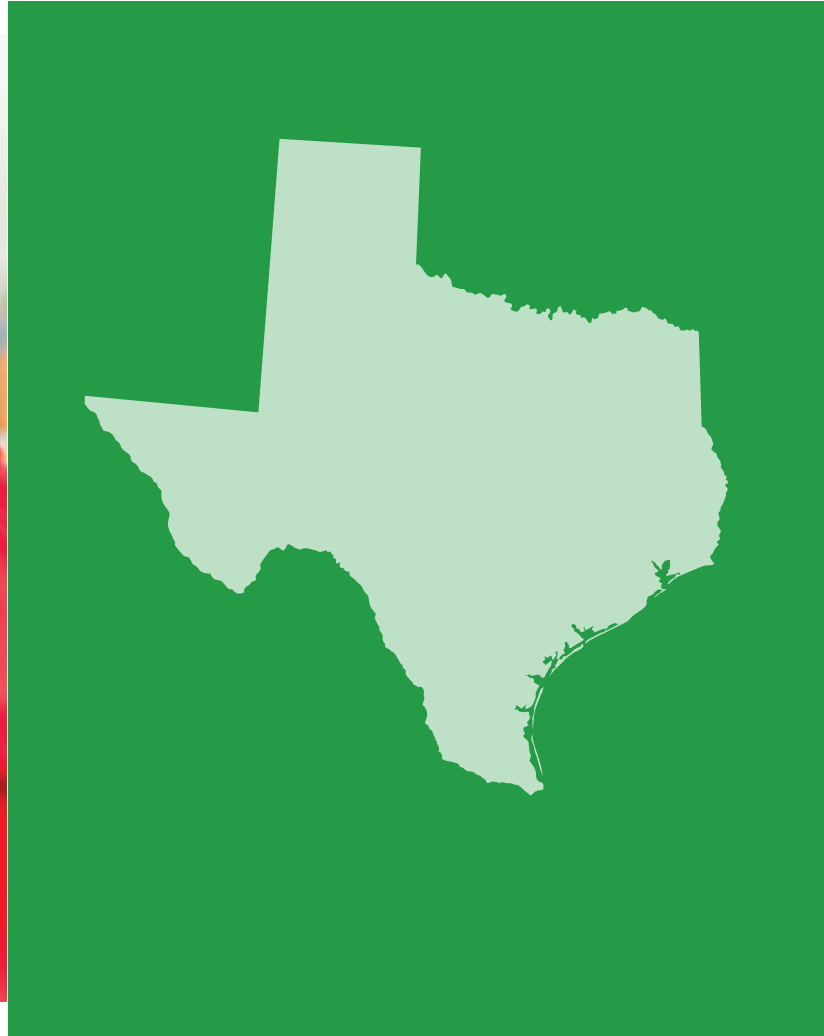


GRADES K-2

Step Up  
to Writing<sup>®</sup>  
Fourth Edition



*Step Up to Writing, Grades K-2*

**Correlated to the  
Texas Essential Knowledge and Skills for  
English Language Arts**

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
Knowledge and Skills	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively and ask questions to understand information and answer questions using multi-word responses;	<b>Section 1:</b> B1-4 (13-14) <b>Section 8:</b> B8-6 (573-575); B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(B) restate and follow oral directions that involve a short, related sequence of actions;	
(C) share information and ideas by speaking audibly and clearly using the conventions of language;	<b>Section 8:</b> B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	<b>Section 8:</b> B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(E) develop social communication such as introducing himself/herself using common greetings and expressing needs and wants.	<b>Section 4:</b> 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) <b>Section 5:</b> B5-1 (383-384) <b>Section 6:</b> B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487) <b>Section 8:</b> B8-2 (564-566); B8-3 (567-568); B8-4 (569-570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587); B8-13 (588-589); B8-18 (600-602)
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate phonological awareness by:	
(i) identifying and producing rhyming words;	
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	
(iii) identifying the individual words in a spoken sentence;	
(iv) identifying syllables in spoken words;	<b>Section 2:</b> B2-31 (183-185)
(v) blending syllables to form multisyllabic words;	<b>Section 2:</b> B2-31 (183-185)
(vi) segmenting multisyllabic words into syllables;	<b>Section 2:</b> B2-31 (183-185)
(vii) blending spoken onsets and rimes to form simple words;	<b>Section 2:</b> B2-8 (131-132)
(viii) blending spoken phonemes to form one-syllable words;	<b>Section 2:</b> B2-8 (131-132)

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(ix) manipulating syllables within a multisyllabic word; and	
(x) segmenting spoken one-syllable words into individual phonemes;	
(B) demonstrate and apply phonetic knowledge by:	
(i) identifying and matching the common sounds that letters represent;	<b>Section 2:</b> B2-6 (127)
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	<b>Section 2:</b> B2-6 (127)
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and	<b>Section 2:</b> B2-8 (131-132)
(iv) identifying and reading at least 25 high-frequency words from a research-based list;	<b>Section 2:</b> B2-30 (182)
(C) demonstrate and apply spelling knowledge by:	
(i) spelling words with VC, CVC, and CCVC;	<b>Section 2:</b> B2-8 (131-132)
(ii) spelling words using sound-spelling patterns; and	<b>Section 2:</b> B2-31 (183-185)
(iii) spelling high-frequency words from a research-based list;	<b>Section 2:</b> B2-30 (182)
(D) demonstrate print awareness by:	
(i) identifying the front cover, back cover, and title page of a book;	<b>Section 1:</b> B1-1 (7-8)
(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	<b>Section 1:</b> B1-1 (7-8) <b>Section 2:</b> B2-1 (114-116)
(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	<b>Section 2:</b> B2-9 (133-134)
(iv) recognizing the difference between a letter and a printed word; and	
(v) identifying all uppercase and lowercase letters; and	<b>Section 2:</b> B2-4 (123); B2-5 (124-126)
(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	<b>Section 2:</b> B2-5 (124-126); B2-9 (133-134)
(3) listening, speaking, reading, writing, and thinking –vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use a resource such as a picture dictionary or digital resource to find words;	<b>Section 3:</b> B3-2 (230-231); B3-3 (232-233)
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	<b>Section 3:</b> B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-14 (256-257)
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	<b>Section 3:</b> B3-7 (242-243); B3-8 (244-245); B3-11 (249-250) <b>Section 4:</b> B4-31 (362-364)
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact	

