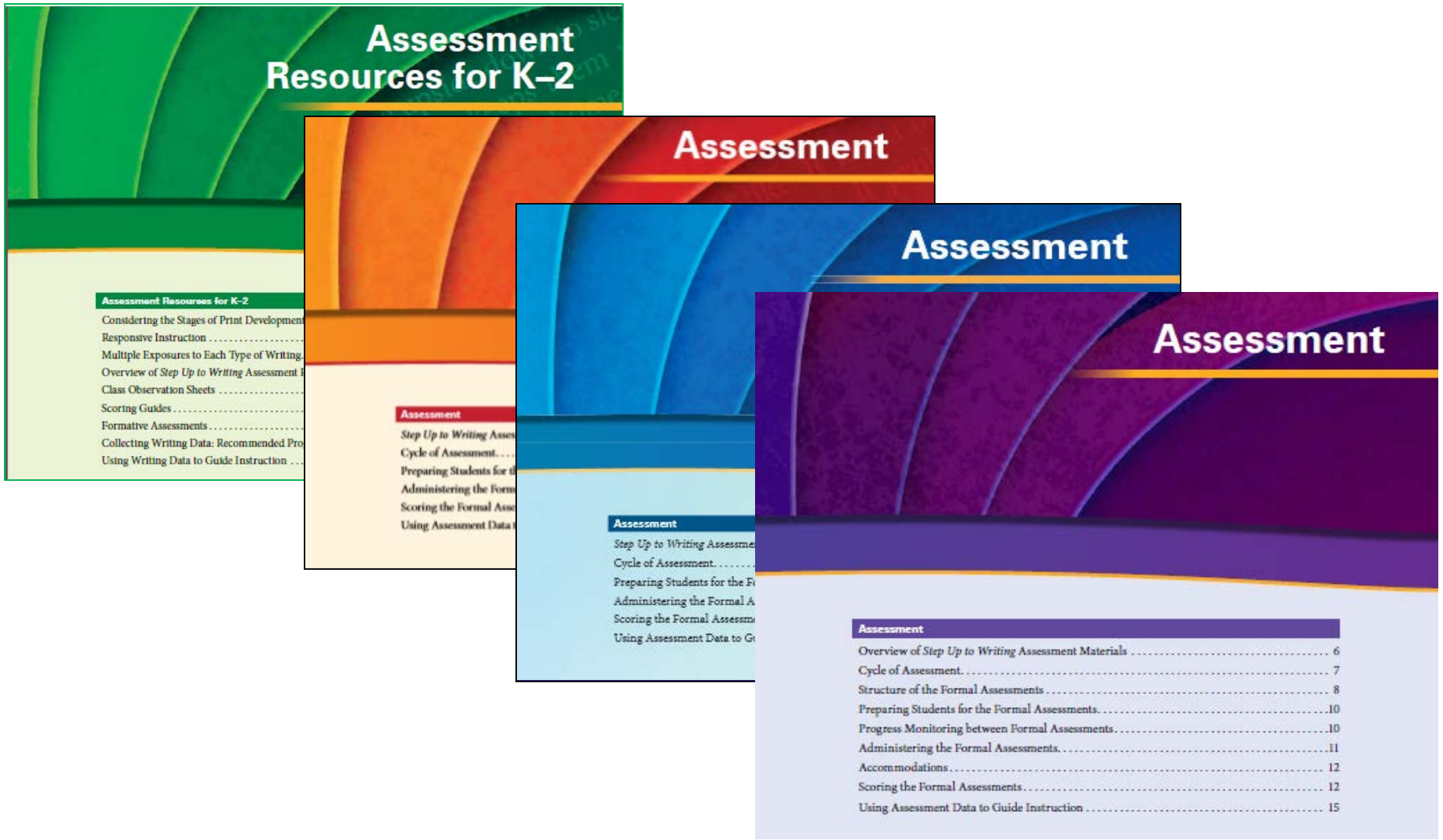
Developing a Strong Claim (continued)

