

GRADES K-2

Step Up
to Writing®



CC
SS

Step Up to Writing, Grades K-2

Correlated to the Common Core State Standards

October 2015

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE K CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
Reading - Literature	
1. With prompting and support, ask and answer questions about key details in a text. RL.K.1	Section 1: B1-3 (11-13), B1-5 (15-17), B1-6 (17-19), B1-7 (20-21), B1-11 (27-29), B1-23 (52-53), B1-24 (54-56), B1-27 (61-63), B1-31 (70-72), B1-34 (78-79), B1-36 (81-83), B1-37 (84-85), B1-38 (86-87), B1-41 (92-93), B1-42 (94-96), B1-43 (96-97), B1-44 (97-98) Section 6: B6-1 (449-451), B6-2 (451-453), B6-11 (469-470), B6-18 (484-485), B6-19 (486-487), B6-20 (488-490), B6-21 (490-492) Section 8: B8-10 (581-583) Section 9: B9-3 (612-615)
2. With prompting and support, retell familiar stories, including key details. RL.K.2	Section 1: B1-7 (20-21), B1-12 (29-30), B1-28 (64-66), B1-29 (66-68), B1-31 (70-72), B1-32 (73-74), B1-33 (74-76), B1-39 (87-89), B1-41 (92-93), B1-42 (94-96), B1-43 (96-97), B1-46 (102-105) Section 6: B6-20 (488-490), B6-21 (490-492), B6-25 (500-502) Section 8: B8-10 (581-583)
3. With prompting and support, identify characters, settings, and major events in a story. RL.K.3	Section 1: B1-10 (25-26), B1-12 (29-30), B1-13 (31-32), B1-23 (52-53), B1-27 (61-63), B1-28 (64-66), B1-29 (66-68), B1-30 (68-70), B1-31 (70-72), B1-32 (73-74), B1-40 (89-91), B1-41 (92-93), B1-43 (96-97) Section 6: B6-18 (484-485), B6-19 (486-487), B6-20 (488-490), B6-21 (490-492), B8-10 (581-583)
4. Ask and answer questions about unknown words in a text. RL.K.4	Section 3: B3-15 (258-261)
5. Recognize common types of texts (e.g., storybooks, poems). RL.K.5	Section 1: B1-2 (9-10) Section 10: B10-13 (662-664)
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.6	Section 1: B1-1 (7-8)
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.7	Section 1: B1-1 (7-8), B1-35 (80-81)
8. (Not applicable to literature) RL.K.8	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9	Section 1: B1-39 (87-89), B1-40 (89-91), B1-3 (11-13)
10. Actively engage in group reading activities with purpose and understanding. RL.K.10	Section 1: B1-9 (24-25), B1-14 (32-34) Section 10: B10-13 (662-664)
Reading - Informational	
1. With prompting and support, ask and answer questions about key details in a text. RI.K.1	Section 1: B1-3 (11-13), B1-5 (15-17), B1-6 (17-19), B1-7 (20-21), B1-11 (27-29), B1-22 (50-51), B1-24 (54-56), B1-25 (56-58), B1-27 (61-63), B1-31 (70-72), B1-34 (78-79),

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE K CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
	B1-36 (81-83), B1-37 (84-85), B1-38 (86-87), B1-41 (92-93), B1-42 (94-96), B1-43 (96-97), B1-44 (97-98) Section 6: B6-1 (449-451), B6-10 (466-468) Section 7: B7-7 (531-533) Section 8: B8-10 (581-583) Section 9: B9-3 (612-615), B9-4 (616-619)
2. With prompting and support, identify the main topic and retell key details of a text. RI.K.2	Section 1: B1-7 (20-21), B1-10 (25-26), B1-12 (29-30), B1-16 (37-38), B1-17 (39-40), B1-18 (40-41), B1-19 (42-43), B1-20 (45-46), B1-21 (47-49), B1-22 (50-51), B1-24 (54-56), B1-25 (56-58), B1-26 (59-61), B1-27 (61-63), B1-28 (64-66), B1-31 (70-72), B1-32 (73-74), B1-33 (74-76), B1-39 (87-89), B1-41 (92-93), B1-43 (96-97), B1-45 (100-102), B1-47 (105-107) 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 (350-352), B4-28 (352-354), B4-31 (362-365), B4-32 (365-366), B4-33 (367-369) Section 5: B5-2 (385-387), B5-6 (394-396), B5-8 (398-400), B5-9 (400-402), B5-13 (411-412), B5-14 (413-415), B5-16 (418-420), B5-17 (421-422), B5-18 (422-424), B5-19 (425-426), B5-20 (427-428), B5-22 (432-434) Section 7: B7-3 (522-524), B7-7 (531-533) Section 8: B8-10 (581-583) Section 10: B9-4 (616-619)
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.3	Section 1: B1-27 (61-63), B1-39 (87-89), B1-43 (96-97) 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 (350-352), B4-28 (352-354) Section 5: B5-14 (413-415), B5-16 (418-420), B5-17 (421-422), 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 (581-583)
4. With prompting and support, ask and answer questions about unknown words in a text. RI.K.4	Section 3: B3-15 (258-261) Section 7: B7-7 (531-533)
5. Identify the front cover, back cover, and title page of a book. RI.K.5	Section 1: B1-1 (7-8) Section 7: B7-7 (531-533)
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.6	Section 1: B1-1 (7-8) Section 7: B7-7 (531-533)
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.7	Section 1: B1-1 (7-8), B1-35 (80-81) Section 4: B4-29 (355-358) Section 7: B7-7 (531-533)

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE K CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
8. With prompting and support, identify the reasons an author gives to support points in a text. RI.K.8	Section 5: B5-2 (385-387), B5-6 (394-396), B5-8 (398-400), B5-9 (400-402), B5-16 (418-420), B5-17 (421-422), B5-18 (422-424)
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedure). RI.K.9	Section 1: B1-39 (87-89) Section 4: B4-19 (331-333), B4-21 (336-337) Section 5: B5-6 (394-396), B5-9 (400-402)
10. Actively engage in group reading activities with purpose and understanding. RI.K.10	Section 1: B1-9 (24-25), B1-14 (32-34)
Reading - Foundational	
1. Demonstrate understanding of the organization and basic features of print. RF.K.1	Section 2: B2-33 (188-190), B2-35 (192-193), B2-43 (207-208) Section 9: B9-1 (608-610)
1a. Follow words from left to right, top to bottom, and page by page. RF.K.1a	Section 1: B1-1 (7-8) Section 2: B2-1 (114-116)
1b. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1b	Section 2: B2-1 (114-116), B2-4 (123-124), B2-5 (124-126), B2-9 (133-134), B2-10 (135-136), B2-11 (137-138), B2-31 (183-185)
1c. Understand that words are separated by spaces in print. RF.K.1c	Section 2: B2-1 (114-116), B2-9 (133-134), B2-11 (137-138), B2-17 (150-152), B2-18 (153-154)
1d. Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1d	Section 2: B2-5 (124-126)
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2	Section 3: B3-4 (234-236) Section 9: B9-1 (608-610)
2a. Recognize and produce rhyming words. RF.K.2a	Section 2: B2-8 (131-133)
2b. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2b	Section 2: B2-31 (183-185)
2c. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2c	Section 2: B2-8 (131-133)
2d. 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/.) RF.K.2d	Section 2: B2-7 (128-130), B2-10 (135-136)
2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.2e	Section 2: B2-8 (131-133)
3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3	Section 9: B9-1 (608-610)
3 a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. RF.K.3a	Section 2: B2-6 (127-128)