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independently with text for increasing periods of time.	
(5) The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts with adult assistance;	
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> 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><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615)</p>
(C) make and confirm predictions using text features and structures with adult assistance;	<b>Section 1:</b> B1-14 (32-33); B1-35 (80)
(D) create mental images to deepen understanding with adult assistance;	<b>Section 1:</b> B1-12 (29-30); B1-26 (59-60)
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	<p><b>Section 1:</b> B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)</p> <p><b>Section 3:</b> B3-22 (270-272)</p>
(F) make inferences and use evidence to support understanding with adult assistance;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> B6-1 (449-450); B6-10 (466-468)</p> <p><b>Section 7:</b> B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615); B9-4 (616-618)</p>
(G) evaluate details to determine what is most important with adult assistance;	<p><b>Section 1:</b> B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43); B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-47 (105-106)</p> <p><b>Section 4:</b> 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><b>Section 5:</b> B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434)</p> <p><b>Section 7:</b> B7-3 (522-524); B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-4 (616-618)</p>

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(H) synthesize information to create new understanding with adult assistance; and	<b>Section 1:</b> B1-35 (80) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-7 (531-532)
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	<b>Section 8:</b> B8-18 (600-602) <b>Section 9:</b> B9-8 (626-627)
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources;	<b>Section 1:</b> B1-14 (32-33); B1-15 (34-36); B1-44 (97-98) <b>Section 3:</b> B3-22 (270-272)
(B) provide an oral, pictorial, or written response to a text;	<b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-9 (24); B1-11 (27-28); B1-12 (29-30); B1-13 (31); B1-14 (32-33); B8-15 (593); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)
(C) use text evidence to support an appropriate response;	<b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98) <b>Section 6:</b> B6-1 (449-450); B6-10 (466-468) <b>Section 7:</b> B7-7 (531-532) <b>Section 8:</b> B8-10 (581-582) <b>Section 9:</b> B9-3 (612-615); B9-4 (616-618)
(D) retell texts in ways that maintain meaning;	<b>Section 1:</b> B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104) <b>Section 6:</b> B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) <b>Section 8:</b> B8-10 (581-582)
(E) interact with sources in meaningful ways such as illustrating or writing; and	<b>Section 2:</b> B2-44 (209-210) <b>Section 4:</b> B4-31 (362-364) <b>Section 7:</b> 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) <b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)
(F) respond using newly acquired vocabulary as appropriate.	<b>Section 1:</b> B1-25 (56-58) <b>Section 2:</b> B2-13 (141-142); B2-21 (47-49); B2-22 (162-164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172); B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-46 (213-214) <b>Section 3:</b> 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

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

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	(270-271); B3-21 (272-273); B3-22 (274-276); B3-23 (278-280) <b>Section 4:</b> B4-25 (345-346); B4-31 (362-364) <b>Section 6:</b> B6-14 (475-476) <b>Section 10:</b> B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-13 (662-664)
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) discuss topics and determine the basic theme using text evidence with adult assistance;	<b>Section 1:</b> B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104) <b>Section 6:</b> B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) <b>Section 8:</b> B8-10 (581-582)
(B) identify and describe the main character(s);	<b>Section 1:</b> B1-28 (64-65) <b>Section 6:</b> B6-4 (455); B6-6 (458-459)
(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and	<b>Section 1:</b> B1-28 (64-65) <b>Section 6:</b> B6-4 (455); B6-6 (458-459)
(D) describe the setting.	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes;	<b>Section 6:</b> B6-1 (449-450)
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;	
(C) discuss main characters in drama;	
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea and supporting evidence with adult assistance;	<b>Section 4:</b> B4-1 (287-289)
(ii) titles and simple graphics to gain information; and	<b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-7 (531-532)
(iii) the steps in a sequence with adult assistance;	
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	<b>Section 5:</b> B5-2 (385-386)
(F) recognize characteristics of multimodal and digital texts.	<b>Section 2:</b> B2-12 (138-140); B2-19 (155-156) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-4 (526-527); B7-8 (533-534); B7-15 (549-550) <b>Section 8:</b> B8-12 (586-587); B8-13 (588-589) <b>Section 9:</b> B9-7 (624-625) <b>Section 10:</b> B10-15 (667-668)

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(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) discuss with adult assistance the author's purpose for writing text;	<b>Section 2:</b> B2-2 (116-118) <b>Section 4:</b> B4-1 (287-289); B4-14 (320-321) <b>Section 5:</b> B5-2 (385-386); B5-10 (403-405); B5-17 (421); B5-18 (422-424)
(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;	<b>Section 1:</b> B1-39 (87-88)
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	<b>Section 1:</b> B1-35 (80-81) <b>Section 4:</b> B4-29 (355-358); B4-31 (362-364)
(D) discuss with adult assistance how the author uses words that help the reader visualize; and	<b>Section 3:</b> B3-15 (258-260); B3-21 (272-273) <b>Section 6:</b> B6-14 (475-477) <b>Section 10:</b> B10-13 (662-664)
(E) listen to and experience first- and third-person texts.	<b>Section 4:</b> B4-32 (365-366)
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan by generating ideas for writing through class discussions and drawings;	<b>Section 2:</b> B2-14 (144); B2-15 (145-146) <b>Section 4:</b> 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) <b>Section 5:</b> B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402) <b>Section 6:</b> B6-5 (456-457); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465) <b>Section 7:</b> B7-1 (518-519)
(B) develop drafts in oral, pictorial, or written form by organizing ideas;	<b>Section 4:</b> B4-5 (297-299); B4-6 (300-302); B4-9 (307-308); 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) <b>Section 5:</b> B5-5 (392-394); B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417) <b>Section 6:</b> B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478) <b>Section 7:</b> B7-12 (543-544)
(C) revise drafts by adding details in pictures or words;	<b>Section 2:</b> B2-16 (147-149); B2-47 (215-216) <b>Section 3:</b> B3-6 (240-241) <b>Section 4:</b> B4-30 (359-361); B4-31 (362-364); B4-33 (367-369) <b>Section 5:</b> B5-21 (429-431); B5-22 (432-434) <b>Section 6:</b> B6-14 (475-477); B6-23 (496-497); B6-25 (500-502) <b>Section 7:</b> B7-13 (545-546); B7-14 (547-548)
(D) edit drafts with adult assistance using standard English conventions, including:	
(i) complete sentences;	<b>Section 2:</b> B2-32 (187)

