

Step Up to Writing® and 21st Century Skills

Step Up Strategies and Technology

Using Traditional Tools and 21st Century Tools in Learning



“The Partnership for 21st Century Skills has emerged as the leading advocacy organization focused on infusing 21st century skills into education. The organization brings together the business community, education leaders and policymakers to define a powerful vision for 21st century education to ensure every child’s success as citizens and workers in the 21st century.”

www.21stcenturyskills.org

At its highest level of implementation, the Partnership expects that

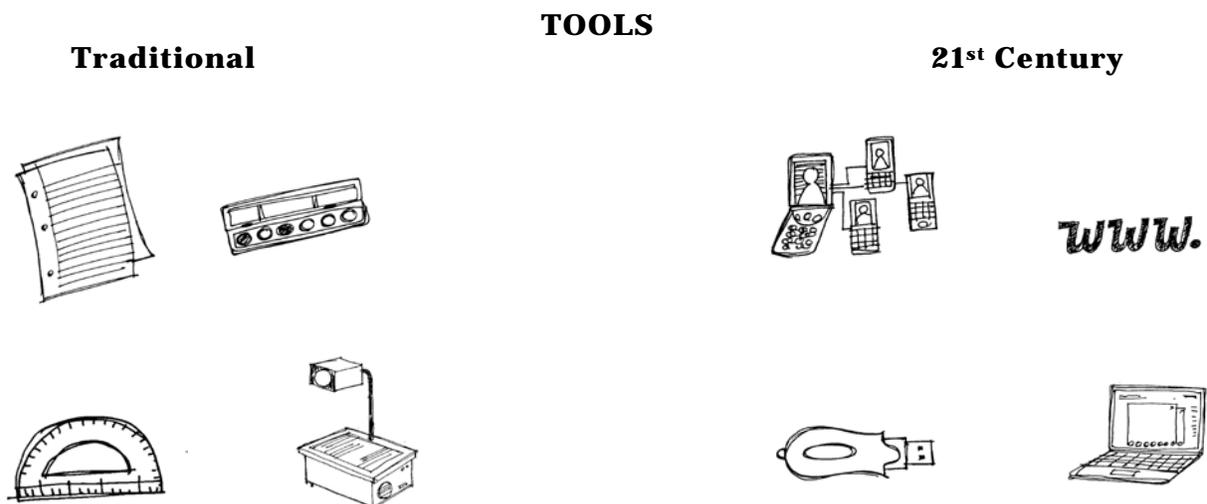
- Students can fully integrate core subjects and 21st century skills.
- Students can use learning skills and 21st century tools to fully understand material in a current context.
- Students have the skills to learn how to learn and to apply learning skills continually.
- Students have an ability to use the **traditional and 21st century tools**.

Goals of 21st Century Skills

1. Learn basic skills
 2. Master core subjects
 3. Demonstrate competency with information and communication technologies (ICT) literacy
 4. Apply learning skills
 5. Integrate literacy skills
 6. Use traditional learning tools
 7. Add and integrate 21st century content with core subjects
 8. Learn core content in a 21st century context
 9. Integrate 21st century skills
 10. Demonstrate confidence with 21st century learning tools
-

Six Elements of 21st Century Learning

1. Emphasize core subjects
 2. Emphasize learning skills
 3. Use 21st century tools to develop learning skills
 4. Teach and learn in a 21st century context
 5. Teach and learn new 21st century content
 6. Use 21st century assessments that measure core subjects and 21st century skills
-