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE K CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
3 b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3b	Section 2: B2-7 (128-130)
3 c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). RF.K.3c	Section 2: B2-30 (182-183)
3 d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.3d	Section 2: B2-8 (131-133)
4. Read emergent-reader texts with purpose and understanding. RF.K.4	
Writing	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). W.K.1	Section 2: B2-2 (116-118), B2-45 (211-213) Section 5: B5-1 (383-384), B5-2 (385-387), B5-3 (387-390), B5-4 (390-391), B5-5 (392-394), B5-6 (394-396), B5-7 (396-398), B5-8 (398-400), B5-9 (400-402), B5-10 (403-405), B5-11 (405-408), B5-12 (408-410), B5-13 (411-412), B5-14 (413-415), B5-15 (416-417), B5-16 (418-420), B5-17 (421-422), B5-18 (422-424), B5-19 (425-426), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434), B5-23 (437-441) Section 9: B9-4 (616-619), B9-5 (619-621), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) Section 10: B10-5 (644-646), B10-11 (658-659), B10-14 (665-666), B10-15 (667-669)
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2	Section 1: B1-25 (56-58) Section 2: B2-2 (116-118), B2-45 (211-213) Section 4: B4-1 (287-289), B4-2 (290-293), B4-3 (293-294), B4-4 (295-297), 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 (331-333), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-343), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-352), B4-28 (352-354), B4-29 (355-358), B4-30 (359-362), B4-31 (362-365), B4-32 (365-366), B4-33 (367-369), B4-34 (372-375) Section 7: B7-1 (518-520), B7-2 (520-522), B7-3 (522-524), B7-4 (526-527), B7-5 (528-529), B7-6 (529-530), B7-7 (531-533), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-543), B7-12 (543-545), B7-13 (545-547), B7-14 (547-549), B7-16 (553-555) Section 9: B9-4 (616-619), B9-5 (619-621), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE K CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
	<p>Section 10: B10-1 (636-637), B10-2 (637-639), B10-3 (639-641), B10-4 (641-643), B10-5 (644-646), B10-6 (648-650), B10-7 (650-652), B10-8 (652-653), B10-10 (655-657), B10-14 (665-666), B10-15 (667-669)</p>
<p>3. 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 in which they occurred, and provide a reaction to what happened. W.K.3</p>	<p>Section 2: B2-2 (116-118), B2-45 (211-213) Section 6: B6-1 (449-451), B6-2 (451-453), B6-3 (453-454), B6-4 (455-456), B6-5 (456-458), B6-6 (458-460), B6-7 (460-462), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-473), B6-13 (473-475), B6-14 (475-477), B6-15 (477-478), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-490), B6-21 (490-492), B6-22 (493-494), B6-23 (496-498), B6-24 (498-499), B6-25 (500-502), B6-26 (505-508), B6-27 (509-512) Section 9: B9-4 (616-619), B9-5 (619-621), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) Section 10: B10-14 (665-666), B10-15 (667-669)</p>
<p>4. (Begins in grade 3) W.K.4</p>	
<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.5</p>	<p>Section 2: B2-3 (119-121), B2-14 (144-145), B2-15 (145-147), B2-16 (147-149), B2-17 (150-152), B2-18 (153-154), B2-36 (193-195), B2-37 (195-197), B2-40 (200-201), B2-41 (202-203), B2-42 (204-206), B2-43 (207-208), B2-44 (209-210), B2-45 (211-213), B2-47 (215-216), B2-49 (220-221) Section 3: B3-21 (272-274), B3-22 (274-276) Section 4: B4-2 (290-293), 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 (341-343), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-352), B4-28 (352-354), B4-30 (359-362), B4-31 (362-365), B4-33 (367-369) Section 5: B5-3 (387-390), B5-4 (390-391), B5-5 (392-394), B5-6 (394-396), B5-7 (396-398), B5-9 (400-402), B5-10 (403-405), B5-14 (413-415), B5-17 (421-422), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434) Section 6: B6-5 (456-458), B6-7 (460-462), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-12 (471-473), B6-13 (473-475), B6-14 (475-477), B6-15 (477-478), B6-22 (493-494), B6-23 (496-498), B6-24 (498-499), B6-25 (500-502) Section 7: B7-4 (526-527), B7-5 (528-529), B7-11 (540-543), B7-13 (545-547), B7-14 (547-549) Section 9: B9-8 (626-627), B9-9 (628-630) Section 10: B10-1 (636-637), B10-2 (637-639), B10-3 (639-641), B10-4 (641-643), B10-5 (644-646), B10-9 (654-</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE K CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
	655), B10-10 (655-657), B10-12 (660-662), B10-13 (662-664), B10-15 (667-669)
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.6	<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 (667-669)</p>
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.7	<p>Section 2: B2-44 (209-210)</p> <p>Section 4: B4-31 (362-365)</p> <p>Section 7: B7-1 (518-520), B7-2 (520-522), B7-3 (522-524), B7-4 (526-527), B7-5 (528-529), B7-6 (529-530), B7-7 (531-533), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-543), B7-12 (543-545), B7-15 (549-550), B7-16 (553-555)</p> <p>Section 10: B10-7 (650-652), B10-15 (667-669)</p>
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8	<p>Section 1: B1-9 (24-25), B1-15 (34-36), B1-20 (45-46), B1-21 (47-49), B1-24 (54-56), B1-25 (56-58), B1-26 (59-61), B1-27 (61-63), B1-29 (66-68), B1-45 (100-102)</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 (331-333), B4-20 (333-335), B4-21 (336-337), B4-31 (362-365)</p> <p>Section 5: B5-1 (383-384), B5-4 (390-391), B5-5 (392-394), B5-7 (396-398), B5-8 (398-400), B5-14 (413-415)</p> <p>Section 6: B6-21 (490-492), B6-22 (493-494)</p> <p>Section 7: B7-1 (518-520), B7-2 (520-522), B7-3 (522-524), B7-4 (526-527), B7-5 (528-529), B7-6 (529-530), B7-7 (531-533), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-543), B7-12 (543-545), B7-16 (553-555)</p> <p>Section 9: B9-2 (610-611), B9-5 (619-621), B9-6 (621-624)</p> <p>Section 10: B10-1 (636-637), B10-2 (637-639), B10-3 (639-641), B10-4 (641-643), B10-5 (644-646), B10-7 (650-652), B10-10 (655-657), B10-15 (667-669)</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE K CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
9. (Begins in grade 4) W.K.9	
10. (Begins in grade 3). W.K.10	
Speaking - Listening	
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. S/L.K.1	<p>Section 1: B1-3 (11-13), B1-4 (13-14), B1-5 (15-17), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-14 (32-34), B1-16 (37-38), B1-17 (39-40), B1-18 (40-41), B1-19 (42-43), B1-33 (74-76)</p> <p>Section 2: B2-3 (119-121), B2-14 (144-145), B2-15 (145-147), B2-16 (147-149), B2-19 (155-156), B2-20 (158-159), B2-21 (159-162), B2-22 (162-164), B2-23 (165-167), B2-24 (168-170), B2-25 (170-172), B2-26 (173-174), B2-27 (175-177), B2-28 (177-178), B2-29 (179-181), B2-46 (213-214), B2-49 (220-221), Section 3: B3-1 (228-229), B3-3 (232-234), B3-4 (234-236), B3-5 (238-239), B3-6 (240-241), B3-11 (249-250), B3-12 (251-253), B3-13 (254-256), B3-14 (256-258), B3-18 (265-267), B3-19 (267-270), B3-20 (270-271), B3-21 (272-274), B3-22 (274-276), Section 4: B4-1 (287-289), B4-2 (290-293), B4-3 (293-294), B4-4 (295-297), 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), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-333), B4-20 (333-335), B4-21 (336-337), B4-23 (341-343), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-30 (359-362), B4-31 (362-365), B4-32 (365-366), B4-33 (367-369)</p> <p>Section 5: B5-1 (383-384), B5-3 (387-390), B5-4 (390-391), B5-5 (392-394), B5-6 (394-396), B5-7 (396-398), B5-8 (398-400), B5-9 (400-402), B5-10 (403-405), B5-11 (405-408), B5-12 (408-410), B5-13 (411-412), B5-15 (416-417), B5-17 (421-422), B5-18 (422-424), B5-21 (429-431), B5-22 (432-434)</p> <p>Section 6: B6-1 (449-451), B6-2 (451-453), B6-3 (453-454), B6-4 (455-456), B6-5 (456-458), B6-6 (458-460), B6-7 (460-462), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-473), B6-13 (473-475), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-490), B6-23 (496-498), B6-24 (498-499), B6-25 (500-502)</p> <p>Section 7: B7-1 (518-520), B7-2 (520-522), B7-3 (522-524), B7-9 (535-537), B7-12 (543-545), B7-13 (545-547), B7-14 (547-549), B7-16 (553-555)</p> <p>Section 8: B8-1 (562-563), B8-2 (564-566), B8-3 (567-568), B8-4 (569-570)</p> <p>Section 9: B9-3 (612-615), B9-5 (619-621)</p> <p>Section 10: B10-6 (648-650), B10-10 (655-657), B10-11 (658-659)</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE K CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). S/L.K.1a	Section 8: B8-6 (573-575), B8-7 (576-577), B8-8 (577-578), B8-9 (579-581), B8-10 (581-583), B8-11 (583-585), B8-14 (590-592), B8-15 (593-594), B8-16 (594-596), B8-17 (597-598), B8-18 (600-601) Section 9: B9-6 (621-624)
1b. Continue a conversation through multiple exchanges. S/L.K.1b	Section 8: B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-601) Section 9: B9-6 (621-624)
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. S/L.K.2	Section 1: B1-2 (9-10), B1-3 (11-13), 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) Section 2: B2-2 (116-118) Section 4: B4-1 (287-289), B4-21 (336-337), B4-32 (365-366) Section 5: B5-2 (385-387) Section 6: B6-1 (449-451), B6-2 (451-453), B6-10 (466-468), B6-11 (469-470), B6-20 (488-490) Section 7: B7-3 (522-524) Section 8: B8-8 (577-578), B8-14 (590-592), B8-16 (594-596), B8-18 (600-601) Section 9: B9-6 (621-624)
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. S/L.K.3	Section 1: B1-34 (78-79), B4-1 (287-289) Section 4: B4-32 (365-366) Section 5: B5-2 (385-387) Section 6: B6-1 (449-451), B6-2 (451-453), B6-10 (466-468), B6-20 (488-490) Section 7: B7-9 (535-537) Section 8: B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-601) Section 9: B9-6 (621-624)
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. S/L.K.4	Section 2: B2-36 (193-195), B2-37 (195-197) 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 (392-394), B5-7 (396-398) Section 6: B6-3 (453-454), B6-4 (455-456), B6-5 (456-458), B6-6 (458-460), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-473), B6-13 (473-475), B6-14 (475-477), B6-18 (484-485), B6-19 (486-487) Section 8: B8-2 (564-566), B8-3 (567-568), B8-4 (569-570), B8-5 (572-573), B8-6 (573-575), B8-7 (576-577), B8-9 (579-581), B8-10 (581-583), B8-11 (583-585), B8-12 (586-587), B8-13 (588-589), B8-18 (600-601)

