

GRADES K-2

Step Up
to Writing®



Step Up to Writing, Grades K-2

**CORRELATED TO THE LANGUAGE ARTS
FLORIDA STANDARDS (LAFS)**

August 2016

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Kindergarten LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
<p>LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96-97); B1-44 (97-98)</p> <p>Section 6: B6-1 (449-450); B6-2 (451-452); B6-11 (469-470); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492)</p> <p>Section 8: B8-10 (581-582)</p> <p>Section 9: B9-3 (612-615)</p>
<p>LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96-97); B1-46 (102-104)</p> <p>Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502)</p> <p>Section 8: B8-10 (581-582)</p>
<p>LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story. <i>Cognitive Complexity:</i> Level 1: Recall</p>	<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 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73); B1-40 (89-91); B1-41 (92-93); B1-43 (96-97)</p> <p>Section 6: B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492)</p> <p>Section 8: B8-10 (581-582)</p>
Cluster 2: Craft and Structure	
<p>LAFS.K.RL.2.4 With prompting and support, ask and answer questions about unknown words in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 3: B3-15 (258-260)</p>
<p>LAFS.K.RL.2.5 Recognize common types of texts (e.g., storybooks, poems). <i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>Section 1: B1-2 (9-10)</p> <p>Section 10: B10-13 (662-664)</p>
<p>LAFS.K.RL.2.6 With prompting and support, identify the author and illustrator of a text and define the role of each in telling the story. <i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>Section 1: B1-1 (7-8)</p>
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.K.RL.3.7 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). <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-1 (7-8); B1-35 (80-81)</p>
<p>LAFS.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Section 1: B1-39 (87-88); B1-40 (89-91)</p>
Cluster 4: Range and Level of Text Complexity	
<p>LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>Section 1: B1-9 (24-25); B1-14 (32-33)</p> <p>Section 10: B10-13 (662-664)</p>

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Kindergarten LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
<i>Cognitive Complexity</i> : Level 2: Basic Application of Skills & Concepts	
Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)	
Cluster 1: Print Concepts	
LAFS.K.RF.1.1 Demonstrate understanding of the organization and basic features of print. <i>Cognitive Complexity</i> : Level 1: Recall	
a. Follow words from left to right, top to bottom, and page by page.	Section 1 : B1-1 (7-8); B2-1 (114-115)
b. Recognize the spoken words are represented in written language by specific sequences of letters.	Section 2 : B2-1 (114-115); B2-4 (123-124); B2-5 (124-126); B2-9 (133-134); B2-10 (135-136); B2-11 (137); B2-31 (183-186)
c. Understand that words are separated by spaces in print.	Section 2 : B2-1 (114-115); B2-9 (133-134); B2-11 (137); B2-17 (150-152); B2-18 (153-154)
d. Recognize and name all upper- and lowercase letters of the alphabet.	Section 2 : B2-5 (124-126)
Cluster 2: Phonological Awareness	
LAFS.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Cognitive Complexity</i> : Level 1: Recall	
a. Recognize and produce rhyming words.	Section 2 : B2-8 (131-132)
b. Count, pronounce, blend, and segment syllables in spoken words.	Section 2 : B2-31 (183-186)
c. Blend and segment onsets and rimes of single-syllable spoken words.	Section 2 : B2-8 (131-132)
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with //, /r/, or /x/.)	Section 2 : B2-7 (128-130); B2-10 (135-136)
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Section 2 : B2-8 (131-132)
Cluster 3: Phonics and Word Recognition	
LAFS.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. <i>Cognitive Complexity</i> : Level 1: Recall	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant.	Section 2 : B2-6 (127-128); B2-7 (128-130)
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Section 2 : B2-31 (183-186)
c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	Section 2 : B2-30 (182-183)
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Section 2 : B2-8 (131-132)
Cluster 4: Fluency	
LAFS.K.RF.4.4 Read emergent-reader texts with purpose and understanding. <i>Cognitive Complexity</i> : Level 2: Basic Application of Skills & Concepts	
Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.	Section 1 : B1-3 (11-12); B1-5 (15-16);

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Kindergarten LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
<p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96-97); B1-44 (97-98)</p> <p>Section 6: B6-1 (449-450); B6-10 (466-468)</p> <p>Section 7: B7-7 (531-532)</p> <p>Section 8: B8-10 (581-582)</p> <p>Section 9: B9-3 (612-615); B9-4 (616-618)</p>
<p>LAFS.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43); B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-43 (96-97); B1-45 (211-212); B1-47 (105-106)</p> <p>Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-18 (329-330); B4-20 (333-335); B4-21 (336-337); B4-24 (343-344); B4-25 (345-346); B4-27 (350-351); B4-28 (352-354); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369)</p> <p>Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-17 (421-422); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434)</p> <p>Section 7: B7-3 (522-524); B7-7 (531-532)</p> <p>Section 8: B8-10 (581-582)</p> <p>Section 9: B9-4 (616-618)</p>
<p>LAFS.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Section 1: B1-27 (61-63); B1-39 (87-88); B1-43 (96-97)</p> <p>Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-20 (333-335); B4-21 (336-337); B4-24 (343-344); B4-25 (345-346); B4-27 (350-351); B4-28 (352-354)</p> <p>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)</p> <p>Section 7: B7-3 (522-524); B7-10 (538-539)</p> <p>Section 8: B8-10 (581-582)</p>
Cluster 2: Craft and Structure	
<p>LAFS.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 3: B3-15 (258-260)</p> <p>Section 7: B7-7 (531-532)</p>
<p>LAFS.K.RI.2.5 Identify the front cover, back cover, and title page of a book.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>Section 1: B1-1 (7-8)</p> <p>Section 7: B7-7 (531-532)</p>
<p>LAFS.K.RI.2.6 With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>Section 1: B1-1 (7-8)</p> <p>Section 7: B7-7 (531-532)</p>
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.K.RI.3.7 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).</p>	<p>Section 1: B1-1 (7-8); B1-35 (80-81)</p> <p>Section 4: B4-29 (355-358)</p> <p>Section 7: B7-7 (531-532)</p>