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Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
(ii) verbs;	<b>Section 2:</b> B2-23 (165-167)
(iii) singular and plural nouns;	<b>Section 2:</b> B2-21 (159-161)
(iv) adjectives, including articles;	<b>Section 2:</b> B2-24 (168-169)
(v) prepositions;	<b>Section 2:</b> B2-20 (158)
(vi) pronouns, including subjective, objective, and possessive cases;	<b>Section 2:</b> B2-22 (162-164)
(vii) capitalization of the first letter in a sentence and name;	<b>Section 2:</b> B2-18 (153-154)
(viii) punctuation marks at the end of declarative sentences; and	<b>Section 2:</b> B2-18 (153-154)
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<b>Section 2:</b> B2-31 (183-185)
(E) share writing.	<b>Section 2:</b> B2-19 (155-156) <b>Section 7:</b> B7-15 (549-550)
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) dictate or compose literary texts, including personal narratives; and	<b>Section 2:</b> B2-2 (116-118); B2-45 (211-212) <b>Section 6:</b> B6-1 (449-450); B6-2 (451-452); B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502); B6-26 (505-508); B6-27 (509-512) <b>Section 9:</b> B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) <b>Section 10:</b> B10-14 (665-666); B10-15 (667-668)
(B) dictate or compose informational texts.	<b>Section 1:</b> B1-25 (56-58) <b>Section 2:</b> B2-2 (116-118); B2-45 (211-212) <b>Section 4:</b> 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) <b>Section 7:</b> 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)



**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<p><b>Section 9:</b> B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)</p> <p><b>Section 10:</b> B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-7 (650-651); B10-8 (652-653); B10-10 (655-657); B10-14 (665-666); B10-15 (667-668)</p>
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate questions for formal and informal inquiry with adult assistance;	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p> <p><b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(B) develop and follow a research plan with adult assistance;	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524)</p> <p><b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(C) gather information from a variety of sources with adult assistance;	<p><b>Section 7:</b> 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)</p>
(D) demonstrate understanding of information gathered with adult assistance; and	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p> <p><b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(E) use an appropriate mode of delivery, whether written, oral, or multimodal to present results.	<p><b>Section 2:</b> B2-12 (138-140); B2-19 (155-156)</p> <p><b>Section 4:</b> B4-29 (355-358)</p> <p><b>Section 7:</b> B7-4 (526-527); B7-8 (533-534); B7-15 (549-550)</p> <p><b>Section 8:</b> B8-12 (586-587); B8-13 (588-589)</p> <p><b>Section 9:</b> B9-7 (624-625)</p> <p><b>Section 10:</b> B10-15 (667-668)</p>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
Knowledge and Skills	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	<b>Section 1:</b> B1-4 (13-14) <b>Section 8:</b> B8-6 (573-575); B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	
(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	<b>Section 8:</b> B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	<b>Section 8:</b> B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	<b>Section 4:</b> 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) <b>Section 5:</b> B5-1 (383-384) <b>Section 6:</b> B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487) <b>Section 8:</b> B8-2 (564-566); B8-3 (567-568); B8-4 (569-570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587); B8-13 (588-589); B8-18 (600-602)
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate phonological awareness by:	
(i) producing a series of rhyming words;	
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	
(iii) distinguishing between long and short vowel sounds in one-syllable words;	<b>Section 2:</b> B2-6 (127)
(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	<b>Section 2:</b> B2-8 (131-132)
(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	<b>Section 2:</b> B2-8 (131-132)
(vi) manipulating phonemes within base words; and	

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	
(B) demonstrate and apply phonetic knowledge by:	
(i) decoding words in isolation and in context by applying common letter sound correspondences;	<b>Section 2:</b> B2-6 (127)
(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;	<b>Section 2:</b> B2-6 (127)
(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	<b>Section 2:</b> B2-6 (127); B2-31 (183-185)
(iv) using knowledge of base words to decode common compound words and contractions;	<b>Section 3:</b> B3-17 (263-264); B3-18 (265-267); B3-19 (265-266)
(v) decoding words with inflectional endings, including -ed, -s, and -es; and	<b>Section 3:</b> B3-19 (265-266)
(vi) identifying and reading at least 100 high-frequency words from a research-based list;	<b>Section 2:</b> B2-30 (182)
(C) demonstrate and apply spelling knowledge by:	
(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	<b>Section 2:</b> B2-31 (183-185)
(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;	<b>Section 2:</b> B2-31 (183-185)
(iii) spelling words using sound-spelling patterns; and	<b>Section 2:</b> B2-31 (183-185)
(iv) spelling high-frequency words from a research-based list;	<b>Section 2:</b> B2-30 (182)
(D) demonstrate print awareness by identifying the information that different parts of a book provide;	<b>Section 1:</b> B1-1 (7-8)
(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and	
(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	<b>Section 2:</b> B2-5 (124-126); B2-9 (133-134)
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use a resource such as a picture dictionary or digital resource to find words;	<b>Section 3:</b> B3-2 (230-231); B3-3 (232-233)
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	<b>Section 3:</b> B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-14 (256-257)
(C) identify the meaning of words with the affixes -s, -ed, and -ing; and	<b>Section 3:</b> B3-18 (265-266); B3-19 (265-266)
(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	<b>Section 3:</b> B3-7 (242-243); B3-8 (244-245); B3-11 (249-250) <b>Section 4:</b> B4-31 (362-364)
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