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE K CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
5. Add drawings or other visual displays to descriptions as desired to provide additional detail. S/L.K.5	<p>Section 2: B2-1 (114-116)</p> <p>Section 4: B4-9 (307-308), B4-29 (355-358)</p> <p>Section 5: B5-5 (392-394), B5-7 (396-398)</p> <p>Section 6: B6-3 (453-454), B6-4 (455-456), B6-5 (456-458), B6-8 (462-463), B6-9 (464-465), B6-12 (471-473), B6-14 (475-477), B6-22 (493-494)</p> <p>Section 7: B7-15 (549-550)</p> <p>Section 8: B8-1 (562-563), B8-12 (586-587), B8-18 (600-601)</p>
6. Speak audibly and express thoughts, feelings, and ideas clearly. S/L.K.6	<p>Section 1: B1-4 (13-14)</p> <p>Section 2: B2-32 (187-188), B2-33 (188-190), B2-39 (199-200)</p> <p>Section 8: B8-1 (562-563), B8-5 (572-573), B8-6 (573-575), B8-7 (576-577), B8-8 (577-578), B8-9 (579-581), B8-10 (581-583), B8-11 (583-585), B8-13 (588-589), B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-601)</p>
Language	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1	<p>Section 2: B2-1 (114-116), B2-11 (137-138), B2-18 (153-154), B2-20 (158-159), B2-22 (162-164), B2-24 (168-170), B2-25 (170-172), B2-26 (173-174)</p> <p>Section 4: B4-30 (359-362), B4-32 (365-366), B4-34 (372-375)</p> <p>Section 5: B5-21 (429-431), B5-23 (437-441)</p> <p>Section 6: B6-13 (473-475), B6-23 (496-498), B6-24 (498-499), B6-26 (505-508), B6-27 (509-512)</p> <p>Section 7: B7-13 (545-547)</p> <p>Section 9: B9-4 (616-619), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p>
1a. Print many upper- and lowercase letters. L.K.1a	<p>Section 2: B2-5 (124-126), B2-17 (150-152)</p> <p>Section 4: B4-33 (367-369)</p> <p>Section 5: B5-22 (432-434)</p> <p>Section 6: B6-25 (500-502)</p> <p>Section 7: B7-14 (547-549)</p> <p>Section 10: B10-12 (660-662)</p>
1b. Use frequently occurring nouns and verbs. L.K.1b	<p>Section 2: B2-17 (150-152), B2-21 (159-162), B2-23 (165-167), B2-42 (204-206)</p> <p>Section 3: B3-5 (238-239), B3-12 (251-253), B3-13 (254-256)</p> <p>Section 4: B4-33 (367-369)</p> <p>Section 5: B5-22 (432-434)</p> <p>Section 6: B6-25 (500-502)</p> <p>Section 7: B7-14 (547-549)</p> <p>Section 10: B10-12 (660-662)</p>
1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). L.K.1c	<p>Section 2: B2-17 (150-152), B2-21 (159-162), B2-42 (204-206)</p> <p>Section 4: B4-33 (367-369)</p> <p>Section 5: B5-22 (432-434)</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE K CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
	Section 6: B6-25 (500-502) Section 7: B7-14 (547-549)
1d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). L.K.1d	Section 2: B2-38 (197-198), B2-39 (199-200), B2-48 (218-219) Section 4: B4-16 (324-326) Section 5: B5-11 (405-408) Section 9: B9-2 (610-611)
1e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). L.K.1e	Section 2: B2-27 (175-177)
1f. Produce and expand complete sentences in shared language activities. L.K.1f	Section 2: B2-16 (147-149), B2-32 (187-188), B2-33 (188-190), B2-34 (190-191), B2-35 (192-193), B2-36 (193-195), B2-37 (195-197), B2-38 (197-198), B2-39 (199-200), B2-40 (200-201), B2-41 (202-203), B2-43 (207-208), B2-44 (209-210), B2-45 (211-213), B2-46 (213-214), B2-47 (215-216), B2-48 (218-219), B2-49 (220-221) 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 (341-343), B4-27 (350-352), B4-28 (352-354), B4-33 (367-369) Section 5: B5-10 (403-405), B5-11 (405-408), 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 (475-477), B6-15 (477-478), B6-16 (479-481), B6-25 (500-502) Section 7: B7-14 (547-549) Section 8: B8-8 (577-578) Section 9: B9-2 (610-611) Section 10: B10-7 (650-652)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.2	Section 1: B1-46 (102-105), B1-47 (105-107) Section 2: B2-28 (177-178), B2-29 (179-181), B2-30 (182-183), B2-41 (202-203), B2-44 (209-210) Section 3: B3-2 (230-231), B4-30 (359-362) Section 4: B4-34 (372-375) Section 5: B5-21 (429-431), B5-23 (437-441) Section 6: B6-13 (473-475), B6-23 (496-498), B6-26 (505-508), B6-27 (509-512) Section 7: B7-13 (545-547) Section 9: B9-4 (616-619), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)
2a. Capitalize the first word in a sentence and the pronoun I. L.K.2a	Section 2: B2-17 (150-152), B2-18 (153-154), B2-32 (187-188), B2-33 (188-190), B2-34 (190-191), B2-35 (192-193), B2-37 (195-197), B2-38 (197-198), B2-39 (199-200), B2-40 (200-201), B2-43 (207-208), B2-45 (211-213), B2-48 (218-219), B2-49 (220-221) 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 (547-549) Section 9: B9-2 (610-611) Section 10: B10-12 (660-662)

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE K CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
2b. Recognize and name end punctuation. L.K.2b	Section 2: B2-17 (150-152), B2-18 (153-154), B2-32 (187-188), B2-33 (188-190), B2-34 (190-191), B2-35 (192-193), B2-37 (195-197), B2-38 (197-198), B2-39 (199-200), B2-40 (200-201), B2-43 (207-208), B2-45 (211-213), B2-48 (218-219), B2-49 (220-221) 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 (547-549) Section 9: B9-2 (610-611) Section 10: B10-12 (660-662)
2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2c	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 (547-549)
2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.2d	Section 2: B2-8 (131-133), B2-10 (135-136), B2-31 (183-185) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-549)
3. (Begins in grade 2)L.K.3	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . L.K.4	Section 3: B3-1 (228-229), B3-9 (246-247), B3-14 (256-258), B3-17 (263-265), B3-18 (265-267), B3-23 (278-279) Section 4: B4-31 (362-365)
4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). L.K.4a	Section 3: B3-3 (232-234), B3-12 (251-253), B3-13 (254-256)
4b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. L.K.4b	Section 3: B3-19 (267-270)
5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5	Section 3: B3-23 (278-279) Section 4: B4-31 (362-365)
5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. L.K.5a	Section 3: B3-10 (247-248), B3-11 (249-250)
5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5b	Section 3: B3-7 (242-244), B3-15 (258-261), B3-16 (261-263)
5c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). L.K.5c	Section 3: B3-1 (228-229), B3-8 (244-245), B3-11 (249-250), B3-12 (251-253), B3-17 (263-265), B3-20 (270-271) Section 10: B10-13 (662-664)
5d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. L.K.5d	Section 3: B3-15 (258-261)

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE K CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. L.K.6</p>	<p>Section 1: B1-25 (56-58) Section 2: B2-13 (141-142), B2-21 (159-162), B2-22 (162-164), B2-23 (165-167), B2-24 (168-170), B2-25 (170-172), B2-26 (173-174), B2-27 (175-177), B2-30 (182-183), B2-46 (213-214), Section 3: B3-5 (238-239), B3-6 (240-241), B3-7 (242-244), B3-8 (244-245), B3-9 (246-247), B3-10 (247-248), B3-12 (251-253), B3-13 (254-256), B3-15 (258-261), B3-16 (261-263), B3-18 (265-267), B3-19 (267-270), B3-20 (270-271), B3-21 (272-274), B3-22 (274-276), B3-23 (278-279) Section 4: B4-25 (345-346), B4-31 (362-365) Section 6: B6-14 (475-477) Section 10: B10-4 (641-643), B10-5 (644-646), B10-6 (648-650), B10-13 (662-664)</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 1 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
Reading - Literature	
1. Ask and answer questions about key details in a text. RL.1.1	<p>Section 1: B1-3 (11-13), B1-5 (15-17), B1-6 (17-19), B1-7 (20-21), B1-11 (27-29), B1-23 (52-53), B1-24 (54-56), B1-27 (61-63), B1-31 (70-72), B1-34 (78-79), B1-36 (81-83), B1-37 (84-85), B1-38 (86-87), B1-41 (92-93), B1-42 (94-96), B1-43 (96-97), B1-44 (97-98)</p> <p>Section 2: B2-43 (207-208)</p> <p>Section 6: B6-1 (449-451), B6-2 (451-453), B6-11 (469-470), B6-18 (484-485), B6-19 (486-487), B6-20 (488-490), B6-21 (490-492)</p> <p>Section 8: B8-10 (581-583)</p> <p>Section 9: B9-3 (612-615)</p>
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.2	<p>Section 1: B1-7 (20-21), B1-12 (29-30), B1-28 (64-66), B1-29 (66-68), B1-31 (70-72), B1-32 (73-74), B1-33 (74-76), B1-39 (87-89), B1-41 (92-93), B1-42 (94-96), B1-43 (96-97), B1-46 (102-105)</p> <p>Section 6: B6-20 (488-490), B6-21 (490-492), B6-25 (500-502)</p> <p>Section 8: B8-10 (581-583)</p>
3. Describe characters, settings, and major events in a story, using key details. RL.1.3	<p>Section 1: B1-10 (25-26), B1-12 (29-30), B1-13 (31-32), B1-23 (52-53), B1-27 (61-63), B1-28 (64-66), B1-29 (66-68), B1-30 (68-70), B1-31 (70-72), B1-32 (73-74), B1-40 (89-91), B1-41 (92-93), B1-43 (96-97)</p> <p>Section 6: B6-18 (484-485), B6-19 (486-487), B6-20 (488-490), B6-21 (490-492)</p> <p>Section 8: B8-10 (581-583)</p>
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.4	<p>Section 3: B3-15 (258-261), B3-21 (272-274)</p> <p>Section 10: B10-13 (662-664)</p>
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.5	Section 1: B1-2 (9-10)
6. Identify who is telling the story at various points in a text. RL.1.6	
7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.7	Section 1: B1-35 (80-81)
8. (Not applicable to literature) RL.1.8	
9. Compare and contrast the adventures and experiences of characters in stories. RL.1.9	Section 1: B1-39 (87-89), B1-40 (89-91)
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. RL.1.10	<p>Section 1: B1-9 (24-25), B1-14 (32-34)</p> <p>Section 10: B10-13 (662-664)</p>
Reading - Informational	
1. Ask and answer questions about key details in a text. RI.1.1	<p>Section 1: B1-3 (11-13), B1-5 (15-17), B1-6 (17-19), B1-7 (20-21), B1-11 (27-29), B1-22 (50-51), B1-24 (54-56), 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 (86-87), B1-41 (92-93), B1-42 (94-96), B1-43 (96-97), B1-44 (97-98)</p> <p>Section 5: B5-16 (418-420)</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 1 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
	<p>Section 6: B6-1 (449-451), B6-10 (466-468) Section 7: B7-7 (531-533) Section 8: B8-10 (581-583) Section 9: B9-3 (612-615), B9-4 (616-619)</p>
<p>2. Identify the main topic and retell key details of a text. RI.1.2</p>	<p>Section 1: B1-7 (20-21), B1-10 (25-26), B1-12 (29-30), B1-16 (37-38), B1-17 (39-40), B1-18 (40-41), B1-19 (42-43), B1-20 (45-46), B1-21 (47-49), B1-22 (50-51), B1-24 (54-56), B1-25 (56-58), B1-26 (59-61), B1-27 (61-63), B1-28 (64-66), B1-31 (70-72), B1-32 (73-74), B1-33 (74-76), B1-39 (87-89), B1-41 (92-93), B1-43 (96-97), B1-45 (100-102), B1-47 (105-107) 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 (350-352), B4-28 (352-354), B4-31 (362-365), B4-32 (365-366), B4-33 (367-369) Section 5: B5-2 (385-387), B5-6 (394-396), B5-8 (398-400), B5-9 (400-402), B5-13 (411-412), B5-14 (413-415), B5-17 (421-422), B5-18 (422-424), B5-19 (425-426), B5-20 (427-428), B5-22 (432-434) Section 7: B7-3 (522-524), B7-7 (531-533) Section 8: B8-10 (581-583) Section 9: B9-4 (616-619)</p>
<p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.3</p>	<p>Section 1: B1-27 (61-63), B1-39 (87-89), B1-43 (96-97) 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 (350-352), B4-28 (352-354) Section 5: B5-14 (413-415), B5-16 (418-420), B5-17 (421-422), 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 (581-583)</p>
<p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.4</p>	<p>Section 3: B3-15 (258-261) Section 7: B7-7 (531-533)</p>
<p>5. 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. RI.1.5</p>	<p>Section 1: B1-2 (9-10) Section 4: B4-29 (355-358) Section 7: B7-7 (531-533), B7-8 (533-534)</p>
<p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.6</p>	<p>Section 4: B4-29 (355-358) Section 7: B7-7 (531-533)</p>
<p>7. Use the illustrations and details in a text to describe its key ideas. RI.1.7</p>	<p>Section 1: B1-35 (80-81) Section 4: B4-29 (355-358) Section 7: B7-7 (531-533)</p>
<p>8. Identify the reasons an author gives to support points in a text. RI.1.8</p>	<p>Section 5: B5-2 (385-387), B5-6 (394-396), B5-8 (398-400), B5-9 (400-402), B5-16 (418-420), B5-17 (421-422), B5-18 (422-424)</p>
<p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.9</p>	<p>Section 1: B1-39 (87-89) Section 4: B4-19 (331-333), B4-21 (336-337) Section 5: B5-6 (394-396), B5-9 (400-402)</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 1 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
10. With prompting and support, read informational texts appropriately complex for grade 1. RI.1.10	Section 1: B1-9 (24-25), B1-14 (32-34)
Reading - Foundational	
1. Demonstrate understanding of the organization and basic features of print. RF.1.1	Section 2: B2-1 (114-116), B2-4 (123-124), B2-5 (124-126), B2-9 (133-134), B2-10 (135-136), B2-11 (137-138) Section 9: B9-1 (608-610)
1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1a	Section 2: B2-17 (150-152), B2-18 (153-154), B2-33 (188-190), B2-35 (192-193)
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2	Section 3: B3-4 (234-236) Section 9: B9-1 (608-610)
2a. Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2a	Section 2: B2-31 (183-185)
2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2b	
2 c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2c	Section 2: B2-7 (128-130), B2-10 (135-136)
2 d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.2d	Section 2: B2-10 (135-136)
3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3	Section 2: B2-6 (127-128), B2-7 (128-130) Section 9: B9-1 (608-610)
3 a. Know the spelling-sound correspondences for common consonant digraphs. RF.1.3a	Section 2: B2-8 (131-133)
3 b. Decode regularly spelled one-syllable words. RF.1.3b	Section 2: B2-31 (183-185)
3 c. Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3c	Section 3: B2-31 (183-185)
3 d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3d	Section 2: B2-31 (183-185)
3 e. Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3e	Section 2: B2-31 (183-185)
3 f. Read words with inflectional endings. RF.1.3f	Section 2: B2-23 (165-167), B2-42 (204-206)
3 g. Recognize and read grade-appropriate irregularly spelled words. RF.1.3g	Section 2: B2-30 (182-183)
4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4	
4a. Read grade-level text with purpose and understanding. RF.1.4a	
4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4b	
4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF. 1.4c	