**Step Up to Writing[®], Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)**

Kindergarten LAFS	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	
LAFS.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-16 (418-420); B5-17 (421-422); B5-18 (422-424)
LAFS.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	Section 1: B1-39 (87-88) Section 4: B4-19 (331-332); B4-21 (336-337) Section 5: B5-6 (394-395); B5-9 (400-402)
Cluster 4: Range and Level of Text Complexity	
LAFS.K.RI.4.10 Actively engage in group reading activities with purpose and understanding. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 1: B1-9 (24-25); B1-14 (32-33)
Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
LAFS.K.W.1.1 Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 2: B2-2 (116-118); B2-45 (211-212) Section 5: B5-1 (383-384); B5-2 (385-386); B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-8 (398-399); B5-9 (400-402); B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417); B5-16 (418-420); B5-17 (421-422); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-21 (429-431); B5-22 (432-434); B5-23 (437-442) Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) Section 10: B10-5 (648-649); B10-11 (658-659); B10-14 (665-666); B10-15 (667-668)
LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are writing about and supply some information about the topic. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 1: B1-25 (56-58) Section 2: B2-2 (116-118); B2-45 (211-212) Section 4: B4-1 (287-289); B4-2 (290-292); B4-3 (293-294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302); B4-7 (303-304); B4-8 (305-306); B4-9 (307-308); B4-10 (309-310); B4-11 (311-312); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342); B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-29 (355-358); B4-30 (359-361); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369); B4-34 (372-276) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-13 (545-546); B7-14 (547-548); B7-16 (553-556) Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) Section 10: B10-1 (636-637); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-

**Step Up to Writing[®], Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)**

Kindergarten LAFS	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
	649); B10-7 (650-651); B10-8 (652-653); B10-10 (655-657); B10-14 (665-666); B10-15 (667-668)
LAFS.K.W.1.3 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 that they occurred, and provide a reaction to what happened. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 2: B2-2 (116-118); B2-45 (211-212) Section 6: B6-1 (449-450); B6-2 (451-452); B6-3 (453-454); B6-4 (455-456); B6-5 (456-457); B6-6 (458-459); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502); B6-26 (505-508); B6-27 (509-512) Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630); B10-14 (665-666); B10-15 (667-668)
Cluster 2: Production and Distribution of Writing	
LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	Section 2: B2-3 (119-121); B2-14 (144); B2-15 (145-146); B2-16 (147-149); B2-17 (150-152); B2-18 (153-154); B2-36 (193-194); B2-37 (195-196); B2-40 (200-201); B2-41 (202-203); B2-42 (204-206); B2-43 (207-208); B2-44 (209-210); B2-45 (211-212); B2-47 (215-216); B2-49 (220-222) Section 3: B3-21 (272-273); B3-22 (274-276) Section 4: B4-2 (290-292); B4-3 (293-294); B4-5 (297-299); B4-7 (303-304); B4-9 (307-308); B4-10 (309-310); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-20 (333-335); B4-22 (338-340); B4-23 (341-342); B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-30 (359-361); B4-31 (362-364); B4-33 (367-369) Section 5: B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402); B5-10 (403-404); B5-14 (413-415); B5-17 (421-422); B5-20 (427-428); B5-21 (429-431); B5-22 (432-434) Section 6: B6-5 (456-457); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502) Section 7: B7-4 (526-527); B7-5 (528); B7-11 (540-542); B7-13 (545-546); B7-14 (547-548) Section 9: B9-8 (626-627); B9-9 (628-630) Section 10: B10-1 (636-637); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-9 (654); B10-10 (655-657); B10-12 (660-661); B10-13 (662-664); B10-15 (667-668)
LAFS.K.2.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	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); B8-12 (588-589) Section 9: B9-7 (624-625) Section 10: B10-15 (667-668)
Cluster 3: Research to Build Knowledge	

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Kindergarten LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
<p>LAFS.K.W.3.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <i>Cognitive Complexity:</i> Level 4: Extend Thinking & Complex Reasoning</p>	<p>Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668)</p>
<p>LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-9 (24-25); B8-15 (593-594); B1-20 (45-46); B1-21 (47-49); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-29 (66-67); B1-45 (211-212) Section 2: B2-44 (209-210) Section 4: B4-3 (293-294); B4-5 (297-299); B4-9 (307-308); B4-11 (311-312); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-31 (362-364) Section 5: B5-1 (383-384); B5-4 (390-391); B5-5 (392-393); B5-7 (396-397); B5-8 (398-399); B5-14 (413-415) Section 6: B6-21 (490-492); B6-22 (493-494) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-16 (553-556) Section 9: B9-2 (610-611); B9-5 (619-620); B9-6 (621-623) Section 10: B10-1 (636-637); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-7 (650-651); B10-10 (655-657); B10-15 (667-668)</p>
Strand: SPEAKING AND LISTENING STANDARDS	
Cluster 1: Comprehension and Collaboration	
<p>LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	
<p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>Section 8: B8-6 (573-575); B8-7 (576-577); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593-594); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) Section 9: B9-6 (621-623)</p>
<p>b. Continue a conversation through multiple exchanges.</p>	<p>Section 8: B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) Section 9: B9-6 (621-623)</p>
<p>LAFS.K.SL.1.2 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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-2 (9-10); B1-3 (11-12); B1-7 (20-21); B1-18 (40-41); B1-21 (47-49); B1-22 (50-51); B1-23 (52-53); B1-31 (70-72); B1-34 (78-79); B1-37 (84-85) Section 2: B2-2 (116-118) Section 4: B4-1 (287-289); B4-21 (336-337); B4-32 (365-366) Section 5: B5-2 (385-386) Section 6: B6-1 (449-450); B6-2 (451-452); B6-10 (466-468); B6-11 (469-470); B6-20 (488-489) Section 7: B7-3 (522-524) Section 8: B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-18 (600-602) Section 9: B9-6 (621-623)</p>

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Kindergarten LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
<p>LAFS.K.SL.1.3 Ask and answer questions in order seek help, get information, or clarify something that is not understood. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-34 (78-79) Section 4: B4-1 (287-289); B4-32 (365-366); B5-2 (385-386) Section 6: B6-1 (449-450); B6-2 (451-452); B6-10 (466-468); B6-20 (488-489) Section 7: B7-9 (535-537) Section 8: B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602); B9-6 (621-623)</p>
Cluster 2: Presentation of Knowledge and Ideas	
<p>LAFS.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 2: B2-36 (193-194); B2-37 (195-196) Section 4: B4-3 (293-294); B4-5 (297-299); B4-6 (300-302); B4-9 (307-308); B4-11 (311-312); B4-13 (315-318); B4-20 (333-335) Section 5: B5-1 (383-384); B5-5 (392-393); B5-7 (396-397) Section 6: B6-3 (453-454); B6-4 (455-456); B6-5 (456-457); B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487) Section 8: B8-2 (564-566); B8-3 (567-568); B8-4 (569-570); B8-5 (572); B8-6 (573-575); B8-7 (576-577); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587); B8-12 (588-589); B8-18 (600-602)</p>
<p>LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Section 2: B2-1 (114-115) Section 4: B4-9 (307-308); B4-29 (355-358) Section 5: B5-5 (392-393); B5-7 (396-397) Section 6: B6-3 (453-454); B6-4 (455-456); B6-5 (456-457); B6-8 (462-463); B6-9 (464-465); B6-12 (471-472); B6-14 (475-476); B6-22 (493-494) Section 7: B7-15 (549-550) Section 8: B8-1 (562-563); B8-12 (586-587); B8-18 (600-602)</p>
<p>LAFS.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly. <i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>Section 1: B1-4 (13-14) Section 2: B2-32 (187); B2-33 (188-189); B2-39 (199) Section 8: B8-1 (562-563); B8-5 (572); B8-6 (573-575); B8-7 (576-577); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (588-589); B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602)</p>
Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
<p>LAFS.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	
<p>a. Print many upper- and lowercase letters.</p>	<p>Section 2: B2-5 (124-126); B2-17 (150-152) Section 4: B4-33 (367-369); B5-22 (432-434); B6-25 (500-502); B7-14 (547-548) Section 10: B10-12 (660-661)</p>
<p>b. Use frequently occurring nouns and verbs.</p>	<p>Section 2: B2-17 (150-152); B2-21 (47-49); B2-23 (165-167); B2-42 (204-206) Section 3: B3-5 (238-239); B3-12 (251-253); B3-13 (254-255) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502)</p>