<b>Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1</b>	<b>Strategy (and Page Number) in <i>Step Up to Writing</i><sup>®</sup> Where Standard is Addressed</b>
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts with adult assistance;	
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> 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><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615)</p>
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;	<b>Section 1:</b> B1-14 (32-33); B1-35 (80)
(D) create mental images to deepen understanding with adult assistance;	<b>Section 1:</b> B1-12 (29-30); B1-26 (59-60)
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	<b>Section 1:</b> B1-14 (32-33); B1-15 (34-36); B1-44 (97-98) <b>Section 3:</b> B3-22 (270-272)
(F) make inferences and use evidence to support understanding with adult assistance;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> B6-1 (449-450); B6-10 (466-468)</p> <p><b>Section 7:</b> B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615); B9-4 (616-618)</p>
(G) evaluate details to determine what is most important with adult assistance;	<p><b>Section 1:</b> B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43); B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-47 (105-106)</p> <p><b>Section 4:</b> 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>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<p><b>Section 5:</b> B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434)</p> <p><b>Section 7:</b> B7-3 (522-524); B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-4 (616-618)</p>
(H) synthesize information to create new understanding with adult assistance; and	<p><b>Section 1:</b> B1-35 (80)</p> <p><b>Section 4:</b> B4-29 (355-358)</p> <p><b>Section 7:</b> B7-7 (531-532)</p>
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<p><b>Section 8:</b> B8-18 (600-602)</p> <p><b>Section 9:</b> B9-8 (626-627)</p>
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources;	<p><b>Section 1:</b> B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)</p> <p><b>Section 3:</b> B3-22 (270-272)</p>
(B) write brief comments on literary or informational texts;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-9 (24); B1-11 (27-28); B1-12 (29-30); B1-13 (31); B1-14 (32-33); B8-15 (593); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p>
(C) use text evidence to support an appropriate response;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> B6-1 (449-450); B6-10 (466-468)</p> <p><b>Section 7:</b> B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615); B9-4 (616-618)</p>
(D) retell texts in ways that maintain meaning;	<p><b>Section 1:</b> B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104)</p> <p><b>Section 6:</b> B6-20 (488-489); B6-21 (490-492); B6-25 (500-502)</p> <p><b>Section 8:</b> B8-10 (581-582)</p>
(E) interact with sources in meaningful ways such as illustrating or writing; and	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p> <p><b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(F) respond using newly acquired vocabulary as appropriate.	<p><b>Section 1:</b> B1-25 (56-58)</p>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<p><b>Section 2:</b> B2-13 (141-142); B2-21 (47-49); B2-22 (162-164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172); B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-46 (213-214)</p> <p><b>Section 3:</b> 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><b>Section 4:</b> B4-25 (345-346); B4-31 (362-364)</p> <p><b>Section 6:</b> B6-14 (475-476)</p> <p><b>Section 10:</b> B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-13 (662-664)</p>
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) discuss topics and determine theme using text evidence with adult assistance;	<p><b>Section 1:</b> B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104)</p> <p><b>Section 6:</b> B6-20 (488-489); B6-21 (490-492); B6-25 (500-502)</p> <p><b>Section 8:</b> B8-10 (581-582)</p>
(B) describe the main character(s) and the reason(s) for their actions;	<p><b>Section 1:</b> B1-28 (64-65)</p> <p><b>Section 6:</b> B6-4 (455); B6-6 (458-459)</p>
(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and	<p><b>Section 1:</b> B1-28 (64-65)</p> <p><b>Section 6:</b> B6-4 (455); B6-6 (458-459)</p>
(D) describe the setting.	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	<b>Section 6:</b> B6-1 (449-450)
(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;	<b>Section 10:</b> B10-13 (662-664)
(C) discuss elements of drama such as characters and setting;	
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea and supporting evidence with adult assistance;	<b>Section 4:</b> B4-1 (287-289)
(ii) features and simple graphics to locate or gain information; and	<p><b>Section 4:</b> B4-29 (355-358)</p> <p><b>Section 7:</b> B7-7 (531-532)</p>
(iii) organizational patterns such as chronological order and description with adult assistance;	

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	<b>Section 2:</b> B2-2 (116-118) <b>Section 5:</b> B5-2 (385-386)
(F) recognize characteristics of multimodal and digital texts.	<b>Section 2:</b> B2-12 (138-140); B2-19 (155-156) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-4 (526-527); B7-8 (533-534); B7-15 (549-550) <b>Section 8:</b> B8-12 (586-587); B8-13 (588-589) <b>Section 9:</b> B9-7 (624-625) <b>Section 10:</b> B10-15 (667-668)
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) discuss the author's purpose for writing text;	<b>Section 2:</b> B2-2 (116-118) <b>Section 4:</b> B4-1 (287-289); B4-14 (320-321) <b>Section 5:</b> B5-2 (385-386); B5-10 (403-405); B5-17 (421); B5-18 (422-424)
(B) discuss how the use of text structure contributes to the author's purpose;	<b>Section 1:</b> B1-39 (87-88)
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	<b>Section 1:</b> B1-35 (80-81) <b>Section 4:</b> B4-29 (355-358); B4-31 (362-364)
(D) discuss how the author uses words that help the reader visualize; and	<b>Section 3:</b> B3-15 (258-260); B3-21 (272-273) <b>Section 6:</b> B6-14 (475-477) <b>Section 10:</b> B10-13 (662-664)
(E) listen to and experience first- and third-person text.	<b>Section 4:</b> B4-32 (365-366)
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;	<b>Section 2:</b> B2-14 (144); B2-15 (145-146) <b>Section 4:</b> 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) <b>Section 5:</b> B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402) <b>Section 6:</b> B6-5 (456-457); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465) <b>Section 7:</b> B7-1 (518-519)
(B) develop drafts in oral, pictorial, or written form by:	
(i) organizing with structure; and	<b>Section 4:</b> 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) <b>Section 5:</b> B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417) <b>Section 6:</b> B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478) <b>Section 7:</b> B7-12 (543-544)

