

# Education Transfer Plan

## Summary Narrative

- Although this ETP project is intended as a presentation for Staff Learning Day (Sept. 2, 2005), it is intended to be replicated in the district for this year and successive years. The purpose of this ETP is to make instruction easier, not complicated.
- My goal is to establish a network among CUSD 5<sup>th</sup> grade teachers who could share success stories, suggestions, and criticism after implementing this model.

## Summary Narrative

- After the presentation (slides xx-xx), participants will split into breakout groups.
- From there, participants will create lessons on various subjects based upon the current Step Up to Writing lesson.
- Participating in the network, acknowledging challenges, and sharing success stories are crucial in the overall success of the ETP.

## Table of Contents

- Abstract
- Presentation slides

- for Sept. 2 workshop
- Participant worksheets
- Handouts to participants
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- Future extensions

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## Abstract

The Cupertino Union School District has recently adopted the "Step Up to Writing" program. This program provides practical teaching tools - which will provide classroom teachers with instruction on how students can become effective and better writers. This ETP will give a "scope and sequence" on implementation among the various curricular areas.

### Abstract – Is SUTW Necessary?

- The "Step Up to Writing Program" is a writing program which the Cupertino Union School District has recently adopted.
- CUSD teachers are expected to implement this proven and established program to focus on the improvement of writing skills for all students.

- CUSD has provided funding for training and future support for teachers through numerous in-services, workshops, guest facilitators, and hands-on training

## Abstract - Expected Outcomes

SUTW will allow teachers to improve the writing skills of all their students, regardless of ability level. The Step-Up program will allow:

- 1) students to write clear and organized paragraphs, reports, and essays,
- 2) raise class writing assessment scores,
- 3) enable students to complete assignments,
- 4) prepare students for real-world writing, and
- 5) create a sense of excitement about reading, writing, and learning.

## Abstract –NBC Standards

- **Generalist Middle Childhood**
  - “teachers will know the range of the middle grades curriculum: language arts, mathematics, science, social studies and history, the arts, and health... some focus in their teaching on interdisciplinary or cross-disciplinary lessons... practice in a manner designed to advance student learning in two or more subjects.” ([www.nbpts.org/about](http://www.nbpts.org/about))
- **Early and Middle Childhood/Literacy**
  - “teachers who know the range of the Literacy / Reading-Language Arts curriculum: reading, writing, listening, speaking, and viewing... focus their teaching on a prescribed approach to teaching literacy... practice in a manner designed to advance student learning in literacy... teachers use their knowledge of writing processes, language development, writing development, and ongoing assessment to provide instruction in the components of writing, assist students in constructing meaning in their written work, and provide genuine opportunities for students to write for a variety of purposes and audiences” ([www.nbpts.org/about](http://www.nbpts.org/about))

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## Aligning “Step Up to Writing” with Existing CUSD 5<sup>th</sup> grade Curricula

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Cupertino Union School District

Summer 2005

What is

“Step Up to Writing” ?

What is

“Step Up to Writing” ?

- SUTW is a collection of strategies which will allow teachers to improve the writing skills of all their students, regardless of ability level.

What is

“Step Up to Writing” ?

- The Step-Up program will:
  - 1) allow students to write clear and organized paragraphs, reports, and essays,
  - 2) raise class writing assessment scores,
  - 3) enable students to complete assignments,

- 4) prepare students for real-world writing, and
- 5) create a sense of excitement about reading, writing, and learning.

## What is “Step Up to Writing” ?

- Through numerous in-services, workshops, guest facilitators, and hands-on training, trained teachers are expected to implement this proven and established program to focus on the improvement of writing skills for all students.

## What is “Step Up to Writing” ?

- The "Step Up to Writing Program" is a writing program which the Cupertino Union School District has recently adopted.