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Kindergarten LAFS	Strategy (and Page Number) in <i>Step Up to Writing</i> ® where Standard is Addressed
	Section 7: B7-14 (547-548) Section 10: B10-12 (660-661)
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) when speaking.	Section 2: B2-17 (150-152); B2-21 (47-49); B2-42 (204-206) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
d. Understand and use question words (Interrogatives) (e.g., <i>who, what, where, when, why, how</i>)	Section 2: B2-38 (197-198); B2-39 (199); B2-48 (218-219) Section 4: B4-16 (324-326) Section 5: B5-11 (405-407) Section 9: B9-2 (610-611)
e. Use the most frequently occurring prepositions in English (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	Section 2: B2-27 (175-176)
f. Produce and expand complete sentences in shared language activities.	Section 2: B2-16 (147-149); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-36 (193-194); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-41 (202-203); B2-43 (207-208); B2-44 (209-210); B2-45 (211-212); B2-46 (213-214); B2-47 (215-216); B2-48 (218-219); B2-49 (220-222) Section 3: B3-5 (238-239); B3-6 (240-241) Section 4: B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330); B4-20 (333-335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342); B4-27 (350-351); B4-28 (352-354); B4-33 (367-369) Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434) Section 6: B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-25 (500-502) Section 7: B7-14 (547-548) Section 8: B8-8 (577-578) Section 9: B9-2 (610-611) Section 10: B10-7 (650-651)
LAFS.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Cognitive Complexity:</i> Level 1: Recall	
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	Section 2: B2-17 (150-152); B2-18 (153-154); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-43 (207-208); B2-45 (211-212); B2-48 (218-219); B2-49 (220-222) Section 4: B4-26 (347-349); B4-33 (367-369) Section 2: B5-22 (432-434) Section 6: B6-15 (477-478) B6-25 (500-502) Section 7: B7-14 (547-548) Section 9: B9-2 (610-611) Section 10: B10-12 (660-661)
b. Recognize and name end punctuation.	Section 2: B2-17 (150-152); B2-18 (153-154); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-43 (207-208); B2-45 (211-212); B2-48 (218-219); B2-49 (220-222)

**Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)**

Kindergarten LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-15 (477-478); B6-25 (500-502) Section 7: B7-14 (547-548) Section 9: B9-2 (610-611) Section 10: B10-12 (660-661)
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Section 2: B2-5 (124-126); Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
d. Spell simple words phonetically drawing on knowledge of sound-letter relationships.	Section 2: B2-8 (131-132); B2-10 (135-136); B2-31 (183-186) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
Cluster 3: Vocabulary Acquisition and Use	
LAFS.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb to <i>duck</i>).	Section 3: B3-3 (232-233); B3-10 (247-248); B3-12 (251-253); B3-13 (254-255)
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	Section 3: B3-19 (267-269)
LAFS.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Section 3: B3-11 (249-250)
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Section 3: B3-7 (242-243); B3-15 (258-260); B3-16 (261-262)
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	Section 3: B3-1 (228-229); B3-8 (244-245); B3-11 (249-250); B3-12 (251-253); B3-17 (263-264); B3-20 (270-271) Section 10: B10-13 (662-664)
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	Section 3: B3-15 (258-260); B3-16 (261-262)
LAFS.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <i>Cognitive Complexity:</i> Level 1: Recall	Section 1: B1-25 (56-58) Section 2: B2-13 (141-142); B2-21 (47-49); B2-22 (162-164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172); B2-26 (173-174); B2-27 (175-176); B2-30 (182-183); B2-46 (213-214) Section 3: B3-5 (238-239); B3-6 (240-241); B3-7 (242-243); B3-8 (244-245); B3-9 (246); B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-15 (258-260); B3-16 (261-262); B3-18 (265-266); B3-19 (267-269); B3-20 (270-271); B3-21 (272-273); B3-22 (274-276); B3-23 (278-280) Section 4: B4-25 (345-346); B4-31 (362-364) Section 6: B6-14 (475-476)

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Kindergarten LAFS	Strategy (and Page Number) in <i>Step Up to Writing</i> ® where Standard is Addressed
	Section 10: B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-13 (662-664)

Grade 1 LAFS	Strategy (and Page Number) in <i>Step Up to Writing</i> ® where Standard is Addressed
Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
LAFS.1.RL.1.1 Ask and answer questions about key details in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96-97); B1-44 (97-98) Section 6: B6-1 (449-450); B6-2 (451-452); B6-11 (469-470); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) Section 8: B8-10 (581-582) Section 9: B9-3 (612-615)
LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96-97); B1-46 (102-104) Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582)
LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 1: B1-10 (25-26); B1-12 (29-30); B1-13 (31-32); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73); B1-40 (89-91); B1-41 (92-93); B1-43 (96-97) Section 6: B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) Section 8: B8-10 (581-582)
Cluster 2: Craft and Structure	
LAFS.1.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 3: B3-15 (258-260); B3-21 (272-273) Section 10: B10-13 (662-664)
LAFS.1.RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 1: B1-2 (9-10)
LAFS.1.RL.2.6 Identify who is telling the story at various points in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	
Cluster 3: Integration of Knowledge and Ideas	
LAFS.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 1: B1-35 (80-81)
LAFS.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.	Section 1: B1-39 (87-88); B1-40 (89-91)