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
(ii) developing an idea with specific and relevant details;	<b>Section 4:</b> 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) <b>Section 5:</b> B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417) <b>Section 6:</b> B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478) <b>Section 7:</b> B7-12 (543-544)
(C) revise drafts by adding details in pictures or words;	<b>Section 2:</b> B2-16 (147-149); B2-47 (215-216) <b>Section 3:</b> B3-6 (240-241) <b>Section 4:</b> B4-30 (359-361); B4-31 (362-364); B4-33 (367-369) <b>Section 5:</b> B5-21 (429-431); B5-22 (432-434) <b>Section 6:</b> B6-14 (475-477); B6-23 (496-497); B6-25 (500-502) <b>Section 7:</b> B7-13 (545-546); B7-14 (547-548)
(D) edit drafts using standard English conventions, including:	
(i) complete sentences with subject-verb agreement;	<b>Section 2:</b> B2-32 (187); B2-42 (204-206)
(ii) past and present verb tense;	<b>Section 2:</b> B2-23 (165-167)
(iii) singular, plural, common, and proper nouns;	<b>Section 2:</b> B2-21 (159-161)
(iv) adjectives, including articles;	<b>Section 2:</b> B2-24 (168-169)
(v) adverbs that convey time;	<b>Section 2:</b> B2-25 (170-172)
(vi) prepositions;	<b>Section 2:</b> B2-27 (175-177)
(vii) pronouns, including subjective, objective, and possessive cases;	<b>Section 2:</b> B2-22 (162-164)
(viii) capitalization for the beginning of sentences and the pronoun "I";	<b>Section 2:</b> B2-18 (153-154)
(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and	<b>Section 2:</b> B2-18 (153-154)
(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and	<b>Section 2:</b> B2-31 (183-185)
(E) publish and share writing.	<b>Section 2:</b> B2-19 (155-156) <b>Section 7:</b> B7-15 (549-550)
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) dictate or compose literary texts, including personal narratives and poetry;	<b>Section 2:</b> B2-2 (116-118); B2-45 (211-212) <b>Section 6:</b> B6-1 (449-450); B6-2 (451-452); B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502); B6-26 (505-508); B6-27 (509-512) <b>Section 9:</b> B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) <b>Section 10:</b> B10-13 (662-664); B10-14 (665-666); B10-15 (667-668)



**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
TEKS 1.6.11B) dictate or compose informational texts, including procedural texts; and	<p><b>Section 1:</b> B1-25 (56-58)  <b>Section 2:</b> B2-2 (116-118); B2-45 (211-212)  <b>Section 4:</b> 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)  <b>Section 7:</b> 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)  <b>Section 9:</b> B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)  <b>Section 10:</b> B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-7 (650-651); B10-8 (652-653); B10-10 (655-657); B10-14 (665-666); B10-15 (667-668)</p>
(C) dictate or compose correspondence such as thank you notes or letters.	<b>Section 10:</b> B10-12 (660-662)
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate questions for formal and informal inquiry with adult assistance;	<p><b>Section 2:</b> B2-44 (209-210)  <b>Section 4:</b> B4-31 (362-364)  <b>Section 7:</b> 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)  <b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(B) develop and follow a research plan with adult assistance;	<p><b>Section 2:</b> B2-44 (209-210)  <b>Section 4:</b> B4-31 (362-364)  <b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524)  <b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(C) identify and gather relevant sources and information to answer the questions with adult assistance;	<b>Section 7:</b> 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)
(D) demonstrate understanding of information gathered with adult assistance; and	<p><b>Section 2:</b> B2-44 (209-210)  <b>Section 4:</b> B4-31 (362-364)  <b>Section 7:</b> 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>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> 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); B7-15 (549-550); B7-16 (553-556) <b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)
TEKS 1.7.12E) use an appropriate mode of delivery, whether written, oral, or multimodal to present results.	<b>Section 2:</b> B2-12 (138-140); B2-19 (155-156) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-4 (526-527); B7-8 (533-534); B7-15 (549-550) <b>Section 8:</b> B8-12 (586-587); B8-13 (588-589) <b>Section 9:</b> B9-7 (624-625) <b>Section 10:</b> B10-15 (667-668)

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
Knowledge and Skills	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	<b>Section 1:</b> B1-4 (13-14) <b>Section 8:</b> B8-6 (573-575); B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	Each task requires students to follow directions.
(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	<b>Section 8:</b> B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	<b>Section 8:</b> B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(E) develop social communication such as distinguishing between asking and telling.	<b>Section 4:</b> 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) <b>Section 5:</b> B5-1 (383-384) <b>Section 6:</b> B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487) <b>Section 8:</b> B8-2 (564-566); B8-3 (567-568); B8-4 (569-570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587); B8-13 (588-589); B8-18 (600-602)
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate phonological awareness by:	
(i) producing a series of rhyming words;	
(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;	<b>Section 2:</b> B2-6 (127)
(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	<b>Section 2:</b> B2-8 (131-132)
(iv) manipulating phonemes within base words;	
(B) demonstrate and apply phonetic knowledge by:	
(i) decoding words with short, long, or variant vowels, trigraphs, and blends;	
(ii) decoding words with silent letters such as knife and gnat;	
(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams,	<b>Section 2:</b> B2-6 (127); B2-31 (183-185)