## Step Up to Writing & Houghton Mifflin’s “Reading”

### “Earthquake Terror”

Wk 1-2     Aug 29 - Sep 9

- SUTW focus:
  - Narrative vs. Expository (2.1-2.3)
  - Telling vs. Giving Info (2.1-2.2)
  - Know “Important Distinctions” (2.3)

“Earthquake Terror”  
Narrative vs. Expository  
“Earthquake Terror”  
Narrative vs. Expository

- Narrative
  - Earthquake Terror p. 28
- Expository
  - The Wreck of the E.S. Newman p. 24
  - Buildup to a Shakeup p. 26
  - El Nino p. 48

“Earthquake Terror”  
Telling vs. Giving Info  
“Earthquake Terror”  
Know Important Distinctions

“Eye of the Storm”  
Wk 3-4      Sep 12 - 23

- SUTW focus:
  - Know “Important Distinctions” (2.3)
  - Responding to Text (8.6)
  - Free Response (8.8)
  - Quotation Response (8.11-8.12)

“Eye of the Storm”  
Know Important Distinctions  
“Eye of the Storm”  
Responding to Text

## “Eye of the Storm”

### Free Response

- Helps students focus their listening and thinking, encourages students to write
- There is no right or wrong way to respond. Students may respond in complete sentences or with words and phrases
  - *Select* a poem, short story, article – anything wanting to be shared
  - *Read* the piece ahead of time and mark the places that would be the most appropriate to stop and ask students to reflect
  - *Stop* and say, “please respond.” Give students time to write, but remember everyone won’t finish. Incomplete responses are okay.

## “Eye of the Storm”

### Quotation Response

#### “Volcanoes”

Wk 5-6      Sep 26 – Oct 7

- SUTW focus:
  - Narrative (6.1-6.38)
  - Quick Sketch Method (6.2-6.4)
  - Sketch, Jot Outline, or Notes (6.4-6.5)
  - Get the Story Rolling (6.5-6.6)

#### “Volcanoes”

### Narrative

- Preview p 6-1 to 6-38 with students
- 6.1 to 6.17 will be covered in details

#### “Volcanoes”

### Quick Sketch Method

- The Seven Steps of the Quick Sketch Method
  - Give your story a title
  - Make a quick-sketch (storyboard)
  - Make jot outline or quick-notes
  - Get the story rolling
  - Use transitions (connectors)
  - Bring story to smooth stop
  - Make changes to first draft

“Volcanoes”

Sketch, Jot Outline, or Notes

“Volcanoes”

Get the Story Rolling

- See the reproducibles (reproducibles p. 121-127) for examples of how writers can get the story rolling
  - Provide a where
  - Provide a when
  - Provide an action verb
  - Introduce a character
  - Make a simple but interesting comment
  - Start with dialogue

“Michelle Kwan”

Wk 7-8

Oct 10 - 21

- SUTW focus:
  - Get the Story Rolling (6.5-6.6)
  - Move the Story Along (6.6-6.7)
  - Come to a Smooth Stop (6.9-6.10)
  - Revise the Story (6.10-6.11)

## “Michelle Kwan”

### Get the Story Rolling (cont'd)

- See the reproducibles (reproducibles p. 121-127) for examples of how writers can get the story rolling
  - Provide a where
  - Provide a when
  - Provide an action verb
  - Introduce a character
  - Make a simple but interesting comment
  - Start with dialogue

## “Michelle Kwan”

### Move the Story Along

- Use transitions

## “Michelle Kwan”

### Come to a Smooth Stop

- Instead of just writing “The End”, finish your story with a strong sentence that will help your reader:
  - Feel a feeling
    - *There, the two lived happily for many years. And Scarface lost his old name, and was known to all the tribe as Smoothface.*
  - Remember a character
    - *And there is an old story, that not long after this, Tell did shoot the tyrant with one of the arrows. And thus, he set his country free.*
  - Get your point
    - *And as long as he lived, Damocles never again wanted to change places, even for a moment, with the king.*
  - Think about the story
    - *Perhaps he was right. For, at any rate, the brownies never came back to the Shoemaker's house.*

## “Michelle Kwan”

### Revise the Story

- Skip lines

- Use one side of the piece of paper
- Use one side of the page
- List the “to be” verbs on the board
- Check sentence beginnings
- Vary sentences
- Check spelling
- Check word choice
- Reward figurative language
- Use the five senses

## “La Bamba”

Wk 9-10 Oct 24 - Nov 4

- SUTW focus:
  - Revise the Story (6.10-6.11)
  - Improving Sentence Quality (6.17)
  - Expository (2.1-2.51)
  - Know Elements of Expository Writing (generic expository paragraphs – 2.4)

## “La Bamba”

### Revise the Story

- Skip lines
- Use one side of the piece of paper
- Use one side of the page
- List the “to be” verbs on the board
- Check sentence beginnings
- Vary sentences
- Check spelling
- Check word choice
- Reward figurative language
- Use the five senses

## “La Bamba”

### Improving Sentence Quality

- Create sentences by providing different combinations of who, what, when, where, how, action

## “La Bamba”

### Expository Writing

Expository paragraphs

- Need a title
- Have a topic sentence
- Use transitions
- Explain and give examples
- Have a conclusion

## “La Bamba”

### Elements of Expository Writing

Important Elements of Expository Writing

Organization is the key.