**Step Up to Writing[®], Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)**

Grade 1 LAFS	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	
Cluster 4: Range and Level of Text Complexity	
LAFS.1.RL.4.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 1: B1-9 (24-25); B1-14 (32-33) Section 10: B10-13 (662-664)
Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)	
Cluster 1: Print Concepts	
LAFS.1.RF.1.1 Demonstrate understanding of the organization and basic features of print. <i>Cognitive Complexity:</i> Level 1: Recall	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Section 1: B2-17 (150-152); B2-18 (153-154); B2-33 (188-189); B2-35 (192)
Cluster 2: Phonological Awareness	
LAFS.1.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Cognitive Complexity:</i> Level 1: Recall	
a. Distinguish long from short vowel sounds in spoken single-syllable words.	Section 2: B2-31 (183-186)
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Section 2: B2-7 (128-130); B2-10 (135-136)
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Section 2: B2-10 (135-136)
Cluster 3: Phonics and Word Recognition	
LAFS.1.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. <i>Cognitive Complexity:</i> Level 1: Recall	
a. Know the spelling-sound correspondences for common consonant digraphs.	Section 2: B2-8 (131-132)
b. Decode regularly spelled one-syllable words.	Section 2: B2-31 (183-186)
c. Know final -e and common vowel team conventions for representing long vowel sounds.	Section 2: B2-31 (183-186)
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Section 2: B2-31 (183-186)
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	Section 2: B2-31 (183-186)
f. Read words with inflectional endings.	Section 2: B2-23 (165-167); B2-42 (204-206)
g. Recognize and read grade-appropriate irregularly spelled words.	Section 2: B2-30 (182-183)
Cluster 4: Fluency	
LAFS.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	
a. Read on-level text with purpose and understanding.	
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 1 LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
<p>LAFS.1.RI.1.1 Ask and answer questions about key details in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96-97); B1-44 (97-98)</p> <p>Section 6: B6-1 (449-450); B6-10 (466-468)</p> <p>Section 7: B7-7 (531-532)</p> <p>Section 8: B8-10 (581-582)</p> <p>Section 9: B9-3 (612-615); B9-4 (616-618)</p>
<p>LAFS.1.RI.1.2 Identify the main topic and retell key details of a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43); B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-43 (96-97); B1-45 (211-212); B1-47 (105-106)</p> <p>Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-18 (329-330); B4-20 (333-335); B4-21 (336-337); B4-24 (343-344); B4-25 (345-346); B4-27 (350-351); B4-28 (352-354); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369)</p> <p>Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-17 (421-422); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434)</p> <p>Section 7: B7-3 (522-524); B7-7 (531-532)</p> <p>Section 8: B8-10 (581-582)</p> <p>Section 9: B9-4 (616-618)</p>
<p>LAFS.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-27 (61-63); B1-39 (87-88); B1-43 (96-97)</p> <p>Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-20 (333-335); B4-21 (336-337); B4-24 (343-344); B4-25 (345-346); B4-27 (350-351); B4-28 (352-354)</p> <p>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)</p> <p>Section 7: B7-3 (522-524); B7-10 (538-539)</p> <p>Section 8: B8-10 (581-582)</p>
Cluster 2: Craft and Structure	
<p>LAFS.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 3: B3-15 (258-260)</p> <p>Section 7: B7-7 (531-532)</p>
<p>LAFS.1.RI.2.5 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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-2 (9-10)</p> <p>Section 4: B4-29 (355-358)</p> <p>Section 7: B7-7 (531-532); B7-8 (533-534)</p>
<p>LAFS.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>Section 4: B4-29 (355-358)</p> <p>Section 7: B7-7 (531-532)</p>
Cluster 3: Integration of Knowledge and Ideas	

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 1 LAFS	Strategy (and Page Number) in <i>Step Up to Writing</i> ® where Standard is Addressed
<p>LAFS.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-35 (80-81) Section 4: B4-29 (355-358) Section 7: B7-7 (531-532)</p>
<p>LAFS.1.RI.3.8 Identify the reasons an author gives to support points in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-16 (418-420); B5-17 (421-422); B5-18 (422-424)</p>
<p>LAFS.1.RI.3.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Section 1: B1-39 (87-88) Section 4: B4-19 (331-332); B4-21 (336-337) Section 5: B5-6 (394-395); B5-9 (400-402)</p>
Cluster 4: Range and Level of Text Complexity	
<p>LAFS.1.RI.4.10 With prompting and support, read informational texts appropriately complex for grade 1. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-9 (24-25); B1-14 (32-33)</p>
Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
<p>LAFS.1.W.1.1 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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Section 2: B2-2 (116-118); B2-45 (211-212) Section 5: B5-1 (383-384); B5-2 (385-386); B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-8 (398-399); B5-9 (400-402); B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417); B5-16 (418-420); B5-17 (421-422); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-21 (429-431); B5-22 (432-434); B5-23 (437-442) Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) Section 10: B10-5 (648-649); B10-11 (658-659); B10-14 (665-666); B10-15 (667-668)</p>
<p>LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Section 1: B1-25 (56-58) Section 2: B2-2 (116-118); B2-45 (211-212) Section 4: B4-1 (287-289); B4-2 (290-292); B4-3 (293-294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302); B4-7 (303-304); B4-8 (305-306); B4-9 (307-308); B4-10 (309-310); B4-11 (311-312); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342); B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-29 (355-358); B4-30 (359-361); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369); B4-34 (372-276) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-13 (545-546); B7-14 (547-548); B7-16 (553-556) Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) Section 10: B10-1 (636-637); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-</p>

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 1 LAFS	Strategy (and Page Number) in <i>Step Up to Writing</i> ® where Standard is Addressed
	649); B10-7 (650-651); B10-8 (652-653); B10-10 (655-657); B10-14 (665-666); B10-15 (667-668)
<p>LAFS.1.W.1.3 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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Section 2: B2-2 (116-118); B2-45 (211-212) Section 6: B6-1 (449-450); B6-2 (451-452); B6-3 (453-454); B6-4 (455-456); B6-5 (456-457); B6-6 (458-459); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502); B6-26 (505-508); B6-27 (509-512) Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) Section 10: B10-14 (665-666); B10-15 (667-668)</p>
Cluster 2: Production and Distribution of Writing	
<p>LAFS.1.W.2.5 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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Section 2: B2-3 (119-121); B2-14 (144); B2-15 (145-146); B2-16 (147-149); B2-17 (150-152); B2-18 (153-154); B2-36 (193-194); B2-37 (195-196); B2-40 (200-201); B2-41 (202-203); B2-42 (204-206); B2-43 (207-208); B2-44 (209-210); B2-45 (211-212); B2-47 (215-216); B2-49 (220-222) Section 3: B3-21 (272-273); B3-22 (274-276) Section 4: B4-2 (290-292); B4-3 (293-294); B4-5 (297-299); B4-7 (303-304); B4-9 (307-308); B4-10 (309-310); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-20 (333-335); B4-22 (338-340); B4-23 (341-342); B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-30 (359-361); B4-31 (362-364); B4-33 (367-369) Section 5: B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402); B5-10 (403-404); B5-14 (413-415); B5-17 (421-422); B5-20 (427-428); B5-21 (429-431); B5-22 (432-434) Section 6: B6-5 (456-457); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-22 (493-494); B6-23 (496-497); B6-25 (500-502) Section 7: B7-4 (526-527); B7-5 (528); B7-11 (540-542); B7-13 (545-546); B7-14 (547-548) Section 9: B9-8 (626-627); B9-9 (628-630) Section 10: B10-1 (636-637); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-9 (654); B10-10 (655-657); B10-12 (660-661); B10-13 (662-664); B10-15 (667-668)</p>
<p>LAFS.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>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); B8-12 (588-589) Section 9: B9-7 (624-625) Section 10: B10-15 (667-668)</p>
Cluster 3: Research to Build Knowledge	
<p>LAFS.1.W.3.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a</p>	<p>Section 2: B2-44 (209-210) Section 4: B4-31 (362-364)</p>