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

<b>Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2</b>	<b>Strategy (and Page Number) in <i>Step Up to Writing</i><sup>®</sup> Where Standard is Addressed</b>
including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
(iv) decoding compound words, contractions, and common abbreviations;	<b>Section 3:</b> B3-17 (263-264); B3-19 (265-266)
(v) decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV;	<b>Section 2:</b> B2-31 (183-185)
(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	<b>Section 2:</b> B2-31 (183-185) <b>Section 3:</b> B3-19 (267-270)
(vii) identifying and reading high-frequency words from a research-based list;	<b>Section 2:</b> B2-30 (182)
(C) demonstrate and apply spelling knowledge by:	
(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<b>Section 2:</b> B2-31 (183-185)
(ii) spelling words with silent letters such as knife and gnat;	<b>Section 2:</b> B2-31 (183-185)
(iii) spelling compound words, contractions, and common abbreviations;	<b>Section 2:</b> B2-31 (183-185)
(iv) spelling multisyllabic words with multiple sound-spelling patterns;	<b>Section 2:</b> B2-31 (183-185)
(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	<b>Section 2:</b> B2-31 (183-185)
(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	<b>Section 2:</b> B2-31 (183-185) <b>Section 3:</b> B3-19 (267-270)
(D) alphabetize a series of words and use a dictionary or glossary to find words; and	<b>Section 2:</b> B2-5 (124-126)
(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources to determine meaning and pronunciation of unknown words;	<b>Section 3:</b> B3-2 (230-231); B3-3 (232-233)
(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	<b>Section 3:</b> B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-14 (256-257)
(C) identify the meaning and use of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	<b>Section 3:</b> B3-18 (265-266); B3-19 (265-266)
(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	<b>Section 3:</b> B3-7 (242-243); B3-8 (244-245); B3-11 (249-250); B3-13 (254-256); B3-15 (258-261) <b>Section 4:</b> B4-31 (362-364)
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is	

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts;	
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> 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><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615)</p>
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	<b>Section 1:</b> B1-14 (32-33); B1-35 (80)
(D) create mental images to deepen understanding;	<b>Section 1:</b> B1-12 (29-30); B1-26 (59-60)
(E) make connections to personal experiences, ideas in other texts, and society;	<b>Section 1:</b> B1-14 (32-33); B1-15 (34-36); B1-44 (97-98) <b>Section 3:</b> B3-22 (270-272)
(F) make inferences and use evidence to support understanding;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> B6-1 (449-450); B6-10 (466-468)</p> <p><b>Section 7:</b> B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615); B9-4 (616-618)</p>
(G) evaluate details to determine key ideas;	<p><b>Section 1:</b> B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43); B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-47 (105-106)</p> <p><b>Section 4:</b> 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>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<p><b>Section 5:</b> B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434)</p> <p><b>Section 7:</b> B7-3 (522-524); B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-4 (616-618)</p>
(H) synthesize information to create new understanding; and	<p><b>Section 1:</b> B1-35 (80)</p> <p><b>Section 4:</b> B4-29 (355-358)</p> <p><b>Section 7:</b> B7-7 (531-532)</p>
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<p><b>Section 8:</b> B8-18 (600-602)</p> <p><b>Section 9:</b> B9-8 (626-627)</p>
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources;	<p><b>Section 1:</b> B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)</p> <p><b>Section 3:</b> B3-22 (270-272)</p>
(B) write brief comments on literary or informational texts that demonstrate an understanding of the text	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-9 (24); B1-11 (27-28); B1-12 (29-30); B1-13 (31); B1-14 (32-33); B8-15 (593); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p>
(C). use text evidence to support an appropriate response;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> B6-1 (449-450); B6-10 (466-468)</p> <p><b>Section 7:</b> B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615); B9-4 (616-618)</p>
(D) retell and paraphrase texts in ways that maintain meaning and logical order;	<p><b>Section 1:</b> B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104)</p> <p><b>Section 6:</b> B6-20 (488-489); B6-21 (490-492); B6-25 (500-502)</p> <p><b>Section 8:</b> B8-10 (581-582)</p>
(E) interact with sources in meaningful ways such as illustrating or writing; and	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p> <p><b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(F) respond using newly acquired vocabulary as appropriate.	<p><b>Section 1:</b> B1-25 (56-58)</p>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<p><b>Section 2:</b> B2-13 (141-142); B2-21 (47-49); B2-22 (162-164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172); B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-46 (213-214)</p> <p><b>Section 3:</b> 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><b>Section 4:</b> B4-25 (345-346); B4-31 (362-364)</p> <p><b>Section 6:</b> B6-14 (475-476)</p> <p><b>Section 10:</b> B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-13 (662-664)</p>
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) discuss topics and determine theme using text evidence with adult assistance;	<p><b>Section 1:</b> B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104)</p> <p><b>Section 6:</b> B6-20 (488-489); B6-21 (490-492); B6-25 (500-502)</p> <p><b>Section 8:</b> B8-10 (581-582)</p>
(B) describe the main character's (characters') internal and external traits;	<p><b>Section 1:</b> B1-28 (64-65)</p> <p><b>Section 6:</b> B6-4 (455); B6-6 (458-459)</p>
(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	<p><b>Section 1:</b> B1-28 (64-65)</p> <p><b>Section 6:</b> B6-4 (455); B6-6 (458-459)</p>
(D) describe the importance of the setting.	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of distinguished characteristics of well-known children's literature such as folktales, fables, and fairy tales;	<b>Section 6:</b> B6-1 (449-450)
(B) explain visual patterns and structures in a variety of poems;	
(C) discuss the elements of drama such as characters, dialogue, and setting;	
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea and supporting evidence with adult assistance;	<b>Section 4:</b> B4-1 (287-289)
(ii) features and graphics to locate and gain information; and	<p><b>Section 4:</b> B4-29 (355-358)</p> <p><b>Section 7:</b> B7-7 (531-532)</p>
(iii) organizational patterns such as chronological order and cause and effect stated explicitly; and	
(E) recognize characteristics of persuasive text, including:	
(i) stating what the author is trying to persuade the reader to think or do; and	<b>Section 5:</b> B5-2 (385-386)

