

GRADES K-12

Step Up
to Writing®



Step Up to Writing, Grades K-12

**Georgia Standards of Excellence for
English Language Arts (2015)**

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Kindergarten	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
Reading Literacy	
<i>Key Ideas and Details</i>	
ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text.	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98) Section 6: B6-1 (449-450); B6-2 (451-452); B6-11 (469-470); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) Section 8: B8-10 (581-582) Section 9: B9-3 (612-615)
ELAGSEKRL2: With prompting and support, retell familiar stories, including key details.	Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104) Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582)
ELAGSEKRL3: With prompting and support, identify characters, settings, and major events in a story.	Section 1: B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73); B1-40 (89-91); B1-41 (92-93); B1-43 (96) Section 6: B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) Section 8: B8-10 (581-582)
<i>Craft and Structure</i>	
ELAGSEKRL4: With prompting and support, ask and answer questions about unknown words in a text.	Section 3: B3-15 (258-260)
ELAGSEKRL5: Recognize common types of texts (e.g., storybooks, poems).	Section 1: B1-2 (9-10) Section 10: B10-13 (662-664)
ELAGSEKRL6: With prompting and support, identify the author and illustrator of a text and define the role of each in telling the story.	Section 1: B1-1 (7-8)
<i>Integration of Knowledge and Ideas</i>	
ELAGSEKRL7: With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).	Section 1: B1-1 (7-8); B1-35 (80)
ELAGSEKRL8: (Not applicable to literature)	
ELAGSEKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Section 1: B1-39 (87-88); B1-40 (89-91)
<i>Range and Level of Text Complexity</i>	
ELAGSEKRL10: Actively engage in group reading activities with purpose and understanding.	Section 1: B1-9 (24); B1-14 (32-33) Section 10: B10-13 (662-664)
Reading Informational	
<i>Key Ideas and Details</i>	
ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85);

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Kindergarten	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98) Section 6: B6-1 (449-450); B6-10 (466-468); B7-7 (531-532); B8-10 (581-582) Section 9: B9-3 (612-615); B9-4 (616-618)
ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).	Section 1: B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43); B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-47 (105-106) Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-18 (329-330); B4-20 (333-335); B4-21 (336-337); B4-24 (343-344); B4-25 (345-346); B4-27 (350-351); B4-28 (352-354); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369) Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434) Section 7: B7-3 (522-524); B7-7 (531-532); B8-10 (581-582); B9-4 (616-618)
ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Section 1: B1-27 (61-63); B1-39 (87-88); B1-43 (96) Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-20 (333-335); B4-21 (336-337); B4-24 (343-344); B4-25 (345-346); B4-27 (350-351); B4-28 (352-354) Section 5: B5-14 (413-415); B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428) Section 7: B7-3 (522-524); B7-10 (538-539); B8-10 (581-582)
<i>Craft and Structure</i>	
ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.	Section 3: B3-15 (258-260); Section 7: B7-7 (531-532)
ELAGSEKRI5 Identify the front cover, back cover, and title page of a book.	Section 1: B1-1 (7-8); Section 7: B7-7 (531-532)
ELAGSEKRI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Section 1: B1-1 (7-8); Section 7: B7-7 (531-532)
<i>Integration of Knowledge and Ideas</i>	
ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).	Section 1: B1-1 (7-8); B1-35 (80) Section 4: B4-29 (355-358) Section 7: B7-7 (531-532)
ELAGSEKRI8 With prompting and support, identify the reasons an author gives to support points in a text.	Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-16 (418-420); B5-17 (421); B5-18 (422-424)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Kindergarten	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Section 1: B1-39 (87-88) Section 4: B4-19 (331-332); B4-21 (336-337); B5-6 (394-395); B5-9 (400-402)
<i>Range and Level of Text Complexity</i>	
ELAGSEKRI10 Actively engage in group reading activities with purpose and understanding.	Section 1: B1-9 (24); B1-14 (32-33)
Reading Foundational	
<i>Print Concepts</i>	
ELAGSEKRF1: Demonstrate understanding of the organization and basic features of print.	
a. Follow words from left to right, top to bottom, and page-by-page.	Section 1: B1-1 (7-8); B2-1 (114-115)
b. Recognize the spoken words are represented in written language by specific sequences of letters.	Section 2: B2-1 (114-115); B2-4 (123); B2-5 (124-126); B2-9 (133-134); B2-10 (135-136); B2-11 (137); B2-31 (183-186)
c. Understand that words are separated by spaces in print.	Section 2: B2-1 (114-115); B2-9 (133-134); B2-11 (137); B2-17 (150-152); B2-18 (153-154)
d. Recognize and name all upper- and lowercase letters of the alphabet.	Section 2: B2-5 (124-126)
<i>Phonological Awareness</i>	
ELAGSEKRF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Recognize and produce rhyming words.	Section 2: B2-8 (131-132)
b. Count, pronounce, blend, and segment syllables in spoken words.	Section 2: B2-31 (183-186)
c. Blend and segment onsets and rimes of single-syllable spoken words.	Section 21: B2-8 (131-132)
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Section 2: B2-7 (128-130); B2-10 (135-136)
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Section 2: B2-8 (131-132)
<i>Phonics and Word Recognition</i>	
ELAGSEKRF3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant.	Section 2: B2-6 (127); B2-7 (128-130)
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Section 2: B2-31 (183-186)
c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Section 2: B2-8 (131-132)
<i>Fluency</i>	
ELAGSEKRF4 Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.	Section 2: B2-30 (182)
Writing	
<i>Text Types and Purposes</i>	
ELAGSEKW1 Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or	Section 2: B2-2 (116-118); B2-45 (211-212) Section 5: B5-1 (383-384); B5-2 (385-386); B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395);

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Kindergarten	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
the topic they are “writing” about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).	B5-7 (396-397); B5-8 (398-399); B5-9 (400-402); B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417); B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-21 (429-431); B5-22 (432-434); B5-23 (437-442) Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) Section 10: B10-5 (648-649); B10-11 (658-659); B10-14 (665-666); B10-15 (667-668)
ELAGSEKW2 Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are writing about and supply some information about the topic.	Section 1: B1-25 (56-58) Section 2: B2-2 (116-118); B2-45 (211-212) Section 4: B4-1 (287-289); B4-2 (290-292); B4-3 (293-294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302); B4-7 (303-304); B4-8 (305-306); B4-9 (307-308); B4-10 (309-310); B4-11 (311-312); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342); B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-29 (355-358); B4-30 (359-361); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369); B4-34 (372-276); Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-13 (545-546); B7-14 (547-548); B7-16 (553-556) Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) Section 10: B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-7 (650-651); B10-8 (652-653); B10-10 (655-657); B10-14 (665-666); B10-15 (667-668)
ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.	Section 2: B2-2 (116-118); B2-45 (211-212) Section 6: B6-1 (449-450); B6-2 (451-452); B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502); B6-26 (505-508); B6-27 (509-512) Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630); B10-14 (665-666); B10-15 (667-668)
<i>Production and Distribution of Writing</i>	
ELAGSEKW4 (begins in grade 3)	

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Kindergarten	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
ELAGSEKW5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<p>Section 2: B2-3 (119-121); B2-14 (144); B2-15 (145-146); B2-16 (147-149); B2-17 (150-152); B2-18 (153-154); B2-36 (193-194); B2-37 (195-196); B2-40 (200-201); B2-41 (202-203); B2-42 (204-206); B2-43 (207-208); B2-44 (209-210); B2-45 (211-212); B2-47 (215-216); B2-49 (220-222)</p> <p>Section 3: B3-21 (272-273); B3-22 (274-276)</p> <p>Section 4: B4-2 (290-292); B4-3 (293-294); B4-5 (297-299); B4-7 (303-304); B4-9 (307-308); B4-10 (309-310); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-20 (333-335); B4-22 (338-340); B4-23 (341-342); B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-30 (359-361); B4-31 (362-364); B4-33 (367-369)</p> <p>Section 5: B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402); B5-10 (403-404); B5-14 (413-415); B5-17 (421); B5-20 (427-428); B5-21 (429-431); B5-22 (432-434)</p> <p>Section 6: B6-5 (456-457); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502)</p> <p>Section 7: B7-4 (526-527); B7-5 (528); B7-11 (540-542); B7-13 (545-546); B7-14 (547-548)</p> <p>Section 9: B9-8 (626-627); B9-9 (628-630)</p> <p>Section 10: B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-9 (654); B10-10 (655-657); B10-12 (660-661); B10-13 (662-664); B10-15 (667-668)</p>
ELAGSEKW6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p>Section 2: B2-12 (138-140); B2-19 (155-156)</p> <p>Section 4: B4-29 (355-358)</p> <p>Section 7: B7-4 (526-527); B7-8 (533-534); B7-15 (549-550)</p> <p>Section 8: B8-12 (586-587); B8-12 (588-589)</p> <p>Section 9: B9-7 (624-625)</p> <p>Section 10: B10-15 (667-668)</p>
<i>Research to Build Knowledge</i>	
ELAGSEKW7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<p>Section 2: B2-44 (209-210)</p> <p>Section 4: B4-31 (362-364)</p> <p>Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p> <p>Section 10: B10-7 (650-651); B10-15 (667-668)</p>
ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>Section 1: B1-9 (24); B8-15 (593); B1-20 (45-46); B1-21 (47-49); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-29 (66-67); B1-45 (211-212)</p> <p>Section 2: B2-44 (209-210)</p>

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Kindergarten	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	<p>Section 4: B4-3 (293-294); B4-5 (297-299); B4-9 (307-308); B4-11 (311-312); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-31 (362-364)</p> <p>Section 5: B5-1 (383-384); B5-4 (390-391); B5-5 (392-393); B5-7 (396-397); B5-8 (398-399); B5-14 (413-415)</p> <p>Section 6: B6-21 (490-492); B6-22 (493-494)</p> <p>Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-16 (553-556)</p> <p>Section 9: B9-2 (610-611); B9-5 (619-620); B9-6 (621-623)</p> <p>Section 10: B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-7 (650-651); B10-10 (655-657); B10-15 (667-668)</p>
ELAGSEKW9 (Begins in grade 4)	
<i>Range of Writing</i>	
ELAGSEKW10 (Begins in grade 3)	
Speaking and Listening	
<i>Comprehension and Collaboration</i>	
ELAGSEKSL1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<p>Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602)</p> <p>Section 9: B9-6 (621-623)</p>
b. Continue a conversation through multiple exchanges.	<p>Section 8: B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602)</p> <p>Section 9: B9-6 (621-623)</p>
ELAGSEKSL2 Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.	<p>Section 1: B1-2 (9-10); B1-3 (11-12); B1-7 (20-21); B1-18 (40-41); B1-21 (47-49); B1-22 (50-51); B1-23 (52-53); B1-31 (70-72); B1-34 (78-79); B1-37 (84-85)</p> <p>Section 2: B2-2 (116-118)</p> <p>Section 4: B4-1 (287-289); B4-21 (336-337); B4-32 (365-366)</p> <p>Section 5: B5-2 (385-386)</p> <p>Section 6: B6-1 (449-450); B6-2 (451-452); B6-10 (466-468); B6-11 (469-470); B6-20 (488-489)</p> <p>Section 7: B7-3 (522-524)</p> <p>Section 8: B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-18 (600-602)</p> <p>Section 9: B9-6 (621-623)</p>
ELAGSEKSL3 Ask and answer questions in order seek help, get information, or clarify something that is not understood.	<p>Section 1: B1-34 (78-79)</p> <p>Section 4: B4-1 (287-289); B4-32 (365-366); B5-2 (385-386)</p> <p>Section 6: B6-1 (449-450); B6-2 (451-452); B6-10 (466-468); B6-20 (488-489)</p> <p>Section 7: B7-9 (535-537)</p>

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Kindergarten	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	Section 8: B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602); B9-6 (621-623)
<i>Presentation of Knowledge and Ideas</i>	
ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Section 2: B2-36 (193-194); B2-37 (195-196) Section 4: B4-3 (293-294); B4-5 (297-299); B4-6 (300-302); B4-9 (307-308); B4-11 (311-312); B4-13 (315-318); B4-20 (333-335) Section 5: B5-1 (383-384); B5-5 (392-393); B5-7 (396-397) Section 6: B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487) Section 8: B8-2 (564-566); B8-3 (567-568); B8-4 (569-570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587); B8-13 (588-589); B8-18 (600-602)
ELAGSEKSL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	Section 2: B2-1 (114-115) Section 4: B4-9 (307-308); B4-29 (355-358) Section 5: B5-5 (392-393); B5-7 (396-397) Section 6: B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-8 (462-463); B6-9 (464-465); B6-12 (471-472); B6-14 (475-476); B6-22 (493-494) Section 7: B7-15 (549-550) Section 8: B8-1 (562-563); B8-12 (586-587); B8-18 (600-602)
ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.	Section 1: B1-4 (13-14) Section 2: B2-32 (187); B2-33 (188-189); B2-39 (199) Section 8: B8-1 (562-563); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (588-589); B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602)
Language	
<i>Conventions in Writing and Speaking</i>	
ELAGSEKL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print many upper- and lowercase letters.	Section 2: B2-5 (124-126); B2-17 (150-152) Section 4: B4-33 (367-369); B5-22 (432-434); B6-25 (500-502); B7-14 (547-548) Section 10: B10-12 (660-661)
b. Use frequently occurring nouns and verbs.	Section 2: B2-17 (150-152); B2-21 (47-49); B2-23 (165-167); B2-42 (204-206) Section 3: B3-5 (238-239); B3-12 (251-253); B3-13 (254-255) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548) Section 10: B10-12 (660-661)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Kindergarten	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) when speaking.	Section 2: B2-17 (150-152); B2-21 (47-49); B2-42 (204-206) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
d. Understand and use question words (Interrogatives) (e.g., <i>who, what, where, when, why, how</i>)	Section 2: B2-38 (197-198); B2-39 (199); B2-48 (218-219) Section 4: B4-16 (324-326) Section 5: B5-11 (405-407) Section 9: B9-2 (610-611)
e. Use the most frequently occurring prepositions in English (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	Section 2: B2-27 (175-176)
f. Produce and expand complete sentences in shared language activities.	Section 2: B2-16 (147-149); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-36 (193-194); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-41 (202-203); B2-43 (207-208); B2-44 (209-210); B2-45 (211-212); B2-46 (213-214); B2-47 (215-216); B2-48 (218-219); B2-49 (220-222) Section 3: B3-5 (238-239); B3-6 (240-241) Section 4: B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330); B4-20 (333-335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342); B4-27 (350-351); B4-28 (352-354); B4-33 (367-369) Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434) Section 6: B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-25 (500-502) Section 7: B7-14 (547-548) Section 8: B8-8 (577-578) Section 9: B9-2 (610-611) Section 10: B10-7 (650-651)
ELAGSEKL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	Section 2: B2-17 (150-152); B2-18 (153-154); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-43 (207-208); B2-45 (211-212); B2-48 (218-219); B2-49 (220-222) Section 4: B4-26 (347-349); B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-15 (477-478) B6-25 (500-502) Section 7: B7-14 (547-548) Section 9: B9-2 (610-611); B10-12 (660-661)
b. Recognize and name end punctuation.	Section 2: B2-17 (150-152); B2-18 (153-154); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192);

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Kindergarten	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-43 (207-208); B2-45 (211-212); B2-48 (218-219); B2-49 (220-222) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-15 (477-478); B6-25 (500-502) Section 7: B7-14 (547-548) Section 9: B9-2 (610-611) Section 10: B10-12 (660-661)
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Section 2: B2-5 (124-126); Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
d. Spell simple words phonetically drawing on knowledge of sound-letter relationships.	Section 2: B2-8 (131-132); B2-10 (135-136); B2-31 (183-186) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
<i>Knowledge of Language</i>	
ELAGSEKL3 (Begins in grade 2)	
<i>Vocabulary Acquisition and Use</i>	
ELAGSEKL4 With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb to <i>duck</i>).	Section 3: B3-3 (232-233); B3-10 (247-248); B3-12 (251-253); B3-13 (254-255)
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	Section 3: B3-19 (267-269)
ELAGSEKL5 With guidance and support from adults, explore word relationships and nuances in word meanings.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Section 3: B3-11 (249-250)
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Section 3: B3-7 (242-243); B3-15 (258-260); B3-16 (261-262)
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	Section 3: B3-1 (228-229); B3-8 (244-245); s B3-11 (249-250); B3-12 (251-253); B3-17 (263-264); B3-20 (270-271) Section 10: B10-13 (662-664)
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.	Section 3: B3-15 (258-260); B3-16 (261-262)
ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Section 1: B1-25 (56-58) Section 2: B2-13 (141-142); B2-21 (47-49); B2-22 (162-164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172); B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-46 (213-214) Section 3: B3-5 (238-239); B3-6 (240-241); B3-7 (242-243); B3-8 (244-245); s

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Kindergarten	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	B3-9 (246); B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-15 (258-260); B3-16 (261-262); B3-18 (265-266); B3-19 (267-269); B3-20 (270-271); B3-21 (272-273); B3-22 (274-276); B3-23 (278-280) Section 4: B4-25 (345-346); B4-31 (362-364) Section 6: B6-14 (475-476) Section 10: B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-13 (662-664)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
Reading Literacy	
<i>Key Ideas and Details</i>	
ELAGSE1RL1 Ask and answer questions about key details in a text.	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98) Section 6: B6-1 (449-450); B6-2 (451-452); B6-11 (469-470); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) Section 8: B8-10 (581-582) Section 9: B9-3 (612-615)
ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104) Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582)
ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.	Section 1: B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73); B1-40 (89-91); B1-41 (92-93); B1-43 (96) Section 6: B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) Section 8: B8-10 (581-582)
<i>Craft and Structure</i>	
ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Section 3: B3-15 (258-260); B3-21 (272-273) Section 10: B10-13 (662-664)
ELAGSE1RL5 Explain major differences between texts that tell stories and texts that give information.	Section 1: B1-2 (9-10)
ELAGSE1RL6 Identify who is telling the story at various points in a text.	
<i>Integration of Knowledge and Ideas</i>	
ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.	Section 1: B1-35 (80)
ELAGSE1RL8 (Not applicable to literature)	
ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories. <i>Provides opportunities</i>	Section 1: B1-39 (87-88); B1-40 (89-91)
<i>Range and Level of Text Complexity</i>	
ELAGSE1RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Section 1: B1-9 (24); B1-14 (32-33) Section 10: B10-13 (662-664)
Reading Informational	
<i>Key Ideas and Details</i>	
ELAGSE1RI1 Ask and answer questions about key details in a text.	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
	Section 6: B6-1 (449-450); B6-10 (466-468) Section 7: B7-7 (531-532) Section 8: B8-10 (581-582) Section 9: B9-3 (612-615); B9-4 (616-618)
ELAGSE1RI2 Identify the main topic and retell key details of a text.	Section 1: B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43); B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-47 (105-106) Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-18 (329-330); B4-20 (333-335); B4-21 (336-337); B4-24 (343-344); B4-25 (345-346); B4-27 (350-351); B4-28 (352-354); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369) Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434) Section 7: B7-3 (522-524); B7-7 (531-532) Section 8: B8-10 (581-582) Section 9: B9-4 (616-618)
ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Section 1: B1-27 (61-63); B1-39 (87-88); B1-43 (96) Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-20 (333-335); B4-21 (336-337); B4-24 (343-344); B4-25 (345-346); B4-27 (350-351); B4-28 (352-354) Section 5: B5-14 (413-415); B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428) Section 7: B7-3 (522-524); B7-10 (538-539) Section 8: B8-10 (581-582)
<i>Craft and Structure</i>	
ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Section 3: B3-15 (258-260) Section 7: B7-7 (531-532)
ELAGSE1RI5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Section 1: B1-2 (9-10) Section 4: B4-29 (355-358) Section 7: B7-7 (531-532); B7-8 (533-534)
ELAGSE1RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Section 4: B4-29 (355-358) Section 7: B7-7 (531-532)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE1RI7 Use the illustrations and details in a text to describe its key ideas.	Section 1: B1-35 (80) Section 4: B4-29 (355-358) Section 7: B7-7 (531-532)
ELAGSE1RI8 Identify the reasons an author gives to support points in a text.	Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-16 (418-420); B5-17 (421); B5-18 (422-424)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
ELAGSE1RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Section 1: B1-39 (87-88) Section 4: B4-19 (331-332); B4-21 (336-337) Section 5: B5-6 (394-395); B5-9 (400-402)
<i>Range and Level of Text Complexity</i>	
ELAGSE1RI10 With prompting and support, read informational texts appropriately complex for grade 1.	Section 1: B1-9 (24); B1-14 (32-33)
Reading Foundational	
<i>Print Concepts</i>	
ELAGSE1RF1 Demonstrate understanding of the organization and basic features of print.	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Section 1: B2-17 (150-152); B2-18 (153-154); B2-33 (188-189); B2-35 (192)
<i>Phonological Awareness</i>	
ELAGSE1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Distinguish long from short vowel sounds in spoken single-syllable words.	Section 2: B2-31 (183-186)
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Section 2: B2-7 (128-130); B2-10 (135-136)
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Section 2: B2-10 (135-136)
<i>Phonics and Word Recognition</i>	
ELAGSE1RF3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Know the spelling-sound correspondences for common consonant digraphs.	Section 2: B2-8 (131-132)
b. Decode regularly spelled one-syllable words.	Section 2: B2-31 (183-186)
c. Know final -e and common vowel team conventions for representing long vowel sounds.	Section 2: B2-31 (183-186)
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Section 2: B2-31 (183-186)
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	Section 2: B2-31 (183-186)
f. Read words with inflectional endings.	Section 2: B2-23 (165-167); B2-42 (204-206)
<i>Fluency</i>	
ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
d. Read grade-appropriate irregularly spelled words.	Section 2: B2-30 (182)
Writing	
<i>Text Types and Purposes</i>	
ELAGSE1W1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Section 2: B2-2 (116-118); B2-45 (211-212) Section 5: B5-1 (383-384); B5-2 (385-386); B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-8 (398-399); B5-9 (400-402); B5-10

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	<p>(403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417); B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-21 (429-431); B5-22 (432-434); B5-23 (437-442)</p> <p>Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)</p> <p>Section 10: B10-5 (648-649); B10-11 (658-659); B10-14 (665-666); B10-15 (667-668)</p>
<p>ELAGSE1W2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>Section 1: B1-25 (56-58)</p> <p>Section 2: B2-2 (116-118); B2-45 (211-212)</p> <p>Section 4: B4-1 (287-289); B4-2 (290-292); B4-3 (293-294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302); B4-7 (303-304); B4-8 (305-306); B4-9 (307-308); B4-10 (309-310); B4-11 (311-312); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342); B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-29 (355-358); B4-30 (359-361); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369); B4-34 (372-276)</p> <p>Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-13 (545-546); B7-14 (547-548); B7-16 (553-556)</p> <p>Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)</p> <p>Section 10: B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-7 (650-651); B10-8 (652-653); B10-10 (655-657); B10-14 (665-666); B10-15 (667-668)</p>
<p>ELAGSE1W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Section 2: B2-2 (116-118); B2-45 (211-212)</p> <p>Section 6: B6-1 (449-450); B6-2 (451-452); B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502); B6-26 (505-508); B6-27 (509-512)</p> <p>Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)</p> <p>Section 10: B10-14 (665-666); B10-15 (667-668)</p>
<p><i>Production and Distribution of Writing</i></p>	
<p>ELAGSE1W4 (Begins in grade 3)</p>	

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
ELAGSE1W5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<p>Section 2: B2-3 (119-121); B2-14 (144); B2-15 (145-146); B2-16 (147-149); B2-17 (150-152); B2-18 (153-154); B2-36 (193-194); B2-37 (195-196); B2-40 (200-201); B2-41 (202-203); B2-42 (204-206); B2-43 (207-208); B2-44 (209-210); B2-45 (211-212); B2-47 (215-216); B2-49 (220-222)</p> <p>Section 3: B3-21 (272-273); B3-22 (274-276)</p> <p>Section 4: B4-2 (290-292); B4-3 (293-294); B4-5 (297-299); B4-7 (303-304); B4-9 (307-308); B4-10 (309-310); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-20 (333-335); B4-22 (338-340); B4-23 (341-342); B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-30 (359-361); B4-31 (362-364); B4-33 (367-369)</p> <p>Section 5: B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402); B5-10 (403-404); B5-14 (413-415); B5-17 (421); B5-20 (427-428); B5-21 (429-431); B5-22 (432-434)</p> <p>Section 6: B6-5 (456-457); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-22 (493-494); B6-23 (496-497); B6-25 (500-502)</p> <p>Section 7: B7-4 (526-527); B7-5 (528); B7-11 (540-542); B7-13 (545-546); B7-14 (547-548)</p> <p>Section 9: B9-8 (626-627); B9-9 (628-630)</p> <p>Section 10: B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-9 (654); B10-10 (655-657); B10-12 (660-661); B10-13 (662-664); B10-15 (667-668)</p>
a. May include oral or written prewriting (graphic organizers).	Section 5: B5-4 (455)
ELAGSE1W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p>Section 2: B2-12 (138-140); B2-19 (155-156)</p> <p>Section 4: B4-29 (355-358)</p> <p>Section 7: B7-4 (526-527); B7-8 (533-534); B7-15 (549-550)</p> <p>Section 8: B8-12 (586-587); B8-12 (588-589)</p> <p>Section 9: B9-7 (624-625)</p> <p>Section 10: B10-15 (667-668)</p>
Research to Build Knowledge	
ELAGSE1W7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<p>Section 2: B2-44 (209-210)</p> <p>Section 4: B4-31 (362-364)</p> <p>Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p> <p>Section 10: B10-7 (650-651); B10-15 (667-668)</p>
ELAGSE1W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>Section 1: B1-9 (24); B8-15 (593); B1-20 (45-46); B1-21 (47-49); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-29 (66-67); B1-45 (211-212)</p>

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	<p>Section 2: B2-44 (209-210)</p> <p>Section 4: B4-3 (293-294); B4-5 (297-299); B4-9 (307-308); B4-11 (311-312); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-31 (362-364)</p> <p>Section 5: B5-1 (383-384); B5-4 (390-391); B5-5 (392-393); B5-7 (396-397); B5-8 (398-399); B5-14 (413-415)</p> <p>Section 6: B6-21 (490-492); B6-22 (493-494)</p> <p>Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-16 (553-556)</p> <p>Section 9: B9-2 (610-611); B9-5 (619-620); B9-6 (621-623)</p> <p>Section 10: B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-7 (650-651); B10-10 (655-657); B10-15 (667-668)</p>
ELAGSE1W9 (Begins in grade 4)	
<i>Range of Writing</i>	
ELAGSE1W10 (Begins in grade 3)	
Speaking and Listening	
<i>Comprehension and Collaboration</i>	
ELAGSE1SL1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<p>Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602)</p> <p>Section 9: B9-6 (621-623)</p>
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	<p>Section 8: B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602)</p> <p>Section 9: B9-6 (621-623)</p>
c. Ask questions to clear up any confusion about the topics and texts under discussion.	<p>Section 1: B1-4 (13-14)</p> <p>Section 8: B8-6 (573-575); B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602)</p> <p>Section 9: B9-6 (621-623)</p>
ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<p>Section 1: B1-2 (9-10); B1-3 (11-12); B1-7 (20-21); B1-18 (40-41); B1-21 (47-49); B1-22 (50-51); B1-23 (52-53); B1-31 (70-72); B1-34 (78-79); B1-37 (84-85)</p> <p>Section 2: B2-2 (116-118)</p> <p>Section 4: B4-1 (287-289); B4-21 (336-337); B4-32 (365-366)</p> <p>Section 5: B5-2 (385-386)</p> <p>Section 6: B6-1 (449-450); B6-2 (451-452); B6-10 (466-468); B6-11 (469-470); B6-20 (488-489)</p> <p>Section 7: B7-3 (522-524)</p> <p>Section 8: B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-18 (600-602)</p> <p>Section 9: B9-6 (621-623)</p>