1. Basic Skills – the “Traditional Goal of Education”

- reading
- writing
- numeracy

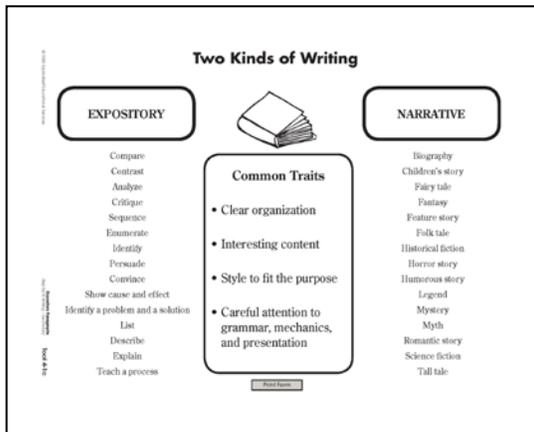
Step Up to Writing

The various strategies and activities found throughout *Step Up to Writing* help students master the traditional academic skills of reading, writing, and numeracy. The basic skills – found throughout all content areas – are the foundation for learning and mastering 21st century skills, and *Step Up to Writing* strategies empower students to apply strong literacy and numeracy strategies to all of their coursework whether it is history, science, mathematics, English language arts, foreign language, or the arts.

Step Up strategies cover the important academic skills of active reading, note taking, summarizing, vocabulary development, sentence mastery, information/expository writing forms, story/narrative writing, personal narratives, public speaking and presenting, and more.

A quick look at the Table of Contents gives an impressive overview of the many, varied strategies and skills taught in the *Step Up* program:

- 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/Narrative Writing*
- Section 7: Personal Narratives*
- Section 8: Speeches*
- Section 9: Specific Writing Assignments*
- Section 10: High Standards and Assessment*



Easy Two-Column Notes

Rules

1. Include the title and the date.
2. List main ideas, topics, and key words on the left.
3. List information and subtopics on the right.
4. Indent subtopics and leave plenty of empty space.
5. Remember that each paragraph has a key idea.
6. Use words and phrases.
7. Use abbreviations when they are appropriate.
8. Make notes neat and complete.

Topic = Maps

<i>A map</i>	<ul style="list-style-type: none"> = picture of an area = shows what things are located = use special marks and symbols = design depends on purpose
<i>Political map</i>	<ul style="list-style-type: none"> = shows each divided into countries = states = indicates capitals and major cities = use different sizes of type = for rivers, lakes, cities, etc.

2. Core Subjects

- academic subjects
- No Child Left Behind core subjects

Step Up to Writing

Step Up's strategies and activities can be easily applied to all content areas and 21st century contexts including English, reading, and language arts; math and science; foreign language; history and social studies; the arts; and more. These core academic subjects all contain opportunities for students to perform key tasks that improve

- their reading and listening comprehension,
- their ability to write and speak about content,
- their analysis and application of content information, and more.

Math—Writing to Explain

Try using the following strategy to explain the steps you used to solve a word problem. It will help you think about the major and minor steps that you took to find the answer. The folded paper, the labels, and the two-column guide will make your process visual and easy to explain in a formal paragraph.

1. Fold a piece of notebook paper into six parts. Label the parts as they are in the diagram below.

(Front)		(Back)	
Q =			
Step 1 / (Facts)	Explain	Step 4 / (Solve)	Explain
Step 2 / (Solve)	Explain	Step 5 / (Solve)	Explain
Step 3 / (Solve)	Explain	Step 6 / (Final Answer)	Explain

2. The letter Q stands for question. Read the math problem. Then rewrite the question next to the letter Q.

3. The first step, Facts, reminds you to begin solving any problem by identifying the essential facts.

4. Use Steps 2, 3, 4, and 5 as needed to solve the problem and do the work. Keep in mind that each step indicates a new operation. Each time you start a new step, use a new transition. This will help organize your explanation.

