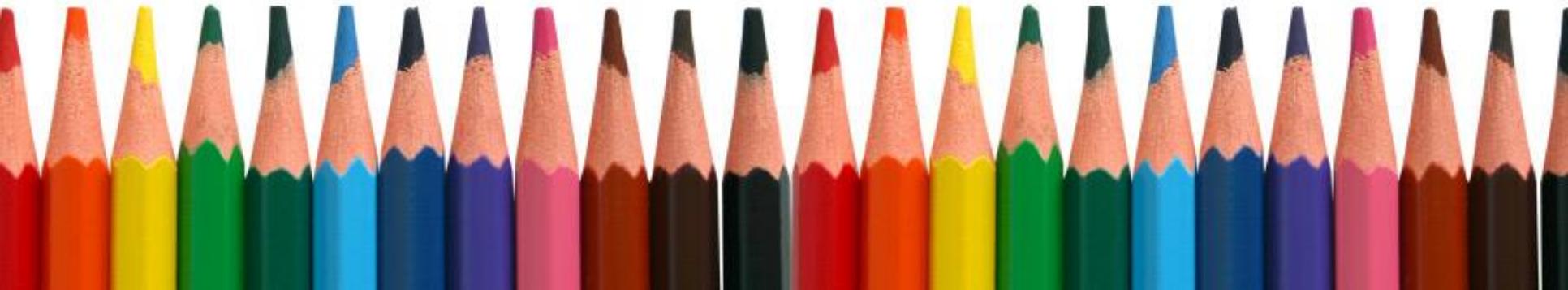


Step Up to Writing



WRITING and ASD difficulties

- Difficulty organizing thoughts
- Transferring thoughts into written language
- Presenting clear ideas
- Difficulty deciphering what is expected in the writing assignment because it is often presented verbally
- Difficult to copy notes, accurately, quickly, and neatly
- Visual-motor difficulties
- Poor fine-motor skills
- Tracking problems
- Difficulty discerning main ideas and details



WRITING: HANDWRITING

- Allow students to print rather than use cursive or vice versa.
- Reduce emphasis on neatness.
- Allow the student to dictate.
- Use technology.



THE WRITING PROCESS

- May have difficulty forming thoughts or accessing experiential memories.
- In order to write from a prompt, allow extra preparation time.
- Use Visuals!



Step Up to Writing

- The program was designed by Maureen Auman in 1999 and it was revised four times until now.



Step Up to Writing

- Is a comprehensive resource of multisensory writing strategies that develop students' ability to create thoughtful, well-written compositions.
- With a focus on the complete writing process, Step Up to Writing provides instruction to teach each phase of writing—ensuring students understand what good writing looks like; are able to evaluate their own writing and the writing of others; and are confident in planning, drafting, editing, revising, producing, and publishing an original composition.



Rozeski, Deborah L., 2012

- This study investigated several current teaching strategies and focused on three: Response to Intervention (RtI), Sheltered Instruction Observation Protocol (SIOP), and Step Up to Writing (SUTW) to determine if they were effective to meet the needs of 21st century learners. The study was conducted in a diverse, urban setting in Southern California in a school district in year four plus of Program Improvement (PI) as determined by the California Department of Education. Results of this study indicated that SIOP had the highest effect in descriptive statistics over RtI, but had the lowest effect on student achievement as measured by the CST scores compared over two years.
- **SUTW was the only strategy that indicated a significant increase in student achievement as indicated by the results of the CST scores.**



Russell, Leanne, 2010

- The purpose of this study is to determine and align the Kern County Superintendent of School's Deaf Education Program with the research-based elements of a quality D/HH program and to explore the instructional program of Step Up to Writing as a viable curricular tool for improving English and language skills for the D/HH population in the Kern County Superintendent of Schools' Deaf Education Program.
- The statistical evidence generated by the t -Test: Two Sample Assuming Unequal Variances, supported Step Up to Writing as an option for language skills development and curricular changes within the KCSOS Deaf Education Program.



Aldrich, Ashley, 2009.

- This study took place in a self-contained third grade classroom at St. Jude Catholic Elementary. The study focused on three monolingual English students who struggled particularly with organizing their writing. Methods and Data. The intervention lasted eight weeks and utilized the resources found in the Step Up to Writing curriculum as well as the formal steps of the writing process: prewriting, drafting, editing, revising, teacher conferencing, and publishing. Data sets include pre and post paragraph writing assessments, pre and post attitude survey data, teacher observations during writing, and student work throughout the intervention.
- Results showed that using the strategies from Step Up to Writing allowed students to take the first steps toward improving the organization of their writing.



Smith, Kristi Ann, 2008.

- There were 136 sixth-grade students who were randomly assigned to vocabulary development, summary writing, or control conditions. Students were pre-tested on reading comprehension and writing skills in both narrative and expository texts. All students in treatment conditions received either vocabulary or summary writing instruction on Mondays, Wednesdays, and Fridays for a total of 10 hours, and the regular writing program on Tuesdays and Thursdays for one month for a total of 8 hours. The control condition received the regular writing program everyday for a month for a total of 18 hours of instruction. At the end of the study, students were post-tested. All students showed significant growth in expository reading comprehension and writing, which was of comparable magnitude for both Native English Speakers and English Language Learners.



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GO!

Write a topic sentence.

**Slow
down!**

**Give a reason, detail or fact.
Use a transition word or phrase.**

Stop!

Explain! Give an example.

Go back!

Remaind the reader of your topic.



Practice Guide

7-Sentence Accordion Paragraph

Title _____

Topic Sentence

Reason/Detail/Fact and Transition

Explain

Reason/Detail/Fact and Transition

Explain

Explain

Conclusion



Transition Words

- First-Another-Next
- First-Second-Third
- One-Then-Another
- A good-A better-The best
- One-Another-Finally
- One-One other-Along with-Last
- First-In addition-Equally important



Some More Transition Words

- To start-Furthermore-Additionally-Last
- To begin-At the same time-Finally
- As soon as-Next-Later-In the end
- Initially-Then-After That
- To begin-Then consequently



Conclusion Words

- **In conclusion**
- **Certainly**
- **Definitely**
- **To sum up**
- **Clearly**
- **Surely**



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 happy hours may be spent splashing in the ocean.

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

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

It's time to write your paragraph

- Topic:



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