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 1 LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
given topic and use them to write a sequence of instructions). <i>Cognitive Complexity:</i> Level 4: Extend Thinking & Complex Reasoning	Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668)
LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 1: B1-9 (24-25); B8-15 (593-594); B1-20 (45-46); B1-21 (47-49); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-29 (66-67); B1-45 (211-212) Section 2: B2-44 (209-210) Section 4: B4-3 (293-294); B4-5 (297-299); B4-9 (307-308); B4-11 (311-312); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-31 (362-364) Section 5: B5-1 (383-384); B5-4 (390-391); B5-5 (392-393); B5-7 (396-397); B5-8 (398-399); B5-14 (413-415) Section 6: B6-21 (490-492); B6-22 (493-494) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-16 (553-556) Section 9: B9-2 (610-611); B9-5 (619-620); B9-6 (621-623) Section 10: B10-1 (636-637); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-7 (650-651); B10-10 (655-657); B10-15 (667-668)
Strand: SPEAKING AND LISTENING STANDARDS	
Cluster 1: Comprehension and Collaboration	
LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Section 8: B8-6 (573-575); B8-7 (576-577); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593-594); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) Section 9: B9-6 (621-623)
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Section 8: B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) Section 9: B9-6 (621-623)
c. Ask questions to clear up any confusion about the topics and texts under discussion.	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 (600-602) Section 9: B9-6 (621-623)
LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 1: B1-2 (9-10); B1-3 (11-12); B1-7 (20-21); B1-18 (40-41); B1-21 (47-49); B1-22 (50-51); B1-23 (52-53); B1-31 (70-72); B1-34 (78-79); B1-37 (84-85) Section 2: B2-2 (116-118) Section 4: B4-1 (287-289); B4-21 (336-337); B4-32 (365-366) Section 5: B5-2 (385-386) Section 6: B6-1 (449-450); B6-2 (451-452); B6-10 (466-468); B6-11 (469-470); B6-20 (488-489) Section 7: B7-3 (522-524) Section 8: B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-18 (600-602) Section 9: B9-6 (621-623)

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 1 LAFS	Strategy (and Page Number) in <i>Step Up to Writing</i> ® where Standard is Addressed
<p>LAFS.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 4: B4-1 (287-289); B4-32 (365-366) Section 5: B5-2 (385-386) Section 6: B6-1 (449-450); B6-2 (451-452); B6-10 (466-468); B6-20 (488-489); Section 7: B7-9 (535-537) Section 8: B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) Section 9: B9-6 (621-623)</p>
Cluster 2: Presentation of Knowledge and Ideas	
<p>LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 2: B2-36 (193-194); B2-37 (195-196) Section 4: B4-3 (293-294); B4-5 (297-299); B4-6 (300-302); B4-9 (307-308); B4-11 (311-312); B4-13 (315-318); B4-20 (333-335) Section 5: B5-1 (383-384); B5-5 (392-393); B5-7 (396-397) Section 6: B6-3 (453-454); B6-4 (455-456); B6-5 (456-457); B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487) Section 8: B8-2 (564-566); B8-3 (567-568); B8-4 (569-570); B8-5 (572); B8-6 (573-575); B8-7 (576-577); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587); B8-12 (588-589); B8-18 (600-602)</p>
<p>LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 2: B2-1 (114-115) Section 4: B4-9 (307-308); B4-29 (355-358) Section 5: B5-5 (392-393); B5-7 (396-397) Section 6: B6-3 (453-454); B6-4 (455-456); B6-5 (456-457); B6-8 (462-463); B6-9 (464-465); B6-12 (471-472); B6-14 (475-476); B6-22 (493-494) Section 7: B7-15 (549-550) Section 8: B8-1 (562-563); B8-12 (586-587); B8-18 (600-602)</p>
<p>LAFS.1.SL.2.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-4 (13-14) Section 2: B2-32 (187); B2-33 (188-189); B2-39 (199) Section 4: B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330) Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412) Section 8: B8-1 (562-563); B8-5 (572); B8-6 (573-575); B8-7 (576-577); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (588-589); B8-14 (590-592); B8-18 (600-602)</p>
Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions in Writing and Speaking	
<p>LAFS.1.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	
<p>a. Print all upper- and lowercase letters.</p>	<p>Section 2: B2-5 (124-126); B2-17 (150-152) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548) Section 10: B10-12 (660-661)</p>
<p>b. Use common, proper, and possessive nouns.</p>	<p>Section 2: B2-17 (150-152); B2-21 (47-49); B2-48 (218-219)</p>

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 1 LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548) Section 10: B10-12 (660-661)
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Section 2: B2-17 (150-152); B2-21 (47-49); B2-42 (204-206); B2-48 (218-219) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	Section 2: B2-17 (150-152); B2-22 (162-164) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	Section 2: B2-17 (150-152); B2-23 (165-167); B2-48 (218-219) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
f. Use frequently occurring adjectives.	Section 2: B2-24 (168-169)
g. Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>).	Section 2: B2-26 (173-174); B2-40 (200-201); B2-41 (202-203) Section 4: B4-16 (324-326) Section 5: B5-11 (405-407)
h. Use determiners (e.g., articles, demonstratives).	Section 2: B2-24 (168-169)
i. Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>).	Section 2: B2-27 (175-176)
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Section 2: B2-16 (147-149); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-36 (193-194); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-41 (202-203); B2-43 (207-208); B2-44 (209-210); B2-45 (211-212); B2-46 (213-214); B2-47 (215-216); B2-48 (218-219); B2-49 (220-222) Section 3: B3-5 (238-239); B3-6 (240-241) Section 4: B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330); B4-20 (333-335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342); B4-27 (350-351); B4-28 (352-354); B4-33 (367-369) Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434) Section 6: B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-25 (500-502) Section 7: B7-14 (547-548) Section 8: B8-8 (577-578) Section 9: B9-2 (610-611) Section 10: B10-7 (650-651)
LAFS.1.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Cognitive Complexity:</i> Level 1: Recall	
a. Capitalize dates and names of people.	Section 2: B2-17 (150-152); B2-18 (153-154) Section 4: B4-33 (367-369)

