


Step Up To Writing

Southeastern Minnesota Education
Consortium


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Levels

- ◆ Primary: Grades K-3
 - ◆ Intermediate: Grades 3-6
 - ◆ Secondary: Grades 6-12
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- A stylized, dark teal silhouette of a mountain range is positioned in the bottom right corner of the slide, extending from the right edge towards the center.

Step Up to Writing Components

- ◆ **Teacher's Guides**
 - ◆ **Handy Pages**
 - ◆ **CD-ROMs: Customizable Tools**
 - ◆ **Tools**
 - ◆ **Posters**
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- A stylized, layered silhouette of a mountain range in various shades of teal, located in the bottom right corner of the slide.

Primary

- ◆ *Primary Step Up to Writing* introduces students to the language of writing and incorporates recognizable symbols into instruction (traffic light, happy faces, etc.)


The Primary Level:


- ◆ Offers instructional methods to use with kindergarten students
- ◆ Provides solid sentence-writing activities
- ◆ Outlines how to write organized paragraphs and stories
- ◆ Shows students how to get actively involved with reading


Primary Example


Sentences and Fragments

Ideas for Themes

because she ate too much candy	F	
we ate cake at the birthday party	S	

Grandmother roasted a turkey	S	
some pumpkin pie	F	

everyone made Valentine sacks	S	
a candy box shaped like a heart	F	

when the grass turns green	F	
colorful tulips grow from bulbs	S	

Intermediate

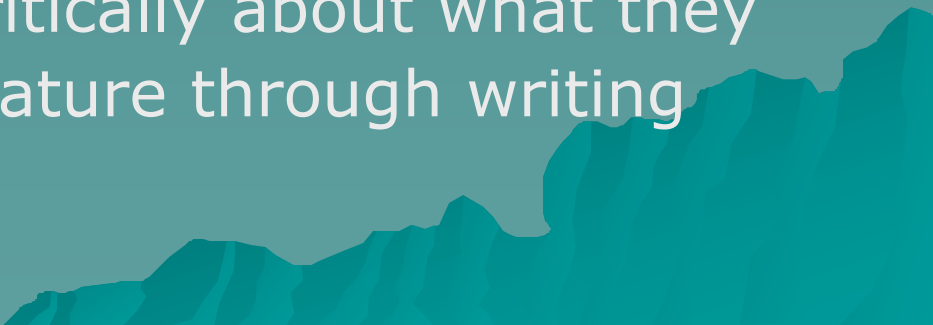
- ◆ Intermediate *Step Up to Writing* students will discuss their writing with peers and become engaged in reading. While using the same writing language as the Primary Level, the Intermediate Level:
 - ◆ Explains how to write more complex sentences
 - ◆ Teaches students to write structured paragraphs for various purposes and audiences
 - ◆ Provides strategies for writing multiparagraph expository and narrative pieces
 - ◆ Prompts students to respond to reading with writing

Intermediate Example

Complete Sentences

Fragments	Complete Sentences
Example 1	
• in the box	Meg hid the diary in the box by
• by her bed	her bed.
Example 2	
• because my friend	I read the book because my friend
told me about it	told me about it.
Example 3	
• eating cookies	Jane was eating cookies and
and drinking milk	drinking milk with her grandma.
• with her grandma	

Secondary

- ◆ Secondary students explore how structure and perspective can affect meaning.
 - ◆ Teaches the traits of well-written expository, narrative, and personal narrative pieces
 - ◆ Shows students how to enhance their writing with important details and create complex written compositions
 - ◆ Provides strategies for students to cooperate with peers to revise and edit work
 - ◆ Asks students to think critically about what they read and respond to literature through writing
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- A stylized silhouette of a mountain range in shades of teal, located at the bottom right of the slide.

Secondary Example

Complete Sentences

Fragments	Complete Sentences
Example 1	
• after he watched	After he watched his uncle show
• two prizewinning	the two prizewinning cows, Chauncey
cows at the state	headed to the parking lot at the
fair	state fair.
Example 2	
• because the dog	Because the dog was abandoned
was abandoned	early in the week, the animal rescue
• early in the week	center made plans to have him ready
	for adoption by the weekend.
Example 3	
• living in the city	Living in the city became easier
• tall buildings	for Matt and Rachel once they grew
and narrow streets	accustomed to the tall buildings that
• towered above	towered above them and the narrow
them	streets that surrounded them.

Lesson Example

Step 1 Construct an Informal Outline

Students learn the importance of pre-writing strategies. Spending the time to structure and place ideas results in cohesive, organized paragraphs.

Topic = Why I should learn to swim

- | | |
|----------------------|---|
| ★ Safety reasons | <ul style="list-style-type: none">• help yourself• help others |
| ★ Recreation reasons | <ul style="list-style-type: none">• pool parties• vacations• water sports |

Conclusion = Benefits of being a great swimmer

Traffic Light Colors



Write a topic sentence.



Give a key/star idea (reason, detail, or fact).
Use a transition.



Explain—
Give an example.



Remind the reader of
your topic.

Example Cont.

Step 2 Convert Outline to Sentences

Title = Reasons for Learning to Swim

Learning to swim is an essential skill for all children.

One reason to learn to be a strong swimmer is safety.

If you are in a dangerous situation, such as in a sinking raft or boat, you can swim to shore.

If you are a good swimmer, you can also help save others who may be drowning.

Being able to spend time with others is another reason for learning to swim.

Birthday and school year-end parties are often located around the pool.

Many people plan their vacations for warmer climates so that time may be spent splashing in the ocean.

The heat of summer makes us all want to cool off by enjoying water sports, such as waterskiing, diving, and surfing.

Learning to be a great swimmer can clearly make your life safer and more enjoyable.

Example Cont.

Step 3 Compile the Paragraph

Learning to swim is an essential skill for all children. One reason to learn to be a strong swimmer is safety. If you are in a dangerous situation, such as in a sinking raft or boat, you can swim to shore. If you are a good swimmer, you can also help save others who may be drowning. Being able to spend time with others is another reason for learning to swim. Birthday and school year-end parties are often located around the pool. Many people plan their vacations for warmer climates so that time may be spent splashing in the ocean. The heat of summer makes us all want to cool off by enjoying water sports, such as waterskiing, diving, and surfing. Learning to be a great swimmer can clearly make your life safer and more enjoyable.

Traffic Light Colors



Write a topic sentence.



Give a key/star idea (reason, detail, or fact).
Use a transition.



Explain—
Give an example.



Remind the reader of
your topic.

Question/Answer

- ◆ Break into groups to review teacher guides and curriculum tools.

THANK
YOU