Topic sentences and thesis statements are the heart

Transitions are the glue for the key ideas.

Examples, evidence, and explanations are the meat.

Conclusions tie it all together.

## “The Fear Place”

Wk 11-12

Nov 7 - 18

- SUTW focus:
  - Know Elements of Expository Writing (generic expository paragraphs – 2.4)
  - Power Outlining (2.11-2.18)
  - Color Coding (2.20-2.50)

- Green Topic Sentences (2.20-2.34)
- O/P Sentences (2.21)

## “The Fear Place”

# Elements of Expository Writing

### Important Elements of Expository Writing

Organization is the key.

Topic sentences and thesis statements are the heart

Transitions are the glue for the key ideas.

Examples, evidence, and explanations are the meat.

Conclusions tie it all together.

## “The Fear Place”

### Power Outlining

## “The Fear Place”

### Power Outlining

## “The Fear Place”

## Color Coding – Traffic Signal

- **Green** topic sentence
  - means “go” green says, “I have a place I’m going with this paragraph.”
  - asks the writer to decide, “What am I going to prove?”, “What am I going to explain?”, “What will I share”
- **Yellow** reasons/details/facts
  - means “slow down”
  - identifies key ideas – reasons, details, or facts
- **Red** explain
  - Means “stop and explain”
  - Presents evidence
  - Provides explanations and examples
- **Green** conclusion
  - Means “go back to your topic”
  - Means restate the topic and the position
  - Does not introduce new information
  - Leaves your reader with something to remember

## “The Fear Place”

### Green Topic Sentences

13 Methods for Writing a Topic Sentence

## “The Fear Place”

### Occasion/Position Sentences

- An O/P Statement is a complex sentence that begins with an occasion, such as:

## “The Fear Place”

### Occasion/Position Sentences

## “Mae Jemison”

Wk 13-14 Nov 21 – Dec 2

- SUTW focus:
  - O/P Sentences (2.21)
  - “Power/Number” Statements (2.24)
  - “However” Statements (2.26)

## “Mae Jemison”

### Occasion/Position Sentences

- The occasion
  - Is the first part of the topic sentence
  - Introduces your reason for writing
  - Can be any event, problem, idea, solution, or circumstance that gives you a reason to write
  - Is the dependent clause in the complex sentence
- The position
  - Is the second part of the topic sentence
  - States what you plan to prove or explain in your paragraph
  - Is the independent clause in the complex sentence

## “Mae Jemison”

### “Power/Number” Statements

- A Power/Number Statement is a sentence that contains a number, which tells your reader that a list will follow

## “Mae Jemison”

### “However” Statements

- However is a conjunctive adverb that can help organize thoughts into a topic sentence.
- “However” creates a compound sentence – usually the first part will be the occasion, while the second part will be the position. Other “however” words can be substituted:

## “Then What, P. Revere?”

Wk 15-16

Dec 5 - 16

- SUTW focus:
  - “However” Statements (2.26)
  - “And, But, and Or” Statements (2.27)
  - “To...”, Plus a Verb (2.29)
  - The List Statements (2.30)

## “Then What, P. Revere?”

### “However” Statements

- However is a conjunctive adverb that can help organize thoughts into a topic sentence.
- “However” creates a compound sentence – usually the first part will be the occasion, while the second part will be the position. Other “however” words can be substituted:

## “Then What, P. Revere?”

### “And, But, and Or” Statements

- With coordinating conjunctions – *but, or, yet, for, and, nor,* and *so* – you can easily write a topic sentence.
- You can use *boy fans* to help you remember these conjunctions.