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 1 LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548) Section 10: B10-12 (660-661)
b. Use end punctuation for sentences.	Section 2: B2-17 (150-152); B2-18 (153-154); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-43 (207-208); B2-45 (211-212); B2-48 (218-219); B2-49 (220-222) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-15 (477-478); B6-25 (500-502) Section 7: B7-14 (547-548) Section 9: B9-2 (610-611) Section 10: B10-12 (660-661)
c. Use commas in dates and to separate single words in a series.	Section 2: B2-17 (150-152); B2-18 (153-154); B2-28 (64-65) Section 10: B10-12 (660-661)
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Section 2: B2-8 (131-132); B2-17 (150-152); B2-18 (153-154); B2-30 (182-183); B2-31 (183-186) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Section 2: B2-10 (135-136); B2-18 (153-154); B2-31 (183-186)
Cluster 3: Vocabulary Acquisition and Use	
LAFS.1.L.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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Section 3: B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-14 (256-257)
b. Use frequently occurring affixes as a clue to the meaning of a word.	Section 3: B3-19 (267-269)
c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	Section 3: B3-18 (265-266)
LAFS.1.L.3.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	Section 3: B3-7 (242-243); B3-8 (244-245); B3-11 (249-250) Section 4: B4-31 (362-364)
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	Section 3: B3-1 (228-229); B3-8 (244-245); B3-11 (249-250); B3-12 (251-253); B3-17 (263-264); B3-20 (270-271) Section 10: B10-13 (662-664)
d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	Section 3: B3-15 (258-260); B3-16 (261-262)

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 1 LAFS	Strategy (and Page Number) in <i>Step Up to Writing</i> ® where Standard is Addressed
<p>LAFS.1.L.3.6 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>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>Section 1: B1-25 (56-58)</p> <p>Section 2: B2-13 (141-142); B2-21 (47-49); B2-22 (162-164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172); B2-26 (173-174); B2-27 (175-176); B2-30 (182-183); B2-46 (213-214)</p> <p>Section 3: B3-5 (238-239); B3-6 (240-241); B3-7 (242-243); B3-8 (244-245); B3-9 (246); B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-15 (258-260); B3-16 (261-262); B3-18 (265-266); B3-19 (267-269); B3-20 (270-271); B3-21 (272-273); B3-22 (274-276); B3-23 (278-280)</p> <p>Section 4: B4-25 (345-346); B4-31 (362-364)</p> <p>Section 6: B6-14 (475-476)</p> <p>Section 10: B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-13 (662-664)</p>

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 2 LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
<p>LAFS.2.RL.1.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. <i>Cognitive Complexity</i>: Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96-97); B1-44 (97-98) Section 6: B6-1 (449-450); B6-2 (451-452); B6-11 (469-470); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) Section 8: B8-10 (581-582); B9-3 (612-615)</p>
<p>LAFS.2.RL.1.2 Recount stories, fables, including fables and folktales from diverse cultures, and determine their central message, lesson or moral. <i>Cognitive Complexity</i>: Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-41 (92-93); B1-42 (94-95); B1-43 (96-97); B1-46 (102-104) Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582)</p>
<p>LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges. <i>Cognitive Complexity</i>: Level 2: Basic Application of Skills & Concepts</p>	<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 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73); B1-40 (89-91); B1-41 (92-93); B1-43 (96-97) Section 6: B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) Section 10: B8-10 (581-582)</p>
Cluster 2: Craft and Structure	
<p>LAFS.2.RL.2.4 Describe how words and phrases (e.g., regular beats, rhymes, and repeated lines) supply rhythm and meaning in a story, poem, or song. <i>Cognitive Complexity</i>: Level 2: Basic Application of Skills & Concepts</p>	<p>Section 10: B10-13 (662-664)</p>
<p>LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <i>Cognitive Complexity</i>: Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-2 (9-10); B1-39 (87-88)</p>
<p>LAFS.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <i>Cognitive Complexity</i>: Level 2: Basic Application of Skills & Concepts</p>	
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <i>Cognitive Complexity</i>: Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-35 (80-81)</p>
<p>LAFS.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures <i>Cognitive Complexity</i>: Level 3: Strategic Thinking & Complex Reasoning</p>	
Cluster 4: Range and Level of Text Complexity	

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 2 LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
LAFS.2.RL.4.10 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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 10: B10-13 (662-664)
Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)	
Cluster 3: Phonics and Word Recognition	
LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. <i>Cognitive Complexity:</i> Level 1: Recall	
a. Distinguish long and short vowels when reading regularly spelled one-syllable words	Section 2: B2-31 (183-186)
b. Know spelling-sound correspondences for additional common vowel teams	Section 2: B2-31 (183-186)
c. Decode regularly spelled two-syllable words with long vowels	Section 2: B2-31 (183-186)
d. Decode words with common prefixes and suffixes	Section 3: B3-19 (267-269)
e. Identify words with inconsistent but common spelling-sound correspondences	Section 2: B2-31 (183-186)
f. Recognize and read grade-appropriate irregularly spelled words (e.g., through, eyes, busy, ocean, island, people).	Section 2: B2-30 (182-183)
Cluster 4: Fluency	
LAFS.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	
a. Read on-level text with purpose and understanding.	
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
LAFS.2.RI.1.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96-97); B1-44 (97-98) Section 6: B6-1 (449-450); B6-10 (466-468) Section 7: B7-7 (531-532) Section 8: B8-10 (581-582) Section 9: B9-3 (612-615); B9-4 (616-618)
LAFS.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 1: B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43); B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-43 (96-97); B1-45 (211-212); B1-47 (105-106)