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 1 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
<p>Writing</p> <p>1 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. W.1.1</p>	<p>Section 2: B2-2 (116-118), B2-45 (211-213) Section 5: B5-1 (383-384), B5-2 (385-387), B5-3 (387-390), B5-4 (390-391), B5-5 (392-394), B5-6 (394-396), B5-7 (396-398), B5-8 (398-400), B5-9 (400-402), B5-10 (403-405), B5-11 (405-408), B5-12 (408-410), B5-13 (411-412), B5-14 (413-415), B5-15 (416-417), B5-16 (418-420), B5-17 (421-422), B5-18 (422-424), B5-19 (425-426), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434), B5-23 (437-441) Section 9: B9-4 (616-619), B9-5 (619-621), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) Section 10: B10-5 (644-646), B10-11 (658-659), B10-14 (665-666), B10-15 (667-669)</p>
<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.1.2</p>	<p>Section 1: B1-25 (56-58) Section 2: B2-2 (116-118), B2-45 (211-213), B4-1 (287-289) Section 4: B4-2 (290-293), B4-3 (293-294), B4-4 (295-297), 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 (331-333), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-343), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-352), B4-28 (352-354), B4-29 (355-358), B4-30 (359-362), B4-31 (362-365), B4-32 (365-366), B4-33 (367-369), B4-34 (372-375) Section 7: B7-1 (518-520), B7-2 (520-522), B7-3 (522-524), B7-4 (526-527), B7-5 (528-529), B7-6 (529-530), B7-7 (531-533), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-543), B7-12 (543-545), B7-13 (545-547), B7-14 (547-549), B7-16 (553-555) Section 9: B9-4 (616-619), B9-5 (619-621), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) Section 10: B10-1 (636-637), B10-2 (637-639), B10-3 (639-641), B10-4 (641-643), B10-5 (644-646), B10-6 (648-650), B10-7 (650-652), B10-8 (652-653), B10-10 (655-657), B10-14 (665-666), B10-15 (667-669)</p>
<p>3. 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. W.1.3</p>	<p>Section 2: B2-2 (116-118), B2-45 (211-213) Section 6: B6-1 (449-451), B6-2 (451-453), B6-3 (453-454), B6-4 (455-456), B6-5 (456-458), B6-6 (458-460), B6-7 (460-462), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-473), B6-13 (473-475), B6-14 (475-477), B6-15 (477-478), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-490), B6-21 (490-492), B6-22</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 1 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
	(493-494), B6-23 (496-498), B6-24 (498-499), B6-25 (500-502), B6-26 (505-508), B6-27 (509-512) Section 9: B9-4 (616-619), B9-5 (619-621), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) Section 10: B10-14 (665-666), B10-15 (667-669)
4. (Begins in grade 3) W.1.4	
5. 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. W.1.5	Section 2: B2-3 (119-121), B2-14 (144-145), B2-15 (145-147), B2-16 (147-149), B2-17 (150-152), B2-18 (153-154), B2-36 (193-195), B2-37 (195-197), B2-40 (200-201), B2-41 (202-203), B2-42 (204-206), B2-43 (207-208), B2-44 (209-210), B2-45 (211-213), B2-47 (215-216), B2-49 (220-221) Section 3: B3-21 (272-274), B3-22 (274-276) Section 4: B4-2 (290-293), 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 (341-343), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-352), B4-28 (352-354), B4-30 (359-362), B4-31 (362-365), B4-33 (367-369) Section 5: B5-3 (387-390), B5-4 (390-391), B5-5 (392-394), B5-6 (394-396), B5-7 (396-398), B5-9 (400-402), B5-10 (403-405), B5-14 (413-415), B5-17 (421-422), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434) Section 6: B6-5 (456-458), B6-7 (460-462), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-12 (471-473), B6-13 (473-475), B6-14 (475-477), B6-15 (477-478), B6-22 (493-494), B6-23 (496-498), B6-24 (498-499), B6-25 (500-502) Section 7: B7-4 (526-527), B7-5 (528-529), B7-11 (540-543), B7-13 (545-547), B7-14 (547-549) Section 9: B9-8 (626-627), B9-9 (628-630) Section 10: B10-1 (636-637), B10-2 (637-639), B10-3 (639-641), B10-4 (641-643), B10-5 (644-646), B10-9 (654-655), B10-10 (655-657), B10-12 (660-662), B10-13 (662-664), B10-15 (667-669)
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.1.6	Section 2: B2-12 (138-140), B2-19 (155-156) Section 4: B4-29 (355-358) Section 7: B7-4 (526-527), B7-8 (533-534), B7-15 (549-550) Section 8: B8-12 (586-587), B8-13 (588-589) Section 9: B9-7 (624-625) Section 10: B10-15 (667-669)