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Section 4: B4-1 (287-289); B4-32 (365-366) Section 5: B5-2 (385-386) Section 6: B6-1 (449-450); B6-2 (451-452); B6-10 (466-468); B6-20 (488-489); Section 7: B7-9 (535-537) Section 8: B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) Section 9: B9-6 (621-623)
<i>Presentation of Knowledge and Ideas</i>	
ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Section 2: B2-36 (193-194); B2-37 (195-196) Section 4: B4-3 (293-294); B4-5 (297-299); B4-6 (300-302); B4-9 (307-308); B4-11 (311-312); B4-13 (315-318); B4-20 (333-335) Section 5: B5-1 (383-384); B5-5 (392-393); B5-7 (396-397) Section 6: B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487) Section 8: B8-2 (564-566); B8-3 (567-568); B8-4 (569-570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587); B8-13 (588-589); B8-18 (600-602)
ELAGSE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Section 2: B2-1 (114-115) Section 4: B4-9 (307-308); B4-29 (355-358) Section 5: B5-5 (392-393); B5-7 (396-397) Section 6: B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-8 (462-463); B6-9 (464-465); B6-12 (471-472); B6-14 (475-476); B6-22 (493-494) Section 7: B7-15 (549-550) Section 8: B8-1 (562-563); B8-12 (586-587); B8-18 (600-602)
ELAGSE1SL6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Section 1: B1-4 (13-14) Section 2: B2-32 (187); B2-33 (188-189); B2-39 (199) Section 4: B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330) Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412) Section 8: B8-1 (562-563); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (588-589); B8-14 (590-592); B8-18 (600-602)
Language	
<i>Conventions in Writing and Speaking</i>	
ELAGSE1L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print all upper- and lowercase letters.	Section 2: B2-5 (124-126); B2-17 (150-152) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
	Section 10: B10-12 (660-661)
b. Use common, proper, and possessive nouns.	Section 2: B2-17 (150-152); B2-21 (47-49); B2-48 (218-219) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548) Section 10: B10-12 (660-661)
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	Section 2: B2-17 (150-152); B2-21 (47-49); B2-42 (204-206); B2-48 (218-219) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).	Section 2: B2-17 (150-152); B2-22 (162-164) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	Section 2: B2-17 (150-152); B2-23 (165-167); B2-48 (218-219) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
f. Use frequently occurring adjectives.	Section 2: B2-24 (168-169)
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	Section 2: B2-26 (173-174); B2-40 (200-201); B2-41 (202-203) Section 4: B4-16 (324-326) Section 5: B5-11 (405-407)
h. Use determiners (e.g., articles, demonstratives).	Section 2: B2-24 (168-169)
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	Section 2: B2-27 (175-176)
j. Produce and expand simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory)	Section 2: B2-16 (147-149); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-36 (193-194); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-41 (202-203); B2-43 (207-208); B2-44 (209-210); B2-45 (211-212); B2-46 (213-214); B2-47 (215-216); B2-48 (218-219); B2-49 (220-222) Section 3: B3-5 (238-239); B3-6 (240-241) Section 4: B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330); B4-20 (333-335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342); B4-27 (350-351); B4-28 (352-354); B4-33 (367-369) Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434) Section 6: B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-25 (500-502)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	Section 7: B7-14 (547-548) Section 8: B8-8 (577-578) Section 9: B9-2 (610-611) Section 10: B10-7 (650-651)
k. Print with appropriate spacing between words and sentences.	Students have the opportunity to meet this standard with each writing assignment.
ELAGSE1L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize dates and names of people.	Section 2: B2-17 (150-152); B2-18 (153-154) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548) Section 10: B10-12 (660-661)
b. Use end punctuation for sentences.	Section 2: B2-17 (150-152); B2-18 (153-154); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-43 (207-208); B2-45 (211-212); B2-48 (218-219); B2-49 (220-222) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-15 (477-478); B6-25 (500-502) Section 7: B7-14 (547-548) Section 9: B9-2 (610-611) Section 10: B10-12 (660-661)
c. Use commas in dates and to separate single words in a series.	Section 2: B2-17 (150-152); B2-18 (153-154); B2-28 (64-65) Section 10: B10-12 (660-661)
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Section 2: B2-8 (131-132); B2-17 (150-152); B2-18 (153-154); B2-30 (182); B2-31 (183-186) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Section 2: B2-10 (135-136); B2-18 (153-154); B2-31 (183-186)
<i>Knowledge of Language</i>	
ELAGSE1L3 (Begins in 2nd grade)	
<i>Vocabulary Acquisition and Use</i>	
ELAGSE1L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Section 3: B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-14 (256-257)
b. Use frequently occurring affixes as a clue to the meaning of a word.	Section 3: B3-19 (267-269)
c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	Section 3: B3-18 (265-266)
ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	Section 3: B3-7 (242-243); B3-8 (244-245) B3-11 (249-250) Section 4: B4-31 (362-364)
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	Section 3: B3-1 (228-229); B3-8 (244-245); s B3-11 (249-250); B3-12 (251-253); B3-17 (263-264); B3- 20 (270-271) Section 10: B10-13 (662-664)
d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	Section 3: B3-15 (258-260); B3-16 (261-262)
ELAGSE1L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).	Section 1: B1-25 (56-58) Section 2: B2-13 (141-142); B2-21 (47-49); B2-22 (162- 164); B2-23 (165-167); B2-24 (168-169); B2-25 (170- 172); B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-46 (213-214) Section 3: B3-5 (238-239); B3-6 (240-241); B3-7 (242- 243); B3-8 (244-245); s B3-9 (246); B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-15 (258-260); B3-16 (261-262); B3-18 (265-266); B3-19 (267-269); B3-20 (270-271); B3-21 (272-273); B3-22 (274-276); B3-23 (278-280) Section 4: B4-25 (345-346); B4-31 (362-364) Section 6: B6-14 (475-476) Section 10: B10-4 (641-643) B10-5 (648-649); B10-6 (648-649); B10-13 (662-664)

**Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
Reading Literacy	
<i>Key Ideas and Details</i>	
ELAGSE2RL1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98) Section 6: B6-1 (449-450); B6-2 (451-452); B6-11 (469-470); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) Section 8: B8-10 (581-582); B9-3 (612-615)
ELAGSE2RL2 Recount stories, fables, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.	Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104) Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582)
ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.	Section 1: B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73); B1-40 (89-91); B1-41 (92-93); B1-43 (96) Section 6: B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) Section 10: B8-10 (581-582)
<i>Craft and Structure</i>	
ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, rhymes, and repeated lines) supply rhythm and meaning in a story, poem, or song.	Section 10: B10-13 (662-664)
ELAGSE2RL5 Describe the overall structure of a story, including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.	Section 1: B1-2 (9-10); B1-39 (87-88)
ELAGSE2RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
<i>Integration of Knowledge and Ideas</i>	
ELAGSE2RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Section 1: B1-35 (80)
ELAGSE2RL8 (Not applicable to literature)	
ELAGSE2RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <i>Provides opportunities</i>	
<i>Range and Level of Text Complexity</i>	
ELAGSE2RL10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Section 10: B10-13 (662-664)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
Reading Informational	
<i>Key Ideas and Details</i>	
ELAGSE2RI1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98) Section 6: B6-1 (449-450); B6-10 (466-468) Section 7: B7-7 (531-532) Section 8: B8-10 (581-582) Section 9: B9-3 (612-615); B9-4 (616-618)
ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Section 1: B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43); B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-47 (105-106) Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-21 (336-337); B4-24 (343-344); B4-25 (345-346); B4-31 (362-364); B4-32 (365-366) Section 5: B5-9 (400-402); B5-18 (422-424) Section 7: B7-3 (522-524); B7-7 (531-532) Section 8: B8-10 (581-582)
ELAGSE2RI3 Describe the connection between a series of historical events or scientific concepts, or steps in technical procedures in a text.	Section 1: B1-27 (61-63); B1-39 (87-88); B1-43 (96) Section 4: B4-28 (352-354) Section 5: B5-14 (413-415); B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428) Section 7: B7-3 (522-524); B7-10 (538-539) Section 8: B8-10 (581-582)
<i>Craft and Structure</i>	
ELAGSE2RI4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Section 3: B3-15 (258-260) Section 7: B7-7 (531-532)
ELAGSE2RI5 Know and use various text features (e.g., captions, headings, tables of contents, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Section 1: B1-2 (9-10) Section 4: B4-29 (355-358) Section 7: B7-7 (531-532); B7-8 (533-534)
ELAGSE2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Section 7: B7-7 (531-532)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Section 1: B1-35 (80) Section 4: B4-29 (355-358) Section 7: B7-7 (531-532)
ELAGSE2RI8 Describe how reasons support specific points the author makes in a text.	Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-16 (418-420); B5-17 (421); B5-18 (422-424)
ELAGSE2RI9 Compare and contrast the most important points presented by two texts on the same topic.	Section 1: B1-39 (87-88) Section 4: B4-19 (331-332); B4-21 (336-337)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	Section 5: B5-6 (394-395); B5-9 (400-402)
<i>Range and Level of Text Complexity</i>	
ELAGSE2RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Section 1: B1-9 (24); B1-14 (32-33)
Reading Foundational	
Print Concepts	
Kindergarten and 1st grade only	Section 2: B2-31 (183-186)
Phonological Awareness	
Kindergarten and 1st grade only	Section 2: B2-31 (183-186)
<i>Phonics and Word Recognition</i>	
ELAGSE2RF3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Section 2: B2-31 (183-186)
b. Know spelling-sound correspondences for additional common vowel teams.	Section 2: B2-31 (183-186)
c. Decode regularly spelled two-syllable words with long vowels.	Section 2: B2-31 (183-186)
d. Decode words with common prefixes and suffixes.	Section 3: B3-19 (267-269)
e. Identify words with inconsistent but common spelling-sound correspondences.	Section 2: B2-31 (183-186)
<i>Fluency</i>	
ELAGSE2RF4 Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
d. Read grade-appropriate irregularly spelled words.	Section 2: B2-30 (182)
Writing	
<i>Text Types and Purposes</i>	
ELAGSE2W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Section 2: B2-2 (116-118); B2-45 (211-212) Section 5: B5-1 (383-384); B5-2 (385-386); B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-8 (398-399); B5-9 (400-402); B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417); B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-21 (429-431); B5-22 (432-434); B5-23 (437-442) Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) Section 10: B10-5 (648-649); B10-11 (658-659); B10-14 (665-666); B10-15 (667-668)
ELAGSE2W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding sentence or section.	Section 1: B1-25 (56-58) Section 2: B2-2 (116-118); B2-45 (211-212) Section 4: B4-1 (287-289); B4-2 (290-292); B4-3 (293-294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302); B4-7 (303-304); B4-8 (305-306); B4-9 (307-308); B4-10

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	<p>(309-310); B4-11 (311-312); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342); B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-29 (355-358); B4-30 (359-361); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369); B4-34 (372-276)</p> <p>Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-13 (545-546); B7-14 (547-548); B7-16 (553-556)</p> <p>Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)</p> <p>Section 10: B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-7 (650-651); B10-8 (652-653); B10-10 (655-657); B10-14 (665-666); B10-15 (667-668)</p>
<p>ELAGSE2W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Section 2: B2-2 (116-118); B2-45 (211-212)</p> <p>Section 6: B6-1 (449-450); B6-2 (451-452); B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502); B6-26 (505-508); B6-27 (509-512)</p> <p>Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)</p> <p>Section 10: B10-14 (665-666); B10-15 (667-668)</p>
<i>Production and Distribution of Writing</i>	
ELAGSE2W4 (Begins in grade 3)	
<p>ELAGSE2W5 With guidance from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Section 2: B2-3 (119-121); B2-14 (144); B2-15 (145-146); B2-16 (147-149); B2-17 (150-152); B2-18 (153-154); B2-36 (193-194); B2-37 (195-196); B2-40 (200-201); B2-41 (202-203); B2-42 (204-206); B2-43 (207-208); B2-44 (209-210); B2-45 (211-212); B2-47 (215-216); B2-49 (220-222)</p> <p>Section 3: B3-21 (272-273); B3-22 (274-276)</p> <p>Section 4: B4-2 (290-292); B4-3 (293-294); B4-5 (297-299); B4-7 (303-304); B4-9 (307-308); B4-10 (309-310); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-20 (333-335); B4-22 (338-340); B4-23 (341-342); B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-30 (359-361); B4-31 (362-364); B4-33 (367-369)</p>

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
	<p>Section 5: B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402); B5-10 (403-404); B5-14 (413-415); B5-17 (421); B5-20 (427-428); B5-21 (429-431); B5-22 (432-434)</p> <p>Section 6: B6-5 (456-457); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502)</p> <p>Section 7: B7-4 (526-527); B7-5 (528); B7-11 (540-542); B7-13 (545-546); B7-14 (547-548)</p> <p>Section 9: B9-8 (626-627); B9-9 (628-630)</p> <p>Section 10: B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-9 (654); B10-10 (655-657); B10-12 (660-661); B10-13 (662-664); B10-15 (667-668)</p>
a. May include prewriting.	<p>Section 4: B4-1 (287-289); B4-2 (290-292); B4-3 (293-294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302); B4-7 (303-304); B4-8 (305-306)</p> <p>Section 5: B5-1 (383-384); B5-2 (385-386); B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397)</p> <p>Section 6: B6-2 (451-452); B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470)</p>
ELAGSE2W6 With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p>Section 2: B2-12 (138-140); B2-19 (155-156)</p> <p>Section 4: B4-29 (355-358)</p> <p>Section 7: B7-4 (526-527); B7-8 (533-534); B7-15 (549-550)</p> <p>Section 8: B8-12 (586-587); B8-13 (588-589)</p> <p>Section 9: B9-7 (624-625)</p> <p>Section 10: B10-15 (667-668)</p>
Research to Build Knowledge	
ELAGSE2W7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<p>Section 2: B2-44 (209-210)</p> <p>Section 4: B4-31 (362-364)</p> <p>Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p> <p>Section 10: B10-7 (650-651); B10-15 (667-668)</p>
<p>ELAGSE2W8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p><i>Provides opportunities as children respond to reading with evidence from the text</i></p>	<p>Section 1: B1-9 (24); B8-15 (593); B1-20 (45-46); B1-21 (47-49); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-29 (66-67); B1-45 (211-212)</p> <p>Section 2: B2-44 (209-210)</p> <p>Section 4: B4-3 (293-294); B4-5 (297-299); B4-9 (307-308); B4-11 (311-312); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-31 (362-364)</p>

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
	<p>Section 5: B5-1 (383-384); B5-4 (390-391); B5-5 (392-393); B5-7 (396-397); B5-8 (398-399); B5-14 (413-415)</p> <p>Section 6: B6-21 (490-492); B6-22 (493-494)</p> <p>Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-16 (553-556)</p> <p>Section 9: B9-2 (610-611); B9-5 (619-620); B9-6 (621-623)</p> <p>Section 10: B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-7 (650-651); B10-10 (655-657); B10-15 (667-668)</p>
ELAGSE2W9 (Begins in grade 4)	
<i>Range of Writing</i>	
ELAGSE2W10 (Begins in grade 3)	
Speaking and Listening	
<i>Comprehension and Collaboration</i>	
ELAGSE2SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<p>Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602)</p> <p>Section 9: B9-6 (621-623)</p>
b. Build on others' talk in conversations by linking their comments to the remarks of others.	<p>Section 8: B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602)</p> <p>Section 9: B9-6 (621-623)</p>
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	<p>Section 1: B1-4 (13-14)</p> <p>Section 8: B8-6 (573-575); B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602)</p> <p>Section 9: B9-6 (621-623)</p>
ELAGSE2SL2 Recount or describe key ideas or details from a text read aloud or information presented orally or through media.	<p>Section 1: B1-2 (9-10); B1-3 (11-12); B1-7 (20-21); B1-18 (40-41); B1-21 (47-49); B1-22 (50-51); B1-23 (52-53); B1-31 (70-72); B1-34 (78-79); B1-37 (84-85)</p> <p>Section 2: B2-2 (116-118)</p> <p>Section 4: B4-1 (287-289); B4-21 (336-337); B4-32 (365-366)</p> <p>Section 5: B5-2 (385-386)</p> <p>Section 6: B6-1 (449-450); B6-2 (451-452); B6-10 (466-468); B6-11 (469-470); B6-20 (488-489)</p> <p>Section 7: B7-3 (522-524)</p> <p>Section 8: B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-18 (600-602)</p> <p>Section 9: B9-6 (621-623)</p>
ELAGSE2SL3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<p>Section 4: B4-1 (287-289); B4-32 (365-366)</p> <p>Section 5: B5-2 (385-386)</p> <p>Section 6: B6-1 (449-450); B6-2 (451-452); B6-10 (466-468); B6-20 (488-489)</p>

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	Section 7: B7-9 (535-537) Section 8: B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) Section 9: B9-6 (621-623)
<i>Presentation of Knowledge and Ideas</i>	
ELAGSE2SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Section 4: B4-3 (293-294); B4-5 (297-299); B4-6 (300-302); B4-9 (307-308); B4-11 (311-312); B4-13 (315-318); B4-20 (333-335); B5-1 (383-384); B6-3 (453-454) Section 6: B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487) Section 8: B8-2 (564-566); B8-3 (567-568); B8-4 (569-570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587); B8-13 (588-589); B8-18 (600-602)
ELAGSE2SL5 With guidance and support, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Section 2: B2-1 (114-115) Section 4: B4-29 (355-358) Section 7: B7-15 (549-550) Section 8: B8-1 (562-563); B8-11 (583-585); B8-12 (586-587); B8-12 (588-589); B8-18 (600-602)
ELAGSE2SL6 Produce complete sentences when appropriate to task and situation to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	Section 1: B1-4 (13-14) Section 2: B2-32 (187); B2-33 (188-189); B2-39 (199) Section 4: B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330) Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412) Section 8: B8-1 (562-563); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (588-589); B8-14 (590-592); B8-18 (600-602)
Language	
<i>Conventions in Writing and Speaking</i>	
ELAGSE2L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Use collective nouns (e.g., group).	Section 2: B2-21 (47-49) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	Section 2: B2-17 (150-152); B2-21 (47-49) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
c. Use reflexive pronouns (e.g., myself, ourselves).	Section 2: B2-22 (162-164)
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Section 2: B2-17 (150-152); B2-18 (153-154); B2-23 (165-167) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	Section 7: B7-14 (547-548)
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Section 2: B2-24 (168-169); B2-25 (170-172); B2-34 (190-191)
f. Produce, expand and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; the action movie was watched by the little boy).	Section 2: B2-16 (147-149); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-36 (193-194); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-41 (202-203); B2-43 (207-208); B2-44 (209-210); B2-45 (211-212); B2-46 (213-214); B2-47 (215-216); B2-48 (218-219); B2-49 (220-222) Section 3: B3-5 (238-239); B3-6 (240-241) Section 3: B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330); B4-20 (333-335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342); B4-27 (350-351); B4-28 (352-354); B4-33 (367-369) Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434) Section 6: B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-25 (500-502) Section 7: B7-14 (547-548) Section 8: B8-8 (577-578) Section 9: B9-2 (610-611) Section 10: B10-7 (650-651)
g. Creates documents with legible handwriting.	Children have the opportunity to demonstrate legible handwriting with each writing assignment.
ELAGSE2L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize holidays, product names, and geographic names.	Section 2: B2-17 (150-152); B2-18 (153-154) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548) Section 10: B10-12 (660-661)
b. Use commas in greetings and closings of letters.	Section 2: B2-17 (150-152); B2-18 (153-154); B2-28 (64-65) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548) Section 10: B10-12 (660-661)
c. Use apostrophes to form contractions and frequently occurring possessives.	Section 2: B2-17 (150-152); B2-18 (153-154); B2-29 (66-67) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
d. Generalize learned spelling patterns when writing words (e.g., cage/badge; boy/boil; paper/copper).	Section 2: B2-8 (131-132); B2-17 (150-152); B2-18 (153-154); B2-31 (183-186)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Section 2: B2-17 (150-152)
ELAGSE2L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Section 2: B2-13 (141-142) Section 3: B3-16 (261-262); B3-21 (272-273); B3-22 (274-276) Section 4: B4-30 (359-361); B4-32 (365-366); B4-34 (372-276) Section 5: B5-21 (429-431); B5-23 (437-442) Section 6: B6-23 (496-497); B6-24 (498-499); B6-26 (505-508); B6-27 (509-512) Section 7: B7-13 (545-546) Section 9: B9-4 (616-618); B9-8 (626-627); B9-9 (628-630)
a. Compare formal and informal uses of English.	Section 10: B10-12 (660-661)
Vocabulary Acquisition and Use	
ELAGSE2L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Section 3: B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-14 (256-257)
b. Determine the meaning of the new word formed when a known prefix is added to a known word (<i>happy/unhappy, tell/retell</i>).	Section 3: B3-19 (267-269)
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	Section 3: B3-18 (265-266); B3-19 (267-269)
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	Section 3: B3-17 (263-264)
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Section 3: B3-2 (230-231), B3-3 (232-233)
ELAGSE2L5 Demonstrate understanding of word relationships and nuances in word meanings.	
a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	Section 3: B3-1 (228-229); B3-7 (242-243); B3-8 (244-245); s B3-11 (249-250); B3-12 (251-253); B3-17 (263-264); B3-20 (270-271) Section 10: B10-13 (662-664)
b. Distinguish shades of meaning among related verbs (e.g., <i>toss, throw, hurl</i>) and related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	Section 3: B3-15 (258-260); B3-16 (261-262)
ELAGSE2L6 Use words and phrases acquired through conversations, reading, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy.</i>)	Section 1: B1-25 (56-58) Section 2: B2-13 (141-142); B2-21 (47-49); B2-22 (162-164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172); B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-46 (213-214) Section 3: B3-5 (238-239); B3-6 (240-241); B3-7 (242-243); B3-8 (244-245); s B3-9 (246); B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-15 (258-260); B3-16 (261-262); B3-18

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	(265-266); B3-19 (267-269); B3-20 (270-271); B3-21 (272-273); B3-22 (274-276); B3-23 (278-280) Section 4: B4-25 (345-346); B4-31 (362-364) Section 6: B6-14 (475-476) Section 10: B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-13 (662-664)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
Reading Literacy	
<i>Key Ideas and Details</i>	
ELAGSE3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Section 1: E1-1 (6); E1-3 (9-10); E1-18 (39-40); E1-20 (43-44); E1-30 (65-66); E1-31 (67-68); E1-32 (69-70); E1-33 (71-72) Section 6: E6-14 (493-495) Section 9: E9-4 (686-690); E9-8 (698-700)
ELAGSE3RL2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Section 6: E6-6 (476-478); E6-26 (523-525) Section 10: E10-11 (745-746)
ELAGSE3RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Section 1: E1-20 (43-44); E1-26 (56-57) Section 6: E6-1 (465-466); E6-26 (523-525)
<i>Craft and Structure</i>	
ELAGSE3RL4 Determine the meaning of words and phrases both literal and non-literal as they are used in the text.	Section 3: E3-13 (252-254); E3-14 (255-256); E3-17 (261-263); E3-18 (264-266) Section 10: E10-15 (753-755)
ELAGSE3RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Section 1: E1-26 (56-57) Section 10: E10-15 (753-755); E10-16 (756-758)
ELAGSE3RL6 Distinguish their own point of view from that of the narrator or those of the characters.	Section 1: E1-6 (14-15) Section 6: E6-1 (465-466); E6-12 (489-490)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE3RL7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	
ELAGSE3RL8 (Not applicable to literature)	
ELAGSE3RL9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Section 10: E10-11 (745-746)
<i>Range of Reading and Level of Text Complexity</i>	
ELAGSE3RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	
Reading Informational	
<i>Key Ideas and Details</i>	
ELAGSE3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Section 1: E1-3 (9-10); E1-4 (11); E1-18 (39-40); E1-19 (41-42); E1-30 (65-66); E1-31 (67-68); E1-32 (69-70); E1-33 (71-72) Section 7: E7-15 (588-590) Section 9: E9-4 (686-690); E9-8 (698-700); E9-9 (701-705)
ELAGSE3RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Section 1: E1-13 (252-254); E1-14 (255-256); E1-15 (257-258); E1-16 (259-260); E1-18 (39-40); E1-22 (47-48); E1-23 (49-50); E1-24 (52-53); E1-29 (62-63); E1-36 (78-79) Section 4: E4-1 (285-286); E4-2 (287-288); E4-4 (291-292); E4-6 (294-296); E4-9 (302-303); E4-15 (320-321);

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	E4-16 (322-323); E4-19 (328); E4-20 (329-331); E4-22 (334-336); E4-25 (342-343); E4-26 (344); E4-27 (345-347) Section 5: E5-2 (383-384); E5-3 (385-387); E5-4 (388-389); E5-5 (390-391); E5-11 (410-411); E5-14 (417-418); E5-17 (423-424); E5-18 (425-426); E5-19 (427-428); E5-21 (432-434); E5-22 (435-437); E5-24 (439-441); E5-25 (442-445) Section 6: E6-2 (467-468) Section 7: E7-9 (569-571); E7-16 (590) Section 9: E9-7 (696-697)
ELAGSE3RI3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Section 1: E1-34 (73-75) Section 4: E4-1 (285-286); E4-2 (287-288); E4-4 (291-292); E4-6 (294-296); E4-9 (302-303); E4-19 (328); E4-20 (329-331); E4-22 (334-336); E4-25 (342-343) Section 6: E6-2 (467-468)
<i>Craft and Structure</i>	
ELAGSE3RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Section 1: E1-22 (47-48) Section 3: E3-13 (252-254); E3-14 (255-256); E3-22 (275-278)
ELAGSE3RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	Section 7: E7-7 (564-565); E7-8 (566-568)
ELAGSE3RI6 Distinguish their own point of view from that of the author of a text.	Section 5: E5-17 (423-424)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Section 4: E4-28 (348-350); E4-29 (351-352); E4-30 (353-355) Section 7: E7-7 (564-565); E7-8 (566-568) Section 9: E9-8 (698-700)
ELAGSE3RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Section 1: E1-15 (257-258) Section 4: E4-6 (294-296); E4-19 (328); E4-20 (329-331); E4-22 (334-336); E4-24 (339-341); E4-25 (342-343); E4-34 (364-365) Section 5: E5-2 (383-384); E5-3 (385-387); E5-4 (388-389); E5-5 (390-391); E5-11 (410-411); E5-14 (417-418); E5-17 (423-424); E5-18 (425-426); E5-19 (427-428); E5-21 (432-434); E5-25 (442-445)
ELAGSE3RI9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Section 5: E5-11 (410-411) Section 7: E7-9 (569-571) Section 9: E9-7 (696-697)
<i>Range of Reading and Level of Text Complexity</i>	
ELAGSE3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	
Reading Foundational	
<i>Print Concepts</i>	
Kindergarten and 1st grade only	

**Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
<i>Phonological Awareness</i>	
Kindergarten and 1st grade only	
<i>Phonics and Word Recognition</i>	
ELAGSE3RF3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Identify and know the meaning of the most common prefixes and suffixes.	Section 3: E3-16 (259-260)
b. Decode words with common Latin suffixes.	Section 3: E3-16 (259-260)
c. Decode multi-syllable words.	
<i>Fluency</i>	
ELAGSE3RF4 Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
d. Read grade-appropriate irregularly spelled words.	Section 3: E3-16 (259-260)
Writing	
<i>Text Types and Purposes</i>	
ELAGSE3W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.	Section 5: E5-1 (381-382); E5-3 (385-387); E5-7 (394-398); E5-9 (403-404); E5-10 (405-409); E5-11 (410-411); E5-12 (412-413); E5-13 (414-416); E5-14 (417-418); E5-15 (419-420); E5-16 (421-422); E5-25 (442-445) Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727)
b. Provide reasons that support the opinion.	Section 5: E5-1 (381-382); E5-3 (385-387); E5-4 (388-389); E5-7 (394-398); E5-11 (410-411); E5-15 (419-420); E5-16 (421-422); E5-25 (442-445) Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727)
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Section 2: E2-50 (204-206) Section 5: E5-19 (427-428); E5-20 (429-431); E5-21 (432-434); E5-25 (442-445) Section 10: E10-1 (719-720)
d. Provide a concluding statement or section.	Section 5: E5-22 (435-437); E5-23 (438); E5-24 (439-441); E5-25 (442-445)
ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Section 1: E1-25 (54-55) Section 2: E2-43 (189-190); E2-44 (191-193); E2-47 (198-199) Section 4: E4-2 (287-288); E4-3 (289-290); E4-4 (291-292); E4-5 (293); E4-8 (299-301); E4-11 (309-310); E4-12 (311-312); E4-13 (313-317); E4-14 (318-319); E4-15 (320-321); E4-16 (322-323); E4-28 (348-350); E4-29 (351-352); E4-30 (353-355); E4-31 (357-359) Section 7: E7-13 (592-584); E7-18 (595-596) Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-9 (740-741)
b. Develop the topic with facts, definitions, and details.	Section 1: E1-25 (54-55)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	<p>Section 2: E2-43 (189-190); E2-46 (196-197); E2-48 (200-201); E2-51 (207-208)</p> <p>Section 4: E4-2 (287-288); E4-3 (289-290); E4-4 (291-292); E4-5 (293); E4-8 (299-301); E4-9 (302-303); E4-17 (324-325); E4-18 (264-266); E4-19 (328); E4-20 (329-331); E4-31 (357-359); E4-33 (362-363)</p> <p>Section 7: E7-13 (592-584); E7-18 (595-596)</p> <p>Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-9 (740-741)</p>
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<p>Section 2: E2-49 (202-203); E2-50 (204-206)</p> <p>Section 4: E4-21 (332-333); E4-22 (334-336); E4-23 (337-338); E4-24 (339-341); E4-31 (357-359)</p> <p>Section 7: E7-13 (592-584); E7-18 (595-596)</p> <p>Section 10: E10-1 (719-720)</p>
d. Provide a concluding statement or section.	<p>Section 2: E2-52 (209)</p> <p>Section 4: E4-25 (342-343); E4-26 (344); E4-27 (345-347); E4-31 (357-359)</p> <p>Section 7: E7-13 (592-584); E7-18 (595-596)</p>
ELAGSE3W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<p>Section 6: E6-4 (471-472); E6-5 (473-475); E6-6 (476-478); E6-8 (481-482); E6-9 (483-484); E6-10 (485-486); E6-11 (487-488); E6-13 (491-492); E6-14 (493-495); E6-15 (497-498)</p>
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<p>Section 6: E6-5 (473-475); E6-6 (476-478); E6-10 (485-486); E6-11 (487-488); E6-15 (497-498); E6-16 (499-501); E6-18 (504-505); E6-20 (508-510)</p>
c. Use temporal words and phrases to signal event order.	<p>Section 2: E2-49 (202-203); E2-50 (204-206)</p> <p>Section 6: E6-8 (481-482); E6-15 (497-498); E6-21 (511-512); E6-22 (513-515)</p>
d. Provide a sense of closure.	<p>Section 6: E6-5 (473-475); E6-6 (476-478); E6-15 (497-498); E6-23 (516-517); E6-24 (518-519)</p>
<i>Production and Distribution of Writing</i>	
ELAGSE3W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<p>Section 1: E1-8 (18-19); E1-9 (20-21); E1-41 (88-90)</p> <p>Section 2: E2-1 (97-99); E2-2 (100-101); E2-3 (102-103); E2-4 (104-105); E2-8 (113-114); E2-9 (116-117); E2-12 (121-122); E2-14 (125-126); E2-41 (184-185); E2-44 (191-193); E2-45 (194-195); E2-55 (216-217); E2-56 (218-219)</p> <p>Section 4: E4-1 (285-286); E4-2 (287-288); E4-3 (289-290); E4-35 (367-369); E4-36 (370-374); E5-4 (388-389); E5-11 (410-411); E5-28 (348-350); E5-29 (351-352)</p> <p>Section 6: E6-19 (506-507); E6-31 (536-538); E6-32 (539-542)</p> <p>Section 7: E7-14 (586-587); E7-19 (597-598)</p> <p>Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710)</p> <p>Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11</p>