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

Assessment and Implementation Guide



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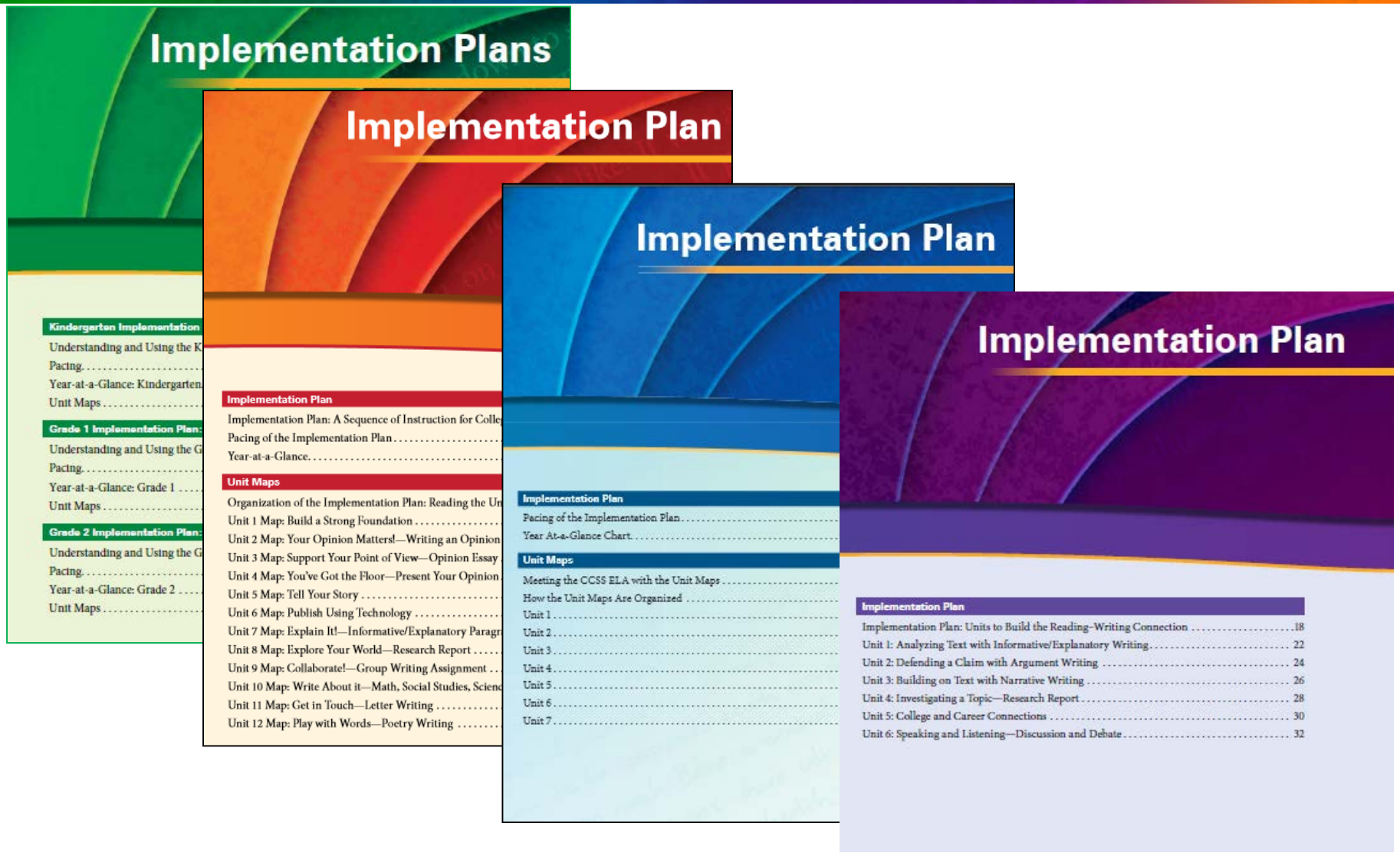
Assessment and Implementation Guide



Implementation Plan
Year-at-a-Glance

Step Up to Writing

Unit	Unit Summary	Pacing
1: Welcome to the All Write Club!	Students are introduced to the All Write Club characters that represent the four traits of writing.	1 week
2: Building Sentences	Students learn about complete sentences and types of sentences.	1 week
3: Class Opinion Writing	Students work as a class to create an opinion paragraph, guided and recorded by the teacher.	1 week
4: Class Story Writing	Students work as a class to write a narrative, guided and recorded by the teacher.	1 week
5: Class Information Writing	Students work as a class to create an informative/explanatory paragraph, guided and recorded by the teacher.	1 week
6: Responding to Text—My Opinion	Students write to share their opinion about a class text (through a combination of drawing, writing, and dictation).	2 weeks
7: Telling My Own Story	Students write a narrative (through a combination of drawing, writing, and dictation).	2 weeks
8: Responding to Text—My Fact Book	Students create a Fact Book (through a combination of drawing, writing, and dictation) about a topic studied in class.	2 weeks
9: Class Poetry Writing	Students work as a class to write poetry.	1 week
10: Opinion Writing	Students write to share an opinion about a topic or text.	2 weeks
11: Story Writing	Students write their own stories.	2 weeks
12: Finding Facts—Class Research	Students are introduced to the basics of research by participating in a class research project.	3 weeks
13: Poetry Writing	Students write their own poems.	1 week
	TOTAL	20 weeks