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
(ii) distinguishing facts from opinion; and	<b>Section 5:</b> B5-1 (383-384)
(F) recognize characteristics of multimodal and digital texts.	<b>Section 2:</b> B2-12 (138-140); B2-19 (155-156) <b>Section 4:</b> B4-29 (355-358); <b>Section 7:</b> B7-4 (526-527); B7-8 (533-534); B7-15 (549-550) <b>Section 8:</b> B8-12 (586-587); B8-13 (588-589); <b>Section 9:</b> B9-7 (624-625); <b>Section 10:</b> B10-15 (667-668)
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) discuss the author's purpose for writing text;	<b>Section 2:</b> B2-2 (116-118) <b>Section 4:</b> B4-1 (287-289); B4-14 (320-321) <b>Section 5:</b> B5-2 (385-386); B5-10 (403-405); B5-17 (421); B5-18 (422-424)
(B) discuss how the use of text structure contributes to the author's purpose;	<b>Section 1:</b> B1-39 (87-88)
(C) discuss the author's use of print and graphic features to achieve specific purposes;	<b>Section 1:</b> B1-35 (80-81) <b>Section 4:</b> B4-29 (355-358); B4-31 (362-364)
(D) discuss the use of descriptive, literal, and figurative language;	<b>Section 3:</b> B3-15 (258-260); B3-21 (272-273) <b>Section 10:</b> B10-13 (662-664)
(E) identify the use of first or third person in a text; and	<b>Section 4:</b> B4-32 (365-366)
(F) identify and explain the use of repetition.	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;	<b>Section 2:</b> B2-14 (144); B2-15 (145-146) <b>Section 4:</b> 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) <b>Section 5:</b> B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402) <b>Section 6:</b> B6-5 (456-457); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465) <b>Section 7:</b> B7-1 (518-519)
(B) develop drafts into a focused piece of writing by:	
(i) organize with structure; and	<b>Section 4:</b> 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) <b>Section 5:</b> B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417) <b>Section 6:</b> B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478) <b>Section 7:</b> B7-12 (543-544)
(ii) developing an idea with specific and relevant details;	<b>Section 4:</b> 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)



**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<p><b>Section 5:</b> B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417)</p> <p><b>Section 6:</b> B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478)</p> <p><b>Section 7:</b> B7-12 (543-544)</p>
(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	<p><b>Section 2:</b> B2-16 (147-149)</p> <p><b>Section 4:</b> B4-30 (359-361); B4-31 (362-364); B4-33 (367-369)</p> <p><b>Section 5:</b> B5-21 (429-431); B5-22 (432-434)</p> <p><b>Section 6:</b> B6-23 (496-497); B6-25 (500-502)</p> <p><b>Section 7:</b> B7-13 (545-546); B7-14 (547-548)</p>
(D) edit drafts using standard English conventions, including:	
(i) complete sentences with subject-verb agreement;	<b>Section 2:</b> B2-32 (187); B2-42 (204-206)
(ii) past, present, and future verb tense;	<b>Section 2:</b> B2-23 (165-167)
(iii) singular, plural, common, and proper nouns;	<b>Section 2:</b> B2-21 (159-161)
(iv) adjectives, including articles;	<b>Section 2:</b> B2-24 (168-169)
(v) adverbs that convey time and adverbs that convey place;	<b>Section 2:</b> B2-25 (170-172)
(vi) prepositions and prepositional phrases;	<b>Section 2:</b> B2-27 (175-177)
(vii) pronouns, including subjective, objective, and possessive cases	<b>Section 2:</b> B2-22 (162-164)
(viii) coordinating conjunctions to form compound subjects and predicates	<b>Section 2:</b> B2-26 (173-174)
(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; and	
(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and	<b>Section 2:</b> B2-18 (153-154); B2-32 (187-188)
(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words; and	<b>Section 2:</b> B2-31 (183-185)
(E) publish and share writing.	<p><b>Section 2:</b> B2-19 (155-156)</p> <p><b>Section 7:</b> B7-15 (549-550)</p>
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts, including personal narratives and poetry;	<p><b>Section 2:</b> B2-2 (116-118); B2-45 (211-212)</p> <p><b>Section 6:</b> B6-1 (449-450); B6-2 (451-452); B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502); B6-26 (505-508); B6-27 (509-512)</p> <p><b>Section 9:</b> B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)</p> <p><b>Section 10:</b> B10-14 (665-666); B10-15 (667-668)</p>
(B) compose informational texts, including procedural texts and reports; and	<p><b>Section 1:</b> B1-25 (56-58)</p> <p><b>Section 2:</b> B2-2 (116-118); B2-45 (211-212)</p>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<p><b>Section 4:</b> B4-1 (287-289); B4-2 (290-292); B4-3 (293-294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302); B4-7 (303-304); B4-8 (305-306); B4-9 (307-308); B4-10 (309-310); B4-11 (311-312); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342); B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-29 (355-358); B4-30 (359-361); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369); B4-34 (372-276)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-13 (545-546); B7-14 (547-548); B7-16 (553-556)</p> <p><b>Section 9:</b> B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)</p> <p><b>Section 10:</b> B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-7 (650-651); B10-8 (652-653); B10-10 (655-657); B10-14 (665-666); B10-15 (667-668)</p>
(C) compose correspondence such as thank you notes or letters.	<b>Section 10:</b> B10-12 (660-662)
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate questions for formal and informal inquiry with adult assistance;	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p> <p><b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(B) develop and follow a research plan with adult assistance;	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524)</p> <p><b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(C) identify and gather relevant sources and information to answer the questions with adult assistance;	<b>Section 7:</b> 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)
(D) identify primary and secondary sources;	
(E) demonstrate understanding of information gathered;	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)
(F) cite sources appropriately; and	
(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<b>Section 2:</b> B2-12 (138-140); B2-19 (155-156) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-4 (526-527); B7-8 (533-534); B7-15 (549-550) <b>Section 8:</b> B8-12 (586-587); B8-13 (588-589) <b>Section 9:</b> B9-7 (624-625) <b>Section 10:</b> B10-15 (667-668)