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 2 LAFS	Strategy (and Page Number) in <i>Step Up to Writing</i> ® where Standard is Addressed
	<p>Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-21 (336-337); B4-24 (343-344); B4-25 (345-346); B4-31 (362-364); B4-32 (365-366)</p> <p>Section 5: B5-9 (400-402); B5-18 (422-424)</p> <p>Section 7: B7-3 (522-524); B7-7 (531-532)</p> <p>Section 8: B8-10 (581-582)</p>
<p>LAFS.2.RI.1.3 Describe the connection between a series of historical events or scientific concepts, or steps in technical procedures in a text. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Section 1: B1-27 (61-63); B1-39 (87-88); B1-43 (96-97)</p> <p>Section 4: B4-28 (352-354)</p> <p>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)</p> <p>Section 7: B7-3 (522-524); B7-10 (538-539)</p> <p>Section 8: B8-10 (581-582)</p>
Cluster 2: Craft and Structure	
<p>LAFS.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 3: B3-15 (258-260)</p> <p>Section 7: B7-7 (531-532)</p>
<p>LAFS.2.RI.2.5 Know and use various text features (e.g., captions, headings, tables of contents, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-2 (9-10)</p> <p>Section 4: B4-29 (355-358)</p> <p>Section 7: B7-7 (531-532); B7-8 (533-534)</p>
<p>LAFS.2.RI.2.6 Identify the main purpose of a text, including what question the author wants to answer, explain or describe. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 7: B7-7 (531-532)</p>
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-35 (80-81)</p> <p>Section 4: B4-29 (355-358)</p> <p>Section 7: B7-7 (531-532)</p>
<p>LAFS.2.RI.3.8 Describe how an author uses reasons to support specific points in a text. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-16 (418-420); B5-17 (421-422); B5-18 (422-424)</p>
<p>LAFS.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Section 1: B1-39 (87-88)</p> <p>Section 4: B4-19 (331-332); B4-21 (336-337)</p> <p>Section 5: B5-6 (394-395); B5-9 (400-402)</p>
Cluster 4: Range and Level of Text Complexity	
<p>LAFS.2.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 1: B1-9 (24-25); B1-14 (32-33)</p>
Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 2 LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
<p>LAFS.2.W.1.1 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Section 2: B2-2 (116-118); B2-45 (211-212) Section 5: B5-1 (383-384); B5-2 (385-386); B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-8 (398-399); B5-9 (400-402); B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417); B5-16 (418-420); B5-17 (421-422); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-21 (429-431); B5-22 (432-434); B5-23 (437-442) Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) Section 10: B10-5 (648-649); B10-11 (658-659); B10-14 (665-666); B10-15 (667-668)</p>
<p>LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding sentence or section. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Section 1: B1-25 (56-58) Section 2: B2-2 (116-118); B2-45 (211-212) Section 4: B4-1 (287-289); B4-2 (290-292); B4-3 (293-294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302); B4-7 (303-304); B4-8 (305-306); B4-9 (307-308); B4-10 (309-310); B4-11 (311-312); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330); B4-19 (331-332); B4-20 (333-335); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342); B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-29 (355-358); B4-30 (359-361); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369); B4-34 (372-276) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-13 (545-546); B7-14 (547-548); B7-16 (553-556) Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) Section 10: B10-1 (636-637); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-7 (650-651); B10-8 (652-653); B10-10 (655-657); B10-14 (665-666); B10-15 (667-668)</p>
<p>LAFS.2.W.1.3 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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Section 2: B2-2 (116-118); B2-45 (211-212) Section 6: B6-1 (449-450); B6-2 (451-452); B6-3 (453-454); B6-4 (455-456); B6-5 (456-457); B6-6 (458-459); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502); B6-26 (505-508); B6-27 (509-512) Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) Section 10: B10-14 (665-666); B10-15 (667-668)</p>
Cluster 2: Production and Distribution of Writing	
<p>LAFS.2.W.2.5 With guidance from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Section 2: B2-3 (119-121); B2-14 (144); B2-15 (145-146); B2-16 (147-149); B2-17 (150-152); B2-18 (153-154); B2-36 (193-194); B2-37 (195-196); B2-40 (200-201); B2-41</p>

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 2 LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
<p><i>Cognitive Complexity</i>: Level 3: Strategic Thinking & Complex Reasoning</p>	<p>(202-203); B2-42 (204-206); B2-43 (207-208); B2-44 (209-210); B2-45 (211-212); B2-47 (215-216); B2-49 (220-222) Section 3: B3-21 (272-273); B3-22 (274-276) Section 4: B4-2 (290-292); B4-3 (293-294); B4-5 (297-299); B4-7 (303-304); B4-9 (307-308); B4-10 (309-310); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-20 (333-335); B4-22 (338-340); B4-23 (341-342); B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-30 (359-361); B4-31 (362-364); B4-33 (367-369) Section 5: B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402); B5-10 (403-404); B5-14 (413-415); B5-17 (421-422); B5-20 (427-428); B5-21 (429-431); B5-22 (432-434) Section 6: B6-5 (456-457); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502) Section 7: B7-4 (526-527); B7-5 (528); B7-11 (540-542); B7-13 (545-546); B7-14 (547-548) Section 9: B9-8 (626-627); B9-9 (628-630) Section 10: B10-1 (636-637); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-9 (654); B10-10 (655-657); B10-12 (660-661); B10-13 (662-664); B10-15 (667-668)</p>
<p>LAFS.2.W.2.6 With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <i>Cognitive Complexity</i>: Level 2: Basic Application of Skills & Concepts</p>	<p>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); B8-12 (588-589) Section 9: B9-7 (624-625) Section 10: B10-15 (667-668)</p>
Cluster 3: Research to Build Knowledge	
<p>LAFS.2.W.3.7 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). <i>Cognitive Complexity</i>: Level 4: Extend Thinking & Complex Reasoning</p>	<p>Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668)</p>
<p>LAFS.2.W.3.8 Recall information from experiences or gather information from provide sources to answer a question. <i>Cognitive Complexity</i>: Level 2: Basic Application of Skills & Concepts <i>Provides opportunities as children respond to reading with evidence from the text</i></p>	<p>Section 1: B1-9 (24-25); B8-15 (593-594); B1-20 (45-46); B1-21 (47-49); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-29 (66-67); B1-45 (211-212) Section 2: B2-44 (209-210) Section 4: B4-3 (293-294); B4-5 (297-299); B4-9 (307-308); B4-11 (311-312); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-31 (362-364) Section 5: B5-1 (383-384); B5-4 (390-391); B5-5 (392-393); B5-7 (396-397); B5-8 (398-399); B5-14 (413-415) Section 6: B6-21 (490-492); B6-22 (493-494) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7</p>