30 minutes daily

Unit	Unit Summary	Pacing
1: Welcome to the All Write Club!	Students are introduced to the All Write Club characters that represent the four traits of writing.	1 week
2: Building Sentences	Students learn to construct complete sentences—both basic and compound—using correct capitalization and end punctuation.	2 weeks
3: Guided Writing—Opinion Paragraph	Students work as a class to create an opinion paragraph, guided and recorded by the teacher.	1 week
4: Guided Writing—Class Story	Students work as a class to write a narrative, guided and recorded by the teacher.	1 week
5: Guided Writing—Information Paragraph	Students work as a class to create an informative/explanatory paragraph, guided and recorded by the teacher.	1 week
6: Responding to Text—My Opinion	Students write to share their opinions about a class text.	2 weeks
7: Telling a Story	Students write short imaginative narratives.	2 weeks
8: Responding to Text—Stating the Facts	Students write to share information and facts from a nonfiction class text.	2 weeks
9: Poetry Writing	Students write a poem.	1 week
10: Opinion Writing	Students write an informative/explanatory paragraph to share an opinion about a topic chosen by the teacher.	2 weeks
11: Story Writing	Students write short imaginative narratives.	2 weeks
12: Exploring Our World—Class Research	Students gather information on a topic, guided by the teacher, and produce a class research project.	3 weeks
13: Letter Writing	Students write letters to share a thought or feeling.	1 week
14: Poetry Writing	Students write their own poetry using sensory language.	1 week
	TOTAL	22 weeks

AIG 25;53;83

Unit	Unit Summary	Pacing
1: Welcome to the All Write Club!	Students are introduced to the All Write Club characters that represent the four traits of writing.	1 week
2: Writing Varied Sentences	Students construct a variety of sentences using correct punctuation, capitalization, and subject-verb agreement.	2 weeks
3: Building a Basic Paragraph	Students write short paragraphs using correct organization and indentation.	1 week
4: Responding to Text—Stating an Opinion	Students write opinion paragraphs to share their opinions about a text.	2 weeks
5: Telling a Story	Students write short narratives that have beginnings, middles, and ends.	2 weeks
6: Responding to Text—Facts I Learned	Students use information from class text(s) to write informative/explanatory paragraphs.	2 weeks
7: Writing for a Specific Subject	Students complete a subject-specific writing assignment chosen by the teacher (e.g., math writing, science report, biographical sketch).	1 week
8: Poetry Writing	Students write poems that include sensory language.	1 week
9: What I Believe—Opinion Writing	Students write paragraphs to share their opinions about a text or topic.	2 weeks
10: My Own Story	Students write short, imaginative narratives with some dialogue.	2 weeks
11: Stating the Facts	Students write informative/explanatory paragraphs using facts, definitions, and details.	2 weeks
12: Exploring a Topic—Research Report	Students investigate a research topic and write reports to share what was learned.	4 weeks
13: Letter Writing	Students write brief letters to share thoughts or feelings.	1 week
14: Journal Writing	Students are introduced to journal writing and start personal writing journals that can be used throughout the summer.	1 week
	TOTAL	24 weeks

Implementation Plan
Year-at-a-Glance

Step Up to Writing

AIG 29

Unit Overview	Suggested Pacing
Assessment: Baseline for Opinion*	
Unit 1: Build a Strong Foundation Students learn the steps of the writing process and traits of the major writing types.	2 weeks
Unit 2: Your Opinion Matters!—Writing an Opinion Paragraph Students write a one-paragraph opinion composition that states an opinion and supports it with reasons and elaboration.	3 weeks
Unit 3: Support Your Point of View—Opinion Essay Students write a multi-paragraph opinion essay that states an opinion and supports it with reasons and elaboration.	3 weeks
Assessment: Summative for Opinion*	
Unit 4: You've Got the Floor—Present Your Opinion Students plan and deliver an opinion presentation based on their essay from Unit 3.	1 week
Assessment: Baseline for Narrative*	
Unit 5: Tell Your Story Students compose a narrative and incorporate narrative elements such as characterization, dialogue, and sensory language.	4 weeks
Assessment: Summative for Narrative*	
Unit 6: Publish Using Technology Students learn the basics of keyboarding and word processing in order to create and share a final draft of a writing assignment.	1 week
Assessment: Baseline for Informative/Explanatory*	
Unit 7: Explain It!—Informative/Explanatory Paragraph Students write a one-paragraph informative/explanatory paragraph that explains a factual topic using some information collected from sources.	3 weeks
Unit 8: Explore Your World—Research Report Students learn skills to develop a research question, conduct research, and write a research report.	4 weeks
Assessment: Summative for Informative/Explanatory*	
Unit 9: Collaborate!—Group Writing Assignment Students work in small groups to create a written advertisement.	1 week
Unit 10: Write About it—Math, Social Studies, Science, or ELA Teachers choose for students to write an explanation of a math problem, a science report, or a response to literature using the correct format and conventions.	1 week
Unit 11: Get in Touch—Letter Writing Students learn the conventions of letter-writing and compose a letter.	1 week
Unit 12: Play with Words—Poetry Writing Students write original poetry using poetic conventions and elements.	1 week
TOTAL	25 weeks (+ time for assessment*)