5. Write each step as a complete sentence. Be sure to include appropriate labels. (Examples: feet, square yards, miles, gallons, centimeters)

6. The final step each time you solve a word problem will be the same. Write your final answer in a complete sentence.

7. Write a paragraph by adding a topic sentence that states the problem and rewriting the sentences for each step.

Step Up to Writing provides teachers and students with the means for mastering these learning tasks in all subject areas including:

- responding to the text
- taking notes
- making inferences and analyzing the text
- summarizing
- asking and answering questions
- building content-area vocabulary
- mastering sentence writing
- great short answers
- using the writing process
- writing stand-alone paragraphs
- writing essays and reports
- writing for math*
- writing for science
- technical writing
- writing to compare/contrast
- writing about problem-solution or cause-effect
- responding to literature
- writing a skit
- writing about the news and current events
- personal writing
- and more!

Writing a Science Lab Process and a Conclusion

Experiment - Lung Capacity

Topic sentences

Our experiment with a gallon milk jug, dishpan, and aquarium tubing	showed	how much air our lungs can hold.
---	--------	----------------------------------

Fact outlines

- first step: stick masking tape on jug
- second: fill jug with water, screw on cap
- third: fill dishpan to full of water
- fourth: place the jug upside down in the water, remove cap
- fifth: have partner hold the jug without letting air bubbles in
- sixth: place one end of the tubing inside the mouth of the jug
- seventh: take a normal breath and exhale through the tube
- eighth: mark water level on tape
- ninth: refill jug with water, put in dishpan
- tenth: breathe in deeply and try to exhale all of the air out of our lungs through the tube, mark the tape
- record observations

Lab Reports

Lung Capacity Experiment

Our experiment with a gallon milk jug, dishpan, and aquarium tubing demonstrated how much air participants' lungs could hold. First, we placed tape vertically up the side of a plastic milk jug so we could easily mark the changing water level with a pen. Next, we filled the jug with water, capped it, and filled a dishpan half full of water. Then, we put the jug upside down in the water and removed the cap. One partner held the mouth of the jug under water at all times so no air bubbles could get in. Then the other partner slid the aquarium tube into the mouth of the jug. After that, one of us held the jug while the other took a normal breath and exhaled in the tube. We observed what happened to the water level in the jug after we breathed air into the tube. We then recorded the water level on the tape. We refilled the water jug, placed it in the dishpan and took another breath. This time, we breathed in deeply and tried to exhale all the air in our lungs through the tube. Again, we marked the water line on the tape. We noticed that the water level of the jug dropped when we exhaled air into the tube. We also noticed that the water level dropped even more when we exhaled a deep breath into the tube.

* See also: *Step Up to Writing in Math* by Maureen Auman and Debbie Valette

3. Information and Communication Technologies (ICT) Literacy

- apply learning skills using 21st century skills

Step Up to Writing

The many strategies, tools, and activities presented throughout *Step Up to Writing* are technology-friendly, able to be used with a variety of 21st century learning tools including computers/PCs, projectors, software programs, and more.

Additionally, the strategies allow students to prepare for using the 21st century tools by giving them the ability to plan, organize, write, revise, and edit their work. For instance, as students undertake multimedia presentations, they can use the planning and organizing tools in *Step Up* to begin their project, to research and write content, and to prepare their final presentation.

- responding to the text
- making connections
- taking notes
- summarizing
- asking and answering questions
- mastering vocabulary
- learning and practicing sentence writing
- using the writing process
- writing topic sentences, thesis statements
- using transitions
- elaborating on ideas
- writing effective conclusions
- writing paragraphs, essays, and reports
- writing for specific assignments
- writing in specific subject areas (e.g. math, science, social studies, English, etc.)
- planning and writing speeches
- writing stories/narratives and personal narratives
- meeting high standards

Accordion Essays and Reports

Prompt: Write a short (1 to 1½ pages) essay on the topic of wishes. Explain and describe wishes that you (or someone else) might make or have made. Be specific; include details.

If Wishes Came True:

If I could have anything I wanted, I would make three wishes. My wishes would benefit the world, my family, and, of course, myself.

I love reading, so I wish that every child in every corner of the world would be given the opportunity to read and a place to go to find interesting books. I visit the library every week all year long. I am never without a book to read even when I travel. I wish that all young people could enjoy the stories that books hold and learn the lessons that they share.