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	(742-744); E10-12 (747-749); E10-13 (749-750); E10-14 (751-752); E10-15 (753-755); E10-16 (756-758)
ELAGSE3W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	<p>Section 2: E2-4 (104-105); E2-9 (116-117); E2-10 (118); E2-11 (119-120); E2-12 (121-122); E2-13 (123-124); E2-14 (125-126); E2-15 (127-128); E2-30 (160-161); E2-32 (164-166); E2-33 (167-168); E2-37 (176-177); E2-38 (178-179); E2-42 (186-188); E2-43 (189-190); E2-45 (194-195); E2-46 (196-197); E2-48 (200-201); E2-50 (204-206); E2-53 (210-211); E2-54 (212-214); E2-55 (216-217); E2-56 (218-219)</p> <p>Section 3: E3-20 (270); E3-21 (271-273)</p> <p>Section 4: E4-2 (287-288); E4-3 (289-290); E4-5 (293); E4-7 (297-298); E4-18 (264-266); E4-19 (328); E4-31 (357-359); E4-32 (360-361); E4-34 (364-365)</p> <p>Section 5: E5-3 (385-387); E5-4 (388-389); E5-6 (294-296); E5-13 (414-416); E5-15 (419-420); E5-18 (425-426); E5-20 (429-431); E5-21 (432-434); E5-25 (442-445); E5-26 (344); E5-27 (448-450)</p> <p>Section 6: E6-3 (469-470); E6-4 (471-472); E6-5 (473-475); E6-6 (476-478); E6-8 (481-482); E6-9 (483-484); E6-10 (485-486); E6-11 (487-488); E6-13 (491-492); E6-14 (493-495); E6-15 (497-498); E6-19 (506-507); E6-20 (508-510); E6-27 (526-527); E6-28 (528-530); E6-29 (531-532); E6-30 (533-534)</p> <p>Section 7: E7-2 (551-553); E7-3 (554-555); E7-4 (556-557); E7-5 (558-560); E7-13 (592-584); E7-14 (586-587); E7-18 (595-596); E7-19 (597-598)</p> <p>Section 8: E8-23 (665-666)</p> <p>Section 9: E9-5 (691-693); E9-6 (694-695); E9-9 (701-705); E9-10 (706-708); E9-13 (713-714)</p> <p>Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-4 (729-730); E10-5 (731-732); E10-7 (735-737); E10-8 (738-739); E10-9 (740-741); E10-11 (742-744); E10-16 (756-758)</p>
ELAGSE3W6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<p>Section 2: E2-5 (106-108); E2-6 (109-110); E2-14 (125-126); E2-16 (129-130)</p> <p>Section 4: E4-28 (348-350); E4-29 (351-352); E4-30 (353-355)</p> <p>Section 6: E6-29 (531-532)</p> <p>Section 7: E7-8 (566-568); E7-18 (595-596); E7-19 (597-598)</p> <p>Section 9: E9-12 (711-712)</p>
<i>Research to Build and Present Knowledge</i>	
ELAGSE3W7 Conduct short research projects that build knowledge about a topic.	<p>Section 7: E7-1 (548-550); E7-2 (551-553); E7-3 (554-555); E7-4 (556-557); E7-5 (558-560); E7-9 (569-571); E7-10 (573-575); E7-11 (576-579); E7-13 (592-584); E7-14 (586-587); E7-15 (588-589); E7-16 (590); E7-21 (602-604)</p> <p>Section 10: E10-6 (733-734)</p>

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
ELAGSE3W8 Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Section 1: E1-18 (39-40) Section 4: E4-17 (324-325); E4-18 (264-266); E4-19 (328); E4-20 (329-331) Section 5: E5-17 (423-424) Section 7: E7-2 (551-553); E7-6 (562-563); E7-7 (564-565); E7-8 (566-568); E7-9 (569-571); E7-10 (573-575); E7-11 (576-579); E7-12 (580-581); E7-15 (588-589); E7-16 (590-591); E7-17 (591-594); E7-21 (602-604) Section 9: E9-4 (686-690); E9-7 (696-697); E9-8 (698-700) Section 10: E10-9 (740-741); E10-10 (742-744)
ELAGSE3W9 (Begins in grade 4)	
<i>Range of Writing</i>	
ELAGSE3W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Section 1: E1-3 (9-10); E1-4 (11); E1-5 (12-13); E1-6 (14-15); E1-7 (16-17); E1-10 (22-23); E1-11 (24-25); E1-19 (41-42); E1-20 (43-44); E1-21 (45-46); E1-22 (47-48); E1-23 (49-50); E1-25 (54-55); E1-32 (69-70); E1-33 (71-72); E1-35 (76-77); E1-41 (88-90) Section 2: E2-7 (111-112); E2-36 (173-175); E2-45 (194-195) Section 4: E4-35 (367-369); E4-36 (370-374); Section 5: E5-28 (348-350); E5-29 (351-352) Section 6: E6-14 (493-495); E6-31 (536-538); E6-32 (539-542) Section 7: E7-18 (595-596); E7-19 (597-598); E7-21 (602-604) Section 8: E8-23 (665-666) Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-4 (686-690); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-8 (698-700); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710); E9-12 (711-712); E9-13 (713-714) Section 10: E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)
Speaking and Listening	
<i>Comprehension and Collaboration</i>	
ELAGSE3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Section 8: E8-22 (662-664); E8-24 (667-668); E8-26 (672-674) Section 10: E10-6 (733-734); E10-16 (756-758)
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Section 1: E1-23 (49-50) Section 8: E8-14 (640-641); E8-18 (650-652); E8-20 (657); E8-22 (662-664); E8-23 (665-666); E8-24 (667-668); E8-26 (672-674) Section 10: E10-6 (733-734); E10-16 (756-758)
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Section 1: E1-2 (7-8); E1-19 (41-42) Section 2: E2-35 (171-172); E2-51 (207-208)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
	Section 8: E8-11 (633-634); E8-18 (650-652); E8-19 (653-655); E8-20 (657); E8-22 (662-664); E8-23 (665-666) Section 10: E10-6 (733-734)
d. Explain their own ideas and understanding in light of the discussion.	Section 1: E1-2 (7-8); E1-11 (24-25); E1-16 (259-260); E1-21 (45-46); E1-31 (67-68); E1-40 (86-87) Section 8: E8-18 (650-652); E8-22 (662-664) Section 10: E10-6 (733-734)
ELAGSE3SL2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Section 1: E1-5 (12-13); E1-15 (257-258); E1-16 (259-260); E1-24 (52-53); E1-27 (58-59); E1-28 (60-61); E1-38 (82) Section 5: E5-18 (425-426) Section 8: E8-18 (650-652); E8-19 (653-655); E8-20 (657) Section 10: E10-6 (733-734)
ELAGSE3SL3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Section 8: E8-11 (633-634); E8-18 (650-652); E8-19 (653-655); E8-20 (657); E8-22 (662-664) Section 10: E10-6 (733-734)
<i>Presentation of Knowledge and Ideas</i>	
ELAGSE3SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Section 6: E6-8 (481-482) Section 8: E8-1 (610-611); E8-2 (612-614); E8-3 (615-616); E8-4 (617-618); E8-5 (619-620); E8-7 (623-625); E8-9 (629-630); E8-10 (631-632); E8-11 (633-634); E8-12 (635-637); E8-13 (638-639); E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
ELAGSE3SL5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Section 4: E4-30 (353-355) Section 7: E7-20 (599-600) Section 8: E8-12 (635-637); E8-13 (638-639); E8-14 (640-641); E8-17 (647-649) Section 10: E10-15 (753-755)
ELAGSE3SL6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Section 1: E1-2 (7-8); E1-6 (14-15) Section 2: E2-8 (113-114); E2-29 (158-159); E2-31 (162-163); E2-32 (164-166); E2-35 (171-172); E2-50 (204-206) Section 5: E5-9 (403-404) Section 6: E6-21 (511-512) Section 8: E8-6 (621-622); E8-8 (627-628); E8-9 (629-630); E8-10 (631-632); E8-11 (633-634); E8-12 (635-637); E8-13 (638-639); E8-14 (640-641); E8-15 (643-644); E8-16 (645-646); E8-25 (670-671)
Language	
<i>Conventions of Standard English</i>	
ELAGSE3L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*	Section 2: E2-17 (132-133); E2-18 (134-135); E2-19 (136-137); E2-20 (138-139); E2-22 (142-143); E2-23 (144)
b. Form and use regular and irregular plural nouns.	Section 2: E2-18 (134-135) Section 4: E4-34 (364-365)
c. Use abstract nouns (e.g., <i>childhood</i>).	Section 2: E2-17 (132-133); E2-18 (134-135)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
d. Form and use regular and irregular verbs.	Section 2: E2-20 (138-139)
e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	Section 2: E2-20 (138-139); E2-21 (140-141)
f. Ensure subject-verb and pronoun-antecedent agreement.*	Section 2: E2-19 (136-137); E2-40 (181-182) Section 4: E4-34 (364-365) Section 5: E5-27 (448-450) Section 8: E8-8 (627-628)
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Section 2: E2-22 (142-143); E2-23 (144)
h. Use coordinating and subordinating conjunctions.	Section 2: E2-24 (145-147) Section 4: E4-13 (313-317) Section 5: E5-10 (405-409)
i. Produce simple, compound, and complex sentences.	Section 2: E2-29 (158-159); E2-30 (160-161); E2-34 (169-170); E2-35 (171-172); E2-36 (173-175) Section 4: E4-13 (313-317) Section 5: E5-10 (405-409)
j. Write legibly in cursive.	Section 2: E2-7 (111-112) <i>See also Cursive Supplement from Additional Resources</i>
ELAGSE3L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize appropriate words in titles.	Section 2: E2-13 (123-124); E2-27 (152-153) Section 4: E4-34 (364-265)
b. Use commas in addresses.	Section 2: E2-39 (180) Section 10: E10-12 (747-749); E10-13 (749-750)
c. Use commas and quotation marks in dialogue.	Section 2: E2-13 (123-124); E2-28 (154-156) Section 4: E4-34 (364-265) Section 5: E5-27 (448-450) Section 6: E6-16 (499-501)
d. Form and use possessives.	Section 2: E2-13 (123-124); E2-18 (134-135)
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	Section 2: E2-13 (123-124); E2-26 (150-151) Section 4: E4-34 (364-365)
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Section 2: E2-13 (123-124); E2-26 (150-151) Section 4: E4-34 (364-365) Section 5: E5-27 (448-450)
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Section 3: E3-1 (228-229)
Knowledge of Language	
ELAGSE3L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases for effect.*	Section 2: E2-32 (164-166); E2-33 (167-168); E2-35 (171-172) Section 3: E3-19 (267-269); E3-20 (270); E3-21 (271-273) Section 4: E4-15 (320-321); E4-16 (322-323); E4-32 (360-361) Section 5: E5-26 (446-447) Section 6: E6-18 (504-505); E6-20 (508-510); E6-29 (531-532)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	Section 8: E8-11 (633-634)
b. Recognize and observe differences between the conventions of spoken and written Standard English.	Section 2: E2-8 (113-114)
<i>Vocabulary Acquisition and Use</i>	
ELAGSE3L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Section 3: E3-11 (248-249); E3-12 (250-251); E3-13 (252-254); E3-22 (275-278)
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	Section 3: E3-16 (259-260)
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	Section 3: E3-15 (257-258)
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Section 3: E3-1 (228-229); E3-2 (230-231); E3-5 (237-238); E3-6 (239-240); E3-8 (243-244); E3-9 (245-246); E3-15 (257-258); E3-16 (259-260)
ELAGSE3L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).	Section 3: E3-17 (261-263); E3-18 (264-266) Section 10: E10-15 (753-755)
b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	Section 3: E3-2 (230-231); E3-6 (239-240); E3-7 (241-242); E3-8 (243-244); E3-10 (247); E3-19 (267-269)
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	Section 3: E3-4 (234-235); E3-10 (247); E3-14 (255-256); E3-19 (267-269)
ELAGSE3L6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	Section 1: E1-7 (16-17); E1-15 (257-258); E1-20 (43-44); E1-24 (52-53); E1-25 (54-55); E1-26 (56-57); E1-27 (58-59); E1-31 (67-68); E1-32 (69-70); E1-33 (71-72); E1-35 (76-77) Section 2: E2-1 (97-99); E2-2 (100-101); E2-3 (102-103); E2-4 (104-105); E2-10 (118); E2-12 (121-122); E2-15 (127-128); E2-16 (129-130); E2-17 (132-133); E2-18 (134-135); E2-19 (136-137); E2-20 (138-139); E2-21 (140-141); E2-22 (142-143); E2-23 (144); E2-24 (145-147); E2-25 (148-149); E2-26 (150-151); E2-28 (154-156); E2-30 (160-161); E2-31 (162-163); E2-34 (169-170); E2-44 (191-193); E2-49 (202-203); E2-51 (207-208) Section 3: E3-1 (228-229); E3-2 (230-231); E3-3 (232-233); E3-4 (234-235); E3-5 (237-238); E3-6 (239-240); E3-7 (241-242); E3-8 (243-244); E3-9 (245-246); E3-10 (247); E3-12 (250-251); E3-14 (255-256); E3-15 (257-258); E3-16 (259-260); E3-17 (261-263); E3-19 (267-269); E3-20 (270); E3-22 (275-278) Section 4: E4-11 (309-310); E4-12 (311-312); E4-14 (318-319); E4-17 (324-325); E4-21 (332-333); E4-22 (334-336); E4-23 (337-338); E4-24 (339-341); E4-28 (348-350); E4-29 (351-352); E4-30 (353-355); E4-31

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
	<p>(357-359); E4-32 (360-361); E4-33 (362-363); E4-34 (364-365)</p> <p>Section 5: E5-1 (381-382); E5-3 (385-387); E5-9 (403-404); E5-11 (410-411); E5-19 (427-428); E5-20 (429-431); E5-21 (432-434); E5-25 (442-445); E5-26 (344); E5-27 (448-450)</p> <p>Section 6: E6-1 (465-466); E6-2 (467-468); E6-4 (471-472); E6-5 (473-475); E6-8 (481-482); E6-9 (483-484); E6-10 (485-486); E6-12 (489-490); E6-15 (497-498); E6-16 (499-501); E6-17 (502-503); E6-18 (504-505); E6-21 (511-512); E6-22 (513-515); E6-25 (520-522); E6-26 (523-525); E6-27 (526-527); E6-29 (531-532); E6-30 (533-534)</p> <p>Section 7: E7-1 (548-550); E7-6 (562-563); E7-7 (564-565); E7-12 (580-581); E7-15 (588-589); E7-16 (590)</p> <p>Section 8: E8-2 (612-614); E8-10 (631-632); E8-11 (633-634); E8-17 (647-649); E8-18 (650-652)</p> <p>Section 9: E9-3 (685); E9-4 (686-690); E9-7 (696-697); E9-8 (698-700)</p> <p>Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-5 (731-732); E10-6 (733-734); E10-7 (735-737); E10-8 (738-739); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)</p>

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
Reading Literary	
<i>Key Ideas and Details</i>	
ELAGSE4RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Section 1: E1-1 (6); E1-3 (9-10); E1-18 (39-40); E1-20 (43-44); E1-30 (65-66); E1-31 (67-68); E1-32 (69-70); E1-33 (71-72) Section 6: E6-14 (493-495) Section 9: E9-4 (686-690); E9-8 (698-700)
ELAGSE4RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Section 6: E6-6 (476-478); E6-26 (523-525) Section 10: E10-11 (745-746)
ELAGSE4RL3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Section 1: E1-20 (43-44); E1-26 (56-57) Section 6: E6-1 (465-466); E6-26 (523-525)
<i>Craft and Structure</i>	
ELAGSE4RL4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).	Section 3: E3-13 (252-254); E3-14 (255-256); E3-17 (261-263); E3-18 (264-266) Section 10: E10-15 (753-755)
ELAGSE4RL5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.	Section 1: E1-26 (56-57) Section 10: E10-15 (753-755); E10-16 (756-758)
ELAGSE4RL6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Section 1: E1-6 (14-15) Section 6: E6-1 (465-466); E6-12 (489-490)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE4RL7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying similarities and differences.	
ELAGSE4RL8 (Not applicable to literature)	
ELAGSE4RL9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Section 10: E10-11 (745-746)
<i>Range of Reading and Complexity of Text</i>	
ELAGSE4RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Reading Informational	
<i>Key Ideas and Details</i>	
ELAGSE4RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Section 1: E1-3 (9-10); E1-4 (11); E1-18 (39-40); E1-19 (41-42); E1-30 (65-66); E1-31 (67-68); E1-32 (69-70); E1-33 (71-72) Section 7: E7-15 (588-590) Section 9: E9-4 (686-690); E9-8 (698-700); E9-9 (701-705)
ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Section 1: E1-13 (252-254); E1-14 (255-256); E1-15 (257-258); E1-16 (259-260); E1-18 (39-40); E1-22 (47-

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
	48); E1-23 (49-50); E1-24 (52-53); E1-29 (62-63); E1-36 (78-79) Section 4: E4-1 (285-286); E4-2 (287-288); E4-4 (291-292); E4-6 (294-296); E4-9 (302-303); E4-15 (320-321); E4-16 (322-323); E4-19 (328); E4-20 (329-331); E4-22 (334-336); E4-25 (342-343); E4-26 (344); E4-27 (345-347) Section 5: E5-2 (383-384); E5-3 (385-387); E5-4 (388-389); E5-5 (390-391); E5-11 (410-411); E5-14 (417-418); E5-17 (423-424); E5-18 (425-426); E5-19 (427-428); E5-21 (432-434); E5-22 (435-437); E5-24 (439-441); E5-25 (442-445) Section 6: E6-2 (467-468) Section 7: E7-9 (569-571); E7-16 (590) Section 9: E9-7 (696-697)
ELAGSE4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Section 1: E1-34 (73-75) Section 4: E4-1 (285-286); E4-2 (287-288); E4-4 (291-292); E4-6 (294-296); E4-9 (302-303); E4-19 (328); E4-20 (329-331); E4-22 (334-336); E4-25 (342-343) Section 6: E6-2 (467-468)
<i>Craft and Structure</i>	
ELAGSE4RI4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	Section 1: E1-22 (47-48) Section 3: E3-13 (252-254); E3-14 (255-256); E3-22 (275-278)
ELAGSE4RI5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Section 7: E7-7 (564-565); E7-8 (566-568)
ELAGSE4RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Section 5: E5-17 (423-424)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE4RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Section 4: E4-28 (348-350); E4-29 (351-352); E4-30 (353-355) Section 7: E7-7 (564-565); E7-8 (566-568) Section 9: E9-8 (698-700)
ELAGSE4RI8 Explain how an author uses reasons and evidence to support particular points in a text.	Section 1: E1-15 (257-258) Section 4: E4-6 (294-296); E4-19 (328); E4-20 (329-331); E4-22 (334-336); E4-24 (339-341); E4-25 (342-343); E4-34 (364-365) Section 5: E5-2 (383-384); E5-3 (385-387); E5-4 (388-389); E5-5 (390-391); E5-11 (410-411); E5-14 (417-418); E5-17 (423-424); E5-18 (425-426); E5-19 (427-428); E5-21 (432-434); E5-25 (442-445)
ELAGSE4RI9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Section 5: E5-11 (410-411) Section 7: E7-9 (569-571) Section 9: E9-7 (696-697)
<i>Range of Reading and Complexity of Text</i>	

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
ELAGSE4RI10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	
Reading Foundational	
<i>Print Concepts</i>	
Kindergarten and 1st grade only	
<i>Phonological Awareness</i>	
Kindergarten and 1st grade only	
<i>Phonics and Word Recognition</i>	
ELAGSE4RF3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Section 3: E3-16 (259-260)
<i>Fluency</i>	
ELAGSE4RF4 Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Writing	
<i>Text Types and Purposes</i>	
ELAGSE4W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	Section 5: E5-1 (381-382); E5-3 (385-387); E5-7 (394-398); E5-9 (403-404); E5-10 (405-409); E5-11 (410-411); E5-12 (412-413); E5-13 (414-416); E5-14 (417-418); E5-15 (419-420); E5-16 (421-422); E5-25 (442-445) Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727)
b. Provide reasons that are supported by facts and details.	Section 5: E5-1 (381-382); E5-3 (385-387); E5-4 (388-389); E5-7 (394-398); E5-11 (410-411); E5-15 (419-420); E5-16 (421-422); E5-17 (423-424); E5-18 (425-426); E5-25 (442-445) Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727)
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	Section 2: E2-50 (204-206) Section 5: E5-19 (427-428); E5-20 (429-431); E5-21 (432-434); E5-25 (442-445) Section 10: E10-1 (719-720)
d. Provide a concluding statement or section related to the opinion presented.	Section 5: E5-22 (435-437); E5-23 (438); E5-24 (439-441); E5-25 (442-445)
ELAGSE4W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Section 1: E1-25 (54-55) Section 2: E2-43 (189-190); E2-44 (191-193); E2-47 (198-199) Section 4: E4-2 (287-288); E4-3 (289-290); E4-4 (291-292); E4-5 (293); E4-8 (299-301); E4-11 (309-310); E4-12

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
	(311-312); E4-13 (313-317); E4-14 (318-319); E4-15 (320-321); E4-16 (322-323); E4-28 (348-350); E4-29 (351-352); E4-30 (353-355); E4-31 (357-359) Section 7: E7-13 (592-584); E7-18 (595-596) Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-9 (740-741)
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Section 1: E1-25 (54-55) Section 2: E2-43 (189-190); E2-46 (196-197); E2-48 (200-201); E2-51 (207-208) Section 4: E4-2 (287-288); E4-3 (289-290); E4-4 (291-292); E4-5 (293); E4-8 (299-301); E4-9 (302-303); E4-17 (324-325); E4-18 (264-266); E4-19 (328); E4-20 (329-331); E4-31 (357-359); E4-33 (362-363) Section 7: E7-13 (592-584); E7-15 (588-589); E7-18 (595-596) Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-9 (740-741)
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Section 2: E2-49 (202-203); E2-50 (204-206) Section 4: E4-21 (332-333); E4-22 (334-336); E4-23 (337-338); E4-24 (339-341); E4-31 (357-359) Section 7: E7-13 (592-584); E7-18 (595-596) Section 10: E10-1 (719-720)
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Section 4: E4-31 (357-359); E4-33 (362-363) Section 7: E7-18 (595-596)
e. Provide a concluding statement or section related to the information or explanation presented.	Section 2: E2-52 (209) Section 4: E4-25 (342-343); E4-26 (344); E4-27 (345-347); E4-31 (357-359) Section 7: E7-13 (592-584); E7-18 (595-596)
ELAGSE4W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Section 6: E6-4 (471-472); E6-5 (473-475); E6-6 (476-478); E6-8 (481-482); E6-9 (483-484); E6-10 (485-486); E6-11 (487-488); E6-13 (491-492); E6-14 (493-495); E6-15 (497-498)
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Section 6: E6-5 (473-475); E6-6 (476-478); E6-10 (485-486); E6-11 (487-488); E6-15 (497-498); E6-16 (499-501); E6-18 (504-505); E6-20 (508-510)
c. Use a variety of transitional words and phrases to manage the sequence of events.	Section 2: E2-49 (202-203); E2-50 (204-206) Section 6: E6-8 (481-482); E6-15 (497-498); E6-21 (511-512); E6-22 (513-515)
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Section 6: E6-6 (476-478); E6-15 (497-498); E6-18 (504-505); E6-20 (508-510)
e. Provide a conclusion that follows from the narrated experiences or events.	Section 6: E6-5 (473-475); E6-6 (476-478); E6-15 (497-498); E6-23 (516-517); E6-24 (518-519)
<i>Production and Distribution of Writing</i>	
ELAGSE4W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)	Section 1: E1-8 (18-19); E1-9 (20-21); E1-41 (88-90) Section 2: E2-1 (97-99); E2-2 (100-101); E2-3 (102-103); E2-4 (104-105); E2-8 (113-114); E2-9 (116-117); E2-12 (121-122); E2-14 (125-126); E2-41 (184-185); E2-44

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	<p>(191-193); E2-45 (194-195); E2-55 (216-217); E2-56 (218-219)</p> <p>Section 4: E4-1 (285-286); E4-2 (287-288); E4-3 (289-290); E4-35 (367-369); E4-36 (370-374)</p> <p>Section 5: E5-4 (388-389); E5-11 (410-411); E5-28 (348-350); E5-29 (351-352)</p> <p>Section 6: E6-19 (506-507); E6-31 (536-538); E6-32 (539-542)</p> <p>Section 7: E7-14 (586-587); E7-19 (597-598)</p> <p>Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710)</p> <p>Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-14 (751-752); E10-15 (753-755); E10-16 (756-758)</p>
<p>ELAGSE4W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 4)</p>	<p>Section 2: E2-4 (104-105); E2-9 (116-117); E2-10 (118); E2-11 (119-120); E2-12 (121-122); E2-13 (123-124); E2-14 (125-126); E2-15 (127-128); E2-30 (160-161); E2-32 (164-166); E2-33 (167-168); E2-37 (176-177); E2-38 (178-179); E2-42 (186-188); E2-43 (189-190); E2-45 (194-195); E2-46 (196-197); E2-48 (200-201); E2-50 (204-206); E2-53 (210-211); E2-54 (212-214); E2-55 (216-217); E2-56 (218-219)</p> <p>Section 3: E3-20 (270); E3-21 (271-273)</p> <p>Section 4: E4-2 (287-288); E4-3 (289-290); E4-5 (293); E4-7 (297-298); E4-18 (264-266); E4-19 (328); E4-31 (357-359); E4-32 (360-361); E4-34 (364-365)</p> <p>Section 5: E5-3 (385-387); E5-4 (388-389); E5-6 (294-296); E5-13 (414-416); E5-15 (419-420); E5-18 (425-426); E5-20 (429-431); E5-21 (432-434); E5-25 (442-445); E5-26 (344); E5-27 (448-450);</p> <p>Section 6: E6-3 (469-470); E6-4 (471-472); E6-5 (473-475); E6-6 (476-478); E6-8 (481-482); E6-9 (483-484); E6-10 (485-486); E6-11 (487-488); E6-13 (491-492); E6-14 (493-495); E6-15 (497-498); E6-19 (506-507); E6-20 (508-510); E6-27 (526-527); E6-28 (528-530); E6-29 (531-532); E6-30 (533-534)</p> <p>Section 7: E7-2 (551-553); E7-3 (554-555); E7-4 (556-557); E7-5 (558-560); E7-13 (592-584); E7-14 (586-587); E7-18 (595-596); E7-19 (597-598)</p> <p>Section 8: E8-23 (665-666)</p> <p>Section 9: E9-5 (691-693); E9-6 (694-695); E9-9 (701-705); E9-10 (706-708); E9-13 (713-714)</p> <p>Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-4 (729-730); E10-5 (731-732); E10-7 (735-737); E10-8 (738-739); E10-9 (740-741); E10-11 (742-744); E10-16 (756-758)</p>
<p>ELAGSE4W6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as</p>	<p>Section 2: E2-5 (106-108); E2-6 (109-110); E2-14 (125-126); E2-16 (129-130)</p>

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Section 4: E4-28 (348-350); E4-29 (351-352); E4-30 (353-355) Section 6: E6-29 (531-532) Section 7: E7-8 (566-568); E7-18 (595-596); E7-19 (597-598) Section 9: E9-12 (711-712)
Research to Build and Present Knowledge	
ELAGSE4W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Section 7: E7-1 (548-550); E7-2 (551-553); E7-3 (554-555); E7-4 (556-557); E7-5 (558-560); E7-9 (569-571); E7-10 (573-575); E7-11 (576-579); E7-13 (592-584); E7-14 (586-587); E7-15 (588-589); E7-16 (590); E7-21 (602-604) Section 10: E10-6 (733-734)
ELAGSE4W8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Section 1: E1-18 (39-40) Section 4: E4-17 (324-325); E4-18 (264-266); E4-19 (328); E4-20 (329-331) Section 5: E5-17 (423-424) Section 7: E7-2 (551-553); E7-6 (562-563); E7-7 (564-565); E7-8 (566-568); E7-9 (569-571); E7-10 (573-575); E7-11 (576-579); E7-12 (580-581); E7-15 (588-589); E7-16 (590-591); E7-17 (591-594); E7-21 (602-604) Section 9: E9-4 (686-690); E9-7 (696-697); E9-8 (698-700) Section 10: E10-9 (740-741); E10-10 (742-744)
ELAGSE4W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	Section 1: E1-18 (39-40); E1-20 (43-44); E1-32 (69-70) Section 6: E6-22 (513-515) Section 7: E7-8 (566-568); E7-10 (573-575); E7-15 (588-589) Section 10: E10-10 (742-744); E10-11 (742-744)
b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	Section 1: E1-14 (255-256); E1-15 (257-258); E7-17 (591-594); E1-18 (39-40); E1-19 (41-42); E1-22 (47-48); E1-23 (49-50); E1-32 (69-70) Section 7: E7-8 (566-568); E7-10 (573-575); E7-15 (588-589)
Range of Writing	
ELAGSE4W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Section 5: E5-1 (381-382); E5-3 (385-387); E5-7 (394-398); E5-9 (403-404); E5-10 (405-409); E5-11 (410-411); E5-12 (412-413); E5-13 (414-416); E5-14 (417-418); E5-15 (419-420); E5-16 (421-422); E5-25 (442-445) Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727)
Speaking and Listening	
Comprehension and Collaboration	
ELAGSE4SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Section 8: E8-22 (662-664); E8-24 (667-668); E8-26 (672-674) Section 10: E10-6 (733-734); E10-16 (756-758)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
b. Follow agreed-upon rules for discussions and carry out assigned roles.	Section 8: E8-4 (617-618); E8-14 (640-641); E8-18 (650-652); E8-20 (657); E8-22 (662-664); E8-23 (665-666); E8-24 (667-668); E8-26 (672-674) Section 10: E10-6 (733-734); E10-16 (756-758)
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Section 1: E1-2 (7-8); E1-19 (41-42); E1-23 (49-50); E1-35 (76-77) Section 2: E2-35 (171-172); E2-51 (207-208) Section 8: E8-11 (633-634); E8-18 (650-652); E8-19 (653-655); E8-20 (657); E8-22 (662-664); E8-23 (665-666) Section 10: E10-6 (733-734)
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Section 1: E1-11 (24-25); E1-16 (259-260); E1-21 (45-46); E1-31 (67-68); E1-40 (86-87) Section 8: E8-18 (650-652); E8-22 (662-664) Section 10: E10-6 (733-734)
ELAGSE4SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Section 1: E1-5 (12-13); E1-15 (257-258); E1-16 (259-260); E1-24 (52-53); E1-27 (58-59); E1-28 (60-61); E1-38 (82) Section 5: E5-18 (425-426) Section 8: E8-18 (650-652); E8-19 (653-655); E8-20 (657) Section 10: E10-6 (733-734)
ELAGSE4SL3 Identify the reasons and evidence a speaker provides to support particular points.	Section 8: E8-11 (633-634); E8-18 (650-652); E8-19 (653-655); E8-20 (657); E8-22 (662-664) Section 10: E10-6 (733-734)
<i>Presentation of Knowledge and Ideas</i>	
ELAGSE4SL4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Section 6: E6-8 (481-482) Section 8: E8-1 (610-611); E8-2 (612-614); E8-3 (615-616); E8-4 (617-618); E8-5 (619-620); E8-7 (623-625); E8-9 (629-630); E8-10 (631-632); E8-11 (633-634); E8-12 (635-637); E8-13 (638-639); E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
ELAGSE4SL5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Section 4: E4-30 (353-355) Section 7: E7-20 (599-600) Section 8: E8-12 (635-637); E8-13 (638-639); E8-14 (640-641); E8-17 (647-649) Section 10: E10-15 (753-755)
ELAGSE4SL6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standard 1 for specific expectations.)	Section 1: E1-2 (7-8); E1-6 (14-15) Section 2: E2-8 (113-114); E2-29 (158-159); E2-31 (162-163); E2-32 (164-166); E2-35 (171-172); E2-50 (204-206) Section 5: E5-9 (403-404) Section 6: E6-21 (511-512) Section 8: E8-6 (621-622); E8-8 (627-628); E8-9 (629-630); E8-10 (631-632); E8-11 (633-634); E8-12 (635-637); E8-13 (638-639); E8-14 (640-641); E8-15 (643-644); E8-16 (645-646); E8-25 (670-671)
Language	
<i>Conventions of Standard English</i>	