### “Then What, P. Revere?”

#### “To...”, Plus a Verb

- An infinitive is the main verb preceded by the word *to*. Topic sentences with infinitives are clear and direct. They won’t confuse the reader.
- Examples:
  - *To win* at chess, players need to master three skills.
  - *To impress* her guests at the party, my aunt created culinary surprises
  - *To succeed* in business, a person must establish clear goals.

### “Then What, P. Revere?”

#### The List Statements

- A common method for writing a topic sentence is to list the categories that you will address in your paper. There are several types of lists you can use.
  - A list of words
  - A list of phrases
  - A list of dependent clauses
- If you start with a phrase, all parts of the list should be phrases. If you start with a noun, all parts of the list should be nouns.

### “Katie’s Trunk”

Wk 19-20

Jan 2 - 13

- SUTW focus:
  - Get Their Attention (2.31)
  - Yellow – Reason/Detail/Fact (2.10-2.11)

- Transitions (2.39-2.45)

## “Katie’s Trunk”

### Get Their Attention

- Get your reader’s attention by using a declarative statement which uses a strong verb.
  - Children *love* the new flavored cereals.
  - Aunt Susan’s foolproof holiday recipes *saved* me and *impressed* my family.
  - Fourth grade test scores *soared*.
  - Teachers’ salaries must be *increased*.

## “Katie’s Trunk”

### Yellow – Reason/Detail/Fact

Topic: Vacation in Florida

## “Katie’s Trunk”

### Transitions

- Transitions are words and phrases used in expository writing to let readers know that a new key idea is being introduced.
- Transitions
  - Introduce new ideas
  - Connect reasons, details, or facts
  - Help the writer and the reader

## “Katie’s Trunk”

### Transitions – List A

## “Katie’s Trunk”

### Transitions – List B

# “James Forten”

Wk 21-22      Jan 16 - 27

- SUTW focus:
  - Reds (2.10-2.11)
  - Examples (2.46-2.48)
  - Explanations, Events, Evidence, Effective Illustrations, Elaboration (4.53)

## “James Forten”

### Reds

Topic: Vacation in Florida

## “James Forten”

### Examples

- Always ask yourself if you have enough red. Check to see if you have included specific examples or enough evidence.
- The E’s are important if you want students to move from basic paragraphs to proficient or advanced. Examples, explanations, and elaboration make paragraphs more interesting.

## “James Forten”

### Examples

- Words beginning with E help:

## “James Forten”

Explanations, Events, Evidence, Effective Illustrations,  
Elaboration

- The red's (aka the E's) are the most important part of a paper.
  - Specific examples
  - Explanation that prove and support the thesis

## “Mariah Keeps Cool”

Wk 23-24 Jan 30 – Feb 10

- SUTW focus:
  - Explanations, Events, Evidence, Effective Illustrations, Elaboration (4.53)
  - Green – Conclusions (2.49-2.51)
  - Accordion Paragraphs (2.8-2.9)
    - 5-sentence paragraph
    - 8-sentence paragraph
  - Multiparagraph Essay (4.1-4.58)

## “Mariah Keeps Cool”

Explanations, Events, Evidence, Effective Illustrations,  
Elaboration

- The red's (aka the E's) are the most important part of a paper.
  - Specific examples
  - Explanation that prove and support the thesis

## “Mariah Keeps Cool”

### Green - Conclusions

- Instead of just stopping and writing *The End*, student should consider the following tips for writing a conclusion
  - Restate your position; remind readers of the topic
  - Don't just copy the topic. Use synonyms to replace keywords
  - Use Power Statements in the final sentence

## “Mariah Keeps Cool”

### Accordion Paragraphs

- Paragraphs could be of any length – short or long
- However, the structure of the Eight Sentence Paragraph could be used in all writing, regardless of length

## “Mariah Keeps Cool”

### Multiparagraph Essays

- SUTW focus:

## “Mom’s Best Friend”

Wk 25-27 Feb 13 – Mar 3

- SUTW focus:
  - Stretch Your Paragraph (4.4-4.6)
  - The Twelve Steps (4.7-4.8)
  - Thesis Statement and Intro (4.17-4.20)
  - Block Out an Essay (4.20-4.24)

## “Mom’s Best Friend”

### Stretch Your Paragraph

- SUTW focus:

## “Mom’s Best Friend”

### The Twelve Steps

- SUTW focus:

## “Mom’s Best Friend”

### Thesis Statement and Intro

- SUTW focus:

## “Mom’s Best Friend”

### Block Out an Essay

- SUTW focus:

“Yang, the Second”

Wk 28-29      Mar 6 - 17

- SUTW focus:

- Block Out an Essay (4.20-4.24)
- Informal Outline (4.32-4.35)
- Transition Topic Sentences (4.46-4.52)
- Conclusions (4.55-4.58)
  - Use conclusion words
  - Get emotional
  - End on a positive note

“Yang, the Second”

Block Out an Essay

- SUTW focus:

“Yang, the Second”

Informal Outline

- SUTW focus:

“Yang, the Second”

Transition Topic Sentences

- SUTW focus:

“Yang, the Second”

Conclusions

- SUTW focus:

“Dear Mr. Henshaw”

Wk 30-31      Mar 20 - 31

- SUTW focus:

- Summary Writing (3.3-3.14)
- Burrito Method (3.4)
  - Identify, Verb, Finish (3.5-3.8)
  - Make a “Real” Sentence (3.9)

“Dear Mr. Henshaw”  
Summary Writing

- SUTW focus:

“Dear Mr. Henshaw”  
Burrito Method

- SUTW focus:

“A Boy Called Slow”

Wk 32-34      Apr 3 - 21

- SUTW focus:
  - Burrito Method (3.4)
    - Identify, Verb, Finish (3.5-3.8)
    - Make a “Real” Sentence (3.9)
    - Fact Outline (3.10)

“A Boy Called Slow”  
Burrito Method

- SUTW focus:

“Pioneer Girl”

Wk 35      Apr 24 - 28

- SUTW focus:
  - Burrito Method
    - Write the Summary (3.10-3.11)
  - Money Summary (8.22-8.23)

“Pioneer Girl”  
Burrito Method

- SUTW focus:

“Pioneer Girl”  
Money Summary

- SUTW focus:

“Black Cowboy, Horses”  
Wk 36                      May 1 - 5

- SUTW focus:

- Money Summary (8.22-8.23)
- Persuasive Writing (3.30-3.33)
- Sentences with either/or (3.30)

“Black Cowboy, Horses”  
Money Summary

- SUTW focus:

“Black Cowboy, Horses”  
Persuasive Writing

- SUTW focus:

“Black Cowboy, Horses”  
Sentences with Either/Or

- SUTW focus:

“Elena”  
Wk 37                      May 8 - 12

- SUTW focus:

- Persuasive Writing
  - Sentences with either/or (3.30)
- Assessment
  - Analyzing a Paragraph (7.13-7.14)

“Elena”

## Persuasive Writing

- SUTW focus:

“Elena”

## Assessment

- SUTW focus:

“The Grizzly Bear Family”

Wk 38

May 16 - 19

- SUTW focus:

“The Golden Lion...”

Wk 39

May 22-26

- SUTW focus:

“My Side of.. Mountain”

Wk 40

May 29 – Jun 2

- SUTW focus:

# Step Up to Writing & Houghton Mifflin's "Mathematics"

## Ch 1: Whole Numbers, Decimals, & Integers 8/29 to 9/23

- SUTW focus:
  - Narrative vs. Expository text
  - Responding to Text

## Ch 2: Addition, Subtraction, And Equations 9/26 to 10/14

- SUTW focus:
  - Narrative

## Ch 3: Multiplication 10/17 to 11/4

- SUTW focus:
  - Expository

Ch 4:  
Division and Equations  
11/7 to 12/2

- SUTW focus:
  - Color Coding

Ch 5: Measurement and Integers  
12/5 to 1/6

- SUTW focus:
  - Color Coding (cont'd)

Ch 7: Number Theory and Addition &  
Subtraction of Fractions  
1/9 to 2/3

- SUTW focus:
  - Color Coding (cont'd)

Ch 8: Multiplication and Division  
of Fractions  
2/6 to 2/24

- SUTW focus:
  - Accordion Paragraphs
  - The Twelve Steps

## Ch 9: Multiplication and Division of Decimals

2/27 to 3/17

- SUTW focus:
  - The Twelve Steps

## Ch 10: Geometry and Measurement

3/20 to 4/28

- SUTW focus:
  - Summary Writing

## Ch 11: Ratio and Percent

5/1 to 5/19

- SUTW focus:
  - Persuasive Writing
  - Assessment

Step Up to Writing & Mc Graw Hill's  
"Social Studies"