There are many things my family might want, but the most important gift they could ever receive would be a cure for diabetes. My two cousins, Luisa and Julian, have diabetes. They have lived with this illness since they were very little. Each day they take shots to make sure they have the right amount of insulin in their bodies. Julian and Luisa are very happy and active teenagers, and they never complain about the diabetes. But I know their lives would be so much easier if they did not have to deal with this problem. More than anything else, I wish I could help.

For myself I would wish for only one thing—to be good at math. Just once, I'd like to read a math problem and know just what to do. My friend Diego loves trigonometry. He never looks stressed during a math test. While I sit and ponder each problem, he rushes from one monster problem to the next. If my wish came true, I would know instantly how to use sine and cosine. I'd even understand algebra.

Wishes sometimes come true. Maybe this time mine will!

INTRODUCTION
Topic Sentence
The Plan

BODY PARAGRAPH 1
Transition
Topic Sentence
Elaborating Sentences

BODY PARAGRAPH 2
Transition
Topic Sentence
Elaborating Sentences

BODY PARAGRAPH 3
Transition
Topic Sentence
Elaborating Sentences

CONCLUSION
Closing Statements

Informational Speeches

Title = The Circulatory System

I = Although the body has many complex and important systems that help it function, the circulatory system is one of the most elaborate. It has many parts with one main purpose—to get blood to and from the heart.

★ Heart (The key)	- atrium - ventricles - valves
★ Blood (Another key)	- bone marrow - red blood cells - white blood cells - platelets - plasma
★ Blood vessels (A third important)	- arteries - capillaries - veins
★ Facts (Some other)	- a drop of blood <ul style="list-style-type: none"> • 5,000,000 red blood cells • 10,000 white blood cells • 250,000 platelets - blood vessels <ul style="list-style-type: none"> • thousands of miles • beats • 3 billion over lifetime

C = This elaborate maze of arteries, blood vessels, and veins, along with the hardworking heart, make up the circulatory system. The heart is at work 24-7 and—just think—most of the time we are not even aware of what's happening. That's pretty amazing!

4. Learning Skills

- process oriented
- higher order thinking skills
- communication of information, thinking, problem-solving
- working with others
- working independently

Step Up to Writing

Whether students are asked to communicate information, solve complex problems, or think critically and creatively, they need to learn the skills and strategies that enable higher-order thinking to occur. *Step Up to Writing's* collection of literacy strategies help teachers instruct students in the basics of learning – that is, learning how to learn.

These strategies enable students to not only improve their reading, writing, speaking, and listening skills, but they also empower students to learn content knowledge, access and communicate that knowledge, and apply that knowledge to 21st century contexts.

Useful *Step Up* strategies include

- writing to improve reading and listening comprehension
- responding to the text
- making connections
- taking notes
- making inferences and analyzing the text
- recognizing text structures
- summarizing
- asking and answering questions
- writing paragraphs, essays, and reports
- process-oriented writing
- writing to compare/contrast
- writing about problem-solution and cause-effect
- responding to literature
- technical writing
- writing in specific subject areas
- planning and delivering speeches and presentations
- meeting high standards
- and more!

Writing Summaries

Four steps for writing the summary paragraph

STEP 1 Write a summary topic sentence using the three-part IVF topic sentence method (the burrito fold).

Identify the Item.	Select a Verb.	Finish Your Thought.
Barney Saltzberg in his book <u>Phoebe and the Spelling Bee</u>	describes	what happens when Phoebe decides to learn her spelling words in an unusual way.

STEP 2 Copy the sentence so it looks like a real sentence. Fix spelling and capitalization errors.

Barney Saltzberg in his book Phoebe and the Spelling Bee describes what happens when Phoebe decides to learn her spelling words in an unusual way.

STEP 3 Create a fact outline.