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
ELAGSE4L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	Section 2: E2-19 (136-137); E2-23 (144)
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb aspects.	Section 2: E2-20 (138-139)
c. Use helping/linking verbs to convey various conditions.	Section 2: E2-20 (138-139)
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	Section 2: E2-22 (142-143)
e. Form and use prepositional phrases.*	Section 2: E2-25 (149-150) Section 4: E4-13 (252-254) Section 5: E5-10 (405-409)
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	Section 2: E2-29 (158-159); E2-30 (160-161) Section 4: E4-34 (364-365) Section 5: E5-27 (448-450)
g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	Section 2: E2-26 (150-151) Section 4: E4-34 (364-365)
h. Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence.	Section 2: E2-7 (111-112) <i>See also Cursive Supplement from Additional Resources</i>
ELAGSE4L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use correct capitalization.	Section 2: E2-13 (123-124); E2-27 (152-153); E2-30 (160-161) Section 4: E4-34 (364-365) Section 5: E5-27 (448-450) Section 10: E10-12 (747-749); E10-13 (747-748)
b. Use commas and quotation marks to mark direct speech and quotations from a text.	Section 1: E1-7 (16-17) Section 2: E2-13 (123-124); E2-28 (154-156) Section 4: E4-13 (313-317); E4-34 (364-365) Section 5: E5-10 (405-409); E5-27 (448-450) Section 6: E6-16 (499-501) Section 7: E7-15 (588-589)
c. Use a comma before a coordinating conjunction in a compound sentence.	Section 2: E2-13 (123-124); E2-24 (145-147); E2-34 (169-170); E2-35 (171-172); E2-36 (173-175); E2-39 (180) Section 4: E4-13 (313-317) Section 5: E5-10 (405-409)
d. Spell grade-appropriate words correctly, consulting references as needed.	Section 2: E2-13 (123-124); E2-26 (150-151) Section 3: E3-1 (228-229) Section 4: E4-34 (364-365) Section 5: E5-27 (448-450)
<i>Knowledge of Language</i>	
ELAGSE4L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases to convey ideas precisely.*	Section 2: E2-33 (167-168) Section 3: E3-19 (267-269); E3-20 (270); E3-21 (271-273) Section 4: E4-32 (360-361) Section 6: E6-18 (504-505); E6-20 (508-510); E6-29 (531-532) Section 8: E8-11 (633-634)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
b. Choose punctuation for effect.*	Section 2: E2-31 (162-163)
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Section 2: E2-8 (113-114) Section 10: E10-13 (749-750); E10-14 (751-752); E10-17 (759-760)
<i>Vocabulary Acquisition and Use</i>	
ELAGSE4L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Section 3: E3-11 (248-249); E3-13 (252-254); E3-22 (275-278)
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	Section 3: E3-15 (257-258); E3-16 (259-260)
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Section 3: E3-1 (228-229); E3-2 (230-231); E3-3 (232-233); E3-4 (234-235); E3-5 (237-238); E3-6 (239-240); E3-8 (243-244); E3-9 (245-246); E3-15 (257-258); E3-16 (259-260)
ELAGSE4L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	Section 3: E3-17 (261-263) Section 10: E10-15 (753-755)
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Section 3: E3-18 (264-266)
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Section 3: E3-2 (230-231); E3-4 (234-235); E3-10 (247); E3-14 (255-256); E3-19 (267-269); E3-22 (275-278)
ELAGSE4L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	Section 1: E1-7 (16-17); E1-15 (257-258); E1-20 (43-44); E1-24 (52-53); E1-25 (54-55); E1-26 (56-57); E1-27 (58-59); E1-31 (67-68); E1-32 (69-70); E1-33 (71-72); E1-35 (76-77) Section 2: E2-1 (97-99); E2-2 (100-101); E2-3 (102-103); E2-4 (104-105); E2-10 (118); E2-12 (121-122); E2-15 (127-128); E2-16 (129-130); E2-17 (132-133); E2-18 (134-135); E2-19 (136-137); E2-20 (138-139); E2-21 (140-141); E2-22 (142-143); E2-23 (144); E2-24 (145-147); E2-25 (148-149); E2-26 (150-151); E2-28 (154-156); E2-30 (160-161); E2-31 (162-163); E2-34 (169-170); E2-44 (191-193); E2-49 (202-203); E2-51 (207-208) Section 3: E3-1 (228-229); E3-2 (230-231); E3-3 (232-233); E3-4 (234-235); E3-5 (237-238); E3-6 (239-240); E3-7 (241-242); E3-8 (243-244); E3-9 (245-246); E3-10 (247); E3-12 (250-251); E3-14 (255-256); E3-15 (257-258); E3-16 (259-260); E3-17 (261-263); E3-19 (267-269); E3-20 (270); E3-22 (275-278) Section 4: E4-11 (309-310); E4-12 (311-312); E4-14 (318-319); E4-17 (324-325); E4-21 (332-333); E4-22 (334-336); E4-23 (337-338); E4-24 (339-341); E4-28 (348-350); E4-29 (351-352); E4-30 (353-355); E4-31 (357-359); E4-32 (360-361); E4-33 (362-363); E4-34 (364-365)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
	<p>Section 5: E5-1 (381-382); E5-3 (385-387); E5-9 (403-404); E5-11 (410-411); E5-19 (427-428); E5-20 (429-431); E5-21 (432-434); E5-25 (442-445); E5-26 (344); E5-27 (448-450)</p> <p>Section 6: E6-1 (465-466); E6-2 (467-468); E6-4 (471-472); E6-5 (473-475); E6-8 (481-482); E6-9 (483-484); E6-10 (485-486); E6-12 (489-490); E6-15 (497-498); E6-16 (499-501); E6-17 (502-503); E6-18 (504-505); E6-21 (511-512); E6-22 (513-515); E6-25 (520-522); E6-26 (523-525); E6-27 (526-527); E6-29 (531-532); E6-30 (533-534)</p> <p>Section 7: E7-1 (548-550); E7-6 (562-563); E7-7 (564-565); E7-12 (580-581); E7-15 (588-589); E7-16 (590)</p> <p>Section 8: E8-2 (612-614); E8-10 (631-632); E8-11 (633-634); E8-17 (647-649); E8-18 (650-652)</p> <p>Section 9: E9-3 (685); E9-4 (686-690); E9-7 (696-697); E9-8 (698-700)</p> <p>Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-5 (731-732); E10-6 (733-734); E10-7 (735-737); E10-8 (738-739); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)</p>

**Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
Reading Literary	
<i>Key Ideas and Details</i>	
ELAGSE5RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Section 1: E1-1 (6); E1-3 (9-10); E1-18 (39-40); E1-20 (43-44); E1-30 (65-66); E1-31 (67-68); E1-32 (69-70); E1-33 (71-72) Section 6: E6-14 (493-495) Section 9: E9-4 (686-690); E9-8 (698-700)
ELAGSE5RL2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Section 6: E6-6 (476-478); E6-26 (523-525) Section 10: E10-11 (745-746)
ELAGSE5RL3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Section 1: E1-20 (43-44); E1-26 (56-57) Section 6: E6-1 (465-466); E6-26 (523-525)
<i>Craft and Structure</i>	
ELAGSE5RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Section 3: E3-13 (252-254); E3-14 (255-256); E3-17 (261-263); E3-18 (264-266) Section 10: E10-15 (753-755)
ELAGSE5RL5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Section 1: E1-26 (56-57) Section 10: E10-15 (753-755); E10-16 (756-758)
ELAGSE5RL6 Describe how a narrator’s or speaker’s point of view influences how events are described.	Section 1: E1-6 (14-15) Section 6: E6-1 (465-466); E6-12 (489-490)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE5RL7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).	
ELAGSE5RL8 (Not applicable to literature)	
ELAGSE5RL9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Section 10: E10-11 (745-746)
<i>Range of Reading and Complexity of Text</i>	
ELAGSE5RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	
Reading Informational	
<i>Key Ideas and Details</i>	
ELAGSE5RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Section 1: E1-3 (9-10); E1-4 (11); E1-18 (39-40); E1-19 (41-42); E1-30 (65-66); E1-31 (67-68); E1-32 (69-70); E1-33 (71-72); Section 7: E7-15 (588-590) Section 9: E9-4 (686-690); E9-8 (698-700); E9-9 (701-705)
ELAGSE5RI2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Section 1: E1-13 (252-254); E1-14 (255-256); E1-15 (257-258); E1-16 (259-260); E1-18 (39-40); E1-22 (47-48); E1-23 (49-50); E1-24 (52-53); E1-29 (62-63); E1-36 (78-79) Section 4: E4-1 (285-286); E4-2 (287-288); E4-4 (291-292); E4-6 (294-296); E4-9 (302-303); E4-15 (320-321);

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	E4-16 (322-323); E4-19 (328); E4-20 (329-331); E4-22 (334-336); E4-25 (342-343); E4-26 (344); E4-27 (345-347) Section 5: E5-2 (383-384); E5-3 (385-387); E5-4 (388-389); E5-5 (390-391); E5-11 (410-411); E5-14 (417-418); E5-17 (423-424); E5-18 (425-426); E5-19 (427-428); E5-21 (432-434); E5-22 (435-437); E5-24 (439-441); E5-25 (442-445) Section 6: E6-2 (467-468) Section 7: E7-9 (569-571); E7-16 (590) Section 9: E9-7 (696-697)
ELAGSE5RI3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Section 1: E1-34 (73-75) Section 4: E4-1 (285-286); E4-2 (287-288); E4-4 (291-292); E4-6 (294-296); E4-9 (302-303); E4-19 (328); E4-20 (329-331); E4-22 (334-336); E4-25 (342-343) Section 6: E6-2 (467-468)
<i>Craft and Structure</i>	
ELAGSE5RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Section 1: E1-22 (47-48) Section 3: E3-13 (252-254); E3-14 (255-256); E3-22 (275-278)
ELAGSE5RI5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Section 7: E7-7 (564-565); E7-8 (566-568)
ELAGSE5RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Section 5: E5-17 (423-424)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE5RI7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Section 4: E4-28 (348-350); E4-29 (351-352); E4-30 (353-355) Section 7: E7-7 (564-565); E7-8 (566-568) Section 9: E9-8 (698-700)
ELAGSE5RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Section 1: E1-15 (257-258) Section 4: E4-6 (294-296); E4-19 (328); E4-20 (329-331); E4-22 (334-336); E4-24 (339-341); E4-25 (342-343); E4-34 (364-365) Section 5: E5-2 (383-384); E5-3 (385-387); E5-4 (388-389); E5-5 (390-391); E5-11 (410-411); E5-14 (417-418); E5-17 (423-424); E5-18 (425-426); E5-19 (427-428); E5-21 (432-434); E5-25 (442-445)
ELAGSE5RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Section 5: E5-11 (410-411) Section 7: E7-9 (569-571) Section 9: E9-7 (696-697)
<i>Range of Reading and Complexity of Text</i>	
ELAGSE5RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	
Reading Foundational	
<i>Print Concepts</i>	

**Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
Kindergarten and 1st grade only	
<i>Phonological Awareness</i>	
Kindergarten and 1st grade only	
<i>Phonics and Word Recognition</i>	
ELAGSE5RF3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Section 3: E3-15 (257-258), E3-16 (259-260)
<i>Fluency</i>	
ELAGSE5RF4 Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Section 3: E3-13 (252-254)
Writing	
<i>Text Types and Purposes</i>	
ELAGSE5W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	Section 5: E5-1 (381-382); E5-3 (385-387); E5-7 (394-398); E5-9 (403-404); E5-10 (405-409); E5-11 (410-411); E5-12 (412-413); E5-13 (414-416); E5-14 (417-418); E5-15 (419-420); E5-16 (421-422); E5-25 (442-445) Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727)
b. Provide logically ordered reasons that are supported by facts and details.	Section 5: E5-1 (381-382); E5-3 (385-387); E5-4 (388-389); E5-7 (394-398); E5-11 (410-411); E5-15 (419-420); E5-16 (421-422); E5-17 (423-424); E5-18 (425-426); E5-25 (442-445) Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727)
c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).	Section 5: E2-50 (204-206); E5-19 (427-428); E5-20 (429-431); E5-21 (432-434); E5-25 (442-445) Section 10: E10-1 (719-720)
d. Provide a concluding statement or section related to the opinion presented.	Section 5: E5-22 (435-437); E5-23 (438); E5-24 (439-441); E5-25 (442-445)
ELAGSE5W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Section 1: E1-25 (54-55) Section 2: E2-43 (189-190); E2-44 (191-193); E2-47 (198-199) Section 4: E4-2 (287-288); E4-3 (289-290); E4-4 (291-292); E4-5 (293); E4-8 (299-301); E4-11 (309-310); E4-12 (311-312); E4-13 (313-317); E4-14 (318-319); E4-15 (320-321); E4-16 (322-323); E4-28 (348-350); E4-29 (351-352); E4-30 (353-355); E4-31 (357-359) Section 7: E7-13 (592-584); E7-18 (595-596) Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-9 (740-741)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Section 1: E1-25 (54-55) Section 2: E2-43 (189-190); E2-46 (196-197); E2-48 (200-201); E2-51 (207-208) Section 4: E4-2 (287-288); E4-3 (289-290); E4-4 (291-292); E4-5 (293); E4-8 (299-301); E4-9 (302-303); E4-17 (324-325); E4-18 (264-266); E4-19 (328); E4-20 (329-331); E4-31 (357-359); E4-33 (362-363) Section 7: E7-18 (595-596) Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-9 (740-741)
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	Section 2: E2-49 (202-203); E2-50 (204-206) Section 4: E4-21 (332-333); E4-22 (334-336); E4-23 (337-338); E4-24 (339-341); E4-31 (357-359) Section 7: E7-13 (592-584); E7-18 (595-596) Section 10: E10-1 (719-720)
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Section 4: E4-31 (357-359); E4-33 (362-363) Section 7: E7-18 (595-596)
e. Provide a concluding statement or section related to the information or explanation presented.	Section 2: E2-53 (211-212) Section 5: E4-25 (342-343); E4-26 (344); E4-27 (345-347); E4-31 (357-359) Section 7: E7-13 (592-584); E7-18 (595-596)
ELAGSE5W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Section 6: E6-4 (471-472); E6-5 (473-475); E6-6 (476-478); E6-8 (481-482); E6-9 (483-484); E6-10 (485-486); E6-11 (487-488); E6-13 (491-492); E6-14 (493-495); E6-15 (497-498)
b. Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations	Section 6: E6-5 (473-475); E6-6 (476-478); E6-10 (485-486); E6-11 (487-488); E6-15 (497-498); E6-16 (499-501); E6-17 (502-503); E6-18 (504-505); E6-20 (508-510)
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Section 2: E2-49 (202-203); E2-50 (204-206) Section 6: E6-8 (481-482); E6-15 (497-498); E6-21 (511-512); E6-22 (513-515)
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Section 6: E6-6 (476-478); E6-15 (497-498); E6-18 (504-505); E6-20 (508-510)
e. Provide a conclusion that follows from the narrated experiences or events.	Section 6: E6-5 (473-475); E6-6 (476-478); E6-15 (497-498); E6-23 (516-517); E6-24 (518-519)
Production and Distribution of Writing	
ELAGSE5W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above)	Section 1: E1-8 (18-19); E1-9 (20-21); E1-41 (88-90) Section 2: E2-1 (97-99); E2-2 (100-101); E2-3 (102-103); E2-4 (104-105); E2-8 (113-114); E2-9 (116-117); E2-12 (121-122); E2-14 (125-126); E2-41 (184-185); E2-44 (191-193); E2-45 (194-195); E2-55 (216-217); E2-56 (218-219) Section 4: E4-1 (285-286); E4-2 (287-288); E4-3 (289-290); E4-35 (367-369); E4-36 (370-374); E5-4 (388-389) Section 5: E5-11 (410-411); E5-28 (348-350); E5-29 (351-352)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	<p>Section 6: E6-19 (506-507); E6-31 (536-538); E6-32 (539-542)</p> <p>Section 7: E7-14 (586-587); E7-19 (597-598)</p> <p>Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710)</p> <p>Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-14 (751-752); E10-15 (753-755); E10-16 (756-758)</p>
<p>ELAGSE5W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)</p>	<p>Section 2: E2-4 (104-105); E2-9 (116-117); E2-10 (118); E2-11 (119-120); E2-12 (121-122); E2-13 (123-124); E2-14 (125-126); E2-15 (127-128); E2-30 (160-161); E2-32 (164-166); E2-33 (167-168); E2-37 (176-177); E2-38 (178-179); E2-42 (186-188); E2-43 (189-190); E2-45 (194-195); E2-46 (196-197); E2-48 (200-201); E2-50 (204-206); E2-53 (210-211); E2-54 (212-214); E2-55 (216-217); E2-56 (218-219)</p> <p>Section 3: E3-20 (270); E3-21 (271-273)</p> <p>Section 4: E4-2 (287-288); E4-3 (289-290); E4-5 (293); E4-7 (297-298); E4-18 (264-266); E4-19 (328); E4-31 (357-359); E4-32 (360-361); E4-34 (364-365)</p> <p>Section 5: E5-3 (385-387); E5-4 (388-389); E5-6 (294-296); E5-13 (414-416); E5-15 (419-420); E5-18 (425-426); E5-20 (429-431); E5-21 (432-434); E5-25 (442-445); E5-26 (344); E5-27 (448-450)</p> <p>Section 6: E6-3 (469-470); E6-4 (471-472); E6-5 (473-475); E6-6 (476-478); E6-8 (481-482); E6-9 (483-484); E6-10 (485-486); E6-11 (487-488); E6-13 (491-492); E6-14 (493-495); E6-15 (497-498); E6-19 (506-507); E6-20 (508-510); E6-27 (526-527); E6-28 (528-530); E6-29 (531-532); E6-30 (533-534)</p> <p>Section 7: E7-2 (551-553); E7-3 (554-555); E7-4 (556-557); E7-5 (558-560); E7-13 (592-584); E7-14 (586-587); E7-18 (595-596); E7-19 (597-598)</p> <p>Section 8: E8-23 (665-666)</p> <p>Section 9: E9-5 (691-693); E9-6 (694-695); E9-9 (701-705); E9-10 (706-708); E9-13 (713-714)</p> <p>Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-4 (729-730); E10-5 (731-732); E10-7 (735-737); E10-8 (738-739); E10-9 (740-741); E10-11 (742-744); E10-16 (756-758)</p>
<p>ELAGSE5W6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Section 2: E2-5 (106-108); E2-6 (109-110); E2-14 (125-126); E2-16 (129-130)</p> <p>Section 4: E4-28 (348-350); E4-29 (351-352); E4-30 (353-355)</p> <p>Section 6: E6-29 (531-532)</p> <p>Section 7: E7-8 (566-568); E7-18 (595-596); E7-19 (597-598)</p> <p>Section 9: E9-12 (711-712)</p>

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
<i>Research to Build and Present Knowledge</i>	
ELAGSE5W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Section 7: E7-1 (548-550); E7-2 (551-553); E7-3 (554-555); E7-4 (556-557); E7-5 (558-560); E7-9 (569-571); E7-10 (573-575); E7-11 (576-579); E7-13 (592-584); E7-14 (586-587); E7-15 (588-589); E7-16 (590); E7-21 (602-604) Section 10: E10-6 (733-734)
ELAGSE5W8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Section 1: E1-18 (39-40) Section 4: E4-17 (324-325); E4-18 (264-266); E4-19 (328); E4-20 (329-331) Section 5: E5-17 (423-424) Section 7: E7-2 (551-553); E7-6 (562-563); E7-7 (564-565); E7-8 (566-568); E7-9 (569-571); E7-10 (573-575); E7-11 (576-579); E7-12 (580-581); E7-15 (588-589); E7-16 (590-591); E7-17 (591-594); E7-21 (602-604) Section 9: E9-4 (686-690); E9-7 (696-697); E9-8 (698-700) Section 10: E10-9 (740-741); E10-10 (742-744)
ELAGSE5W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	Section 1: E1-20 (43-44); E1-32 (69-70) Section 6: E6-22 (513-515) Section 7: E7-8 (566-568); E7-10 (573-575); E7-15 (588-589) Section 10: E10-10 (742-744); E10-11 (742-744)
b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	Section 1: E1-14 (255-256); E1-15 (257-258); E7-17 (591-594); E1-18 (39-40); E1-22 (47-48); E1-23 (49-50); E1-32 (69-70) Section 7: E7-8 (566-568); E7-10 (573-575); E7-15 (588-589)
<i>Range of Writing</i>	
ELAGSE5W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Section 5: E5-1 (381-382); E5-3 (385-387); E5-7 (394-398); E5-9 (403-404); E5-10 (405-409); E5-11 (410-411); E5-12 (412-413); E5-13 (414-416); E5-14 (417-418); E5-15 (419-420); E5-16 (421-422); E5-25 (442-445) Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727)
Speaking and Listening	
<i>Comprehension and Collaboration</i>	
ELAGSE5SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Section 8: E8-22 (662-664); E8-24 (667-668); E8-26 (672-674) Section 10: E10-6 (733-734); E10-16 (756-758)
b. Follow agreed-upon rules for discussions and carry out assigned roles.	Section 8: E8-4 (617-618); E8-14 (640-641); E8-18 (650-652); E8-20 (657); E8-22 (662-664); E8-23 (665-666); E8-24 (667-668); E8-26 (672-674) Section 10: E10-6 (733-734); E10-16 (756-758)
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Section 1: E1-2 (7-8); E1-19 (41-42); E1-23 (49-50); E1-35 (76-77)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	Section 2: E2-35 (171-172); E2-51 (207-208) Section 8: E8-11 (633-634); E8-18 (650-652); E8-19 (653-655); E8-20 (657); E8-22 (662-664); E8-23 (665-666) Section 10: E10-6 (733-734)
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Section 1: E1-16 (259-260); E1-21 (45-46); E1-31 (67-68); E1-40 (86-87) Section 8: E8-18 (650-652); E8-22 (662-664) Section 10: E10-6 (733-734)
ELAGSE5SL2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Section 1: E1-5 (12-13); E1-15 (257-258); E1-16 (259-260); E1-24 (52-53); E1-27 (58-59); E1-28 (60-61); E1-38 (82) Section 5: E5-18 (425-426) Section 8: E8-18 (650-652); E8-19 (653-655); E8-20 (657) Section 10: E10-6 (733-734)
ELAGSE5SL3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Section 8: E8-11 (633-634); E8-18 (650-652); E8-19 (653-655); E8-20 (657); E8-22 (662-664) Section 10: E10-6 (733-734)
<i>Presentation of Knowledge and Ideas</i>	
ELAGSE5SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Section 6: E6-8 (481-482) Section 8: E8-1 (610-611); E8-2 (612-614); E8-3 (615-616); E8-4 (617-618); E8-5 (619-620); E8-7 (623-625); E8-9 (629-630); E8-10 (631-632); E8-11 (633-634); E8-12 (635-637); E8-13 (638-639); E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
ELAGSE5SL5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Section 4: E4-30 (353-355) Section 7: E7-20 (599-600) Section 8: E8-12 (635-637); E8-13 (638-639); E8-14 (640-641); E8-17 (647-649) Section 10: E10-15 (753-755)
ELAGSE5SL6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)	Section 1: E1-2 (7-8); E1-6 (14-15) Section 2: E2-8 (113-114); E2-29 (158-159); E2-31 (162-163); E2-32 (164-166); E2-35 (171-172); E2-50 (204-206) Section 5: E5-9 (403-404) Section 6: E6-21 (511-512) Section 8: E8-6 (621-622); E8-8 (627-628); E8-9 (629-630); E8-10 (631-632); E8-11 (633-634); E8-12 (635-637); E8-13 (638-639); E8-14 (640-641); E8-15 (643-644); E8-16 (645-646); E8-25 (670-671)
Language	
<i>Conventions of Standard English</i>	
ELAGSE5L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Section 2: E2-17 (132-133); E2-24 (145-147); E2-25 (148-149)
b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb aspects.	Section 2: E2-20 (138-139); E2-21 (140-141)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
c. Use verb tense and aspect to convey various times, sequences, states, and conditions.	Section 2: E2-20 (138-139)
d. Recognize and correct inappropriate shifts in verb tense and aspect.*	Section 2: E2-21 (140-141)
e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	Section 2: E2-24 (145-147)
ELAGSE5L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation to separate items in a series.*	Section 2: E2-13 (123-124); E2-39 (180) Section 4: E4-13 (313-317) Section 5: E5-10 (405-409)
b. Use a comma to separate an introductory element from the rest of the sentence.	Section 2: E2-13 (123-124); E2-36 (173-175); E2-39 (180) Section 4: E4-13 (313-317) Section 5: E5-10 (405-409)
c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	Section 2: E2-13 (123-124); E2-39 (180)
d. Use underlining, quotation marks, or italics to indicate titles of works.	Section 2: E2-13 (123-124); E2-27 (152-153)
e. Spell grade-appropriate words correctly, consulting references as needed.	Section 2: E2-13 (123-124); E2-26 (150-151) Section 3: E3-1 (228-229) Section 4: E4-34 (364-365) Section 5: E5-27 (448-450)
Knowledge of Language	
ELAGSE5L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*	Section 2: E2-29 (158-159); E2-32 (164-166); E2-33 (167-168); E2-37 (176-177) Section 6: E6-29 (531-532)
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Section 6: E6-16 (499-501)
Vocabulary Acquisition and Use	
ELAGSE5L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Section 3: E3-11 (248-249); E3-13 (252-254); E3-22 (275-278)
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).	Section 3: E3-15 (257-258); E3-16 (259-260)
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Section 3: E3-1 (228-229); E3-2 (230-231); E3-3 (232-233); E3-4 (234-235); E3-5 (237-238); E3-6 (239-240); E3-8 (243-244); E3-9 (245-246); E3-15 (257-258); E3-16 (259-260)
ELAGSE5L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figurative language, including similes and metaphors, in context.	Section 3: E3-17 (261-263) Section 10: E10-15 (753-755)
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Section 3: E3-18 (264-266)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Section 3: E3-2 (230-231); E3-4 (234-235); E3-10 (247); E3-11 (248-249); E3-12 (250-251); E3-14 (255-256); E3-19 (267-269); E3-22 (275-278)
ELAGSE5L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	<p>Section 1: E1-7 (16-17); E1-15 (257-258); E1-20 (43-44); E1-24 (52-53); E1-25 (54-55); E1-26 (56-57); E1-27 (58-59); E1-31 (67-68); E1-32 (69-70); E1-33 (71-72); E1-35 (76-77)</p> <p>Section 2: E2-1 (97-99); E2-2 (100-101); E2-3 (102-103); E2-4 (104-105); E2-10 (118); E2-12 (121-122); E2-15 (127-128); E2-16 (129-130); E2-17 (132-133); E2-18 (134-135); E2-19 (136-137); E2-20 (138-139); E2-21 (140-141); E2-22 (142-143); E2-23 (144); E2-24 (145-147); E2-25 (148-149); E2-26 (150-151); E2-28 (154-156); E2-30 (160-161); E2-31 (162-163); E2-34 (169-170); E2-44 (191-193); E2-49 (202-203); E2-51 (207-208)</p> <p>Section 3: E3-1 (228-229); E3-2 (230-231); E3-3 (232-233); E3-4 (234-235); E3-5 (237-238); E3-6 (239-240); E3-7 (241-242); E3-8 (243-244); E3-9 (245-246); E3-10 (247); E3-12 (250-251); E3-14 (255-256); E3-15 (257-258); E3-16 (259-260); E3-17 (261-263); E3-19 (267-269); E3-20 (270); E3-22 (275-278)</p> <p>Section 4: E4-11 (309-310); E4-12 (311-312); E4-14 (318-319); E4-17 (324-325); E4-21 (332-333); E4-22 (334-336); E4-23 (337-338); E4-24 (339-341); E4-28 (348-350); E4-29 (351-352); E4-30 (353-355); E4-31 (357-359); E4-32 (360-361); E4-33 (362-363); E4-34 (364-365)</p> <p>Section 5: E5-1 (381-382); E5-3 (385-387); E5-9 (403-404); E5-11 (410-411); E5-19 (427-428); E5-20 (429-431); E5-21 (432-434); E5-25 (442-445); E5-26 (344); E5-27 (448-450)</p> <p>Section 6: E6-1 (465-466); E6-2 (467-468); E6-4 (471-472); E6-5 (473-475); E6-8 (481-482); E6-9 (483-484); E6-10 (485-486); E6-12 (489-490); E6-15 (497-498); E6-16 (499-501); E6-17 (502-503); E6-18 (504-505); E6-21 (511-512); E6-22 (513-515); E6-25 (520-522); E6-26 (523-525); E6-27 (526-527); E6-29 (531-532); E6-30 (533-534)</p> <p>Section 7: E7-1 (548-550); E7-6 (562-563); E7-7 (564-565); E7-12 (580-581); E7-15 (588-589); E7-16 (590)</p> <p>Section 8: E8-2 (612-614); E8-10 (631-632); E8-11 (633-634); E8-17 (647-649); E8-18 (650-652)</p> <p>Section 9: E9-3 (685); E9-4 (686-690); E9-7 (696-697); E9-8 (698-700)</p> <p>Section 10: E10-1 (719-720); E10-2 (721-723); E10-3 (724-727); E10-5 (731-732); E10-6 (733-734); E10-7 (735-737); E10-8 (738-739); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)</p>