*Plan approximately 45–60 minutes for each assessment.

- **Writing instruction**
  - **30-45 minutes daily**
- **Vocabulary/Grammar**
  - **60 minutes weekly**

Implementation Plan
Year-at-a-Glance

Step Up to Writing

AIG 27

Unit	Unit Overview	Suggested Pacing
Assessment	**Baseline Assessment: Informative/Explanatory Writing**	1 day
Unit 1: Building Strong Foundations	Students will: • Be introduced to the writing process and the three types of writing (informative/explanatory, argument, narrative) • Write a well-structured informative/explanatory paragraph using essential grammar rules and proofreading skills	4 weeks
Unit 2: Informative/ Explanatory Writing— Stating the Facts	Students will: • Craft an effective informative/explanatory essay or report that conveys information about a topic and incorporates information from research • Develop strategies to read and respond to informative/explanatory texts	6 weeks
Assessment	**Summative Assessment: Informative/Explanatory Writing**	1 day
Unit 3: Show What You Know!	Students will: • Use technology to create a polished final draft of their informative/ explanatory writing for publication in a public format (blog, school website, class book of essays, etc.)	1 week
Assessment	**Baseline Assessment: Argument Writing**	1 day
Unit 4: Argument Writing— Making a Claim	Students will: • Craft an effective argument essay or report that makes a claim and supports that claim with strong, relevant evidence gathered from outside sources • Evaluate the accuracy and credibility of sources • Develop strategies to read and respond to argument texts	6 weeks
Assessment	**Summative Assessment: Argument Writing**	1 day
Unit 5: Let's Debate!	Students will: • Use the knowledge and skills learned in Unit 4 to present arguments and evidence verbally in a debate format • Strengthen speaking and listening skills and work collaboratively	1 week
Assessment	**Baseline Assessment: Narrative Writing**	1 day
Unit 6: Narrative Writing—Telling a Story	Students will: • Briefly explore the three types of narratives (nonfiction, imaginative, and personal) • Craft a well-structured nonfiction narrative	4 weeks
Assessment	**Summative Assessment: Narrative Writing**	1 day
Unit 7: Research Report—Let's Investigate!	Students will: • Develop research questions and conduct research to produce a formal research report	4 weeks

- **30 minutes daily**

Implementation Plan
Year-at-a-Glance

Step Up to Writing

AIG 18

Unit Overview	Grammar/Language Focus	Suggested Pacing	Pages
Unit 1: Analyzing Text with Informative/Explanatory Writing Using evidence drawn from text(s), students analyze and explain an element of the work(s) (e.g., compare and contrast characters, explain a cause/effect relationship, examine how an idea or character changes).	Rules of standard English	3-week writing unit that can be completed after reading a novel or other class text(s)	22–23
Unit 2: Defending a Claim with Argument Writing Students develop and support a claim about a text or set of texts (e.g., meaning of a symbol, interpretation of theme, validity of author's reasoning, stance on an issue raised by the text).	Improving vocabulary	3-week writing unit that can be completed after reading a novel or other class text(s)	24–25
Unit 3: Building on Text with Narrative Writing Students write a narrative that connects to a class text (e.g., mimic the author's style, write an alternate ending, rewrite a chapter from a different character's perspective).	Sentence structure	3-week writing unit that can be completed after reading a novel or other class text(s)	26–27
Unit 4: Investigating a Topic—Research Report Students develop a research question and investigate the topic by collecting, analyzing, and synthesizing information from sources. Students produce a research report using a standard style (e.g., MLA or APA) and present research to an audience.	Using a standard style	6-week extended writing project that can continue as students complete other English Language Arts activities	28–29
Unit 5: College and Career Connections Teachers can select from a variety of college- and job-focused lessons to prepare students for job searches, college entrance exams, creative writing, or the college application process.	Text features and formatting	1-week unit that can be easily integrated at any point in the year	30–31
Unit 6: Speaking and Listening—Discussion and Debate Students take part in a class discussion or debate that builds speaking, listening, and collaboration skills.	Adapting language for audience and purpose	1-week unit that can be easily integrated at any point in the year	32–33

- **20 minutes daily**

How can schools/districts use the same lesson plan for multiple grade levels?