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Chapter 6

Chapter 7

Chapter 8

Chapter 9

Step Up to Writing & CUSD's myriad of  
Science resources  
Mixtures and Solutions

Living Systems

Weather and Astronomy

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## District Staff Learning Day

September 2, 2005

- Attention 5th grade teachers! Work with other 5th grade CUSD teachers and collaborate. In this workshop, the Step Up to Writing scope-and-sequence is aligned with 5th grade Houghton Mifflin Reading and will be presented. Together, we will pool our efforts into other curricular areas to bring SUTW alive. In order to walk away with "ready-made" lesson plans, be sure to bring your math, science, and social studies TM's.

### Ch 1: Whole Numbers, Decimals, & Integers

- SUTW focus:
  - Narrative vs. Expository text
  - Responding to Text

### Ch 1: Whole Numbers, Decimals, & Integers

- How can SUTW be incorporated into this chapter in math? Provide specific examples, websites, stories, etc.

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## Ch 2: Addition, Subtraction, and Equations

- SUTW focus:
  - Narrative

## Ch 2: Addition, Subtraction, and Equations

- How can SUTW be incorporated into this chapter in math?  
Provide specific examples, websites, stories, etc.
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## Ch 3: Multiplication

- SUTW focus:
  - Expository

## Ch 3: Multiplication

- How can SUTW be incorporated into this chapter in math?  
Provide specific examples, websites, stories, etc.
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## Ch 4: Division and Equations

- SUTW focus:
  - Color Coding

## Ch 4: Division and Equations

- How can SUTW be incorporated into this chapter in math?  
Provide specific examples, websites, stories, etc.
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## Ch 5: Measurement and Integers

- SUTW focus:
  - Color Coding (cont'd)
  
- How can SUTW be incorporated into this chapter in math?  
Provide specific examples, websites, stories, etc.

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## Ch 7: Number Theory and Addition and Subtraction of Fractions

- SUTW focus:
  - Color Coding (cont'd)
  
- Ch 7: Number Theory and Addition and Subtraction of Fractions
  
- How can SUTW be incorporated into this chapter in math?  
Provide specific examples, websites, stories, etc.

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## Ch 8: Multiplication and Division of Fractions

- SUTW focus:
  - Accordion Paragraphs
  - The Twelve Steps

## Ch 8: Multiplication and Division of Fractions

- How can SUTW be incorporated into this chapter in math? Provide specific examples, websites, stories, etc.

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## Ch 9: Multiplication and Division of Decimals

- SUTW focus:
  - The Twelve Steps

## Ch 9: Multiplication and Division of Decimals

- How can SUTW be incorporated into this chapter in math? Provide specific examples, websites, stories, etc.

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## Ch 10: Geometry and Measurement

- SUTW focus:
  - Summary Writing

## Ch 10: Geometry and Measurement

- How can SUTW be incorporated into this chapter in math?  
Provide specific examples, websites, stories, etc.

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## Ch 11: Ratio and Percent

- SUTW focus:
  - Persuasive Writing
  - Assessment

## Ch 11: Ratio and Percent

- How can SUTW be incorporated into this chapter in math?  
Provide specific examples, websites, stories, etc.

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## Ch 12: Integers and the Coordinate Plane

- SUTW focus:
  - Review missed concepts

## Ch 12: Integers and the Coordinate Plane

- How can SUTW be incorporated into this chapter in math?  
Provide specific examples, websites, stories, etc.

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## Ch 6: Data, Statistics, and Probability

- SUTW focus:
  - Review missed concepts

## Ch 6: Data, Statistics, and Probability

- How can SUTW be incorporated into this chapter in math?  
Provide specific examples, websites, stories, etc.

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Sept 2, 2005 Staff Learning Day

Content feedback form

Sept 2, 2005 Staff Learning Day

Presentation feedback form

Sept 2, 2005 Staff Learning Day

Open-response feedback form

“Aligning ‘Step Up’ to CUSD” - assessment

Post-Sept 2 workshop – Teaching experience

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