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 1 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
7. 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). W.1.7	<p>Section 2: B2-44 (209-210)</p> <p>Section 4: B4-31 (362-365)</p> <p>Section 7: B7-1 (518-520), B7-2 (520-522), B7-3 (522-524), B7-4 (526-527), B7-5 (528-529), B7-6 (529-530), B7-7 (531-533), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-543), B7-12 (543-545), B7-15 (549-550), B7-16 (553-555)</p> <p>Section 10: B10-7 (650-652), B10-15 (667-669)</p>
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.1.8	<p>Section 1: B1-9 (24-25), B1-15 (34-36), B1-20 (45-46), B1-21 (47-49), B1-24 (54-56), B1-25 (56-58), B1-26 (59-61), B1-27 (61-63), B1-29 (66-68), B1-45 (100-102)</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 (331-333), B4-20 (333-335), B4-21 (336-337), B4-31 (362-365)</p> <p>Section 5: B5-1 (383-384), B5-4 (390-391), B5-5 (392-394), B5-7 (396-398), B5-8 (398-400), B5-14 (413-415)</p> <p>Section 6: B6-21 (490-492), B6-22 (493-494)</p> <p>Section 7: B7-1 (518-520), B7-2 (520-522), B7-3 (522-524), B7-4 (526-527), B7-5 (528-529), B7-6 (529-530), B7-7 (531-533), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-543), B7-12 (543-545), B7-16 (553-555)</p> <p>Section 9: B9-2 (610-611), B9-5 (619-621), B9-6 (621-624)</p> <p>Section 10: B10-1 (636-637), B10-2 (637-639), B10-3 (639-641), B10-4 (641-643), B10-5 (644-646), B10-7 (650-652), B10-10 (655-657), B10-15 (667-669)</p>
9. (Begins in grade 4) W.1.9	
10. (Begins in grade 3) W.1.10	
Speaking - Listening	
1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. S/L.1.1	<p>Section 1: B1-3 (11-13), B1-5 (15-17), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-14 (32-34), B1-16 (37-38), B1-17 (39-40), B1-18 (40-41), B1-19 (42-43), B1-33 (74-76)</p> <p>Section 2: B2-3 (119-121), B2-14 (144-145), B2-15 (145-147), B2-16 (147-149), B2-19 (155-156), B2-20 (158-159), B2-21 (159-162), B2-22 (162-164), B2-23 (165-167), B2-24 (168-170), B2-25 (170-172), B2-26 (173-174), B2-27 (175-177), B2-28 (177-178), B2-29 (179-181), B2-46 (213-214), B2-49 (220-221)</p> <p>Section 3: B3-1 (228-229), B3-3 (232-234), B3-4 (234-236), B3-5 (238-239), B3-6 (240-241), B3-11 (249-250), B3-12 (251-253), B3-13 (254-256), B3-14 (256-258), B3-</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 1 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
	<p>18 (265-267), B3-19 (267-270), B3-20 (270-271), B3-21 (272-274), B3-22 (274-276)</p> <p>Section 4: B4-1 (287-289), B4-2 (290-293), B4-3 (293-294), B4-4 (295-297), 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), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-333), B4-20 (333-335), B4-21 (336-337), B4-23 (341-343), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-30 (359-362), B4-31 (362-365), B4-32 (365-366), B4-33 (367-369)</p> <p>Section 5: B5-1 (383-384), B5-3 (387-390), B5-4 (390-391), B5-5 (392-394), B5-6 (394-396), B5-7 (396-398), B5-8 (398-400), B5-9 (400-402), B5-10 (403-405), B5-11 (405-408), B5-12 (408-410), B5-13 (411-412), B5-15 (416-417), B5-17 (421-422), B5-18 (422-424), B5-21 (429-431), B5-22 (432-434)</p> <p>Section 6: B6-1 (449-451), B6-2 (451-453), B6-3 (453-454), B6-4 (455-456), B6-5 (456-458), B6-6 (458-460), B6-7 (460-462), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-473), B6-13 (473-475), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-490), B6-23 (496-498), B6-24 (498-499), B6-25 (500-502)</p> <p>Section 7: B7-1 (518-520), B7-2 (520-522), B7-3 (522-524), B7-9 (535-537), B7-12 (543-545), B7-13 (545-547), B7-14 (547-549), B7-16 (553-555)</p> <p>Section 8: B8-1 (562-563), B8-2 (564-566), B8-3 (567-568), B8-4 (569-570)</p> <p>Section 9: B9-3 (612-615), B9-5 (619-621)</p> <p>Section 10: B10-6 (648-650), B10-10 (655-657), B10-11 (658-659)</p>
1a. 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). S/L.1.1a	<p>Section 8: B8-6 (573-575), B8-7 (576-577), B8-8 (577-578), B8-9 (579-581), B8-10 (581-583), B8-11 (583-585), B8-14 (590-592), B8-15 (593-594), B8-16 (594-596), B8-17 (597-598), B8-18 (600-601)</p> <p>Section 9: B9-6 (621-624)</p>
1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. S/L.1.1b	<p>Section 8: B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-601)</p> <p>Section 9: B9-6 (621-624)</p>
1c. Ask questions to clear up any confusion about the topics and texts under discussion. S/L.1.1c	<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 (600-601)</p> <p>Section 9: B9-6 (621-624)</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 1 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. S/L.1.2	<p>Section 1: B1-2 (9-10), B1-3 (11-13), 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 (385-387)</p> <p>Section 6: B6-1 (449-451), B6-2 (451-453), B6-10 (466-468), B6-11 (469-470), B6-20 (488-490)</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 (600-601)</p> <p>Section 9: B9-6 (621-624)</p>
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. S/L.1.3	<p>Section 4: B4-1 (287-289), B4-32 (365-366)</p> <p>Section 5: B5-2 (385-387)</p> <p>Section 6: B6-1 (449-451), B6-2 (451-453), B6-10 (466-468), B6-20 (488-490)</p> <p>Section 7: B7-9 (535-537)</p> <p>Section 8: B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-601)</p> <p>Section 9: B9-6 (621-624)</p>
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. S/L.1.4	<p>Section 2: B2-36 (193-195), B2-37 (195-197)</p> <p>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)</p> <p>Section 5: B5-1 (383-384), B5-5 (392-394), B5-7 (396-398)</p> <p>Section 6: B6-3 (453-454), B6-4 (455-456), B6-5 (456-458), B6-6 (458-460), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-473), B6-13 (473-475), B6-14 (475-477), B6-18 (484-485), B6-19 (486-487)</p> <p>Section 8: B8-2 (564-566), B8-3 (567-568), B8-4 (569-570), B8-5 (572-573), B8-6 (573-575), B8-7 (576-577), B8-9 (579-581), B8-10 (581-583), B8-11 (583-585), B8-12 (586-587), B8-13 (588-589), B8-18 (600-601)</p>
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. S/L.1.5	<p>Section 2: B2-1 (114-116)</p> <p>Section 4: B4-9 (307-308), B4-29 (355-358)</p> <p>Section 5: B5-5 (392-394), B5-7 (396-398)</p> <p>Section 6: B6-3 (453-454), B6-4 (455-456), B6-5 (456-458), B6-8 (462-463), B6-9 (464-465), B6-12 (471-473), B6-14 (475-477), B6-22 (493-494)</p> <p>Section 7: B7-15 (549-550)</p> <p>Section 8: B8-1 (562-563), B8-12 (586-587), B8-18 (600-601)</p>
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) S/L.1.6	<p>Section 1: B1-4 (13-14)</p> <p>Section 2: B2-32 (187-188), B2-33 (188-190), B2-39 (199-200)</p> <p>Section 4: B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330)</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 1 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
	<p>Section 5: B5-10 (403-405), B5-11 (405-408), B5-12 (408-410), B5-13 (411-412)</p> <p>Section 8: B8-1 (562-563), B8-5 (572-573), B8-6 (573-575), B8-7 (576-577), B8-8 (577-578), B8-9 (579-581), B8-10 (581-583), B8-11 (583-585), B8-13 (588-589), B8-14 (590-592), B8-18 (600-601)</p>
Language	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1	<p>Section 2: B2-1 (114-116), B2-11 (137-138), B2-18 (153-154), B2-20 (158-159), B2-25 (170-172)</p> <p>Section 4: B4-30 (359-362), B4-32 (365-366), B4-34 (372-375)</p> <p>Section 5: B5-21 (429-431), B5-23 (437-441)</p> <p>Section 6: B6-13 (473-475), B6-23 (496-498), B6-24 (498-499), B6-26 (505-508), B6-27 (509-512)</p> <p>Section 7: B7-13 (545-547)</p> <p>Section 9: B9-4 (616-619), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p>
1a. Print all upper- and lowercase letters. L.1.1a	<p>Section 2: B2-5 (124-126), B2-17 (150-152)</p> <p>Section 4: B4-33 (367-369)</p> <p>Section 5: B5-22 (432-434)</p> <p>Section 6: B6-25 (500-502)</p> <p>Section 7: B7-14 (547-549)</p> <p>Section 10: B10-12 (660-662)</p>
1b. Use common, proper, and possessive nouns. L.1.1b	<p>Section 2: B2-17 (150-152), B2-21 (159-162), B2-48 (218-219)</p> <p>Section 4: B4-33 (367-369)</p> <p>Section 5: B5-22 (432-434)</p> <p>Section 6: B6-25 (500-502)</p> <p>Section 7: B7-14 (547-549)</p> <p>Section 10: B10-12 (660-662)</p>
1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). L.1.1c	<p>Section 2: B2-17 (150-152), B2-21 (159-162), B2-42 (204-206), B2-48 (218-219)</p> <p>Section 4: B4-33 (367-369)</p> <p>Section 5: B5-22 (432-434)</p> <p>Section 6: B6-25 (500-502)</p> <p>Section 7: B7-14 (547-549)</p>
1d Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). L.1.1d	<p>Section 2: B2-17 (150-152), B2-22 (162-164)</p> <p>Section 4: B4-33 (367-369)</p> <p>Section 5: B5-22 (432-434)</p> <p>Section 6: B6-25 (500-502)</p>
1e. 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>). L.1.1e	<p>Section 2: B2-17 (150-152), B2-23 (165-167), B2-48 (218-219)</p> <p>Section 4: B4-33 (367-369)</p> <p>Section 5: B5-22 (432-434)</p> <p>Section 6: B6-25 (500-502)</p>
1f. Use frequently occurring adjectives. L.1.1f	<p>Section 2: B2-24 (168-170)</p> <p>Section 7: B7-14 (547-549)</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 1 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
1g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). L.1.1g	Section 2: B2-26 (173-174), B2-40 (200-201), B2-41 (202-203) Section 4: B4-16 (324-326) Section 5: B5-11 (405-408)
1 h. Use determiners (e.g., articles, demonstratives). L.1.1h	Section 2: B2-24 (168-170)
1 i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). L.1.1i	Section 2: B2-27 (175-177)
1 j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.1j	Section 2: B2-16 (147-149), B2-32 (187-188), B2-33 (188-190), B2-34 (190-191), B2-35 (192-193), B2-36 (193-195), B2-37 (195-197), B2-38 (197-198), B2-39 (199-200), B2-40 (200-201), B2-41 (202-203), B2-43 (207-208), B2-44 (209-210), B2-45 (211-213), B2-46 (213-214), B2-47 (215-216), B2-48 (218-219), B2-49 (220-221) 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 (341-343), B4-27 (350-352), B4-28 (352-354), B4-33 (367-369) Section 5: B5-10 (403-405), B5-11 (405-408), 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 (475-477), B6-15 (477-478), B6-16 (479-481), B6-25 (500-502) Section 8: B8-8 (577-578) Section 9: B9-2 (610-611) Section 10: B10-7 (650-652)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2	Section 1: B1-46 (102-105), B1-47 (105-107) Section 2: B2-29 (179-181), B2-41 (202-203), B2-44 (209-210) Section 3: B3-2 (230-231) Section 4: B4-26 (347-349), B4-30 (359-362), B4-34 (372-375) Section 5: B5-21 (429-431), B5-23 (437-441) Section 6: B6-13 (473-475), B6-23 (496-498), B6-26 (505-508), B6-27 (509-512) Section 7: B7-13 (545-547) Section 9: B9-4 (616-619), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)
2a. Capitalize dates and names of people. L.1.2a	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 (547-549) Section 10: B10-12 (660-662)
2b. Use end punctuation for sentences. L.1.2b	Section 2: B2-17 (150-152), B2-18 (153-154), B2-32 (187-188), B2-33 (188-190), B2-34 (190-191), B2-35 (192-193), B2-37 (195-197), B2-38 (197-198), B2-39 (199-200), B2-40 (200-201), B2-43 (207-208), B2-45 (211-213), B2-48 (218-219), B2-49 (220-221) Section 4: B4-33 (367-369)