***Step Up to Writing®*, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 6	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
Reading Literary	
<i>Key Ideas and Details</i>	
ELAGSE6RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Section 1: S1-1 (6); S1-2 (7-8); S1-3 (9); S1-7 (14-15); S1-8 (16); S1-9 (17-18); S1-10 (19-20); S1-11 (21); S1-12 (22-23); S1-13 (24-25); S1-17 (31-33); S1-19 (35-36); S1-20 (37); S1-25 (47-48); S1-26 (49-50); S1-28 (53-54); S1-29 (55-57); S1-30 (58-59); S1-31 (60-61); S1-32 (62-63); S1-35 (70-71); S1-36 (72-73); S1-37 (74); S1-39 (78-79) Section 5: S5-39 (509-511) Section 6: S6-1 (527-528); S6-2 (529-530); S6-3 (531-532); S6-22 (571-572); S6-25 (577-578) Section 9: S9-3 (751-754)
ELAGSE6RL2 Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Section 1: S1-1 (6); S1-8 (16); S1-9 (17-18); S1-10 (19-20); S1-13 (24-25); S1-17 (31-33); S1-19 (35-36); S1-23 (42-43); S1-24 (44-46); S1-26 (49-50); S1-27 (51-52); S1-28 (53-54); S1-30 (58-59); S1-32 (62-63); S1-35 (70-71); S1-36 (72-73); S1-39 (78-79) Section 6: S6-3 (531-532); S6-4 (533-534); S6-9 (543-544); S6-34 (598-599); S6-35 (600-602)
ELAGSE6RL3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Section 1: S1-19 (35-36); S1-25 (47-48) Section 6: S6-3 (531-532); S6-4 (533-534); S6-7 (539-540); S6-8 (541-542); S6-9 (543-544); S6-35 (600-602)
<i>Craft and Structure</i>	
ELAGSE6RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Section 1: S1-30 (58-59) Section 3: S3-16 (241-242); S3-17 (243-346); S3-19 (249-251); S3-21 (256-260)
ELAGSE6RL5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Section 6: S6-9 (543-544)
ELAGSE6RL6 Explain how an author develops the point of view of the narrator or speaker in a text.	Section 6: S6-3 (531-532); S6-13 (550-551)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE6RL7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	
ELAGSE6RL8 (Not applicable to literature)	
ELAGSE6RL9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Section 1: S1-34 (67-69)
<i>Range of Reading and Level of Text Complexity</i>	
ELAGSE6RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Reading Informational	
<i>Key Ideas and Details</i>	

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 6	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
ELAGSE6RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Section 1: S1-1 (6); S1-2 (7-8); S1-4 (10); S1-5 (11-12); S1-6 (13); S1-7 (14-15); S1-8 (16); S1-9 (17-18); S1-10 (19-20); S1-11 (21); S1-12 (22-23); S1-13 (24-25); S1-14 (26); S1-15 (27-28); S1-16 (29-30); S1-17 (31-33); S1-18 (34); S1-20 (37); S1-21 (38-39); S1-22 (40-41); S1-26 (49-50); S1-28 (53-54); S1-29 (55-57); S1-30 (58-59); S1-31 (60-61); S1-32 (62-63); S1-33 (64-66); S1-35 (70-71); S1-36 (72-73); S1-37 (74); S1-39 (78-79) Section 5: S5-23 (470-472) Section 6: S6-1 (527-528); S6-3 (531-532); S6-22 (571-572); S6-23 (573-574); S6-25 (577-578) Section 7: S7-11 (645-647) Section 9: S9-1 (748-749); S9-3 (751-754); S9-7 (764-767)
ELAGSE6RI2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Section 1: S1-1 (6); S1-5 (11-12); S1-8 (16); S1-9 (17-18); S1-10 (19-20); S1-13 (24-25); S1-14 (26); S1-15 (27-28); S1-16 (29-30); S1-17 (31-33); S1-18 (34); S1-21 (38-39); S1-22 (40-41); S1-23 (42-43); S1-24 (44-46); S1-26 (49-50); S1-27 (51-52); S1-28 (53-54); S1-30 (58-59); S1-32 (62-63); S1-33 (64-66); S1-35 (70-71); S1-36 (72-73); S1-39 (78-79) Section 4: S4-31 (335-336); S4-56 (389-391) Section 6: S6-3 (531-532); S6-4 (533-534); S6-9 (543-544) Section 7: S7-11 (645-647); S7-13 (650-651); S7-16 (658); S7-17 (659-661)
ELAGSE6RI3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Section 1: S1-21 (38-39); S1-33 (64-66) Section 4: S4-17 (309) Section 6: S6-3 (531-532); S6-4 (533-534); S6-7 (539-540); S6-8 (541-542); S6-9 (543-544)
<i>Craft and Structure</i>	
ELAGSE6RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Section 1: S1-21 (38-39) Section 3: S3-12 (234-235); S3-13 (234-235); S3-16 (241-242); S3-19 (249-251)
ELAGSE6RI5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Section 1: S1-33 (64-66) Section 4: S4-5 (277-278); S4-13 (299-300); S4-15 (303-305); S4-28 (330) Section 5: S5-5 (425-427); S5-12 (444-445); S5-13 (446-448) Section 6: S6-9 (543-544); S6-18 (562-563) Section 7: S7-13 (650-651)
ELAGSE6RI6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Section 4: S4-48 (370-371) Section 5: S5-34 (497-499); S5-35 (500-501) Section 6: S6-3 (531-532); S6-13 (550-551)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE6RI7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Section 7: S7-11 (645-647)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 6	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
ELAGSE6RI8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Section 1: S1-6 (13); S1-8 (16) Section 5: S5-16 (454-455); S5-34 (497-499); S5-35 (500-501)
ELAGSE6RI9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Section 1: S1-34 (67-69) Section 5: S5-36 (502-503)
<i>Range of Reading and Level of Text Complexity</i>	
ELAGSE6RI10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Writing	
<i>Text Types and Purposes</i>	
ELAGSE6W1 Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s) and organize the reasons and evidence clearly.	Section 1: S1-6 (13); S1-32 (62-63) Section 5: S5-1 (415-416); S5-3 (420-421); S5-4 (422-424); S5-5 (425-427); S5-7 (431-433); S5-8 (434-436); S5-9 (438-439); S5-10 (440-441); S5-11 (442-443); S5-12 (444-445); S5-13 (446-448); S5-14 (450-451); S5-15 (452-453); S5-16 (454-455); S5-18 (459-460); S5-19 (461-462); S5-20 (463-465); S5-34 (497-499); S5-35 (500-501); S5-36 (502-503); S5-37 (504-506); S5-38 (507-508) Section 7: S7-13 (650-651)
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Section 5: S5-4 (422-424); S5-5 (425-427); S5-7 (431-433); S5-8 (434-436); S5-10 (440-441); S5-15 (452-453); S5-16 (454-455); S5-17 (456-458); S5-18 (459-460); S5-19 (461-462); S5-20 (463-465); S5-34 (497-499); S5-35 (500-501); S5-38 (507-508) Section 7: S7-13 (650-651)
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Section 1: S1-6 (13) Section 5: S5-8 (434-436); S5-21 (466-467); S5-22 (468-469); S5-23 (470-472); S5-27 (481); S5-28 (482-483); S5-36 (502-503); S5-37 (504-506); S5-38 (507-508) Section 7: S7-13 (650-651)
d. Establish and maintain a formal style.	Section 5: S5-9 (438-439); S5-10 (440-441); S5-27 (481); S5-28 (482-483); S5-33 (493-495)
e. Provide a concluding statement or section that follows from the argument presented.	Section 5: S5-7 (431-433); S5-24 (473-474); S5-25 (475-476); S5-26 (477-479)
ELAGSE6W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Section 4: S4-1 (268-269); S4-2 (270-271); S4-3 (272-273); S4-4 (274-276); S4-5 (277-278); S4-6 (279-280); S4-9 (286-288); S4-10 (290-291); S4-11 (292-293); S4-12 (294-298); S4-13 (299-300); S4-14 (301-302); S4-15 (303-305); S4-18 (310-311); S4-23 (321-322); S4-37 (347-348); S4-38 (349-350); S4-39 (351-354); S4-50 (376-377); S4-51 (378-379); S4-52 (380-381); S4-53 (382-384); S4-54 (385-386) Section 7: S7-13 (650-651)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 6	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Section 4: S4-3 (272-273); S4-4 (274-276); S4-5 (277-278); S4-8 (283-285); S4-9 (286-288); S4-16 (307-308); S4-17 (309); S4-18 (310-311); S4-19 (312-313); S4-20 (314-315); S4-21 (316-317); S4-22 (318-320); S4-23 (321-322); S4-41 (258-259); S4-43 (361); S4-47 (368-369); S4-50 (376-377); S4-51 (378-379); S4-52 (380-381); S4-53 (382-384); S4-54 (385-386) Section 7: S7-11 (645-647); S7-13 (650-651); S7-15 (656-657); S7-18 (662-665)
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	Section 4: S4-9 (286-288); S4-20 (314-315); S4-24 (324); S4-25 (325-326); S4-26 (327); S4-27 (328-329); S4-28 (330); S4-29 (331-332); S4-30 (333-334); S4-31 (335-336) Section 7: S7-13 (650-651)
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Section 4: S4-3 (272-273); S4-21 (316-317); S4-35 (343-344); S4-41 (258-259); S4-42 (359-360); S4-43 (361); S4-44 (362-363); S4-47 (368-369); S4-48 (370-371); S4-49 (372-374); S4-50 (376-377); S4-51 (378-379); S4-52 (380-381); S4-53 (382-384); S4-54 (385-386)
e. Establish and maintain a formal style.	Section 4: S4-10 (290-291); S4-48 (370-371); S4-49 (372-374)
f. Provide a concluding statement or section that follows from the information or explanation presented.	Section 4: S4-1 (268-269); S4-32 (337-338); S4-33 (339-340); S4-34 (341-342); S4-35 (343-344); S4-36 (345-346)
ELAGSE6W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Section 6: S6-4 (533-534); S6-5 (535-536); S6-7 (539-540); S6-8 (541-542); S6-9 (543-544); S6-10 (545); S6-11 (546); S6-12 (547-549); S6-13 (550-551); S6-14 (552-553); S6-15 (554-555); S6-16 (556-558)
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Section 6: S6-8 (541-542); S6-10 (545); S6-11 (546); S6-14 (552-553); S6-17 (560-561); S6-18 (562-563); S6-19 (564-565); S6-20 (566-568); S6-21 (569-570); S6-23 (573-574)
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Section 6: S6-4 (533-534); S6-5 (535-536); S6-9 (543-544); S6-24 (575-576); S6-25 (577-578)
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Section 6: S6-7 (539-540); S6-10 (545); S6-19 (564-565); S6-20 (566-568); S6-23 (573-574); S6-26 (579-580); S6-28 (584); S6-31 (590-591)
e. Provide a conclusion that follows from the narrated experiences or events.	Section 6: S6-5 (535-536); S6-9 (543-544); S6-26 (579-580); S6-27 (581-582)
<i>Production and Distribution of Writing</i>	
ELAGSE6W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above)	Section 1: S1-23 (42-43); S1-24 (44-46); S1-25 (47-48); S1-40 (80-82) Section 2: S2-1 (88-90); S2-2 (91-92); S2-3 (93-94); S2-4 (95-97); S2-5 (98-99); S2-6 (100-102); S2-8 (106-108); S2-10 (111-113); S2-11 (114-116); S2-16 (126-128); S2-17 (129-131); S2-18 (132-133); S2-19 (134-136); S2-20 (137-139); S2-21 (141-142); S2-22 (143-144); S2-23

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 6	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
	<p>(145-147); S2-24 (148-149); S2-25 (150-152); S2-26 (153-154); S2-27 (155-156); S2-28 (157-159); S2-29 (160-162); S2-30 (164-165); S2-31 (166-169); S2-32 (170-171); S2-33 (172-174); S2-34 (175-176); S2-35 (177-178); S2-36 (179-180); S2-37 (181-184); S2-38 (185-187); S2-39 (188-190); S2-40 (191-193); S2-41 (194-196); S2-42 (198-199); S2-43 (200-204)</p> <p>Section 3: S3-5 (220-221); S3-16 (241-242); S3-18 (247-248)</p> <p>Section 4: S4-3 (272-273); S4-10 (290-291); S4-11 (292-293); S4-12 (294-298); S4-13 (299-300); S4-14 (301-302); S4-15 (303-305); S4-46 (367); S4-48 (370-371); S4-50 (376-377); S4-51 (378-379); S4-52 (380-381); S4-53 (382-384); S4-54 (385-386); S4-55 (387-388); S4-56 (389-391); S4-59 (396-397); S4-60 (398-399); S4-61 (401-403); S4-62 (404-408)</p> <p>Section 5: S5-10 (440-441); S5-13 (446-448); S5-31 (489-490); S5-36 (502-503); S5-37 (504-506); S5-38 (507-508); S5-40 (513-516); S5-41 (517-520)</p> <p>Section 6: S6-5 (535-536); S6-6 (537-538); S6-12 (547-549); S6-30 (588-589); S6-37 (605-607); S6-38 (609-611); S6-39 (612-616)</p> <p>Section 7: S7-3 (626-629); S7-14 (653-655); S7-19 (666-668); S7-21 (673-676)</p> <p>Section 8: S8-5 (690-692)</p> <p>Section 9: S9-1 (748-749); S9-2 (750); S9-3 (751-754); S9-4 (755-758); S9-5 (759-561); S9-6 (762-763); S9-7 (764-767); S9-8 (768-769); S9-9 (770-771)</p>
ELAGSE6W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 6)	<p>Section 2: S2-4 (95-97); S2-6 (100-102); S2-7 (103-105); S2-11 (114-116); S2-12 (118-119); S2-13 (120-121); S2-14 (122-123); S2-15 (124-125); S2-16 (126-128); S2-18 (132-133); S2-19 (134-136); S2-21 (141-142); S2-22 (143-144); S2-23 (145-147); S2-24 (148-149); S2-25 (150-152); S2-26 (153-154); S2-27 (155-156); S2-28 (157-159); S2-29 (160-162); S2-41 (194-196); S2-43 (200-204)</p> <p>Section 4: S4-41 (358); S4-44 (362-363); S4-46 (367); S4-48 (370-371)</p> <p>Section 5: S5-29 (484-485); S5-31 (489-490)</p> <p>Section 6: S6-6 (537-538); S6-7 (539-540); S6-9 (543-544); S6-11 (546); S6-28 (584); S6-29 (585-587); S6-30 (588-589); S6-32 (592-594); S6-36 (603-604)</p> <p>Section 7: S7-19 (666-668)</p> <p>Section 9: S9-4 (755-758); S9-7 (764-767); S9-10 (772-774)</p>
ELAGSE6W6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	<p>Section 2: S2-7 (103-105); S2-8 (106-108); S2-9 (109-110)</p> <p>Section 6: S6-28 (584); S6-33 (596-597); S6-37 (605-607)</p>

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 6	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
	Section 7: S7-18 (662-665); S7-19 (666-668); S7-20 (669-671) Section 9: S9-9 (770-771)
Research to Build and Present Knowledge	
ELAGSE6W7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Section 4: S4-23 (321-322) Section 5: S5-20 (463-465) Section 7: S7-1 (621-622); S7-2 (623-625); S7-3 (626-629); S7-4 (630-631); S7-5 (632); S7-6 (633-635); S7-8 (638-639); S7-11 (645-647); S7-12 (648-649) S7-14 (653-655)
ELAGSE6W8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Section 4: S4-22 (318-320); S4-23 (321-322); S4-39 (351-354) Section 5: S5-20 (463-465) Section 7: S7-3 (626-629); S7-7 (636-637); S7-8 (638-639); S7-9 (640-642); S7-10 (643-644); S7-11 (645-647); S7-12 (648-649); S7-15 (656-657); S7-16 (658); S7-17 (659-661); S7-18 (662-665)
ELAGSE6W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	Section 1: S1-19 (35-36); S1-25 (47-48); S1-34 (67-69)
b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	Section 1: S1-18 (34); S1-22 (40-41) Section 5: S5-20 (463-465) Section 7: S7-11 (645-647)
Range of Writing	
ELAGSE6W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Section 1: S1-40 (80-82) Section 4: S4-61 (401-403); S4-62 (404-408) Section 5: S5-40 (513-516); S5-41 (517-520) Section 6: S6-5 (535-536); S6-37 (605-607); S6-38 (609-611); S6-39 (612-616) Section 7: S7-21 (673-676) Section 9: S9-1 (748-749); S9-2 (750); S9-3 (751-754); S9-4 (755-758); S9-5 (759-561); S9-6 (762-763); S9-7 (764-767) S9-8 (768-769)
Speaking and Listening	
Comprehension and Collaboration	
ELAGSE6SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Section 1: S1-34 (67-69) Section 2: S2-7 (103-105) Section 8: S8-21 (731-734); S8-22 (735-737); S8-24 (740-742)
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Section 2: S2-7 (103-105) Section 4: S4-27 (328-329); S4-28 (330) Section 5: S5-22 (468-469); S5-31 (489-490) Section 8: S8-22 (735-737); S8-24 (740-742)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 6	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Section 2: S2-7 (103-105) Section 8: S8-17 (720-721); S8-18 (722-725); S8-19 (726-727); S8-21 (731-734)
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Section 2: S2-7 (103-105) Section 8: S8-17 (720-721); S8-19 (726-727); S8-21 (731-734)
ELAGSE6SL2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Section 1: S1-23 (42-43); S1-26 (49-50) Section 4: S4-39 (351-354) Section 7: S7-20 (669-671) Section 8: S8-17 (720-721); S8-18 (722-725); S8-19 (726-727)
ELAGSE6SL3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Section 5: S5-34 (497-499) Section 8: S8-17 (720-721); S8-19 (726-727)
<i>Presentation of Knowledge and Ideas</i>	
ELAGSE6SL4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Section 1: S1-31 (60-61) Section 5: S5-35 (500-501) Section 8: S8-1 (682); S8-2 (683-685); S8-3 (686-687); S8-4 (688-689); S8-6 (693-694); S8-7 (696); S8-8 (697-699); S8-9 (700-701); S8-10 (702-703); S8-11 (704-706); S8-12 (707-708); S8-13 (709-712); S8-14 (714); S8-23 (739)
ELAGSE6SL5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Section 4: S4-38 (349-350); S4-39 (351-354) Section 6: S6-5 (535-536) Section 7: S7-20 (669-671) Section 8: S8-13 (709-712); S8-16 (718-719)
ELAGSE6SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language Standards 1 and 3 for specific expectations.)	Section 2: S2-10 (111-113); S2-22 (143-144) Section 8: S8-5 (690-692); S8-6 (693-694); S8-7 (696); S8-8 (697-699); S8-9 (700-701); S8-10 (702-703); S8-11 (704-706); S8-12 (707-708); S8-13 (709-712); S8-15 (715-717)
Language	
<i>Conventions of Standard English</i>	
ELAGSE6L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Section 2: S2-32 (170-171)
b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).	Section 2: S2-32 (170-171)
c. Recognize and correct inappropriate shifts in pronoun number and person.*	Section 2: S2-33 (172-174) Section 6: S6-13 (550-551)
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	Section 2: S2-34 (175-176)
e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*	Section 2: S2-10 (111-113)
ELAGSE6L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 6	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	Section 2: S2-20 (137-139)
b. Spell correctly.	Section 2: S2-41 (194-196) Section 4: S4-45 (364-366) Section 5: S5-30 (486-488) Section 6: S6-15 (554-555); S6-32 (592-594)
Knowledge of Language	
ELAGSE6L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Vary sentence patterns for meaning, reader/ listener interest, and style.*	Section 2: S2-13 (120-121); S2-15 (124-125); S2-17 (129-131) Section 4: S4-40 (355-357); S4-43 (361); S4-47 (368-369); S4-49 (372-374) Section 5: S5-27 (481) Section 6: S6-29 (585-587)
b. Maintain consistency in style and tone.*	Section 2: S2-24 (148-149); S2-26 (153-154) Section 5: S5-33 (493-495)
Vocabulary Acquisition and Use	
ELAGSE6L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Section 3: S3-8 (226-227); S3-12 (234-235)
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	Section 3: S3-14 (237-238); S3-15 (239-240)
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Section 3: S3-1 (209-211); S3-2 (212-213); S3-3 (214-215); S3-4 (216-218)
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Section 3: S3-1 (209-211); S3-15 (239-240)
ELAGSE6L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., personification) in context.	Section 3: S3-18 (247-248)
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Section 3: S3-13 (234-235)
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).	Section 3: S3-19 (249-251) Section 4: S4-36 (345-346) Section 5: S5-26 (477-479) Section 6: S6-27 (581-582)
ELAGSE6L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Section 1: S1-21 (38-39); S1-25 (47-48) Section 2: S2-1 (88-90); S2-3 (93-94); S2-5 (98-99); S2-12 (118-119); S2-14 (122-123); S2-16 (126-128); S2-19 (134-136); S2-26 (153-154); S2-28 (157-159); S2-29 (160-162); S2-30 (164-165); S2-31 (166-169); S2-32 (170-171); S2-33 (172-174); S2-35 (177-178); S2-36 (179-180); S2-37 (181-184); S2-40 (191-193); S2-42 (198-199) Section 3: S3-1 (209-211); S3-2 (212-213); S3-3 (214-215); S3-4 (216-218); S3-5 (220-221); S3-6 (222-223); S3-7 (224-225); S3-8 (226-227); S3-9 (228-229); S3-10

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 6	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
	(230); S3-11 (231-233); S3-12 (234-235); S3-14 (237-238); S3-15 (239-240); S3-17 (243-346); S3-18 (247-248); S3-19 (249-251); S3-20 (252-254); S3-21 (256-260) Section 4: S4-41 (358); S4-44 (362-363); S4-47 (368-369); S4-49 (372-374); S4-55 (387-388); S4-57 (392-393); S4-58 (394-395) Section 5: S5-28 (482-483); S5-33 (493-495); S5-35 (500-501) Section 6: S6-3 (531-532); S6-24 (575-576); S6-25 (577-578) Section 7: S7-8 (638-639); S7-17 (659-661)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
Reading Literary	
<i>Key Ideas and Details</i>	
ELAGSE7RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Section 1: S1-1 (6); S1-2 (7-8); S1-3 (9); S1-7 (14-15); S1-8 (16); S1-9 (17-18); S1-10 (19-20); S1-11 (21); S1-12 (22-23); S1-13 (24-25); S1-17 (31-33); S1-19 (35-36); S1-20 (37); S1-25 (47-48); S1-26 (49-50); S1-28 (53-54); S1-29 (55-57); S1-30 (58-59); S1-31 (60-61); S1-32 (62-63); S1-35 (70-71); S1-36 (72-73); S1-37 (74); S1-39 (78-79) Section 5: S5-39 (509-511) Section 6: S6-1 (527-528); S6-2 (529-530); S6-3 (531-532); S6-22 (571-572); S6-25 (577-578) Section 9: S9-3 (751-754)
ELAGSE7RL2 Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Section 1: S1-1 (6); S1-8 (16); S1-9 (17-18); S1-10 (19-20); S1-13 (24-25); S1-17 (31-33); S1-19 (35-36); S1-23 (42-43); S1-24 (44-46); S1-26 (49-50); S1-27 (51-52); S1-28 (53-54); S1-30 (58-59); S1-32 (62-63); S1-35 (70-71); S1-36 (72-73); S1-39 (78-79) Section 6: S6-3 (531-532); S6-4 (533-534); S6-9 (543-544); S6-34 (598-599); S6-35 (600-602)
ELAGSE7RL3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Section 1: S1-19 (35-36); S1-25 (47-48) Section 6: S6-3 (531-532); S6-4 (533-534); S6-7 (539-540); S6-8 (541-542); S6-9 (543-544); S6-35 (600-602)
<i>Craft and Structure</i>	
ELAGSE7RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Section 1: S1-30 (58-59) Section 3: S3-16 (241-242); S3-17 (243-346); S3-19 (249-251); S3-21 (256-260)
ELAGSE7RL5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Section 6: S6-9 (543-544)
ELAGSE7RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Section 6: S6-3 (531-532); S6-13 (550-551)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE7RL7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	
ELAGSE7RL89 (Not applicable to literature)	
ELAGSE7RL9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Section 1: S1-34 (67-69)
<i>Range of Reading and Level of Text Complexity</i>	
ELAGSE7RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Reading Informational	
<i>Key Ideas and Details</i>	

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Section 1: S1-1 (6); S1-2 (7-8); S1-4 (10); S1-5 (11-12); S1-6 (13); S1-7 (14-15); S1-8 (16); S1-9 (17-18); S1-10 (19-20); S1-11 (21); S1-12 (22-23); S1-13 (24-25); S1-14 (26); S1-15 (27-28); S1-16 (29-30); S1-17 (31-33); S1-18 (34); S1-20 (37); S1-21 (38-39); S1-22 (40-41); S1-26 (49-50); S1-28 (53-54); S1-29 (55-57); S1-30 (58-59); S1-31 (60-61); S1-32 (62-63); S1-33 (64-66); S1-35 (70-71); S1-36 (72-73); S1-37 (74); S1-39 (78-79) Section 5: S5-23 (470-472) S5: 470-472 Section 6: S6-1 (527-528); S6-3 (531-532); S6-22 (571-572); S6-23 (573-574); S6-25 (577-578) Section 7: S7-11 (645-647) Section 9: S9-1 (748-749); S9-3 (751-754); S9-7 (764-767)
ELAGSE7RI2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Section 1: S1-1 (6); S1-5 (11-12); S1-8 (16); S1-9 (17-18); S1-10 (19-20); S1-13 (24-25); S1-14 (26); S1-15 (27-28); S1-16 (29-30); S1-17 (31-33); S1-18 (34); S1-21 (38-39); S1-22 (40-41); S1-23 (42-43); S1-24 (44-46); S1-26 (49-50); S1-27 (51-52); S1-28 (53-54); S1-30 (58-59); S1-32 (62-63); S1-33 (64-66); S1-35 (70-71); S1-36 (72-73); S1-39 (78-79) Section 4: S4-31 (335-336); S4-56 (389-391) Section 6: S6-3 (531-532); S6-4 (533-534); S6-9 (543-544) Section 7: S7-11 (645-647); S7-13 (650-651); S7-16 (658); S7-17 (659-661)
ELAGSE7RI3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Section 1: S1-21 (38-39); S1-33 (64-66) Section 4: S4-17 (309) Section 6: S6-3 (531-532); S6-4 (533-534); S6-7 (539-540); S6-8 (541-542); S6-9 (543-544)
<i>Craft and Structure</i>	
ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Section 1: S1-21 (38-39) Section 3: S3-12 (234-235); S3-13 (234-235); S3-16 (241-242); S3-19 (249-251)
ELAGSE7RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Section 1: S1-33 (64-66) Section 4: S4-5 (277-278); S4-13 (299-300); S4-15 (303-305); S4-28 (330) Section 5: S5-5 (425-427); S5-12 (444-445); S5-13 (446-448) Section 6: S6-9 (543-544); S6-18 (562-563) Section 7: S7-13 (650-651)
ELAGSE7RI6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Section 4: S4-48 (370-371) Section 5: S5-34 (497-499); S5-35 (500-501) Section 6: S6-3 (531-532); S6-13 (550-551)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE7RI7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Section 7: S7-11 (645-647)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
ELAGSE7RI8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Section 1: S1-6 (13); S1-8 (16) Section 5: S5-16 (454-455); S5-34 (497-499); S5-35 (500-501)
ELAGSE7RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Section 1: S1-34 (67-69) Section 5: S5-36 (502-503)
<i>Range of Reading and Level of Text Complexity</i>	
ELAGSE7RI10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Writing	
<i>Text Types and Purposes</i>	
ELAGSE7W1 Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Section 1: S1-6 (13); S1-32 (62-63) Section 5: S5-1 (415-416); S5-3 (420-421); S5-4 (422-424); S5-5 (425-427); S5-7 (431-433); S5-8 (434-436); S5-9 (438-439); S5-10 (440-441); S5-11 (442-443); S5-12 (444-445); S5-13 (446-448); S5-14 (450-451); S5-15 (452-453); S5-16 (454-455); S5-18 (459-460); S5-19 (461-462); S5-20 (463-465); S5-34 (497-499); S5-35 (500-501); S5-36 (502-503); S5-37 (504-506); S5-38 (507-508) Section 7: S7-13 (650-651)
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Section 5: S5-4 (422-424); S5-5 (425-427); S5-7 (431-433); S5-8 (434-436); S5-10 (440-441); S5-15 (452-453); S5-16 (454-455); S5-17 (456-458); S5-18 (459-460); S5-19 (461-462); S5-20 (463-465); S5-34 (497-499); S5-35 (500-501); S5-38 (507-508) Section 7: S7-13 (650-651)
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Section 1: S1-6 (13) Section 5: S5-8 (434-436); S5-21 (466-467); S5-22 (468-469); S5-23 (470-472); S5-27 (481); S5-28 (482-483); S5-36 (502-503); S5-37 (504-506); S5-38 (507-508) Section 7: S7-13 (650-651)
d. Establish and maintain a formal style.	Section 5: S5-9 (438-439); S5-10 (440-441); S5-27 (481); S5-28 (482-483); S5-33 (493-495)
e. Provide a concluding statement or section that follows from and supports the argument presented.	Section 5: S5-7 (431-433); S5-24 (473-474); S5-25 (475-476); S5-26 (477-479)
ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Section 4: S4-1 (268-269); S4-2 (270-271); S4-3 (272-273); S4-4 (274-276); S4-5 (277-278); S4-6 (279-280); S4-9 (286-288); S4-10 (290-291); S4-11 (292-293); S4-12 (294-298); S4-13 (299-300); S4-14 (301-302); S4-15 (303-305); S4-18 (310-311); S4-23 (321-322); S4-37 (347-348); S4-38 (349-350); S4-39 (351-354); S4-50 (376-377); S4-51 (378-379); S4-52 (380-381); S4-53 (382-384); S4-54 (385-386)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	Section 7: S7-13 (650-651)
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Section 4: S4-3 (272-273); S4-4 (274-276); S4-5 (277-278); S4-8 (283-285); S4-9 (286-288); S4-16 (307-308); S4-17 (309); S4-18 (310-311); S4-19 (312-313); S4-20 (314-315); S4-21 (316-317); S4-22 (318-320); S4-23 (321-322); S4-41 (358); S4-43 (361); S4-47 (368-369); S4-50 (376-377); S4-51 (378-379); S4-52 (380-381); S4-53 (382-384); S4-54 (385-386) Section 7: S7-11 (645-647); S7-13 (650-651); S7-15 (656-657); S7-18 (662-665)
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Section 6: S4-9 (286-288); S4-20 (314-315); S4-24 (324); S4-25 (325-326); S4-26 (327); S4-27 (328-329); S4-28 (330); S4-29 (331-332); S4-30 (333-334); S4-31 (335-336) Section 7: S7-13 (650-651)
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Section 4: S4-3 (272-273); S4-21 (316-317); S4-35 (343-344); S4-41 (358); S4-42 (359-360); S4-43 (361); S4-44 (362-363); S4-47 (368-369); S4-48 (370-371); S4-49 (372-374); S4-50 (376-377); S4-51 (378-379); S4-52 (380-381); S4-53 (382-384); S4-54 (385-386)
e. Establish and maintain a formal style.	Section 4: S4-10 (290-291); S4-48 (370-371); S4-49 (372-374)
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Section 4: S4-1 (268-269); S4-32 (337-338); S4-33 (339-340); S4-34 (341-342); S4-35 (343-344); S4-36 (345-346)
ELAGSE7W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Section 6: S6-4 (533-534); S6-5 (535-536); S6-7 (539-540); S6-8 (541-542); S6-9 (543-544); S6-10 (545); S6-11 (546); S6-12 (547-549); S6-13 (550-551); S6-14 (552-553); S6-15 (554-555); S6-16 (556-558)
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Section 6: S6-8 (541-542); S6-10 (545); S6-11 (546); S6-14 (552-553); S6-17 (560-561); S6-18 (562-563); S6-19 (564-565); S6-20 (566-568); S6-21 (569-570); S6-23 (573-574)
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Section 6: S6-4 (533-534); S6-5 (535-536); S6-9 (543-544); S6-24 (575-576); S6-25 (577-578)
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Section 6: S6-7 (539-540); S6-10 (545); S6-19 (564-565); S6-20 (566-568); S6-23 (573-574); S6-26 (579-580); S6-28 (584); S6-31 (590-591)
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Section 6: S6-5 (535-536); S6-9 (543-544); S6-26 (579-580); S6-27 (581-582)
Production and Distribution of Writing	
ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)	Section 1: S1-23 (42-43); S1-24 (44-46); S1-25 (47-48); S1-40 (80-82) Section 2: S2-1 (88-90); S2-2 (91-92); S2-3 (93-94); S2-4 (95-97); S2-5 (98-99); S2-6 (100-102); S2-8 (106-108); S2-10 (111-113); S2-11 (114-116); S2-16 (126-128); S2-17 (129-131); S2-18 (132-133); S2-19 (134-136); S2-20