Using *One* Lesson Plan with Multiple Grades

- **Instruction varies within the lesson plans based on grade level standards**

Unit 1—Week 2			
	Writing	**Grammar & Vocabulary**	**CCSS ELA**
Student Goals for the Week	Write a short paragraph in response to reading; write in complete sentences; recognize and use different kinds of sentences.	Create complete sentences by fixing run-ons and fragments; identify and use different verb tenses.	RL RI W 3.2, 3.4, 3.5, 3.10 S/L 3.1, 3.6 L 3.1(a,d–e,i), 3.2, 3.3, 3.6
***Step Up to Writing* Strategies**	**Strategies for All Grades (3, 4, & 5)** E2-45 Perfect Three-Sentence Paragraphs E2-31 Kinds of Sentences E2-56 Quick Check for Sentences and Topic Sentences	**Strategies for All Grades (3, 4, & 5)** E2-30 Complete Sentences **Strategies with Grade-Specific Tools** E2-20 Using Verbs 3: Tool E2-20a 4: Tools E2-20a/b 5: Tools E2-20a/c	RL RI W 4.2, 4.4, 4.5, 4.10 S/L 4.1 L 4.1(b–c,f), 4.2a, 4.3b, 4.6 RL RI W 5.2, 5.4, 5.5, 5.10 S/L 5.1 L 5.1(b–c), 5.2, 5.3, 5.6
Differentiation *(optional)*:			
E1-8 Framed Responses, E2-29 Parts of a Sentence, E2-38 Writing Perfect Sentences			

Simple Verbs and Irregular Verbs ➡ Ongoing Action and Can, Could, May, Might ➡ Perfect Tense

Using *One* Lesson Plan with Multiple Grades

- **Using grade appropriate text**
  - **Review instead of introducing as new**
  - **Provide opportunities to apply/practice skill**

	Student Goals	*Step Up* Strategies	CCSS ELA
Unit 1—Week 1	**The writing essentials** • Analyze the features of the three types of writing: informative/ explanatory, argument, and narrative, and analyze prompts for each type. • Understand the steps of the writing process. • Understand the four categories of effective writing on which they will be evaluated. • Recognize and use the conventions of Standard English.	**Strategies for All Grades (6, 7, & 8)** **S2-1** Introducing Three Types of Writing **S2-3** The Writing Process **S2-2** Prompts for Three Types of Writing **S2-6** Recognizing the Traits of Effective Writing **S2-10** Using Standard English **Differentiation** *(optional):* *S2-9 Reinforcing Keyboarding Skills*	RL RI W 6.4, 6.5 S/L 6.1, 6.6 L 6.1e, 6.6 RL RI W 7.4, 7.5 S/L 7.1, 7.6 L 7.1, 7.6 RL RI W 8.4, 8.5 S/L 8.1, 8.6 L 8.1, 8.6

8. Present the additional prompts you selected from other sources to the class and have students evaluate them in the same way, noting key words and verbs and determining what the prompt is asking of the writer in terms of topic, details, format, and writing type.

Using *One* Lesson Plan with Multiple Grades

- **Designate certain units for each grade level** ***(after first year of implementation)***
  - **Focus on specific text genres in certain grades**
  - **Allow more time to focus on targeted skills**
- **Split the units across two grade levels for 9-12**

Grade 9
Unit 1: Analyzing Text with Informative/ Explanatory Writing Unit 3: Building on Text with Narrative Writing Unit 5: College and Career Connections

Grade 10
Unit 2: Defending a Claim with Argument Writing Unit 4: Investigating a Topic—Research Report Unit 6: Speaking and Listening—Discussion and Debate

Grade 11
Unit 1: Analyzing Text with Informative/ Explanatory Writing Unit 3: Building on Text with Narrative Writing Unit 5: College and Career Connections

Grade 12
Unit 2: Defending a Claim with Argument Writing Unit 4: Investigating a Topic—Research Report Unit 6: Speaking and Listening—Discussion and Debate

Summary

- Strategies and instructional components scaffold across the four grade bands
- K-2 provides assessments and strategies that truly meet the wide range of developmental levels found in these youngest writers
- Elements of good writing do not change, however, text rigor and expectations continue to increase

Thank You!

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