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 1 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
	Section 5: B5-22 (432-434) Section 6: B6-15 (477-478), B6-25 (500-502) Section 7: B7-14 (547-549) Section 9: B9-2 (610-611) Section 10P: B10-12 (660-662)
2c. Use commas in dates and to separate single words in a series. . L.1.2c	Section 2: B2-17 (150-152), B2-18 (153-154), B2-28 (177-178) Section 7: B7-14 (547-549) Section 10: B10-12 (660-662)
2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2d	Section 2: B2-8 (131-133), B2-17 (150-152), B2-18 (153-154), B2-30 (182-183), B2-31 (183-185) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-549)
2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. L.1.2e	Section 2: B2-10 (135-136), B2-18 (153-154), B2-31 (183-185)
3. (Begins in grade 2) L.1.3	
4. 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. L.1.4	Section 3: B3-1 (228-229), B3-3 (232-234), B3-9 (246-247), B3-17 (263-265), B3-23 (278-279) Section 4: B4-31 (362-365)
4a. Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4a	Section 3: B3-12 (251-253), B3-13 (254-256), B3-14 (256-258)
4b. Use frequently occurring affixes as a clue to the meaning of a word. L.1.4b	Section 3: B3-19 (267-270)
4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). L.1.4c	Section 3: B3-18 (265-267)
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.L.1.5	Section 3: B3-23 (278-279)
5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5a	Section 3: B3-10 (247-248), B3-11 (249-250)
5b. 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). L.1.5b	Section 3: B3-7 (242-244),B3-8 (244-245),B3-11 (249-250) Section 4: B4-31 (362-365)
5c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). L.1.5c	Section 3: B3-1 (228-229),B3-8 (244-245),B3-11 (249-250),B3-12 (251-253),B3-17 (263-265),B3-19 (267-270),B3-20 (270-271) Section 10: B10-13 (662-664)

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 1 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
5d. 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. L1.5d	Section 3: B3-15 (258-261), B3-16 (261-263)
6. 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>because</i>). L.1.6	<p>Section 1: B1-25 (56-58)</p> <p>Section 2: B2-13 (141-142), B2-21 (159-162), B2-22 (162-164), B2-23 (165-167), B2-24 (168-170), B2-25 (170-172), B2-26 (173-174), B2-27 (175-177), B2-30 (182-183), B2-46 (213-214)</p> <p>Section 3: B3-5 (238-239), B3-6 (240-241), B3-7 (242-244), B3-8 (244-245), B3-9 (246-247), B3-10 (247-248), B3-12 (251-253), B3-13 (254-256), B3-15 (258-261), B3-16 (261-263), B3-18 (265-267), B3-19 (267-270), B3-20 (270-271), B3-21 (272-274), B3-22 (274-276), B3-23 (278-279)</p> <p>Section 4: B4-25 (345-346), B4-31 (362-365)</p> <p>Section 6: B6-14 (475-477)</p> <p>Section 10: B10-4 (641-643), B10-5 (644-646), B10-6 (648-650), B10-13 (662-664)</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 2 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
Reading - Literature	
1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. RL.2.1	Section 1: B1-3 (11-13), B1-5 (15-17), B1-6 (17-19), B1-7 (20-21), B1-11 (27-29), B1-23 (52-53), B1-24 (54-56), B1-26 (59-61), B1-27 (61-63), B1-31 (70-72), B1-34 (78-79), B1-36 (81-83), B1-37 (84-85), B1-38 (86-87), B1-41 (92-93), B1-42 (94-96), B1-43 (96-97), B1-44 (97-98) Section 6: B6-1 (449-451), B6-2 (451-453), B6-11 (469-470), B6-18 (484-485), B6-19 (486-487), B6-20 (488-490), B6-21 (490-492) Section 8: B8-10 (581-583) Section 9: B9-3 (612-615)
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.2	Section 1: B1-7 (20-21), B1-12 (29-30), B1-28 (64-66), B1-29 (66-68), B1-31 (70-72), B1-32 (73-74), B1-33 (74-76), B1-41 (92-93), B1-42 (94-96), B1-43 (96-97), B1-46 (102-105) Section 6: B6-20 (488-490), B6-21 (490-492), B6-25 (500-502) Section 8: B8-10 (581-583)
3. Describe how characters in a story respond to major events and challenges. RL.2.3	Section 1: B1-10 (25-26), B1-12 (29-30), B1-13 (31-32), B1-23 (52-53), B1-27 (61-63), B1-28 (64-66), B1-29 (66-68), B1-30 (68-70), B1-31 (70-72), B1-32 (73-74), B1-40 (89-91), B1-41 (92-93), B1-43 (96-97) Section 6: B6-18 (484-485), B6-19 (486-487), B6-20 (488-490), B6-21 (490-492) Section 8: B8-10 (581-583)
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.4	Section 10: B10-13 (662-664)
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.5	Section 1: B1-2 (9-10), B1-39 (87-89)
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.6	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.7	Section 1: B1-35 (80-81)
8. (Not applicable to literature) RL.2.8	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RL.2.9	
10. 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. RL.2.10	Section 10: B10-13 (662-664)
Reading - Informational	

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 2 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. RI.2.1	Section 1: B1-3 (11-13), B1-5 (15-17), B1-6 (17-19), B1-7 (20-21), B1-11 (27-29), B1-22 (50-51), B1-24 (54-56), 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 (86-87), B1-41 (92-93), B1-42 (94-96), B1-43 (96-97), B1-44 (97-98) Section 6: B6-1 (449-451), B6-10 (466-468) Section 7: B7-7 (531-533) Section 8: B8-10 (581-583) Section 9: B9-3 (612-615), B9-4 (616-619)
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.2	Section 1: B1-7 (20-21), B1-10 (25-26), B1-12 (29-30), B1-16 (37-38), B1-17 (39-40), B1-18 (40-41), B1-19 (42-43), B1-20 (45-46), B1-21 (47-49), B1-22 (50-51), B1-24 (54-56), B1-25 (56-58), B1-26 (59-61), B1-27 (61-63), B1-28 (64-66), B1-31 (70-72), B1-32 (73-74), B1-33 (74-76), B1-39 (87-89), B1-41 (92-93), B1-43 (96-97), B1-45 (100-102), B1-47 (105-107) 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 (362-365), B4-32 (365-366) Section 5: B5-9 (400-402), B5-18 (422-424) Section 7: B7-3 (522-524), B7-7 (531-533) Section 8: B8-10 (581-583)
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.3	Section 1: B1-27 (61-63), B1-39 (87-89), B1-43 (96-97) 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 (350-352), B4-28 (352-354) Section 5: B5-14 (413-415), B5-16 (418-420), B5-17 (421-422), 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 (581-583)
4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . RI.2.4	Section 3: B3-15 (258-261) Section 7: B7-7 (531-533)
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.5	Section 1: B1-2 (9-10) Section 4: B4-29 (355-358) Section 7: B7-7 (531-533), B7-8 (533-534)
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.6	Section 7: B7-7 (531-533)
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.7	Section 1: B1-35 (80-81) Section 4: B4-29 (355-358) Section 7: B7-7 (531-533)
8. Describe how reasons support specific points the author makes in a text. RI.2.8	Section 5: B5-2 (385-387), B5-6 (394-396), B5-8 (398-400), B5-9 (400-402), B5-16 (418-420), B5-17 (421-422), B5-18 (422-424)
9. Compare and contrast the most important points presented by two texts on the same topic. RI.2.9	Section 1: B1-39 (87-89) Section 4: B4-19 (331-333), B4-21 (336-337) Section 5: B5-6 (394-396), B5-9 (400-402)

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 2 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
10. By the end of 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. RI.2.10	
Reading - Foundational	
3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3	Section 2: B2-6 (127-128), B2-7 (128-130)
3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3a	Section 2: B2-31 (183-185)
3b. Know spelling-sound correspondences for additional common vowel teams. RF.2.3b	Section 2: B2-31 (183-185)
3c. Decode regularly spelled two-syllable words with long vowels. RF.2.3c	Section 2: B2-31 (183-185)
3d. Decode words with common prefixes and suffixes. RF.2.3d	Section 3: B3-19 (267-270)
3e. Identify words with inconsistent but common spelling-sound correspondences. RF.2.3e	Section 2: B2-31 (183-185)
3f. Recognize and read grade-appropriate irregularly spelled words. RF.2.3f	Section 2: B2-30 (182-183)
4. Read with sufficient accuracy and fluency to support comprehension. RF.2.4	
4a. Read grade-level text with purpose and understanding. RF.2.4a	
4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4b	
4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.2.4c	
Writing	
1. 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. W.2.1	Section 2: B2-2 (116-118), B2-45 (211-213) Section 5: B5-1 (383-384), B5-2 (385-387), B5-3 (387-390), B5-4 (390-391), B5-5 (392-394), B5-6 (394-396), B5-7 (396-398), B5-8 (398-400), B5-9 (400-402), B5-10 (403-405), B5-11 (405-408), B5-12 (408-410), B5-13 (411-412), B5-14 (413-415), B5-15 (416-417), B5-16 (418-420), B5-17 (421-422), B5-18 (422-424), B5-19 (425-426), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434), B5-23 (437-441) Section 9: B9-4 (616-619), B9-5 (619-621), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) Section 10: B10-5 (644-646), B10-11 (658-659), B10-14 (665-666), B10-15 (667-669)
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.2	Section 1: B1-25 (56-58) Section 2: B2-2 (116-118), B2-45 (211-213) Section 4: B4-1 (287-289), B4-2 (290-293), B4-3 (293-294), B4-4 (295-297), B4-5 (297-299), B4-6 (300-302), B4-7 (303-304), B4-8 (305-306), B4-9 (307-308), B4-10 (309-