- Friday Spelling Bee
- Katie
- not studying
- hurts a friend
- a clever idea

STEP 4 Use your fact outline to write the summary paragraph.

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Step Up to Writing - Information Tool 1-31b

[Print Form](#)

5. Literacy

- integrate core subject knowledge
- apply appropriate thinking and technical skills

Step Up to Writing

Breaking Down Definitions – Nouns		
Word	Definition	Example or illustration
<i>topography</i>	<ul style="list-style-type: none">- set of map detail- physical features- place- region- outline of place- relief- features- terrain- roads- cities	
<i>per capita income</i>	<ul style="list-style-type: none">- average income- collected by each person- in one country- funds- any country	
<i>comfronction</i>	<ul style="list-style-type: none">- disagreement- fight- fight face	
<i>democracy</i>	<ul style="list-style-type: none">- government- by the people- rule- by the majority- superior power- voted (challenge to) people- through representation- political, social- no kings or queens	

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Print Form
Read-Write Connection
Step Up to Writing™ (2008) 2008
Tool 2-3a

Helping students improve their literacy skills is what the *Step Up to Writing* program is known for and excels in. At its core, the *Step Up* program and its strategies and activities focus on using literacy skills – reading, writing, speaking, and listening – to learn content-area knowledge and apply that learning to specific tasks. Each strategy presented in *Step Up* uses content-area learning at its foundation, allowing students to learn, practice, and master important literacy skills and higher-order thinking skills.

Teachers and students are encouraged to connect strategies to core subject learning so students are provided a context for applying the strategies, and also to see how the same strategy can be applied across the curriculum for different subjects and purposes.

Key literacy strategies found throughout *Step Up to Writing* include

- responding to the text
- making connections
- taking notes
- summarizing
- asking and answering questions
- mastering vocabulary
- learning and practicing sentence writing
- using the writing process
- writing topic sentences, thesis statements
- using transitions
- elaborating on ideas
- writing effective conclusions
- writing paragraphs, essays, and reports
- writing for specific assignments
- writing in specific subject areas (e.g. math, science, social studies, English, etc.)
- planning and writing speeches
- writing stories/narratives and personal narratives
- meeting high standards

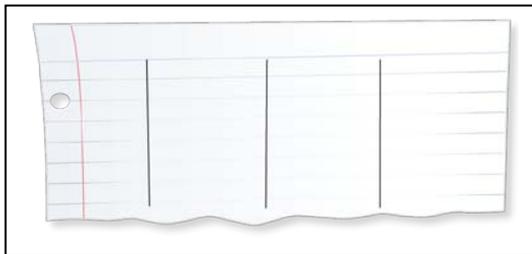
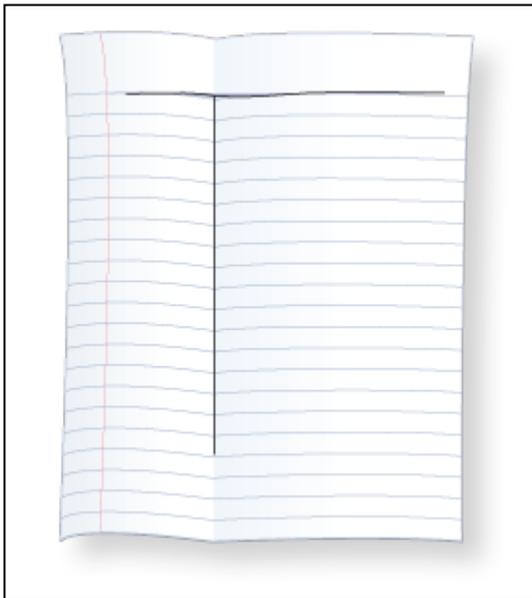
6. Traditional Learning Tools

- notebook paper
- chalkboards and dry-erase boards
- pencils, pens
- markers, crayons
- overhead projectors
- books, magazines, etc.
- copy machines

Step Up to Writing

Step Up to Writing's multisensory strategies make use of all the traditional learning tools found in a classroom. For instance: notebook paper is folded to create two-column notes; pens and pencils are used to highlight the text; markers are used to identify parts of a paragraph; overhead projectors display tools and model strategies; books and magazines make great resources for writing and reading examples.