**Step Up to Writing[®], Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)**

Grade 2 LAFS	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
	(531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-16 (553-556) Section 9: B9-2 (610-611); B9-5 (619-620); B9-6 (621-623) Section 10: B10-1 (636-637); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-7 (650-651); B10-10 (655-657); B10-15 (667-668)
Strand: STANDARDS FOR SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Section 8: B8-6 (573-575); B8-7 (576-577); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593-594); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) Section 9: B9-6 (621-623)
b. Build on others' talk in conversations by linking their comments to the remarks of others.	Section 8: B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) Section 9: B9-6 (621-623)
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	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 (600-602) Section 9: B9-6 (621-623)
LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through media. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 1: B1-2 (9-10); B1-3 (11-12); B1-7 (20-21); B1-18 (40-41); B1-21 (47-49); B1-22 (50-51); B1-23 (52-53); B1-31 (70-72); B1-34 (78-79); B1-37 (84-85) Section 2: B2-2 (116-118) Section 4: B4-1 (287-289); B4-21 (336-337); B4-32 (365-366) Section 5: B5-2 (385-386) Section 6: B6-1 (449-450); B6-2 (451-452); B6-10 (466-468); B6-11 (469-470); B6-20 (488-489) Section 7: B7-3 (522-524) Section 8: B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-18 (600-602) Section 9: B9-6 (621-623)
LAFS.2.SL.1.3 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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 4: B4-1 (287-289); B4-32 (365-366) Section 5: B5-2 (385-386) Section 6: B6-1 (449-450); B6-2 (451-452); B6-10 (466-468); B6-20 (488-489) Section 7: B7-9 (535-537) Section 8: B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) Section 9: B9-6 (621-623)
Cluster 2: Presentation of Knowledge and Ideas	
LAFS.2.SL.2.4 Tell a story or recount an experiences with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 4: B4-3 (293-294); B4-5 (297-299); B4-6 (300-302); B4-9 (307-308); B4-11 (311-312); B4-13 (315-318); B4-20 (333-335); B5-1 (383-384); B6-3 (453-454) Section 6: B6-4 (455-456); B6-5 (456-457); B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487) Section 8: B8-2 (564-566); B8-3 (567-568); B8-4 (569-570); B8-5 (572); B8-6 (573-575); B8-7 (576-577); B8-9

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 2 LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	(579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587); B8-12 (588-589); B8-18 (600-602)
LAFS.2.SL.2.5 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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	Section 2: B2-1 (114-115) Section 4: B4-29 (355-358) Section 7: B7-15 (549-550) Section 8: B8-1 (562-563); B8-11 (583-585); B8-12 (586-587); B8-12 (588-589); B8-18 (600-602)
LAFS.2.SL.2.6 Produce complete sentences when appropriate to task and situation to provide requested detail or clarification, ensuring subject-verb agreement and correct use of irregular plural nouns. (See “Conventions” in Language, pages 22–26, for specific demands.) <i>Cognitive Complexity:</i> Level 1: Recall	Section 1: B1-4 (13-14) Section 2: B2-32 (187); B2-33 (188-189); B2-39 (199) Section 4: B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330) Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412) Section 8: B8-1 (562-563); B8-5 (572); B8-6 (573-575); B8-7 (576-577); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (588-589); B8-14 (590-592); B8-18 (600-602)
Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	
a. Demonstrate legible printing skills.	Children have the opportunity to demonstrate legible printing skills within virtually every strategy.
b. Use collective nouns (e.g., group).	Section 2: B2-21 (47-49) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	Section 2: B2-17 (150-152); B2-21 (47-49) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
d. Use reflexive pronouns (e.g., myself, ourselves).	Section 2: B2-22 (162-164)
e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Section 2: B2-17 (150-152); B2-18 (153-154); B2-23 (165-167) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
f. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Section 2: B2-24 (168-169); B2-25 (170-172); B2-34 (190-191)
g. Produce, expand and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; the action movie was watched by the little boy).	Section 2: B2-16 (147-149); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-36 (193-194); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-41 (202-203); B2-43 (207-208); B2-44 (209-210); B2-45 (211-212); B2-46 (213-214); B2-47 (215-216); B2-48 (218-219); B2-49 (220-222) Section 3: B3-5 (238-239); B3-6 (240-241) Section 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);

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 2 LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	B4-21 (336-337); B4-22 (338-340); B4-23 (341-342); B4-27 (350-351); B4-28 (352-354); B4-33 (367-369) Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434) Section 6: B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-25 (500-502) Section 7: B7-14 (547-548) Section 8: B8-8 (577-578) Section 9: B9-2 (610-611) Section 10: B10-7 (650-651)
LAFS.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	
a. Capitalize holidays, product names and geographic names.	Section 2: B2-17 (150-152); B2-18 (153-154) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548) Section 10: B10-12 (660-661)
b. Use commas in greetings and closings of letters.	Section 2: B2-17 (150-152); B2-18 (153-154); B2-28 (64-65) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548) Section 10: B10-12 (660-661)
c. Use apostrophes to form contractions and common possessives.	Section 2: B2-17 (150-152); B2-18 (153-154); B2-29 (66-67) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
d. Generalize learned spelling patterns when writing words (e.g., cage/badge; boy/boil; paper/copper).	Section 2: B2-8 (131-132); B2-17 (150-152); B2-18 (153-154); B2-31 (183-186) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Section 2: B2-17 (150-152)
LAFS.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Compare formal and informal uses of English. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Section 2: B2-13 (141-142) Section 3: B3-16 (261-262); B3-21 (272-273); B3-22 (274-276) Section 4: B4-30 (359-361); B4-32 (365-366); B4-34 (372-276) Section 5: B5-21 (429-431); B5-23 (437-442) Section 6: B6-23 (496-497); B6-24 (498-499); B6-26 (505-508); B6-27 (509-512) Section 7: B7-13 (545-546) Section 9: B9-4 (616-618); B9-8 (626-627); B9-9 (628-630)
Cluster 3: Vocabulary Acquisition and Use	

Step Up to Writing®, Grades K-2 correlated to the
Language Arts Florida Standards (LAFS)

Grade 2 LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
<p>LAFS.2.L.3.4 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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Section 3: B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-14 (256-257)
b. Determine the meaning of the new word formed when a known prefix is added to a known word (happy/unhappy, tell/retell).	Section 3: B3-19 (267-269)
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	Section 3: B3-18 (265-266); B3-19 (267-269)
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	Section 3: B3-17 (263-264)
<p>LAFS.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	
a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	Section 3: B3-1 (228-229); B3-7 (242-243); B3-8 (244-245); B3-11 (249-250); B3-12 (251-253); B3-17 (263-264); B3-20 (270-271) Section 10: B10-13 (662-664)
b. Distinguish shades of meaning among related verbs (e.g., <i>toss, throw, hurl</i>) and related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	Section 3: B3-15 (258-260); B3-16 (261-262)
<p>LAFS.2.L.3.6 Use words and phrases acquired through conversations, reading, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>.) <i>Cognitive Complexity:</i> Level 1: Recall</p>	
	<p>Section 1: B1-25 (56-58) Section 2: B2-13 (141-142); B2-21 (47-49); B2-22 (162-164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172); B2-26 (173-174); B2-27 (175-176); B2-30 (182-183); B2-46 (213-214) Section 3: B3-5 (238-239); B3-6 (240-241); B3-7 (242-243); B3-8 (244-245); B3-9 (246); B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-15 (258-260); B3-16 (261-262); B3-18 (265-266); B3-19 (267-269); B3-20 (270-271); B3-21 (272-273); B3-22 (274-276); B3-23 (278-280) Section 4: B4-25 (345-346); B4-31 (362-364) Section 6: B6-14 (475-476) Section 10: B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-13 (662-664)</p>