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 2 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
	<p>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 (331-333), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-343), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-352), B4-28 (352-354), B4-29 (355-358), B4-30 (359-362), B4-31 (362-365), B4-32 (365-366), B4-33 (367-369), B4-34 (372-375)</p> <p>Section 7: B7-1 (518-520), B7-2 (520-522), B7-3 (522-524), B7-4 (526-527), B7-5 (528-529), B7-6 (529-530), B7-7 (531-533), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-543), B7-12 (543-545), B7-13 (545-547), B7-14 (547-549), B7-16 (553-555)</p> <p>Section 9: B9-4 (616-619), B9-5 (619-621), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p> <p>Section 10: B10-1 (636-637), B10-2 (637-639), B10-3 (639-641), B10-4 (641-643), B10-5 (644-646), B10-6 (648-650), B10-7 (650-652), B10-8 (652-653), B10-10 (655-657), B10-14 (665-666), B10-15 (667-669)</p>
<p>3. 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. W.2.3</p>	<p>Section 2: B2-45 (211-213)</p> <p>Section 6: B6-1 (449-451), B6-2 (451-453), B6-3 (453-454), B6-4 (455-456), B6-5 (456-458), B6-6 (458-460), B6-7 (460-462), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-473), B6-13 (473-475), B6-14 (475-477), B6-15 (477-478), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-490), B6-21 (490-492), B6-22 (493-494), B6-23 (496-498), B6-24 (498-499), B6-25 (500-502), B6-26 (505-508), B6-27 (509-512)</p> <p>Section 9: B9-4 (616-619), B9-5 (619-621), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p> <p>Section 10: B10-14 (665-666), B10-15 (667-669)</p>
<p>4. (Begins in grade 3) W.2.4</p>	
<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.5</p>	<p>Section 2: B2-3 (119-121), B2-14 (144-145), B2-15 (145-147), B2-16 (147-149), B2-17 (150-152), B2-18 (153-154), B2-36 (193-195), B2-37 (195-197), B2-40 (200-201), B2-41 (202-203), B2-42 (204-206), B2-43 (207-208), B2-44 (209-210), B2-45 (211-213), B2-47 (215-216), B2-49 (220-221), B3-21 (272-274)</p> <p>Section 3: B3-22 (274-276)</p> <p>Section 4: B4-2 (290-293), 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 (341-343), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-352), B4-28 (352-354), B4-30 (359-362), B4-31 (362-365), B4-33 (367-369)</p> <p>Section 5: B5-3 (387-390), B5-4 (390-391), B5-5 (392-394), B5-6 (394-396), B5-7 (396-398), B5-9 (400-402), B5-</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 2 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
	<p>10 (403-405), B5-14 (413-415), B5-17 (421-422), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434)</p> <p>Section 6: B6-5 (456-458), B6-7 (460-462), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-12 (471-473), B6-13 (473-475), B6-14 (475-477), B6-15 (477-478), B6-22 (493-494), B6-23 (496-498), B6-24 (498-499), B6-25 (500-502)</p> <p>Section 7: B7-4 (526-527), B7-5 (528-529), B7-11 (540-543), B7-13 (545-547), B7-14 (547-549)</p> <p>Section 9: B9-8 (626-627), B9-9 (628-630)</p> <p>Section 10: B10-1 (636-637), B10-2 (637-639), B10-3 (639-641), B10-4 (641-643), B10-5 (644-646), B10-9 (654-655), B10-10 (655-657), B10-12 (660-662), B10-13 (662-664), B10-15 (667-669)</p>
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.2.6	<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 (667-669)</p>
7. 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). W.2.7	<p>Section 2: B2-44 (209-210)</p> <p>Section 4: B4-31 (362-365)</p> <p>Section 7: B7-1 (518-520), B7-2 (520-522), B7-3 (522-524), B7-4 (526-527), B7-5 (528-529), B7-6 (529-530), B7-7 (531-533), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-543), B7-12 (543-545), B7-15 (549-550), B7-16 (553-555), B10-7 (650-652)</p> <p>Section 10: B10-15 (667-669)</p>
8. Recall information from experiences or gather information from provided sources to answer a question. W.2.8	<p>Section 1: B1-9 (24-25), B1-15 (34-36), B1-20 (45-46), B1-21 (47-49), B1-24 (54-56), B1-25 (56-58), B1-26 (59-61), B1-27 (61-63), B1-29 (66-68), B1-45 (100-102)</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 (331-333), B4-20 (333-335), B4-21 (336-337), B4-31 (362-365)</p> <p>Section 5: B5-1 (383-384), B5-4 (390-391), B5-5 (392-394), B5-7 (396-398), B5-8 (398-400), B5-14 (413-415)</p> <p>Section 6: B6-21 (490-492), B6-22 (493-494)</p> <p>Section 7: B7-1 (518-520), B7-2 (520-522), B7-3 (522-524), B7-4 (526-527), B7-5 (528-529), B7-6 (529-530), B7-7 (531-533), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-543), B7-12 (543-545), B7-16 (553-555)</p> <p>Section 9: B9-2 (610-611), B9-5 (619-621), B9-6 (621-624)</p> <p>Section 10: B10-1 (636-637), B10-2 (637-639), B10-3 (639-641), B10-4 (641-643), B10-5 (644-646), B10-7 (650-652), B10-10 (655-657), B10-15 (667-669)</p>
9. (Begins in grade 4). W.2.9	
10. (Begins in grade 3). W.2.10	

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 2 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
Speaking - Listening	
1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. S/L.2.1	<p>Section 1: B1-3 (11-13), B1-5 (15-17), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-14 (32-34), B1-16 (37-38), B1-17 (39-40), B1-18 (40-41), B1-19 (42-43), B1-33 (74-76)</p> <p>Section 2: B2-3 (119-121), B2-14 (144-145), B2-15 (145-147), B2-16 (147-149), B2-19 (155-156), B2-20 (158-159), B2-21 (159-162), B2-22 (162-164), B2-23 (165-167), B2-24 (168-170), B2-25 (170-172), B2-26 (173-174), B2-27 (175-177), B2-28 (177-178), B2-29 (179-181), B2-46 (213-214), B2-49 (220-221)</p> <p>Section 3: B3-1 (228-229), B3-3 (232-234), B3-4 (234-236), B3-5 (238-239), B3-6 (240-241), B3-11 (249-250), B3-12 (251-253), B3-13 (254-256), B3-14 (256-258), B3-18 (265-267), B3-19 (267-270), B3-20 (270-271), B3-21 (272-274), B3-22 (274-276)</p> <p>Section 4: B4-1 (287-289), B4-2 (290-293), B4-3 (293-294), B4-4 (295-297), 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), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-333), B4-20 (333-335), B4-21 (336-337), B4-23 (341-343), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-30 (359-362), B4-31 (362-365), B4-32 (365-366), B4-33 (367-369)</p> <p>Section 5: B5-1 (383-384), B5-3 (387-390), B5-4 (390-391), B5-5 (392-394), B5-6 (394-396), B5-7 (396-398), B5-8 (398-400), B5-9 (400-402), B5-10 (403-405), B5-11 (405-408), B5-12 (408-410), B5-13 (411-412), B5-15 (416-417), B5-17 (421-422), B5-18 (422-424), B5-21 (429-431), B5-22 (432-434)</p> <p>Section 6: B6-1 (449-451), B6-2 (451-453), B6-3 (453-454), B6-4 (455-456), B6-5 (456-458), B6-6 (458-460), B6-7 (460-462), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-473), B6-13 (473-475), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-490), B6-23 (496-498), B6-24 (498-499), B6-25 (500-502)</p> <p>Section 7: B7-1 (518-520), B7-2 (520-522), B7-3 (522-524), B7-9 (535-537), B7-12 (543-545), B7-13 (545-547), B7-14 (547-549), B7-16 (553-555)</p> <p>Section 8: B8-1 (562-563), B8-2 (564-566), B8-3 (567-568), B8-4 (569-570)</p> <p>Section 9: B9-3 (612-615), B9-5 (619-621)</p> <p>Section 10: B10-6 (648-650), B10-10 (655-657), B10-11 (658-659)</p>
1a. 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). S/L.2.1a	<p>Section 8: B8-6 (573-575), B8-7 (576-577), B8-8 (577-578), B8-9 (579-581), B8-10 (581-583), B8-11 (583-585), B8-14 (590-592), B8-15 (593-594), B8-16 (594-596), B8-17 (597-598), B8-18 (600-601)</p> <p>Section 9: B9-6 (621-624)</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 2 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
1b. Build on others' talk in conversations by linking their comments to the remarks of others. S/L.2.1b	Section 8: B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-601) Section 9: B9-6 (621-624)
1c. Ask for clarification and further explanation as needed about the topics and texts under discussion. S/L.2.1c	Section 1: B1-4 (13-14) Section 8: B8-6 (573-575), B8-8 (577-578), B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-601) Section 9: B9-6 (621-624)
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. S/L.2.2	Section 1: B1-2 (9-10), B1-3 (11-13), 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) Section 2: B2-2 (116-118) Section 4: B4-1 (287-289), B4-21 (336-337), B4-32 (365-366) Section 5: B5-2 (385-387) Section 6: B6-1 (449-451), B6-2 (451-453), B6-10 (466-468), B6-11 (469-470), B6-20 (488-490) Section 7: B7-3 (522-524) Section 8: B8-8 (577-578), B8-14 (590-592), B8-16 (594-596), B8-18 (600-601) Section 9: B9-6 (621-624)
3. 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. S/L.2.3	Section 4: B4-1 (287-289), B4-32 (365-366) Section 5: B5-2 (385-387) Section 6: B6-1 (449-451), B6-2 (451-453), B6-10 (466-468), B6-20 (488-490) Section 7: B7-9 (535-537) Section 8: B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-601) Section 9: B9-6 (621-624)
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. S/L.2.4	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) Section 6: B6-3 (453-454), B6-4 (455-456), B6-5 (456-458), B6-6 (458-460), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-473), B6-13 (473-475), B6-14 (475-477), B6-18 (484-485), B6-19 (486-487) Section 8: B8-2 (564-566), B8-3 (567-568), B8-4 (569-570), B8-5 (572-573), B8-6 (573-575), B8-7 (576-577), B8-9 (579-581), B8-10 (581-583), B8-11 (583-585), B8-12 (586-587), B8-13 (588-589), B8-18 (600-601)
5. 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. S/L.2.5	Section 2: B2-1 (114-116), B2-5 (124-126) 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), B8-13 (588-589), B8-18 (600-601)
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.) S/L.2.6	Section 1: B1-4 (13-14) Section 2: B2-32 (187-188), B2-33 (188-190), B2-39 (199-200) Section 4: B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330)