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
	<p>(137-139); S2-21 (141-142); S2-22 (143-144); S2-23 (145-147); S2-24 (148-149); S2-25 (150-152); S2-26 (153-154); S2-27 (155-156); S2-28 (157-159); S2-29 (160-162); S2-30 (164-165); S2-31 (166-169); S2-32 (170-171); S2-33 (172-174); S2-34 (175-176); S2-35 (177-178); S2-36 (179-180); S2-37 (181-184); S2-38 (185-187); S2-39 (188-190); S2-40 (191-193); S2-41 (194-196); S2-42 (198-199); S2-43 (200-204)</p> <p>Section 3: S3-5 (220-221); S3-16 (241-242); S3-18 (247-248)</p> <p>Section 4: S4-3 (272-273); S4-10 (290-291); S4-11 (292-293); S4-12 (294-298); S4-13 (299-300); S4-14 (301-302); S4-15 (303-305); S4-46 (367); S4-48 (370-371); S4-50 (376-377); S4-51 (378-379); S4-52 (380-381); S4-53 (382-384); S4-54 (385-386); S4-55 (387-388); S4-56 (389-391); S4-59 (396-397); S4-60 (398-399); S4-61 (401-403); S4-62 (404-408)</p> <p>Section 5: S5-10 (440-441); S5-13 (446-448); S5-31 (489-490); S5-36 (502-503); S5-37 (504-506); S5-38 (507-508); S5-40 (513-516); S5-41 (517-520)</p> <p>Section 6: S6-5 (535-536); S6-6 (537-538); S6-12 (547-549); S6-30 (588-589); S6-37 (605-607); S6-38 (609-611); S6-39 (612-616)</p> <p>Section 7: S7-3 (626-629); S7-14 (653-655); S7-19 (666-668); S7-21 (673-676)</p> <p>Section 8: S8-5 (690-692)</p> <p>Section 9: S9-1 (748-749); S9-2 (750); S9-3 (751-754); S9-4 (755-758); S9-5 (759-561); S9-6 (762-763); S9-7 (764-767); S9-8 (768-769); S9-9 (770-771)</p>
<p>ELAGSE7W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7)</p>	<p>Section 2: S2-4 (95-97); S2-6 (100-102); S2-7 (103-105); S2-11 (114-116); S2-12 (118-119); S2-13 (120-121); S2-14 (122-123); S2-15 (124-125); S2-16 (126-128); S2-18 (132-133); S2-19 (134-136); S2-21 (141-142); S2-22 (143-144); S2-23 (145-147); S2-24 (148-149); S2-25 (150-152); S2-26 (153-154); S2-27 (155-156); S2-28 (157-159); S2-29 (160-162); S2-41 (194-196); S2-43 (200-204)</p> <p>Section 4: S4-41 (358); S4-44 (362-363); S4-46 (367); S4-48 (370-371)</p> <p>Section 5: S5-29 (484-485); S5-31 (489-490)</p> <p>Section 6: S6-6 (537-538); S6-7 (539-540); S6-9 (543-544); S6-11 (546); S6-28 (584); S6-29 (585-587); S6-30 (588-589); S6-32 (592-594); S6-36 (603-604)</p> <p>Section 7: S7-19 (666-668)</p> <p>Section 9: S9-4 (755-758); S9-7 (764-767); S9-10 (772-774)</p>
<p>ELAGSE7W6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Section 2: S2-7 (103-105); S2-8 (106-108); S2-9 (109-110)</p> <p>Section 6: S6-28 (584); S6-33 (596-597); S6-37 (605-607)</p>

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	Section 7: S7-18 (662-665); S7-19 (666-668); S7-20 (669-671) Section 9: S9-9 (770-771)
Research to Build and Present Knowledge	
ELAGSE7W7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Section 4: S4-23 (321-322) Section 5: S5-20 (463-465) Section 7: S7-1 (621-622); S7-2 (623-625); S7-3 (626-629); S7-4 (630-631); S7-5 (632); S7-6 (633-635); S7-8 (638-639); S7-11 (645-647); S7-12 (648-649) S7-14 (653-655)
ELAGSE7W8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Section 4: S4-22 (318-320); S4-23 (321-322); S4-39 (351-354) Section 5: S5-20 (463-465) Section 7: S7-3 (626-629); S7-7 (636-637); S7-8 (638-639); S7-9 (640-642); S7-10 (643-644); S7-11 (645-647); S7-12 (648-649); S7-15 (656-657); S7-16 (658); S7-17 (659-661); S7-18 (662-665)
ELAGSE7W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	Section 1: S1-19 (35-36); S1-25 (47-48); S1-34 (67-69)
b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	Section 1: S1-18 (34); S1-22 (40-41) Section 5: S5-20 (463-465) Section 7: S7-11 (645-647)
Range of Writing	
ELAGSE7W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Section 1: S1-40 (80-82) Section 4: S4-61 (401-403); S4-62 (404-408) Section 5: S5-40 (513-516); S5-41 (517-520) Section 6: S6-5 (535-536); S6-37 (605-607); S6-38 (609-611); S6-39 (612-616) Section 7: S7-21 (673-676) Section 9: S9-1 (748-749); S9-2 (750); S9-3 (751-754); S9-4 (755-758); S9-5 (759-561); S9-6 (762-763); S9-7 (764-767) S9-8 (768-769)
Speaking and Listening	
Comprehension and Collaboration	
ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Section 1: S1-34 (67-69) Section 2: S2-7 (103-105) Section 8: S8-21 (731-734); S8-22 (735-737); S8-24 (740-742)
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Section 2: S2-7 (103-105) Section 4: S4-27 (328-329); S4-28 (330) Section 5: S5-22 (468-469); S5-31 (489-490)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
	Section 8: S8-22 (735-737); S8-24 (740-742)
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Section 2: S2-7 (103-105) Section 8: S8-17 (720-721); S8-18 (722-725); S8-19 (726-727); S8-21 (731-734)
d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.	Section 2: S2-7 (103-105) Section 8: S8-21 (731-734)
ELAGSE7SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Section 1: S1-23 (42-43); S1-26 (49-50) Section 4: S4-39 (351-354) Section 7: S7-20 (669-671) Section 8: S8-17 (720-721); S8-18 (722-725); S8-19 (726-727)
ELAGSE7SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Section 5: S5-34 (497-499) Section 8: S8-17 (720-721); S8-19 (726-727)
<i>Presentation of Knowledge and Ideas</i>	
ELAGSE7SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Section 1: S1-31 (60-61) Section 5: S5-35 (500-501) Section 8: S8-1 (682); S8-2 (683-685); S8-3 (686-687); S8-4 (688-689); S8-6 (693-694); S8-7 (696); S8-8 (697-699); S8-9 (700-701); S8-10 (702-703); S8-11 (704-706); S8-12 (707-708); S8-13 (709-712); S8-14 (714); S8-23 (739)
ELAGSE7SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Section 4: S4-38 (349-350); S4-39 (351-354) Section 6: S6-5 (535-536) Section 7: S7-20 (669-671) Section 8: S8-13 (709-712); S8-16 (718-719)
ELAGSE7SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)	Section 2: S2-10 (111-113); S2-22 (143-144) Section 8: S8-5 (690-692); S8-6 (693-694); S8-7 (696); S8-8 (697-699); S8-9 (700-701); S8-10 (702-703); S8-11 (704-706); S8-12 (707-708); S8-13 (709-712); S8-15 (715-717)
Language	
<i>Conventions of Standard English</i>	
ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
a. Explain the function of phrases and clauses in general and their function in specific sentences.	Section 2: S2-31 (166-169); S2-35 (177-178)
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Section 2: S2-16 (126-128); S2-17 (129-131)
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Section 2: S2-36 (179-180) Section 4: S4-45 (364-366)
ELAGSE7L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	Section 2: S2-20 (137-139)
b. Spell correctly.	Section 2: S2-41 (194-196) Section 4: S4-45 (364-366) Section 5: S5-30 (486-488) Section 6: S6-32 (592-594)
<i>Knowledge of Language</i>	

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
ELAGSE7L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	Section 1: S1-27 (51-52); S1-28 (53-54) Section 2: S2-5 (98-99); S2-7 (103-105); S2-13 (120-121); S2-14 (122-123); S2-18 (132-133); S2-24 (148-149); S2-26 (153-154); S2-38 (185-187); S2-43 (200-204) Section 4: S4-3 (272-273); S4-10 (290-291); S4-11 (292-293); S4-35 (343-344); S4-59 (396-397) Section 5: S5-19 (461-462); S5-27 (481); S5-29 (484-485); S5-33 (493-495) Section 6: S6-4 (533-534); S6-7 (539-540); S6-9 (543-544); S6-11 (546); S6-22 (571-572); S6-27 (581-582); S6-28 (584); S6-31 (590-591) Section 7: S7-16 (658); S7-19 (666-668) Section 8: S8-19 (726-727); S8-20 (728-730) Section 9: S9-5 (759-561)
<i>Vocabulary Acquisition and Use</i>	
ELAGSE7L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Section 3: S3-8 (226-227); S3-12 (234-235)
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	Section 3: S3-14 (237-238); S3-15 (239-240)
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Section 3: S3-1 (209-211); S3-2 (212-213); S3-3 (214-215); S3-4 (216-218)
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Section 3: S3-1 (209-211); S3-15 (239-240)
ELAGSE7L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Section 3: S3-16 (241-242)
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Section 3: S3-13 (234-235)
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	Section 3: S3-19 (249-251) Section 4: S4-36 (345-346) Section 5: S5-26 (477-479) Section 6: S6-27 (581-582)
ELAGSE7L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Section 1: S1-21 (38-39); S1-25 (47-48) Section 2: S2-1 (88-90); S2-3 (93-94); S2-5 (98-99); S2-12 (118-119); S2-14 (122-123); S2-16 (126-128); S2-19 (134-136); S2-26 (153-154); S2-28 (157-159); S2-29 (160-162); S2-30 (164-165); S2-31 (166-169); S2-32 (170-171); S2-33 (172-174); S2-35 (177-178); S2-36 (179-180); S2-37 (181-184); S2-40 (191-193); S2-42 (198-199) Section 3: S3-1 (209-211); S3-2 (212-213); S3-3 (214-215); S3-4 (216-218); S3-5 (220-221); S3-6 (222-223);

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	<p>S3-7 (224-225); S3-8 (226-227); S3-9 (228-229); S3-10 (230); S3-11 (231-233); S3-12 (234-235); S3-14 (237-238); S3-15 (239-240); S3-17 (243-346); S3-18 (247-248); S3-19 (249-251); S3-20 (252-254); S3-21 (256-260)</p> <p>Section 4: S4-41 (358); S4-44 (362-363); S4-47 (368-369); S4-49 (372-374); S4-55 (387-388); S4-57 (392-393); S4-58 (394-395)</p> <p>Section 5: S5-28 (482-483); S5-33 (493-495); S5-35 (500-501)</p> <p>Section 6: S6-3 (531-532); S6-24 (575-576); S6-25 (577-578)</p> <p>Section 7: S7-8 (638-639); S7-17 (659-661)</p>

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
Reading Literary	
<i>Key Ideas and Details</i>	
ELAGSE8RL1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Section 1: S1-1 (6); S1-2 (7-8); S1-3 (9); S1-7 (14-15); S1-8 (16); S1-9 (17-18); S1-10 (19-20); S1-11 (21); S1-12 (22-23); S1-13 (24-25); S1-17 (31-33); S1-19 (35-36); S1-20 (37); S1-25 (47-48); S1-26 (49-50); S1-28 (53-54); S1-29 (55-57); S1-30 (58-59); S1-31 (60-61); S1-32 (62-63); S1-35 (70-71); S1-36 (72-73); S1-37 (74); S1-39 (78-79) Section 5: S5-39 (509-511) Section 6: S6-1 (527-528); S6-2 (529-530); S6-3 (531-532); S6-22 (571-572); S6-25 (577-578) Section 9: S9-3 (751-754)
ELAGSE8RL2 Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Section 1: S1-1 (6); S1-8 (16); S1-9 (17-18); S1-10 (19-20); S1-13 (24-25); S1-17 (31-33); S1-19 (35-36); S1-23 (42-43); S1-24 (44-46); S1-26 (49-50); S1-27 (51-52); S1-28 (53-54); S1-30 (58-59); S1-32 (62-63); S1-35 (70-71); S1-36 (72-73); S1-39 (78-79) Section 6: S6-3 (531-532); S6-4 (533-534); S6-9 (543-544); S6-34 (598-599); S6-35 (600-602)
ELAGSE8RL3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Section 1: S1-19 (35-36); S1-25 (47-48) Section 6: S6-3 (531-532); S6-4 (533-534); S6-7 (539-540); S6-8 (541-542); S6-9 (543-544); S6-35 (600-602)
<i>Craft and Structure</i>	
ELAGSE8RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Section 1: S1-30 (58-59) Section 3: S3-16 (241-242); S3-17 (243-346); S3-19 (249-251); S3-21 (256-260)
ELAGSE8RL5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Section 6: S6-9 (543-544)
ELAGSE8RL6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Section 6: S6-3 (531-532); S6-13 (550-551)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE8RL7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	
ELAGSE8RL8 (Not applicable to literature)	
ELAGSE8RL9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Section 1: S1-34 (67-69)
<i>Range of Reading and Level of Text Complexity</i>	
ELAGSE8RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	
Reading Informational	
<i>Key Ideas and Details</i>	

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Section 1: S1-1 (6); S1-2 (7-8); S1-4 (10); S1-5 (11-12); S1-6 (13); S1-7 (14-15); S1-8 (16); S1-9 (17-18); S1-10 (19-20); S1-11 (21); S1-12 (22-23); S1-13 (24-25); S1-14 (26); S1-15 (27-28); S1-16 (29-30); S1-17 (31-33); S1-18 (34); S1-20 (37); S1-21 (38-39); S1-22 (40-41); S1-26 (49-50); S1-28 (53-54); S1-29 (55-57); S1-30 (58-59); S1-31 (60-61); S1-32 (62-63); S1-33 (64-66); S1-35 (70-71); S1-36 (72-73); S1-37 (74); S1-39 (78-79) Section 5: S5-23 (470-472) Section 6: S6-1 (527-528); S6-3 (531-532); S6-22 (571-572); S6-23 (573-574); S6-25 (577-578) Section 7: S7-11 (645-647) Section 9: S9-1 (748-749); S9-3 (751-754); S9-7 (764-767)
ELAGSE8RI2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Section 1: S1-1 (6); S1-5 (11-12); S1-8 (16); S1-9 (17-18); S1-10 (19-20); S1-13 (24-25); S1-14 (26); S1-15 (27-28); S1-16 (29-30); S1-17 (31-33); S1-18 (34); S1-21 (38-39); S1-22 (40-41); S1-23 (42-43); S1-24 (44-46); S1-26 (49-50); S1-27 (51-52); S1-28 (53-54); S1-30 (58-59); S1-32 (62-63); S1-33 (64-66); S1-35 (70-71); S1-36 (72-73); S1-39 (78-79) Section 4: S4-31 (335-336); S4-56 (389-391) Section 6: S6-3 (531-532); S6-4 (533-534); S6-9 (543-544) Section 7: S7-11 (645-647); S7-13 (650-651); S7-16 (658); S7-17 (659-661)
ELAGSE8RI3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Section 1: S1-21 (38-39); S1-33 (64-66) Section 4: S4-17 (309) Section 6: S6-3 (531-532); S6-4 (533-534); S6-7 (539-540); S6-8 (541-542); S6-9 (543-544)
<i>Craft and Structure</i>	
ELAGSE8RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Section 1: S1-21 (38-39) Section 3: S3-12 (234-235); S3-13 (234-235); S3-16 (241-242); S3-19 (249-251)
ELAGSE8RI5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Section 1: S1-33 (64-66) Section 4: S4-5 (277-278); S4-13 (299-300); S4-15 (303-305); S4-28 (330) Section 5: S5-5 (425-427); S5-12 (444-445); S5-13 (446-448) Section 6: S6-9 (543-544); S6-18 (562-563) Section 7: S7-13 (650-651)
ELAGSE8RI6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Section 4: S4-48 (370-371) Section 5: S5-34 (497-499); S5-35 (500-501) Section 6: S6-3 (531-532); S6-13 (550-551)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE8RI7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Section 7: S7-11 (645-647)

**Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
ELAGSE8RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Section 1: S1-6 (13); S1-8 (16) Section 5: S5-16 (454-455); S5-34 (497-499); S5-35 (500-501)
ELAGSE8RI9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Section 1: S1-34 (67-69) Section 5: S5-36 (502-503)
<i>Range of Reading and Level of Text Complexity</i>	
ELAGSE8RI10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	
Writing	
<i>Text Types and Purposes</i>	
ELAGSE8W1 Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Section 5: S5-2 (417-419); S5-6 (428-430); S5-30 (486-488); S5-39 (509-511); S5-40 (513-516); S5-41 (517-520) Section 7: S7-14 (653-655); S7-21 (673-676)
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Section 1: S1-6 (13); S1-32 (62-63) Section 5: S5-1 (415-416); S5-3 (420-421); S5-4 (422-424); S5-5 (425-427); S5-7 (431-433); S5-8 (434-436); S5-9 (438-439); S5-10 (440-441); S5-11 (442-443); S5-12 (444-445); S5-13 (446-448); S5-14 (450-451); S5-15 (452-453); S5-16 (454-455); S5-18 (459-460); S5-19 (461-462); S5-20 (463-465); S5-34 (497-499); S5-35 (500-501); S5-36 (502-503); S5-37 (504-506); S5-38 (507-508) Section 7: S7-13 (650-651)
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Section 5: S5-4 (422-424); S5-5 (425-427); S5-7 (431-433); S5-8 (434-436); S5-10 (440-441); S5-15 (452-453); S5-16 (454-455); S5-17 (456-458); S5-18 (459-460); S5-19 (461-462); S5-20 (463-465); S5-34 (497-499); S5-35 (500-501); S5-38 (507-508) Section 7: S7-13 (650-651)
d. Establish and maintain a formal style.	Section 1: S1-6 (13) Section 5: S5-8 (434-436); S5-21 (466-467); S5-22 (468-469); S5-23 (470-472); S5-27 (481); S5-28 (482-483); S5-36 (502-503); S5-37 (504-506); S5-38 (507-508) Section 7: S7-13 (650-651)
e. Provide a concluding statement or section that follows from and supports the argument presented.	Section 5: S5-9 (438-439); S5-10 (440-441); S5-27 (481); S5-28 (482-483); S5-33 (493-495)
ELAGSE8W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Section 1: S1-40 (80-82) Section 4: S4-7 (281-282); S4-8 (283-285); S4-17 (309); S4-32 (337-338); S4-33 (339-340); S4-34 (341-342); S4-36 (345-346); S4-40 (355-357); S4-45 (364-366); S4-55 (387-388); S4-56 (389-391); S4-57 (392-393); S4-58

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
	(394-395); S4-59 (396-397); S4-60 (398-399); S4-61 (401-403); S4-62 (404-408) Section 7: S7-14 (653-655); S7-21 (673-676)
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Section 4: S4-1 (268-269); S4-2 (270-271); S4-3 (272-273); S4-4 (274-276); S4-5 (277-278); S4-6 (279-280); S4-9 (286-288); S4-10 (290-291); S4-11 (292-293); S4-12 (294-298); S4-13 (299-300); S4-14 (301-312); S4-15 (303-305); S4-18 (310-311); S4-23 (321-322); S4-37 (347-348); S4-38 (349-350); S4-39 (351-354); S4-50 (376-377); S4-51 (378-379); S4-52 (380-381); S4-53 (382-384); S4-54 (385-386) Section 7: S7-13 (650-651)
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Section 4: S4-3 (272-273); S4-4 (274-276); S4-5 (277-278); S4-8 (283-285); S4-9 (286-288); S4-16 (307-308); S4-17 (309); S4-18 (310-311); S4-19 (312-313); S4-20 (314-315); S4-21 (316-317); S4-22 (318-320); S4-23 (321-322); S4-41 (358); S4-43 (361); S4-47 (368-369); S4-50 (376-377); S4-51 (378-379); S4-52 (380-381); S4-53 (382-384); S4-54 (385-386) Section 7: S7-11 (645-647); S7-13 (650-651); S7-15 (656-657); S7-18 (662-665)
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Section 4: S4-9 (286-288); S4-20 (314-315); S4-24 (324); S4-25 (325-326); S4-26 (327); S4-27 (328-329); S4-28 (330); S4-29 (331-332); S4-30 (333-334); S4-31 (335-336) Section 7: S7-13 (650-651)
e. Establish and maintain a formal style.	Section 4: S4-3 (272-273); S4-21 (316-317); S4-35 (343-344); S4-41 (358); S4-42 (359-360); S4-43 (361); S4-44 (362-363); S4-47 (368-369); S4-48 (370-371); S4-49 (372-374); S4-50 (376-377); S4-51 (378-379); S4-52 (380-381); S4-53 (382-384); S4-54 (385-386)
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Section 4: S4-10 (290-291); S4-47 (368-369); S4-48 (370-371); S4-49 (372-374)
ELAGSE8W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Section 6: S6-1 (527-528); S6-2 (529-530); S6-22 (571-572); S6-29 (585-587); S6-32 (592-594); S6-33 (596-597); S6-34 (598-599); S6-35 (600-602); S6-36 (603-604); S6-38 (609-611); S6-39 (612-616) Section 9: S9-6 (762-763)
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	Section 6: S6-4 (533-534); S6-5 (535-536); S6-7 (539-540); S6-8 (541-542); S6-9 (543-544); S6-10 (545); S6-11 (546); S6-12 (547-549); S6-13 (550-551); S6-14 (552-553); S6-15 (554-555); S6-16 (556-558)
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Section 6: S6-8 (541-542); S6-10 (545); S6-11 (546); S6-14 (552-553); S6-17 (560-561); S6-18 (562-563); S6-19 (564-565); S6-20 (566-568); S6-21 (569-570); S6-23 (573-574)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Section 6: S6-4 (533-534); S6-5 (535-536); S6-9 (543-544); S6-24 (575-576); S6-25 (577-578)
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Section 6: S6-7 (539-540); S6-10 (545); S6-19 (564-565); S6-20 (566-568); S6-23 (573-574); S6-26 (579-580); S6-28 (584); S6-31 (590-591)
<i>Production and Distribution of Writing</i>	
ELAGSE8W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above)	<p>Section 1: S1-23 (42-43); S1-24 (44-46); S1-25 (47-48); S1-40 (80-82)</p> <p>Section 2: S2-1 (88-90); S2-2 (91-92); S2-3 (93-94); S2-4 (95-97); S2-5 (98-99); S2-6 (100-102); S2-8 (106-108); S2-10 (111-113); S2-11 (114-116); S2-16 (126-128); S2-17 (129-131); S2-18 (132-133); S2-19 (134-136); S2-20 (137-139); S2-21 (141-142); S2-22 (143-144); S2-23 (145-147); S2-24 (148-149); S2-25 (150-152); S2-26 (153-154); S2-27 (155-156); S2-28 (157-159); S2-29 (160-162); S2-30 (164-165); S2-31 (166-169); S2-32 (170-171); S2-33 (172-174); S2-34 (175-176); S2-35 (177-178); S2-36 (179-180); S2-37 (181-184); S2-38 (185-187); S2-39 (188-190); S2-40 (191-193); S2-41 (194-196); S2-42 (198-199); S2-43 (200-204)</p> <p>Section 3: S3-5 (220-221); S3-16 (241-242); S3-18 (247-248)</p> <p>Section 4: S4-3 (272-273); S4-10 (290-291); S4-11 (292-293); S4-12 (294-298); S4-13 (299-300); S4-14 (301-302); S4-15 (303-305); S4-46 (367); S4-48 (370-371); S4-50 (376-377); S4-51 (378-379); S4-52 (380-381); S4-53 (382-384); S4-54 (385-386); S4-55 (387-388); S4-56 (389-391); S4-59 (396-397); S4-60 (398-399); S4-61 (401-403); S4-62 (404-408)</p> <p>Section 5: S5-10 (440-441); S5-13 (446-448); S5-31 (489-490); S5-36 (502-503); S5-37 (504-506); S5-38 (507-508); S5-40 (513-516); S5-41 (517-520)</p> <p>Section 6: S6-5 (535-536); S6-6 (537-538); S6-12 (547-549); S6-30 (588-589); S6-37 (605-607); S6-38 (609-611); S6-39 (612-616)</p> <p>Section 7: S7-3 (626-629); S7-14 (653-655); S7-19 (666-668); S7-21 (673-676)</p> <p>Section 8: S8-5 (690-692)</p> <p>Section 9: S9-1 (748-749); S9-2 (750); S9-3 (751-754); S9-4 (755-758); S9-5 (759-561); S9-6 (762-763); S9-7 (764-767); S9-8 (768-769); S9-9 (770-771)</p>
ELAGSE8W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 8.)	Section 2: S2-4 (95-97); S2-6 (100-102); S2-7 (103-105); S2-11 (114-116); S2-12 (118-119); S2-13 (120-121); S2-14 (122-123); S2-15 (124-125); S2-16 (126-128); S2-18 (132-133); S2-19 (134-136); S2-21 (141-142); S2-22 (143-144); S2-23 (145-147); S2-24 (148-149); S2-25 (150-152); S2-26 (153-154); S2-27 (155-156); S2-28