Teachers already have all of the learning tools needed to introduce, model, and practice *Step Up* strategies.



Name: _____ Date: _____

Sketching My Responses

My pictures show _____

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7. 21st Century Content

- new content: global awareness, civics, economics, and business literacy
- beyond traditional subjects
- empowers learners to function effectively in the community

Step Up to Writing

Whether students are learning core subjects like math, science, English or social studies, or they are undertaking courses in 21st century content such as biotechnology, business marketing, and political science, the strategies and activities presented in *Step Up to Writing* will enable students to learn more effectively and efficiently. Each of the strategies introduced in *Step Up* can be applied to any content or subject-area, at any grade level, and with any student.

Step Up's strategies are particularly useful to empower students with the skills and confidence to read, write, and speak about content learning – 21st century content learning.

- responding to the text (personal, analytical, interpretive, etc.)
- making important connections
- taking notes
- conducting research
- developing study guides
- making inferences
- analyzing the text
- summarizing
- asking and answering questions
- writing about content using various forms and genres
- writing paragraphs, essays, and reports
- planning and delivering a speech or presentation
- participating in discussions
- developing good listening skills
- using and communicating about content information
- setting and meeting high standards
- assessing work
- and more!

Using the IVF Strategy to Analyze Graphs

Use the process that you use to write summaries to analyze and interpret graphs. Your verb choices and the purpose of the paragraph will be different. The fact outline will contain complete sentences, not sentence fragments.
Example: How have magazine sales changed?

School Year	Number of Sales
1999	1400
2000	1300
2001	1500
2002	1450
2003	1600
2004	1400
2005	1700

First, create a topic sentence by using three columns.

I	V	F
(Identify the Item)	(Select a Verb)	(Finish Your Thought)
<i>The School Magazine Sales chart</i>	<small>(Shows, presents, gives, explains, illustrates, identifies, shares)</small> <i>shows</i>	<i>the growth and decline in annual magazine sales at our local high school from 1999 to 2005.</i>

(continued)

Note Cards

Quotation Note Card

Use quotation marks if you copy a sentence (or a part of a sentence) word for word.

Page Number

Use color codes, numbers, letters, or the author's name.

EXAMPLE

"All reptiles have their place in nature."

Page 45

One Idea Note Card

Main Idea

- Subtopic
- Subtopic
- Subtopic
- Example
- Example

Page Number

The number of subtopics and examples may vary.

EXAMPLE

Tuataras

- Different kind of reptile
 - Looks like lizard
 - Ancestor to dinosaur

Page 22

8. 21st Century Context

- teach using relevant, real-world examples
- help students see connections between their studies and the world they live in

Step Up to Writing

By pairing contemporary contexts for learning, content knowledge, and *Step Up to Writing* strategies, teachers can provide their students with a rich 21st century learning experience.

Making Text Connections	
Text to Self 	<ul style="list-style-type: none"> • relatives • friends • people, places, things • experiences • goals • dreams
Text to Text 	<ul style="list-style-type: none"> • poems • songs • ads • lectures • speeches • plays • novels • textbooks • news articles • news reports • magazine articles • editorials • bumper stickers • historical documents
Text to World 	<ul style="list-style-type: none"> • history • the arts • politics • cultures • sports • famous people • religions • events • inventions • business • architecture
Text to Other 	<ul style="list-style-type: none"> • does not fit any other category

Students learn content using *Step Up* strategies, enabling them to learn more effectively and efficiently. Students are able to learn and communicate about content and apply it to contemporary contexts such as civic or business literacy or improving global awareness.

Step Up's strategies are particularly useful to empower students with the skills and confidence to read, write, and speak about 21st century content learning.