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 2 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
	<p>Section 5: B5-10 (403-405), B5-11 (405-408), B5-12 (408-410), B5-13 (411-412)</p> <p>Section 8: B8-1 (562-563), B8-5 (572-573), B8-6 (573-575), B8-7 (576-577), B8-8 (577-578), B8-9 (579-581), B8-10 (581-583), B8-11 (583-585), B8-13 (588-589), B8-14 (590-592), B8-18 (600-601)</p>
Language	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1	<p>Section 2: B2-1 (114-116), B2-5 (124-126), B2-11 (137-138), B2-20 (158-159), B2-26 (173-174), B2-27 (175-177), B2-32 (187-188), B2-42 (204-206)</p> <p>Section 4: B4-30 (359-362), B4-32 (365-366), B4-34 (372-375)</p> <p>Section 5: B5-21 (429-431), B5-23 (437-441)</p> <p>Section 6: B6-13 (473-475), B6-23 (496-498), B6-24 (498-499), B6-26 (505-508), B6-27 (509-512)</p> <p>Section 7: B7-13 (545-547)</p> <p>Section 9: B9-4 (616-619), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p> <p>Section 10: B10-12 (660-662)</p>
1a. Use collective nouns (e.g., <i>group</i>). L.2.1a	<p>Section 2: B2-21 (159-162)</p> <p>Section 4: B4-33 (367-369)</p> <p>Section 5: B5-22 (432-434)</p> <p>Section 6: B6-25 (500-502)</p> <p>Section 7: B7-14 (547-549)</p>
1b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). L.2.1b	<p>Section 2: B2-17 (150-152), B2-21 (159-162)</p> <p>Section 4: B4-33 (367-369)</p> <p>Section 5: B5-22 (432-434)</p> <p>Section 6: B6-25 (500-502)</p> <p>Section 7: B7-14 (547-549)</p>
1c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). L.2.1c	<p>Section 2: B2-22 (162-164)</p>
1d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). L.2.1d	<p>Section 2: B2-17 (150-152), B2-18 (153-154), B2-23 (165-167)</p> <p>Section 5: B5-22 (432-434)</p> <p>Section 6: B6-25 (500-502)</p> <p>Section 7: B7-14 (547-549)</p>
1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1e	<p>Section 2: B2-24 (168-170), B2-25 (170-172), B2-34 (190-191)</p>
1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). L.2.1f	<p>Section 2: B2-16 (147-149), B2-33 (188-190), B2-34 (190-191), B2-35 (192-193), B2-36 (193-195), B2-37 (195-197), B2-38 (197-198), B2-39 (199-200), B2-40 (200-201), B2-41 (202-203), B2-43 (207-208), B2-44 (209-210), B2-45 (211-213), B2-46 (213-214), B2-47 (215-216), B2-48 (218-219), B2-49 (220-221)</p> <p>Section 3: B3-5 (238-239), B3-6 (240-241)</p> <p>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 (341-343), B4-27 (350-352), B4-28 (352-354), B4-33 (367-369)</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 2 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
	<p>Section 5: B5-10 (403-405), B5-11 (405-408), 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)</p> <p>Section 6: B6-14 (475-477), B6-15 (477-478), B6-16 (479-481), B6-25 (500-502)</p> <p>Section 7: B7-14 (547-549)</p> <p>Section 8: B8-8 (577-578)</p> <p>Section 9: B9-2 (610-611)</p> <p>Section 10: B10-7 (650-652)</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2</p>	<p>Section 1: B1-46 (102-105), B1-47 (105-107)</p> <p>Section 2: B2-10 (135-136), B2-30 (182-183), B2-32 (187-188), B2-33 (188-190), B2-34 (190-191), B2-35 (192-193), B2-37 (195-197), B2-38 (197-198), B2-39 (199-200), B2-40 (200-201), B2-41 (202-203), B2-43 (207-208), B2-44 (209-210), B2-45 (211-213), B2-48 (218-219), B2-49 (220-221)</p> <p>Section 4: B4-26 (347-349), B4-30 (359-362), B4-34 (372-375)</p> <p>Section 5: B5-21 (429-431), B5-23 (437-441)</p> <p>Section 6: B6-13 (473-475), B6-15 (477-478), B6-23 (496-498), B6-26 (505-508), B6-27 (509-512)</p> <p>Section 7: B7-13 (545-547)</p> <p>Section 9: B9-2 (610-611), B9-4 (616-619), B9-6 (621-624), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p>
<p>2a. Capitalize holidays, product names, and geographic names. L.2.2a</p>	<p>Section 2: B2-17 (150-152), B2-18 (153-154)</p> <p>Section 4: B4-33 (367-369)</p> <p>Section 5: B5-22 (432-434)</p> <p>Section 6: B6-25 (500-502)</p> <p>Section 7: B7-14 (547-549)</p> <p>Section 10: B10-12 (660-662)</p>
<p>2b. Use commas in greetings and closings of letters. L.2.2b</p>	<p>Section 2: B2-17 (150-152), B2-18 (153-154), B2-28 (177-178)</p> <p>Section 4: B4-33 (367-369)</p> <p>Section 5: B5-22 (432-434)</p> <p>Section 6: B6-25 (500-502)</p> <p>Section 7: B7-14 (547-549)</p> <p>Section 10: B10-12 (660-662)</p>
<p>2c. Use an apostrophe to form contractions and frequently occurring possessives. L.2.2c</p>	<p>Section 2: B2-17 (150-152), B2-18 (153-154), B2-29 (179-181)</p> <p>Section 4: B4-33 (367-369)</p> <p>Section 5: B5-22 (432-434)</p> <p>Section 6: B6-25 (500-502)</p> <p>Section 7: B7-14 (547-549)</p>
<p>2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.2d</p>	<p>Section 2: B2-8 (131-133), B2-17 (150-152), B2-18 (153-154), B2-31 (183-185)</p> <p>Section 4: B4-33 (367-369)</p> <p>Section 5: B5-22 (432-434)</p> <p>Section 6: B6-25 (500-502)</p> <p>Section 7: B7-14 (547-549)</p>

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 2 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.2e	Section 2: B2-17 (150-152)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3	Section 3: B3-16 (261-263), B3-21 (272-274), B3-22 (274-276) Section 4: B4-30 (359-362), B4-34 (372-375) Section 5: B5-21 (429-431), B5-23 (437-441) Section 6: B6-23 (496-498), B6-24 (498-499), B6-26 (505-508), B6-27 (509-512) Section 7: B7-13 (545-547) Section 9: B9-4 (616-619), B9-8 (626-627), B9-9 (628-630)
3a. Compare formal and informal uses of English. L.2.3a	Section 2: B2-13 (141-142) Section 4: B4-32 (365-366)
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.2.4	Section 3: B3-1 (228-229), B3-9 (246-247), B3-23 (278-279)
4a. Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4a	Section 3: B3-12 (251-253), B3-13 (254-256), B3-14 (256-258)
4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>). L.2.4b	Section 3: B3-19 (267-270)
4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>). L.2.4c	Section 3: B3-18 (265-267), B3-19 (267-270)
4 d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>). L.2.4d	Section 3: B3-17 (263-265)
4 e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.4e	Section 3: B3-2 (230-231), B3-3 (232-234), B3-4 (234-236), B3-19 (267-270) Section 4: B4-31 (362-365)
5. Demonstrate understanding of word relationships and nuances in word meanings. L.2.5	Section 3: B3-23 (278-279) Section 4: B4-31 (362-365)
5a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). L.2.5a	Section 3: B3-1 (228-229), B3-7 (242-244), B3-8 (244-245), B3-10 (247-248), B3-11 (249-250), B3-12 (251-253), B3-17 (263-265), B3-20 (270-271) Section 10: B10-13 (662-664)
5b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>). L.2.5b	Section 3: B3-15 (258-261), B3-16 (261-263)

**Step Up to Writing (Grades K-2) Correlated to the
Common Core State Standards for English Language Arts (CCSS)**

GRADE 2 CCSS	Strategy and (Page Number) in <i>Step Up to Writing</i> Where Standard is Addressed
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). L.2.6</p>	<p>Section 1: B1-25 (56-58) Section 2: B2-13 (141-142), B2-21 (159-162), B2-22 (162-164), B2-23 (165-167), B2-24 (168-170), B2-25 (170-172), B2-26 (173-174), B2-27 (175-177), B2-30 (182-183), B2-31 (183-185), B2-46 (213-214) Section 3: B3-5 (238-239), B3-6 (240-241), B3-7 (242-244), B3-8 (244-245), B3-9 (246-247), B3-10 (247-248), B3-12 (251-253), B3-13 (254-256), B3-15 (258-261), B3-16 (261-263), B3-18 (265-267), B3-19 (267-270), B3-20 (270-271), B3-21 (272-274), B3-22 (274-276), B3-23 (278-279) Section 4: B4-25 (345-346), B4-31 (362-365) Section 6: B6-14 (475-477) Section 10: B10-4 (641-643), B10-5 (644-646), B10-6 (648-650), B10-13 (662-664)</p>