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	(157-159); S2-29 (160-162); S2-41 (194-196); S2-43 (200-204) Section 4: S4-41 (358); S4-44 (362-363); S4-46 (367); S4-48 (370-371) Section 5: S5-29 (484-485); S5-31 (489-490) Section 6: S6-6 (537-538); S6-7 (539-540); S6-9 (543-544); S6-11 (546); S6-28 (584); S6-29 (585-587); S6-30 (588-589); S6-32 (592-594); S6-36 (603-604) Section 7: S7-19 (666-668) Section 9: S9-4 (755-758); S9-7 (764-767); S9-10 (772-774)
ELAGSE8W6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Section 2: S2-7 (103-105); S2-8 (106-108); S2-9 (109-110) Section 6: S6-28 (584); S6-33 (596-597); S6-37 (605-607) Section 7: S7-18 (662-665); S7-19 (666-668); S7-20 (669-671) Section 9: S9-9 (770-771)
<i>Research to Build and Present Knowledge</i>	
ELAGSE8W7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Section 4: S4-23 (321-322) Section 5: S5-20 (463-465) Section 7: S7-1 (621-622); S7-2 (623-625); S7-3 (626-629); S7-4 (630-631); S7-5 (632); S7-6 (633-635); S7-8 (638-639); S7-11 (645-647); S7-12 (648-649) S7-14 (653-655)
ELAGSE8W8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Section 4: S4-22 (318-320); S4-23 (321-322); S4-39 (351-354) Section 5: S5-20 (463-465) Section 7: S7-3 (626-629); S7-7 (636-637); S7-8 (638-639); S7-9 (640-642); S7-10 (643-644); S7-11 (645-647); S7-12 (648-649); S7-15 (656-657); S7-16 (658); S7-17 (659-661); S7-18 (662-665)
ELAGSE8W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”)	Section 1: S1-19 (35-36); S1-25 (47-48); S1-34 (67-69)
b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	Section 1: S1-18 (34); S1-22 (40-41) Section 5: S5-20 (463-465) Section 7: S7-11 (645-647)
<i>Range of Writing</i>	
ELAGSE8W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Section 1: S1-40 (80-82) Section 4: S4-61 (401-403); S4-62 (404-408) Section 5: S5-40 (513-516); S5-41 (517-520) Section 6: S6-5 (535-536); S6-37 (605-607); S6-38 (609-611); S6-39 (612-616) Section 7: S7-21 (673-676)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
	Section 9: S9-1 (748-749); S9-2 (750); S9-3 (751-754); S9-4 (755-758); S9-5 (759-561); S9-6 (762-763); S9-7 (764-767) S9-8 (768-769)
Speaking and Listening	
<i>Comprehension and Collaboration</i>	
ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Section 1: S1-34 (67-69) Section 2: S2-7 (103-105) Section 8: S8-21 (731-734); S8-22 (735-737); S8-24 (740-742)
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Section 2: S2-7 (103-105) Section 4: S4-27 (328-329); S4-28 (330) Section 5: S5-22 (468-469); S5-31 (489-490) Section 8: S8-22 (735-737); S8-24 (740-742)
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Section 2: S2-7 (103-105) Section 8: S8-17 (720-721); S8-18 (722-725); S8-19 (726-727); S8-21 (731-734)
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Section 2: S2-7 (103-105) S Section 8: S8-21 (731-734)
ELAGSE8SL2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Section 1: S1-23 (42-43); S1-26 (49-50) Section 4: S4-39 (351-354) Section 7: S7-20 (669-671) Section 8: S8-17 (720-721); S8-18 (722-725); S8-19 (726-727)
ELAGSE8SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Section 5: S5-34 (497-499) Section 8: S8-17 (720-721); S8-19 (726-727)
<i>Presentation of Knowledge and Ideas</i>	
ELAGSE8SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Section 1: S1-31 (60-61) Section 5: S5-35 (500-501) Section 8: S8-1 (682); S8-2 (683-685); S8-3 (686-687); S8-4 (688-689); S8-6 (693-694); S8-7 (696); S8-8 (697-699); S8-9 (700-701); S8-10 (702-703); S8-11 (704-706); S8-12 (707-708); S8-13 (709-712); S8-14 (714); S8-23 (739)
ELAGSE8SL5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Section 4: S4-38 (349-350); S4-39 (351-354) Section 6: S6-5 (535-536) Section 7: S7-20 (669-671) Section 8: S8-13 (709-712); S8-16 (718-719)
ELAGSE8SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)	Section 2: S2-10 (111-113); S2-22 (143-144) Section 8: S8-5 (690-692); S8-6 (693-694); S8-7 (696); S8-8 (697-699); S8-9 (700-701); S8-10 (702-703); S8-11 (704-706); S8-12 (707-708); S8-13 (709-712); S8-15 (715-717)
Language	
<i>Conventions of Standard English</i>	

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
ELAGSE8L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Section 2: S2-37 (181-184) Section 4: S4-40 (355-357)
b. Form and use verbs in the active and passive voice.	Section 4: S4-42 (359-360) Section 5: S5-29 (484-485) Section 6: S6-31 (590-591)
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Section 2: S2-38 (185-187)
d. Recognize and correct inappropriate shifts in verb voice and mood.*	Section 2: S2-39 (188-190)
ELAGSE8L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Section 2: S2-20 (137-139)
b. Use an ellipsis to indicate an omission.	Section 2: S2-20 (137-139); S2-40 (191-193) Section 4: S4-22 (318-320) Section 5: S5-17 (456-458) Section 6: S6-17 (560-561)
c. Spell correctly.	Section 2: S2-41 (194-196) Section 4: S4-45 (364-366) Section 5: S5-30 (486-488) Section 6: S6-32 (592-594)
<i>Knowledge of Language</i>	
ELAGSE8L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Section 2: S2-38 (185-187) Section 4: S4-40 (355-357); S4-42 (359-360); S4-47 (368-369) Section 5: S5-29 (484-485) Section 6: S6-29 (585-587)
<i>Vocabulary Acquisition and Use</i>	
ELAGSE8L4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Section 3: S3-8 (226-227); S3-12 (234-235)
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	Section 3: S3-14 (237-238); S3-15 (239-240)
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Section 3: S3-1 (209-211); S3-2 (212-213); S3-3 (214-215); S3-4 (216-218)
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Section 3: S3-1 (209-211); S3-15 (239-240)
ELAGSE8L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	Section 3: S3-17 (243-346)
b. Use the relationship between particular words to better understand each of the words.	Section 3: S3-13 (234-235)
c. Distinguish among the connotations (associations) of words with	Section 3: S3-19 (249-251)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	<p>Section 4: S4-36 (345-346) Section 5: S5-26 (477-479) Section 6: S6-27 (581-582)</p>
ELAGSE8L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>Section 1: S1-21 (38-39); S1-25 (47-48) Section 2: S2-1 (88-90); S2-3 (93-94); S2-5 (98-99); S2-12 (118-119); S2-14 (122-123); S2-16 (126-128); S2-19 (134-136); S2-26 (153-154); S2-28 (157-159); S2-29 (160-162); S2-30 (164-165); S2-31 (166-169); S2-32 (170-171); S2-33 (172-174); S2-35 (177-178); S2-36 (179-180); S2-37 (181-184); S2-40 (191-193); S2-42 (198-199) Section 3: S3-1 (209-211); S3-2 (212-213); S3-3 (214-215); S3-4 (216-218); S3-5 (220-221); S3-6 (222-223); S3-7 (224-225); S3-8 (226-227); S3-9 (228-229); S3-10 (230); S3-11 (231-233); S3-12 (234-235); S3-14 (237-238); S3-15 (239-240); S3-17 (243-346); S3-18 (247-248); S3-19 (249-251); S3-20 (252-254); S3-21 (256-260) Section 4: S4-41 (358); S4-44 (362-363); S4-47 (368-369); S4-49 (372-374); S4-55 (387-388); S4-57 (392-393); S4-58 (394-395) Section 5: S5-28 (482-483); S5-33 (493-495); S5-35 (500-501) Section 6: S6-3 (531-532); S6-24 (575-576); S6-25 (577-578) Section 7: S7-8 (638-639); S7-17 (659-661)</p>

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grades 9-10	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
Reading Literary	
<i>Key Ideas and Details</i>	
ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Section 1: T1-1 (6), T1-2 (7-8), T1-3 (9), T1-5 (11-12), T1-6 (13), T1-8 (15-16), T1-12 (22-23), T1-15 (28), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-29 (54-56), T1-30 (58) Section 5: T5-35 (394-395) Section 6: T6-1 (413-414), T6-8 (424-425)
ELAGSE9-10RL2: Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Section 1: T1-1 (6), T1-3 (9), T1-6 (13), T1-9 (17-18), T1-21 (38-39), T1-26 (48), T1-27 (49-50), T1-29 (54-56) Section 5: T5-35 (394-395) Section 6: T6-32 (471-472), T6-33 (473-474), T6-39 (486-487)
ELAGSE9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Section 1: T1-1 (6), T1-15 (28), T1-20 (37), T1-26 (48) Section 6: T6-19 (444-445)
<i>Craft and Structure</i>	
ELAGSE9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)	Section 1: T1-23 (43-44), T1-26 (48), T1-27 (49-50) Section 3: T3-10 (180-181), T3-12 (185-186) Section 5: T5-35 (394-395) Section 6: T6-13 (432-433), T6-21 (448-449)
ELAGSE9-10RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Section 1: T1-27 (49-50), T1-28 (51-53), T1-29 (54-56) Section 6: T6-8 (424-425), T6-17 (440-441), T6-20 (446-447), T6-25 (455-457)
ELAGSE9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Section 1: T1-25 (46-47), T1-26 (48), T1-29 (54-56) Section 5: T5-15 (351-352) Section 8: T8-14 (572), T8-15 (573-574)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s “Musée de Beaux Arts” and Breughel’s Landscape with the Fall of Icarus) , including what is emphasized or absent in each treatment.	
ELAGSE9-10RL8: (Not applicable to literature)	
ELAGSE9-10RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	
<i>Range of Reading and Level of Text Complexity</i>	
ELAGSE9-10RL10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as	Section 1: T1-1 (6), T1-2 (7-8), T1-3 (9), T1-5 (11-12), T1-6 (13), T1-8 (15-16), T1-12 (22-23), T1-15 (28), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-29 (54-56), T1-30 (58) Section 5: T5-35 (394-395)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grades 9-10	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
needed at the high end of the range.	Section 6: T6-1 (413-414), T6-8 (424-425)
Reading Informational	
<i>Key Ideas and Details</i>	
ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Section 1: T1-1 (6), T1-2 (7-8), T1-4 (10), T1-5 (11-12), T1-6 (13), T1-7 (14), T1-8 (15-16), T1-13 (25), T1-14 (26-27), T1-15 (28), T1-16 (29-30), T1-17 (31), T1-18 (32-34), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-28 (51-53), T1-29 (54-56), T1-30 (58) Section 4: T4-18 (235-236) Section 5: T5-12 (347) Section 6: T6-1 (413-414)
ELAGSE9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Section 1: T1-1 (6), T1-6 (13), T1-7 (14), T1-9 (17-18), T1-10 (19), T1-11 (20-21), T1-12 (22-23), T1-13 (25), T1-14 (26-27), T1-17 (31), T1-18 (32-34), T1-19 (35-36), T1-21 (38-39), T1-24 (45), T1-25 (46-47), T1-28 (51-53), T1-31 (59-62) Section 4: T4-5 (203-205) Section 5: T5-6 (332-333) Section 7: T7-2 (503-505), T7-14 (529-530), T7-15 (531-532)
ELAGSE9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Section 1: T1-1 (6), T1-6 (13), T1-7 (14-15), T1-12 (22-23), T1-13 (25), T1-14 (26-27), T1-15 (28), T1-16 (29-30), T1-17 (31), T1-18 (32-34), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-28 (51-53), T1-29 (54-56), T1-30 (58), T1-31 (59-62) Section 4: 4-1 (194-195), T4-2 (196-198), T4-6 (206-207), T4-22 (244-245), T4-23 (246-247), T4-24 (248-249), T4-25 (250-251), T4-26 (252-254), T4-29 (259-260), T4-30 (262-263), T4-45 (293-295), T4-48 (299-301) Section 5: T5-2 (323-324), T5-3 (326-327), T5-7 (334-336) Section 6: T6-2 (415), T6-24 (453-454), T6-25 (455-457), T6-37 (482) Section 7: T7-2 (503-505), T7-14 (529-530), T7-15 (531-532)
<i>Craft and Structure</i>	
ELAGSE9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Section 1: T1-17 (31), T1-23 (43-44), T1-24 (45-46), T1-25 (46-47) Section 3: T3-7 (172-175), T3-10 (180-181), T3-12 (185-186) Section 4: T4-16 (231-132), T4-20 (239-240) Section 6: T6-13 (432-433)
ELAGSE9-10RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Section 1: T1-28 (51-53) Section 5: T5-14 (350), T5-15 (351-352), T5-22 (367-368), T5-31 (387-388), T5-32 (389-390), T5-33 (391), T5-36 (396-397)
ELAGSE9-10RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Section 1: T1-25 (46-47), T1-29 (54-56) Section 5: T5-15 (351-352) Section 8: T8-14 (572), T8-15 (573-574)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grades 9-10	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
<i>Integration of Knowledge and Ideas</i>	
ELAGSE9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in print and multimedia), determining which details are emphasized in each account.	
ELAGSE9-10RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Section 1: T1-24 (45), T1-25 (46-47) Section 4: T4-17 (233-234), T4-18 (235-236) Section 5: T5-13 (348-49), T5-14 (350), T5-15 (351-352), T5-22 (367-368)
ELAGSE9-10RI9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail,” Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.	Section 1: T1-29 (54-56) Section 8: T8-14 (572-574)
<i>Range Of Reading and Level of Text Complexity</i>	
ELAGSE9-10RI10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.	Section 1: T1-1 (6), T1-2 (7-8), T1-3 (9), T1-5 (11-12), T1-6 (13), T1-8 (15-16), T1-12 (22-23), T1-15 (28), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-29 (54-56), T1-30 (58) Section 5: T5-35 (394-395) Section 6: T6-1 (413-414), T6-8 (424-425)
Writing	
<i>Text Types and Purposes</i>	
ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Section 5: T5-1 (321-322), T5-8 (338-339), T5-9 (340), T5-10 (341-342), T5-11 (543-545)
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	Section 5: T5-12 (347), T5-13 (348-349), T5-14 (350), T5-15 (351-352), T5-16 (353-354), T5-17 (355-356),
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Section 5: T5-18 (358-359), T5-19 (360), T5-20 (361-363), T5-21 (364-366),
d. Establish and maintain a appropriate style and objective tone.	Section 5: T5-27 (377-378)
e. Provide a concluding statement or section that follows from and supports the argument presented.	Section 5: T5-22 (367-368), T5-23 (369), T5-24 (370-371)
ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Section 4: T4-8 (212-213), T4-9 (214-215), T4-10 (216-217), T4-11 (218-221), T4-12 (222-223), T4-13 (224-226)

**Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grades 9-10	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	Section 4: T4-14 (228), T4-15 (229-230), T4-16 (231-232), T4-17 (233-234), T4-18 (235-236), T4-19 (237-238), T4-20 (239-240), T4-21 (241-242);
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Section 4: T4-22 (244-245), T4-23 (246-247), T4-24 (248-249), T4-25 (250-251), T4-26 (252-254)
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Section 4: T4-20 (239-240)
e. Establish and maintain an appropriate style and objective tone.	Section 4: T4-35 (273-274)
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259-260)
ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Section 6: T6-14 (434-435), T6-15 (436-437),
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Section 6: T6-16 (439), T6-17 (440-441), T6-18 (442-443), T6-19 (444-445), T6-20 (446-447), T6-21 (448-449),
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Section 6: T6-25 (455-457), T6-26 (458), T6-27 (459-460)
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Section 6: T6-30 (466)
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Section 6: T6-26 (458), T6-27 (459-460)
Production and Distribution of Writing	
ELAGSE9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Section 1: T1-19 (35-36), T1-20 (37), T1-31 (59-62) Section 2: T2-2 (70-71), T2-3 (72), T2-4 (73-74), T2-5 (75-76), T2-6 (77-79), T2-7 (79-81), T2-8 (82-83), T2-9 (84-85), T2-16 (98-99), T2-17 (100-102), T2-19 (106-107), T2-20 (108), T2-21 (109-110), T2-22 (111-112), T2-25 (116-117), T2-35 (137), T2-36 (138-141), T2-41 (151-154) Section 4: T4-10 (216-217), T4-14 (228), T4-15 (229-230), T4-16 (231-232), T4-17 (233-234), T4-20 (239-240), T4-27 (256), T4-28 (257-258), T4-29 (259-260), T4-33 (269-270), T4-34 (271-272), T4-35 (273-274), T4-40 (284-285), T4-41 (286-287), T4-42 (288), T4-43 (289-290), T4-44 (291-292), T4-45 (293-294), T4-46 (295-296), T4-47 (297-298), T4-48 (299-301), T4-49 (302-303) Section 5: T5-22 (367-368), T5-25 (373-374), T5-26 (375-376), T5-27 (377-378), T5-31 (387-388), 5-32 (389-390), 5-33 (391), 5-34 (392-393), 5-35 (394-395), 5-36 (396-397), 5-37 (398-399), 5-38 (400-401), 5-39 (403-406)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grades 9-10	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
	<p>Section 6: T6-3 (416-417), T6-5 (419-420), T6-6 (421-422), T6-7 (423), T6-21 (448-449), T6-22 (450-451), T6-23 (452), T6-28 (461-463), T6-29 (464-465), T6-32 (471-472), T6-33 (473-474), T6-34 (475-576), T6-35 (477-478), T6-36 (479-480), T6-37 (482), T6-40 (489-492), T6-41 (493-496)</p> <p>Section 7: T7-1 (501-502), T7-2 (503-505), T7-3 (506-507), T7-5 (510-511), T7-16 (533-534), T7-18 (540-542)</p> <p>Section 9: T9-1 (592-593), T9-4 (597-598), T9-5 (599-601), T9-6 (602), T9-7 (603-604), T9-9 (610-614), T9-10 (615-616), T9-11 (617)</p>
<p>ELAGSE9-10W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grades 9–10.)</p>	<p>Section 2: T2-3 (72), T2-4 (73-74), T2-5 (75-76), T2-6 (77-78), T2-7 (79-81), T2-12 (90-91), T2-13 (93-94), T2-14 (95-96), T2-15 (97), T2-18 (103-104), T2-19 (106-107), T2-20 (108), T2-21 (109-110), T2-22 (111-112), T2-22 (113), T2-24 (114-115), T2-25 (116-117), T2-26 (118-119), T2-31 (129-130), T2-35 (137), T2-40 (147-149)</p> <p>Section 4: T4-4 (201-202), T4-5 (203-205), T4-6 (206-207), T4-7 (208-210), T4-9 (214-215), T4-11 (218-221), T4-12 (222-223), T4-13 (224-226), T4-14 (228), T4-15 (229-230), T4-16 (231-232), T4-18 (235-236), T4-19 (237-238), T4-20 (239-240), T4-21 (241-243), T4-22 (244-245), T4-23 (246-247), T4-24 (248-249), T4-25 (250-251), T4-26 (252-254), T4-27 (256), T4-28 (257-258), T4-29 (259-260), T4-33 (269-270), T4-34 (271-272), T4-35 (273-274), T4-36 (275-276), T4-37 (277-278), T4-38 (279), T4-39 (280-282)</p> <p>Section 5: T5-5 (330-331), T5-6 (332-333), T5-7 (334-336), T5-8 (338-339), T5-9 (340), T5-10 (341-342), T5-11 (343-345), T5-12 (347), T5-13 (348-349), T5-14 (350), T5-15 (351-352), T5-16 (353-354), T5-17 (355-356), T5-18 (358-359), T5-20 (361-363), T5-21 (364-366), T5-22 (367-368), T5-23 (369), T5-25 (373-374), T5-26 (375-376), T5-27 (377-378), T5-28 (379-380), T5-29 (381-382), T5-30 (383-385)</p> <p>Section 6: T6-4 (418), T6-5 (419-420), T6-6 (421-422), T6-7 (423), T6-8 (424-425), T6-9 (426), T6-10 (427-428), T6-12 (431), T6-13 (432-433), T6-14 (434-435), T6-15 (436-437), T6-16 (439), T6-17 (440-441), T6-18 (442-443), T6-19 (444-445), T6-20 (446-447), T6-21 (448-449), T6-22 (450-451), T6-23 (452), T6-24 (453-454), T6-25 (455-456), T6-26 (458), T6-27 (459-460), T6-28 (461-463), T6-29 (464-465), T6-30 (466), T6-31 (467-469), T6-33 (473-474), T6-34 (475-476), T6-36 (479-480)</p> <p>Section 7: T7-3 (506-507), T7-4 (508-509), T7-5 (510-511), T7-12 (524-525), T7-16 (533-534), T7-17 (535-538)</p> <p>Section 9: T9-5 (599-601), T9-6 (602), T9-7 (603-604), T9-8 (605-609), T9-12 (618-620)</p>
<p>ELAGSE9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking</p>	<p>Section 2: T2-8 (82-83), T2-9 (84-85), T2-10 (86-87)</p> <p>Section 6: T6-35 (477-478)</p>

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grades 9-10	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Section 7: T7-3 (506-507), T7-16 (533-534), T7-17 (535-538) Section 9: T9-11 (617)
<i>Research to Build and Present Knowledge</i>	
ELAGSE9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Section 7: T7-1 (501-502), T7-2 (503-505), T7-3 (506-507), T7-4 (508-509), T7-5 (510-511), T7-10 (519-521), T7-11 (522-523), T7-14 (529-530), T7-17 (535-537), T7-18 (540-542)
ELAGSE9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Section 2: T2-36 (138-141) Section 4: T4-17 (233-236), T4-21 (241-242), T4-32 (266-267) Section 5: T5-16 (353-354) Section 7: T7-3 (506-507), T7-4 (508-510), T7-6 (512-513), T7-7 (514-515), T-8 (516), T7-9 (517-518), T7-10 (519-521), T7-11 (522-525), T7-13 (527-528), T7-14 (529-530), T7-15 (531-532), T7-16 (533-534), T7-18 (540-542) Section 8: T8-6 (556-557)
ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	Section 1: T1-1 (6), T1-2 (7-8), T1-5 (11-12), T1-6 (13), (19), T1-7 (20-21), T1-13 (25), T1-16 (29-30), T1-18 (32-34), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-26 (48-); T1-27 (49-); T1-29 (54-56) Section 4: T4-21 (241-242)
b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	Section 1: T1-1 (6), T1-2 (7-8), T1-5 (11-12), T1-6 (13), (19), T1-7 (20-21), T1-13 (25), T1-16 (29-30), T1-18 (32-34), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-29 (54-56) Section 4: T4-21 (241-242) Section 5: T5-16 (353-354), T5-35 (394-395)
<i>Range of Writing</i>	
ELAGSE9-10W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Section 2: T2-41 (151-154) Section 4: T4-52 (310-314) Section 5: T5-36 (396-397), T5-39 (403-406) Section 6: T6-35 (477-478), T6-38 (483-485), T6-39 (486-487), T6-40 (489-492), T6-41 (493-496) Section 7: T7-3 (506-507), T7-18 (540-541) Section 9: T9-1 (592-593), T9-2 (594-595), T9-3 (596), T9-4 (597-598), T9-5 (599-601), T9-6 (602), T9-7 (603-604)
Speaking and Listening	
<i>Comprehension and Collaboration</i>	
ELAGSE9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or	Section 1: T1-3 (9), T1-4 (10), T1-5 (11-12), T1-6 (13), T1-7 (14), T1-8 (15-16), T1-10 (19), T1-11 (20-21), T1-12 (22-23), T1-13 (25), T1-14 (26-27), T1-15 (28), T1-16

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grades 9-10	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
issue to stimulate a thoughtful, well-reasoned exchange of ideas.	<p>(29-30), T1-17 (31), T1-18 (32-34), T1-19 (35-36), T1-21 (38-39), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-28 (51-53), T1-29 (54-56), T1-30 (58)</p> <p>Section 2: T2-1 (68-69), T2-2 (70-71), T2-3 (72), T2-4 (73-74), T2-5 (75-76), T2-6 (77-78), T2-8 (82-83), T2-12 (90-91), T2-13 (93-94), T2-14 (95-96), T2-15 (97), T2-16 (98-99), T2-17 (100-102), T2-19 (106-107), T2-20 (108), T2-21 (109-110), T2-22 (111-112), T2-23 (113), T2-24 (114-115), T2-25 (116-117), T2-26 (118-119), T2-27 (121-122), T2-28 (123-124), T2-29 (125-126), T2-30 (127-128), T2-31 (129-130), T2-33 (133-134), T2-34 (135-136), T2-35 (137), T2-37 (142-143), T2-38 (144-145), T2-39 (146), T2-40 (147-149)</p> <p>Section 3: T3-1 (159-160), T3-2 (161-163), T3-3 (165), T3-4 (166-167), T3-6 (170-171), T3-7 (172-175), T3-8 (176-177), T3-9 (178-179), T3-10 (180-181), T3-11 (182-183), T3-12 (185-186)</p> <p>Section 4: T4-3 (199-200), T4-4 (201-202), T4-5 (203-205), T4-6 (206-207), T4-7 (208-210), T4-8 (212-213), T4-9 (214-215), T4-10 (216-217), T4-11 (218-221), T4-12 (222-223), T4-13 (224-226), T4-14 (228), T4-16 (231-132), T4-18 (235-236), T4-19 (237-238), T4-20 (239-240), T4-22 (244-245), T4-24 (248-249), T4-26 (252-254), T4-27 (256), T4-28 (257-258), T4-29 (259-260), T4-30 (262-263), T4-31 (264-265), T4-32 (266-267), T4-35 (273-274), T4-37 (277-278), T4-38 (279), T4-39 (280-282), T4-46 (295-296), T4-47 (297-298), T4-48 (299-301), T4-49 (302-303), T4-50 (304-305)</p> <p>Section 5: T5-2 (323-325), T5-4 (328-329), T5-7 (334-336), T5-8 (338-339), T5-9 (340), T5-10 (341-342), T5-11 (343-345), T5-13 (348-349), T5-14 (350), T5-15 (351-352), T5-16 (353-354), T5-17 (355-356), T5-20 (361-363), T5-21 (364-366), T5-23 (369), T5-24 (370-371), T5-27 (377-378), T5-29 (381-382), T5-30 (383-385), T5-34 (392-393), T5-36 (396-397), T5-37 (398-399), T5-38 (400-401)</p> <p>Section 6: T6-1 (413-414), T6-3 (416-417), T6-8 (424-425), T6-10 (427-428), T6-13 (432-433), T6-14 (434-435), T6-15 (436-438), T6-16 (439), T6-17 (440-441), T6-18 (442-443), T6-19 (444-445), T6-20 (446-447), T6-21 (448-449), T6-22 (450-451), T6-24 (453-454), T6-26 (458), T6-27 (459-460), T6-31 (467-469), T6-38 (483-485), T6-39 (486-487)</p> <p>Section 7: T7-1 (501-502), T7-2 (503-505), T7-4 (508-509), T7-5 (510-511), T7-6 (512-513), T7-8 (516), T7-12 (524-525), T7-14 (529-530), T7-15 (531-532)</p> <p>Section 8: T8-13 (570-571)</p> <p>Section 9: T9-2 (594-595), T9-4 (597-598), T9-5 (599-601), T9-6 (602), T9-8 (605-609), T9-9 (610-614), T9-10 (615-616)</p>

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grades 9-10	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Section 2: T2-7 (79-81) Section 8: T8-17 (577-578), T8-18 (579-580), T8-19 (581-582), T8-21 (585-586)
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Section 2: T2-7 (79-81), T2-11 (88-89) Section 4: T4-34 (271-272) Section 5: T5-26 (375-376) Section 6: T6-29 (464-465) Section 7: T7-9 (517-518) Section 8: T8-12 (568-569), T8-15 (573-574), T8-16 (575-576), T8-17 (577-578), T8-18 (579-580), T8-19 (581-582), T8-21 (585-586)
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Section 4: T4-32 (266-267) Section 8: T8-2 (549-550), T8-5 (554-555), T8-6 (556-557), T8-8 (560-561), T8-10 (564-565), T8-11 (566-567), T8-15 (573-574), T8-20 (584)
ELAGSE9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Section 5: T5-12 (347) Section 7: T7-6 (512-513), T7-7 (514-515), T7-8 (516), T7-9 (517-518) Section 8: T8-14 (572), T8-16 (575-576)
ELAGSE9-10SL3: Evaluate and/or reflect on a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Section 1: T2-7 (79-81), T2-11 (88-89) Section 4: T4-5 (203-205), T4-17 (233-234) Section 5: T5-1 (321-322), T5-6 (332-333) Section 8: T8-15 (573-574), T8-16 (575-576), T8-17 (577-578), T8-18 (579-580), T8-19 (581-582), T8-20 (584), T8-21 (585-586)
<i>Presentation of Knowledge and Ideas</i>	
ELAGSE9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Section 8: T8-1 (548), T8-2 (549-550), T8-3 (551-552), T8-4 (553), T8-6 (556-557), T8-7 (559), T8-8 (560-561), T8-9 (562-563), T8-10 (564-565), T8-11 (566-567), T8-13 (570-571), T8-14 (572), T8-20 (584)
ELAGSE9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Section 4: T4-32 (266-267) Section 8: T8-2 (549-550), T8-5 (554-555), T8-6 (556-557), T8-8 (560-561), T8-10 (564-565), T8-11 (566-567), T8-15 (573-574), T8-20 (584)
ELAGSE9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language Standards 1 and 3 for specific expectations.)	Section 2: T2-11 (88-89) Section 8: S8-1 (548), T8-2 (549-550), T8-4 (553), T8-5 (554-555), T8-7 (559), T8-8 (560-561), T8-9 (562-563), T8-10 (564-565), T8-11 (566-567), T8-12 (568-569), T8-14 (572)
Language	
<i>Conventions in Standard English</i>	
ELAGSE9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Use parallel structure.	Section 2: T2-34 (135-136)
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Section 2: T2-29 (125-126), T2-30 (127-128)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grades 9-10	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
ELAGSE9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Section 2: T2-38 (144-145)
b. Use a colon to introduce a list or quotation.	Section 2: T2-36 (138-141) , T2-38 (144-145)
c. Spell correctly.	Section 2: T2-40 (147-149) Section 4: T4-39 (280-282) Section 5: T5-30 (383-385) Section 6: T6-31 (467-460)
d. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	Section 1: T1-31 (59-62) Section 2: T2-11 (88-90); T2-12 (90-91); T2-13 (93-94); T2-16 (98-100); T2-36 (138-141); T2-37 (142-143); T2-39 (146-147); T2-41 (151-154) Section 4: T4-21 (241-242); T4-52 (310-313) Section 5: T5-16 (353-355); T5-39 (403-406) Section 6: T6-16 (439-440); T6-23 (452-453); T6-40 (489-492); T6-41 (493-496) Section 7: T7-13 (527-528); T7-17 (535-538)
<i>Knowledge of Language</i>	
ELAGSE9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to write and edit so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.	Section 2: T2-34 (135-136), T2-36 (138-141), T2-37 (142-143), T2-38 (144-145), T2-39 (146) Section 4: T4-21 (241-242), T4-39 (280-282) Section 5: T5-16 (353-355), 5-30 (383-385) Section 6: T6-31 (467-460) Section 7: T7-13 (527-528), T7-16 (533-534)
<i>Vocabulary Acquisition and Use</i>	
ELAGSE9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Section 1: T1-17 (31), T1-23 (43-44), T1-24 (45-46), T1-25 (46-47) Section 3: T3-7 (172-175), T3-10 (180-181), T3-12 (185-186) Section 4: T4-16 (231-132), T4-20 (239-240) Section 6: T6-13 (432-433)
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	Section 3: T3-8 (176-177), T3-9 (178-179), T3-12 (185-186)
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Section 2: T2-11 (88-89) Section 3: T3-1 (159-160), T3-2 (161-163), T3-3 (165), T3-4 (166-167), T3-5 (168-169), T3-6 (170-171)
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Section 3: T3-1 (159-160), T3-5 (168-169), T3-6 (170-171), T3-7 (172-175), T3-9 (178-179)
ELAGSE9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Section 3: T3-10 (180-181), T3-12 (185-186) Section 6: T6-19 (444-445), T6-38 (483-485)
b. Analyze nuances in the meaning of words with similar denotations.	Section 3: T3-2 (161-163), T3-11 (182-183), T3-12 (185-186)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grades 9-10	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
	Section 6: T6-13 (432-433)
ELAGSE9-10L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>Section 1: T1-20 (37), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-31 (59-62)</p> <p>Section 2: T2-1 (68-69), T2-14 (95-96), T2-27 (121-122), T2-28 (123-124), T2-29 (125-126), T2-30 (127-128), T2-31 (129-130), T2-32 (131-132), T2-33 (133-134), T2-34 (135-136), T2-35 (137), T2-36 (138-141), T2-39 (146), T2-41 (151-154)</p> <p>Section 3: T3-1 (159-160), T3-2 (161-163), T3-3 (165), T3-5 (168-169), T3-6 (170-171), T3-8 (176-177), T3-9 (178-179), T3-10 (180-181), T3-11 (182-183), T3-12 (185-186)</p> <p>Section 4: T4-9 (214-215), T4-16 (231-232), T4-20 (239-240), T4-26 (252-254), T4-35 (273-274), T4-36 (275-276), T4-38 (279), T4-40 (284-285), T4-47 (297-298), T4-48 (299-301), T4-49 (302-303), T4-50 (304-305), T4-51 (306-308), T4-52 (310-314)</p> <p>Section 5: T5-1 (321-322), T5-9 (340), T5-12 (347), T5-27 (377-378), T5-28 (379-380), T5-36 (396-397), T5-38 (400-401), T5-39 (403-406)</p> <p>Section 6: T6-3 (416-417), T6-8 (424-425), T6-12 (431), T6-13 (432-433), T6-17 (440-441), T6-19 (444-445), T6-21 (448-449), T6-24 (453-454), T6-25 (455-457), T6-33 (473-474), T6-38 (483-485), T6-39 (486-487), T6-40 (489-492), T6-41 (493-496)</p> <p>Section 7: T7-6 (512-513), T7-7 (514-515), T7-11 (522-523), T7-14 (529-530), T7-15 (531-534)</p> <p>Section 8: T8-9 (562-563), T8-11 (566-567), T8-14 (572), T8-18 (579-580)</p>