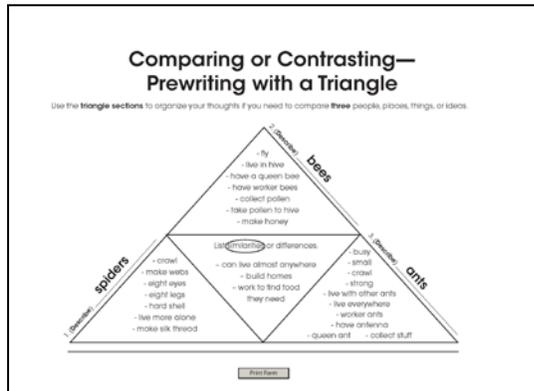
- responding to the text (personal, analytical, interpretive, etc.)
- making important connections
- taking notes
- conducting research
- developing study guides
- making inferences
- analyzing the text
- summarizing
- asking and answering questions
- writing about content using various forms and genres
- writing paragraphs, essays, and reports
- planning and delivering a speech or presentation
- participating in discussions
- developing good listening skills
- using and communicating about content information
- setting and meeting high standards
- assessing work
- and more!

Planning for Expository Writing Informal Outline	
Title = _____	
Topic = _____	
☆	-
	•
	•
☆	-
	•
	•
☆	-
	•
	•
Conclusion = _____	

9. 21st Century Skills

- integration of learning skills, learning tools, content
- teaching and learning in a 21st century context

Step Up to Writing



Explaining a Process

Example 1:

Skating on One Ski

Although water skiing on one ski might look difficult, it can be easy to learn if you follow my instructions. First, lie on your back, bend your knees, and be still. This will help you relax and become balanced. Next, push your back foot down. Do this so you will not go over your ski and land flat on your face. Third, tell the driver when you are ready. This helps so you will not be startled and you will feel more in control. Fourth, when the boat starts going, stand up, and let the boat pull you up. Last, bend your knees and lean back; this will help you go over big waves, prevent you from falling, and allow you to slice through the waves. When you feel balanced, slip your back foot into the foothold. Obviously, water skiing on one ski is a challenge, but it's not impossible, especially if you listen to my advice.

Example 2:

Soap: A Gift for Yourself or Others

Making soap for yourself or as a gift is creative and great fun. The process is simple. Start by visiting your local craft store and purchasing the necessary materials. Your list of essential items includes blocks of clear or colored glycerin soap, powdered color or pigment, essential oils (e.g. lavender or rose), soap molds, and a small pan and spoon that will be used exclusively for melting the blocks of soap and mixing the pigment and fragrance. Another useful tool to have is an eyedropper so that fragrance can be used sparingly, a drop or two at a time. Next, set up all your tools and ingredients on your kitchen table. To make the soap, unwrap the bars of glycerin soap and cut them up with a knife into small squares for melting. Place them in your pan. As you do this, it is important to be aware of how much heat you use. You want to melt the soap without overheating it. The process does not take long, and there is no need to hurry it. After that, you add very small amounts of pigment or dry color. Then add essential oil fragrance; a few drops will do. Finally, pour the heated, colored, and fragranced liquid into the soap molds and let cool for about 20-30 minutes. You now have soap to present as gifts for friends, family, and especially for yourself!

Traditional tools and 21st century tools can be combined with content-area knowledge to produce a rich learning environment where students can engage in learning 21st century content and skills. *Step Up to Writing* aides this learning process by providing tools and strategies that foster improved literacy skills – the basis of any learning process. Students apply *Step Up* strategies to all types of content learning, preparing them to learn, practice, and master in 21st century skills ranging from computer literacy to global awareness.

Integration of learning skills, learning tools, and content – within a 21st century context – can be bolstered with *Step Up to Writing*. Strategies and activities can be easily adapted for any number of assignments, learning processes, and content areas – traditional and contemporary.

- responding to the text
- making connections
- taking notes
- summarizing
- asking and answering questions
- mastering vocabulary
- learning and practicing sentence writing
- using the writing process
- writing topic sentences, thesis statements
- using transitions
- elaborating on ideas
- writing effective conclusions
- writing paragraphs, essays, and reports
- writing for specific assignments
- writing in specific subject areas (e.g. math, science, social studies, English, etc.)
- planning and writing speeches
- writing stories/narratives and personal narratives
- meeting high standard

10. 21st Century Learning Tools

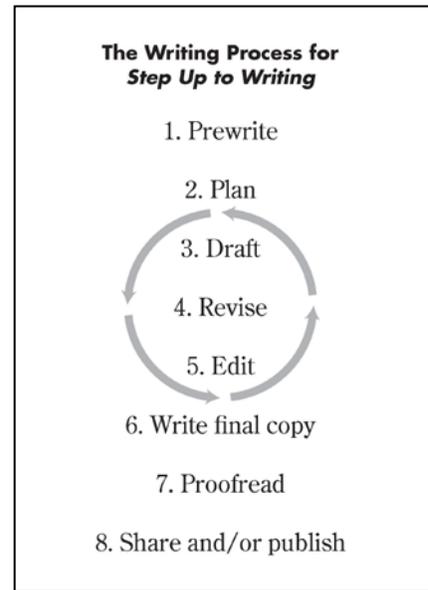
- information technology
- communication technology
- computers
- digital and non-digital computing
- audio-visual media tools, etc.

Step Up to Writing

The many strategies, tools, and activities presented throughout *Step Up to Writing* are technology-friendly, able to be used with a variety of 21st century learning tools including computers/PCs, projectors, software programs, and more.

Additionally, the strategies allow students to prepare for using the 21st century tools by giving them the ability to plan, organize, write, revise, and edit their work. For instance, as students undertake multimedia presentations, they can use the planning and organizing tools in *Step Up to Writing* to begin their project, to research and write content, and to prepare their final presentation.

- responding to the text
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Name: _____ Subject: _____
Date: _____ Period: _____

 **Analyzing an Editorial**

Editorial: A newspaper article that reflects the opinion of the writer or the management of the newspaper

Newspaper: _____
Title: _____
Date: _____ Page: _____
Author: _____

What is the author's position? _____

What is he or she trying to prove? _____

What reasons/proof does the author give for his or her opinion? _____

Do you agree or disagree? Why? Explain. _____

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Print Form

Technology and Step Up to Writing

Practical Applications of *Step Up to Writing* and 21st Century Skills:

When students:

1. Write formal email messages
2. Create PowerPoint or other interactive presentations
3. Develop multimedia projects
4. Word process
5. Conduct research
6. Create blogs or wikis
7. Become iReporters or respond to news articles online
8. Participate in online discussion forums or chatrooms
9. Write collaboratively

References

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Auman, Maureen and Debbie Valette. *Step Up to Writing in Math*. Boston: Sopris Learning, 2008.

Partnership for 21st Century Skills. "Mile Guide for 21st Century Skills: Milestones for Improving Learning and Education." 2009. <http://www.p21.org/documents/MILE_Guide_091101.pdf>

Also Available from MaureenAuman.com

"Step Up to Writing and the 2010 Carnegie Corporation Report *Writing to Read: Evidence for How Writing Can Improve Reading*"

"*Step Up to Writing* and the Alliance for Excellent Education's *Reading Next*"

"*Step Up to Writing* and the Alliance for Excellent Education's *Writing Next*"

"*Step Up to Writing* and the Judith Langer Research"

"*Step Up to Writing* Correlation to the Alliance for Excellent Education's *Double the Work*"

"*Step Up to Writing* Correlation to the National Research Council's *Starting Out Right*"

"*Step Up to Writing: the Best Option for Meeting or Exceeding the Common Core State Literacy Standards*"