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grades 11-12	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
Reading Literary	
<i>Key Ideas and Details</i>	
ELAGSE11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.	Section 1: T1-1 (6), T1-2 (7-8), T1-3 (9), T1-5 (11-12), T1-6 (13), T1-8 (15-16), T1-12 (22-23), T1-15 (28), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-29 (54-56), T1-30 (58) Section 5: T5-35 (394-395) Section 6: T6-1 (413-414), T6-8 (424-425)
ELAGSE11-12RL2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Section 1: T1-1 (6), T1-3 (9), T1-6 (13), T1-9 (17-18), T1-21 (38-39), T1-26 (48), T1-27 (49-50), T1-29 (54-56) Section 5: T5-35 (394-395) Section 6: T6-32 (471-472), T6-33 (473-474), T6-39 (486-487)
ELAGSE11-12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Section 1: T1-1 (6), T1-15 (28), T1-20 (37), T1-26 (48) Section 6: T6-19 (444-445)
<i>Craft and Structure</i>	
ELAGSE11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Section 1: T1-23 (43-44), T1-26 (48), T1-27 (49-50) Section 3: T3-10 (180-181), T3-12 (185-186) Section 5: T5-35 (394-395) Section 6: T6-13 (432-433), T6-21 (448-449)
ELAGSE11-12RL5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Section 1: T1-27 (49-50), T1-28 (51-53), T1-29 (54-56) Section 6: T6-8 (424-425), T6-17 (440-441), T6-20 (446-447), T6-25 (455-457)
ELAGSE11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Section 1: T1-25 (46-47), T1-26 (48), T1-29 (54-56) Section 5: T5-15 (351-352) Section 8: T8-14 (572), T8-15 (573-574)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE11-12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	
ELAGSE11-12RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works (of American literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.	Section 1: T1-29 (54-56) Section 8: T8-14 (572-574)
<i>Range and Level of Text Complexity</i>	
ELAGSE11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	Section 1: T1-1 (6), T1-2 (7-8), T1-3 (9), T1-5 (11-12), T1-6 (13), T1-8 (15-16), T1-12 (22-23), T1-15 (28), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23 (43-44), T1-24

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grades 11-12	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	(45), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-29 (54-56), T1-30 (58) Section 5: T5-35 (394-395) Section 6: T6-1 (413-414), T6-8 (424-425)
Reading Informational	
<i>Key Ideas and Details</i>	
ELAGSE11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.	Section 1: T1-1 (6), T1-2 (7-8), T1-4 (10), T1-5 (11-12), T1-6 (13), T1-7 (14), T1-8 (15-16), T1-13 (25), T1-14 (26-27), T1-15 (28), T1-16 (29-30), T1-17 (31), T1-18 (32-34), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-28 (51-53), T1-29 (54-56), T1-30 (58) Section 4: T4-18 (235-236) Section 5: T5-12 (347) Section 6: T6-1 (413-414)
ELAGSE11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Section 1: T1-1 (6), T1-6 (13), T1-7 (14), T1-9 (17-18), T1-10 (19), T1-11 (20-21), T1-12 (22-23), T1-13 (25), T1-14 (26-27), T1-17 (31), T1-18 (32-34), T1-19 (35-36), T1-21 (38-39), T1-24 (45), T1-25 (46-47), T1-28 (51-53), T1-31 (59-62) Section 4: T4-5 (203-205) Section 5: T5-6 (332-333) Section 7: T7-2 (503-505), T7-14 (529-530), T7-15 (531-532)
ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Section 1: T1-1 (6), T1-6 (13), T1-7 (14-15), T1-12 (22-23), T1-13 (25), T1-14 (26-27), T1-15 (28), T1-16 (29-30), T1-17 (31), T1-18 (32-34), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-28 (51-53), T1-29 (54-56), T1-30 (58), T1-31 (59-62) Section 4: 4-1 (194-195), T4-2 (196-198), T4-6 (206-207), T4-22 (244-245), T4-23 (246-247), T4-24 (248-249), T4-25 (250-251), T4-26 (252-254), T4-29 (259-260), T4-30 (262-263), T4-45 (293-295), T4-48 (299-301) Section 5: T5-2 (323-324), T5-3 (326-327), T5-7 (334-336) Section 6: T6-2 (415), T6-24 (453-454), T6-25 (455-457), T6-37 (482) Section 7: T7-2 (503-505), T7-14 (529-530), T7-15 (531-532)
<i>Craft and Structure</i>	
ELAGSE11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	Section 1: T1-17 (31), T1-23 (43-44), T1-24 (45-46), T1-25 (46-47) Section 3: T3-7 (172-175), T3-10 (180-181), T3-12 (185-186) Section 4: T4-16 (231-132), T4-20 (239-240) Section 6: T6-13 (432-433)
ELAGSE11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Section 1: T1-28 (51-53) Section 5: T5-14 (350), T5-15 (351-352), T5-22 (367-368), T5-31 (387-388), T5-32 (389-390), T5-33 (391), T5-36 (396-397)
ELAGSE11-12RI6: Determine an author’s point of view or purpose in	Section 1: T1-25 (46-47), T1-29 (54-56)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grades 11-12	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Section 5: T5-15 (351-352) Section 8: T8-14 (572), T8-15 (573-574)
<i>Integration of Knowledge and Ideas</i>	
ELAGSE11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
ELAGSE11-12RI8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	Section 1: T1-24 (45), T1-25 (46-47) Section 4: T4-17 (233-234), T4-18 (235-236) Section 5: T5-13 (348-49), T5-14 (350), T5-15 (351-352), T5-22 (367-368)
ELAGSE11-12RI9: Analyze foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance.	Section 1: T1-29 (54-56) Section 8: T8-14 (572-574)
<i>Range Of Reading and Level of Text Complexity</i>	
ELAGSE11-12RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction in the grades 11–CCR text complexity band independently and proficiently.	Section 1: T1-1 (6), T1-2 (7-8), T1-3 (9), T1-5 (11-12), T1-6 (13), T1-8 (15-16), T1-12 (22-23), T1-15 (28), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-29 (54-56), T1-30 (58) Section 5: T5-35 (394-395) Section 6: T6-1 (413-414), T6-8 (424-425)
Writing	
<i>Text Types and Purposes</i>	
ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Section 5: T5-1 (321-322), T5-8 338-339), T5-11 (543-545), T5-17 (355-356)
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.	Section 5: T5-13 (348-349), T5-14 (350), T5-15 (351-352), T5-16 (353-354), T5-17 (355-356)
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Section 5: T5-6 (332-333), T5-7 (334-336)
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Section 5: T5-27 (377-378)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grades 11-12	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
e. Provide a concluding statement or section that follows from and supports the argument presented.	Section 5: T5-22 (367-368), T5-23 (369), T5-24 (370-371)
ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Section 4: T4-8 (212-213), T4-9 (214-215), T4-10 (216-217)
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Section 4: T4-14 (228), T4-15 (229-230), T4-16 (231-232), T4-17 (233-234), T4-18 (235-236), T4-19 (237-238), T4-20 (239-240), T4-21 (241-242)
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Section 4: T4-22 (244-245), T4-23 (246-247), T4-24 (248-249), T4-25 (250-251), T4-26 (252-254)
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Section 4: T4-20 (239-240), T4-26 (275-276)
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Section 4: T4-35 (273-274)
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259-260)
ELAGSE11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Section 6: T6-12 (431), T6-14 (434-435), T6-15 (436-437), T6-24 (453-454), T6-25 (455-457)
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Section 6: T6-9 (426), T6-10 (427-428), T6-16 (439), T6-17 (440-441), T6-18 (442-443), T6-20 (446-447),
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	Section 6: T6-18 (442-443), T6-24 (453-454), T6-25 (455-457)
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Section 6: T6-16 (439), T6-19 (444-445), T6-21 (448-449), T6-30 (466)
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Section 6: T6-26 (458), T6-27 (459-460)
Production and Distribution of Writing	
ELAGSE11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Section 1: T1-19 (35-36), T1-20 (37), T1-31 (59-62) Section 2: T2-2 (70-71), T2-3 (72), T2-4 (73-74), T2-5 (75-76), T2-6 (77-79), T2-7 (79-81), T2-8 (82-83), T2-9 (84-85), T2-16 (98-99), T2-17 (100-102), T2-19 (106-107), T2-20 (108), T2-21 (109-110), T2-22 (111-112), T2-

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grades 11-12	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
	<p>25 (116-117), T2-35 (137), T2-36 (138-141), T2-41 (151-154)</p> <p>Section 4: T4-10 (216-217), T4-14 (228), T4-15 (229-230), T4-16 (231-232), T4-17 (233-234), T4-20 (239-240), T4-27 (256), T4-28 (257-258), T4-29 (259-260), T4-33 (269-270), T4-34 (271-272), T4-35 (273-274), T4-40 (284-285), T4-41 (286-287), T4-42 (288), T4-43 (289-290), T4-44 (291-292), T4-45 (293-294), T4-46 (295-296), T4-47 (297-298), T4-48 (299-301), T4-49 (302-303)</p> <p>Section 5: T5-22 (367-368), T5-25 (373-374), T5-26 (375-376), T5-27 (377-378), T5-31 (387-388), 5-32 (389-390), 5-33 (391), 5-34 (392-393), 5-35 (394-395), 5-36 (396-397), 5-37 (398-399), 5-38 (400-401), 5-39 (403-406)</p> <p>Section 6: T6-3 (416-417), T6-5 (419-420), T6-6 (421-422), T6-7 (423), T6-21 (448-449), T6-22 (450-451), T6-23 (452), T6-28 (461-463), T6-29 (464-465), T6-32 (471-472), T6-33 (473-474), T6-34 (475-476), T6-35 (477-478), T6-36 (479-480), T6-37 (482), T6-40 (489-492), T6-41 (493-496)</p> <p>Section 7: T7-1 (501-502), T7-2 (503-505), T7-3 (506-507), T7-5 (510-511), T7-16 (533-534), T7-18 (540-542)</p> <p>Section 9: T9-1 (592-593), T9-4 (597-598), T9-5 (599-601), T9-6 (602), T9-7 (603-604), T9-9 (610-614), T9-10 (615-616), T9-11 (617)</p>
<p>ELAGSE11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p>	<p>Section 2: T2-3 (72), T2-4 (73-74), T2-5 (75-76), T2-6 (77-78), T2-7 (79-81), T2-12 (90-91), T2-13 (93-94), T2-14 (95-96), T2-15 (97), T2-18 (103-104), T2-19 (106-107), T2-20 (108), T2-21 (109-110), T2-22 (111-112), T2-23 (113), T2-24 (114-115), T2-25 (116-117), T2-26 (118-119), T2-31 (129-130), T2-35 (137), T2-40 (147-149)</p> <p>Section 4: T4-4 (201-202), T4-5 (203-205), T4-6 (206-207), T4-7 (208-210), T4-9 (214-215), T4-11 (218-221), T4-12 (222-223), T4-13 (224-226), T4-14 (228), T4-15 (229-230), T4-16 (231-232), T4-18 (235-236), T4-19 (237-238), T4-20 (239-240), T4-21 (241-243), T4-22 (244-245), T4-23 (246-247), T4-24 (248-249), T4-25 (250-251), T4-26 (252-254), T4-27 (256), T4-28 (257-258), T4-29 (259-260), T4-33 (269-270), T4-34 (271-272), T4-35 (273-274), T4-36 (275-276), T4-37 (277-278), T4-38 (279), T4-39 (280-282)</p> <p>Section 5: T5-5 (330-331), T5-6 (332-333), T5-7 (334-336), T5-8 (338-339), T5-9 (340), T5-10 (341-342), T5-11 (343-345), T5-12 (347), T5-13 (348-349), T5-14 (350), T5-15 (351-352), T5-16 (353-354), T5-17 (355-356), T5-18 (358-359), T5-20 (361-363), T5-21 (364-366), T5-22 (367-368), T5-23 (369), T5-25 (373-374), T5-26 (375-376), T5-27 (377-378), T5-28 (379-380), T5-29 (381-382), T5-30 (383-385)</p>

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grades 11-12	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
	<p>Section 6: T6-4 (418), T6-5 (419-420), T6-6 (421-422), T6-7 (423), T6-8 (424-425), T6-9 (426), T6-10 (427-428), T6-12 (431), T6-13 (432-433), T6-14 (434-435), T6-15 (436-437), T6-16 (439), T6-17 (440-441), T6-18 (442-443), T6-19 (444-445), T6-20 (446-447), T6-21 (448-449), T6-22 (450-451), T6-23 (452), T6-24 (453-454), T6-25 (455-456), T6-26 (458), T6-27 (459-460), T6-28 (461-463), T6-29 (464-465), T6-30 (466), T6-31 (467-469), T6-33 (473-474), T6-34 (475-476), T6-36 (479-480)</p> <p>Section 7: T7-3 (506-507), T7-4 (508-509), T7-5 (510-511), T7-12 (524-525), T7-16 (533-534), T7-17 (535-538)</p> <p>Section 9: T9-5 (599-601), T9-6 (602), T9-7 (603-604), T9-8 (605-609), T9-12 (618-620)</p>
ELAGSE11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<p>Section 2: T2-8 (82-83), T2-9 (84-85), T2-10 (86-87)</p> <p>Section 6: T6-35 (477-478)</p> <p>Section 7: T7-3 (506-507), T7-16 (533-534), T7-17 (535-538)</p> <p>Section 9: T9-11 (617)</p>
<i>Research to Build and Present Knowledge</i>	
ELAGSE11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p>Section 7: T7-1 (501-502), T7-2 (503-505), T7-3 (506-507), T7-4 (508-509), T7-5 (510-511), T7-10 (519-521), T7-11 (522-523), T7-14 (529-530), T7-17 (535-537), T7-18 (540-542)</p>
ELAGSE11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.	<p>Section 2: T2-36 (138-141)</p> <p>Section 4: T4-17 (233-236), T4-21 (241-242), T4-32 (266-267)</p> <p>Section 5: T5-16 (353-354)</p> <p>Section 7: T7-3 (506-507), T7-4 (508-510), T7-6 (512-513), T7-7 (514-515), T7-8 (516), T7-9 (517-518), T7-10 (519-521), T7-11 (522-525), T7-13 (527-528), T7-14 (529-530), T7-15 (531-532), T7-16 (533-534), T7-18 (540-542)</p> <p>Section 8: T8-6 (556-557)</p>
ELAGSE11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	<p>Section 1: T1-1 (6), T1-2 (7-8), T1-5 (11-12), T1-6 (13), (19), T1-7 (20-21), T1-13 (25), T1-16 (29-30), T1-18 (32-34), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-26 (48-); T1-27 (49-); T1-29 (54-56)</p> <p>Section 4: T4-21 (241-242)</p>
b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	<p>Section 1: T1-1 (6), T1-2 (7-8), T1-5 (11-12), T1-6 (13), (19), T1-7 (20-21), T1-13 (25), T1-16 (29-30), T1-18 (32-34), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-29 (54-56)</p> <p>Section 4: T4-21 (241-242)</p> <p>Section 5: T5-16 (353-354), T5-35 (394-395)</p>
<i>Range of Writing</i>	
ELAGSE11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a	<p>Section 2: T2-41 (151-154)</p> <p>Section 4: T4-52 (310-314)</p> <p>Section 5: T5-36 (396-397), T5-39 (403-406)</p>

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grades 11-12	Strategy (and Page Number) in <i>Step Up to Writing</i> ® Where Standard is Addressed
single sitting or a day or two) for a range of tasks, purposes, and audiences.	<p>Section 6: T6-35 (477-478), T6-38 (483-485), T6-39 (486-487), T6-40 (489-492), T6-41 (493-496)</p> <p>Section 7: T7-3 (506-507), T7-18 (540-541)</p> <p>Section 9: T9-1 (592-593), T9-2 (594-595), T9-3 (596), T9-4 (597-598), T9-5 (599-601), T9-6 (602), T9-7 (603-604)</p>
Speaking and Listening	
Comprehension and Collaboration	
<p>ELAGSE11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>	
<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>Section 1: T1-3 (9), T1-4 (10), T1-5 (11-12), T1-6 (13), T1-7 (14), T1-8 (15-16), T1-10 (19), T1-11 (20-21), T1-12 (22-23), T1-13 (25), T1-14 (26-27), T1-15 (28), T1-16 (29-30), T1-17 (31), T1-18 (32-34), T1-19 (35-36), T1-21 (38-39), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-28 (51-53), T1-29 (54-56), T1-30 (58)</p> <p>Section 2: T2-1 (68-69), T2-2 (70-71), T2-3 (72), T2-4 (73-74), T2-5 (75-76), T2-6 (77-78), T2-8 (82-83), T2-12 (90-91), T2-13 (93-94), T2-14 (95-96), T2-15 (97), T2-16 (98-99), T2-17 (100-102), T2-19 (106-107), T2-20 (108), T2-21 (109-110), T2-22 (111-112), T2-23 (113), T2-24 (114-115), T2-25 (116-117), T2-26 (118-119), T2-27 (121-122), T2-28 (123-124), T2-29 (125-126), T2-30 (127-128), T2-31 (129-130), T2-33 (133-134), T2-34 (135-136), T2-35 (137), T2-37 (142-143), T2-38 (144-145), T2-39 (146), T2-40 (147-149)</p> <p>Section 3: T3-1 (159-160), T3-2 (161-163), T3-3 (165), T3-4 (166-167), T3-6 (170-171), T3-7 (172-175), T3-8 (176-177), T3-9 (178-179), T3-10 (180-181), T3-11 (182-183), T3-12 (185-186)</p> <p>Section 4: T4-3 (199-200), T4-4 (201-202), T4-5 (203-205), T4-6 (206-207), T4-7 (208-210), T4-8 (212-213), T4-9 (214-215), T4-10 (216-217), T4-11 (218-221), T4-12 (222-223), T4-13 (224-226), T4-14 (228), T4-16 (231-132), T4-18 (235-236), T4-19 (237-238), T4-20 (239-240), T4-22 (244-245), T4-24 (248-249), T4-26 (252-254), T4-27 (256), T4-28 (257-258), T4-29 (259-260), T4-30 (262-263), T4-31 (264-265), T4-32 (266-267), T4-35 (273-274), T4-37 (277-278), T4-38 (279), T4-39 (280-282), T4-46 (295-296), T4-47 (297-298), T4-48 (299-301), T4-49 (302-303), T4-50 (304-305)</p> <p>Section 5: T5-2 (323-325), T5-4 (328-329), T5-7 (334-336), T5-8 (338-339), T5-9 (340), T5-10 (341-342), T5-11 (343-345), T5-13 (348-349), T5-14 (350), T5-15 (351-352), T5-16 (353-354), T5-17 (355-356), T5-20 (361-363), T5-21 (364-366), T5-23 (369), T5-24 (370-371), T5-27 (377-378), T5-29 (381-382), T5-30 (383-385), T5-34 (392-393), T5-36 (396-397), T5-37 (398-399), T5-38 (400-401)</p>

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grades 11-12	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
	<p>Section 6: T6-1 (413-414), T6-3 (416-417), T6-8 (424-425), T6-10 (427-428), T6-13 (432-433), T6-14 (434-435), T6-15 (436-438), T6-16 (439), T6-17 (440-441), T6-18 (442-443), T6-19 (444-445), T6-20 (446-447), T6-21 (448-449), T6-22 (450-451), T6-24 (453-454), T6-26 (458), T6-27 (459-460), T6-31 (467-469), 483-485, T6-39 (486-487)</p> <p>Section 7: T7-1 (501-502), T7-2 (503-505), T7-4 (508-509), T7-5 (510-511), T7-6 (512-513), T7-8 (516), T7-12 (524-525), T7-14 (529-530), T7-15 (531-532)</p> <p>Section 8: T8-13 (570-571)</p> <p>Section 9: T9-2 (594-595), T9-4 (597-598), T9-5 (599-601), T9-6 (602), T9-8 (605-609), T9-9 (610-614), T9-10 (615-616)</p>
b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	<p>Section 2: T2-7 (79-81)</p> <p>Section 8: T8-17 (577-578), T8-18 (579-580), T8-19 (581-582), T8-21 (585-586)</p>
c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	<p>Section 1: T2-7 (79-81), T2-11 (88-89)</p> <p>Section 4: T4-34 (271-272)</p> <p>Section 5: T5-26 (375-376)</p> <p>Section 6: T6-29 (464-465)</p> <p>Section 7: T7-9 (517-518)</p> <p>Section 8: T8-12 (568-569), T8-15 (573-574), T8-16 (575-576), T8-17 (577-578), T8-18 (579-580), T8-19 (581-582), T8-21 (585-586)</p>
d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	<p>Section 4: T4-32 (266-267)</p> <p>Section 8: T8-2 (549-550), T8-5 (554-555), T8-6 (556-557), T8-8 (560-561), T8-10 (564-565), T8-11 (566-567), T8-15 (573-574), T8-20 (584)</p>
ELAGSE11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<p>Section 5: T5-12 (347)</p> <p>Section 7: T7-6 (512-513), T7-7 (514-515), T7-8 (516), T7-9 (517-518)</p> <p>Section 8: T8-14 (572), T8-16 (575-576)</p>
ELAGSE11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<p>Section 1: T2-7 (79-81), T2-11 (88-89)</p> <p>Section 4: T4-5 (203-205), T4-17 (233-234)</p> <p>Section 5: T5-1 (321-322), T5-6 (332-333)</p> <p>Section 8: T8-15 (573-574), T8-16 (575-576), T8-17 (577-578), T8-18 (579-580), T8-19 (581-582), T8-20 (584), T8-21 (585-586)</p>
<i>Presentation of Knowledge and Ideas</i>	
ELAGSE11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	<p>Section 8: T8-1 (548), T8-2 (549-550), T8-3 (551-552), T8-4 (553), T8-6 (556-557), T8-7 (559), T8-8 (560-561), T8-9 (562-563), T8-10 (564-565), T8-11 (566-567), T8-13 (570-571), T8-14 (572), T8-20 (584)</p>
ELAGSE11-12SL5: Make strategic use of digital media (e.g., textual,	Section 4: T4-32 (266-267)

**Step Up to Writing[®], Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)**

Georgia Standards of Excellence for Grades 11-12	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Section 8: T8-2 (549-550), 5T1-29 (54-56) 5, T8-6 (556-557), T8-8 (560-561), T8-10 (564-565), T8-11 (566-567), T8-15 (573-574), T8-20 (584)
ELAGSE11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	Section 2: T2-11 (88-89) Section 8: S8-1 (548), T8-2 (549-550), T8-4 (553), T8-5 (554-555), T8-7 (559), T8-8 (560-561), T8-9 (562-563), T8-10 (564-565), T8-11 (566-567), T8-12 (568-569), T8-14 (572)
Language	
<i>Conventions of Standard English</i>	
ELAGSE11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Section 2: T2-11 (88-89), T2-37 (142-143)
b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i>) as needed.	Section 2: T2-11 (88-89)
ELAGSE11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Observe hyphenation conventions.	Section 2: T2-40 (147-149)
b. Spell correctly.	Section 2: T2-40 (147-149) Section 4: T4-39 (280-282) Section 5: T5-30 (383-385) Section 6: T6-31 (467-460)
c. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	Section 1: T1-31 (59-62) Section 2: T2-11 (88-90); T2-12 (90-91); T2-13 (93-94); T2-16 (98-100); T2-36 (138-141); T2-37 (142-143); T2-39 (146-147); T2-41 (151-154) Section 4: T4-21 (241-242); T4-52 (310-313) Section 5: T5-16 (353-355); T5-39 (403-406) Section 6: T6-16 (439-440); T6-23 (452-453); T6-40 (489-492); T6-41 (493-496) Section 7: T7-13 (527-528); T7-17 (535-538)
<i>Knowledge of Language</i>	
ELAGSE11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
a. Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Section 2: T2-34 (135-136), T2-36 (138-141), T2-37 (142-143), T2-38 (144-145), T2-39 (146) Section 4: T4-21 (241-242), T4-39 (280-282) Section 5: T5-16 (353-355), T5-30 (383-385) Section 6: T6-31 (467-460) Section 7: T7-13 (527-528), T7-16 (533-534)
<i>Vocabulary Acquisition and Use</i>	
ELAGSE11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Section 1: T1-17 (31), T1-23 (43-44), T1-24 (45-46), T1-25 (46-47) Section 3: T3-7 (172-175), T3-10 (180-181), T3-12 (185-186) Section 4: T4-16 (231-132), T4-20 (239-240)

Step Up to Writing®, Grades K-12 correlated to the
Georgia Standards of Excellence for English Language Arts (2015)

Georgia Standards of Excellence for Grades 11-12	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
	Section 6: T6-13 (432-433)
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>).	Section 3: T3-8 (176-177), T3-9 (178-179), T3-12 (185-186)
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	Section 2: T2-11 (88-89) Section 3: T3-1 (159-160), T3-2 (161-163), T3-3 (165), T3-4 (166-167), T3-5 (168-169), T3-6 (170-171)
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Section 3: T3-1 (159-160), T3-5 (168-169), T3-6 (170-171), T3-7 (172-175), T3-9 (178-179)
ELAGSE11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	Section 3: T3-10 (180-181), T3-12 (185-186) Section 6: T6-19 (444-445), T6-38 (483-485)
b. Analyze nuances in the meaning of words with similar denotations.	Section 3: T3-2 (161-163), T3-11 (182-183), T3-12 (185-186) Section 6: T6-13 (432-433)
ELAGSE11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Section 1: T1-20 (37), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-31 (59-62) Section 2: T2-1 (68-69), T2-14 (95-96), T2-27 (121-122), T2-28 (123-124), T2-29 (125-126), T2-30 (127-128), T2-31 (129-130), T2-32 (131-132), T2-33 (133-134), T2-34 (135-136), T2-35 (137), T2-36 (138-141), T2-39 (146), T2-41 (151-154) Section 3: T3-1 (159-160), T3-2 (161-163), T3-3 (165), T3-5 (168-169), T3-6 (170-171), T3-8 (176-177), T3-9 (178-179), T3-10 (180-181), T3-11 (182-183), T3-12 (185-186) Section 4: T4-9 (214-215), T4-16 (231-232), T4-20 (239-240), T4-26 (252-254), T4-35 (273-274), T4-36 (275-276), T4-38 (279), T4-40 (284-285), T4-47 (297-298), T4-48 (299-301), T4-49 (302-303), T4-50 (304-305), T4-51 (306-308), T4-52 (310-314) Section 5: T5-1 (321-322), T5-9 (340), T5-12 (347), T5-27 (377-378), T5-28 (379-380), T5-36 (396-397), T5-38 (400-401), T5-39 (403-406) Section 6: T6-3 (416-417), T6-8 (424-425), T6-12 (431), T6-13 (432-433), T6-17 (440-441), T6-19 (444-445), T6-21 (448-449), T6-24 (453-454), T6-25 (455-457), T6-33 (473-474), T6-38 (483-485), T6-39 (486-487), T6-40 (489-492), T6-41 (493-496) Section 7: T7-6 (512-513), T7-7 (514-515), T7-11 (522-523), T7-14 (529-530), T7-15 (531-534) Section 8: T8-9 (562-563), T8-11 (566-567), T8-14 (572), T8-18 (579-580)