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
Knowledge and Skills	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively and ask questions to understand information and answer questions using multi-word responses;	<b>Section 1:</b> B1-4 (13-14) <b>Section 8:</b> B8-6 (573-575); B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(B) restate and follow oral directions that involve a short, related sequence of actions;	
(C) share information and ideas by speaking audibly and clearly using the conventions of language;	<b>Section 8:</b> B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	<b>Section 8:</b> B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(E) develop social communication such as introducing himself/herself using common greetings and expressing needs and wants.	<b>Section 4:</b> 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) <b>Section 5:</b> B5-1 (383-384) <b>Section 6:</b> B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487) <b>Section 8:</b> B8-2 (564-566); B8-3 (567-568); B8-4 (569-570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587); B8-13 (588-589); B8-18 (600-602)
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate phonological awareness by:	
(i) identifying and producing rhyming words;	
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	
(iii) identifying the individual words in a spoken sentence;	
(iv) identifying syllables in spoken words;	<b>Section 2:</b> B2-31 (183-185)
(v) blending syllables to form multisyllabic words;	<b>Section 2:</b> B2-31 (183-185)
(vi) segmenting multisyllabic words into syllables;	<b>Section 2:</b> B2-31 (183-185)
(vii) blending spoken onsets and rimes to form simple words;	<b>Section 2:</b> B2-8 (131-132)
(viii) blending spoken phonemes to form one-syllable words;	<b>Section 2:</b> B2-8 (131-132)

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
(ix) manipulating syllables within a multisyllabic word; and	
(x) segmenting spoken one-syllable words into individual phonemes;	
(B) demonstrate and apply phonetic knowledge by:	
(i) identifying and matching the common sounds that letters represent;	<b>Section 2:</b> B2-6 (127)
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	<b>Section 2:</b> B2-6 (127)
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and	<b>Section 2:</b> B2-8 (131-132)
(iv) identifying and reading at least 25 high-frequency words from a research-based list;	<b>Section 2:</b> B2-30 (182)
(C) demonstrate and apply spelling knowledge by:	
(i) spelling words with VC, CVC, and CCVC;	<b>Section 2:</b> B2-8 (131-132)
(ii) spelling words using sound-spelling patterns; and	<b>Section 2:</b> B2-31 (183-185)
(iii) spelling high-frequency words from a research-based list;	<b>Section 2:</b> B2-30 (182)
(D) demonstrate print awareness by:	
(i) identifying the front cover, back cover, and title page of a book;	<b>Section 1:</b> B1-1 (7-8)
(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	<b>Section 1:</b> B1-1 (7-8) <b>Section 2:</b> B2-1 (114-116)
(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	<b>Section 2:</b> B2-9 (133-134)
(iv) recognizing the difference between a letter and a printed word; and	
(v) identifying all uppercase and lowercase letters; and	<b>Section 2:</b> B2-4 (123); B2-5 (124-126)
(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	<b>Section 2:</b> B2-5 (124-126); B2-9 (133-134)
(3) listening, speaking, reading, writing, and thinking –vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use a resource such as a picture dictionary or digital resource to find words;	<b>Section 3:</b> B3-2 (230-231); B3-3 (232-233)
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	<b>Section 3:</b> B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-14 (256-257)
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	<b>Section 3:</b> B3-7 (242-243); B3-8 (244-245); B3-11 (249-250) <b>Section 4:</b> B4-31 (362-364)
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact	

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
independently with text for increasing periods of time.	
(5) The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts with adult assistance;	
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> 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><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615)</p>
(C) make and confirm predictions using text features and structures with adult assistance;	<b>Section 1:</b> B1-14 (32-33); B1-35 (80)
(D) create mental images to deepen understanding with adult assistance;	<b>Section 1:</b> B1-12 (29-30); B1-26 (59-60)
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	<p><b>Section 1:</b> B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)</p> <p><b>Section 3:</b> B3-22 (270-272)</p>
(F) make inferences and use evidence to support understanding with adult assistance;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> B6-1 (449-450); B6-10 (466-468)</p> <p><b>Section 7:</b> B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615); B9-4 (616-618)</p>
(G) evaluate details to determine what is most important with adult assistance;	<p><b>Section 1:</b> B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43); B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-47 (105-106)</p> <p><b>Section 4:</b> 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><b>Section 5:</b> B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434)</p> <p><b>Section 7:</b> B7-3 (522-524); B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-4 (616-618)</p>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
(H) synthesize information to create new understanding with adult assistance; and	<b>Section 1:</b> B1-35 (80) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-7 (531-532)
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	<b>Section 8:</b> B8-18 (600-602) <b>Section 9:</b> B9-8 (626-627)
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources;	<b>Section 1:</b> B1-14 (32-33); B1-15 (34-36); B1-44 (97-98) <b>Section 3:</b> B3-22 (270-272)
(B) provide an oral, pictorial, or written response to a text;	<b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-9 (24); B1-11 (27-28); B1-12 (29-30); B1-13 (31); B1-14 (32-33); B1-15 (34-36); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)
(C) use text evidence to support an appropriate response;	<b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98) <b>Section 6:</b> B6-1 (449-450); B6-10 (466-468) <b>Section 7:</b> B7-7 (531-532) <b>Section 8:</b> B8-10 (581-582) <b>Section 9:</b> B9-3 (612-615); B9-4 (616-618)
(D) retell texts in ways that maintain meaning;	<b>Section 1:</b> B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104) <b>Section 6:</b> B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) <b>Section 8:</b> B8-10 (581-582)
(E) interact with sources in meaningful ways such as illustrating or writing; and	<b>Section 2:</b> B2-44 (209-210) <b>Section 4:</b> B4-31 (362-364) <b>Section 7:</b> 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) <b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)
(F) respond using newly acquired vocabulary as appropriate.	<b>Section 1:</b> B1-25 (56-58) <b>Section 2:</b> B2-13 (141-142); B2-21 (47-49); B2-22 (162-164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172); B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-46 (213-214) <b>Section 3:</b> 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

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	(270-271); B3-21 (272-273); B3-22 (274-276); B3-23 (278-280) <b>Section 4:</b> B4-25 (345-346); B4-31 (362-364) <b>Section 6:</b> B6-14 (475-476) <b>Section 10:</b> B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-13 (662-664)
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) discuss topics and determine the basic theme using text evidence with adult assistance;	<b>Section 1:</b> B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104) <b>Section 6:</b> B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) <b>Section 8:</b> B8-10 (581-582)
(B) identify and describe the main character(s);	<b>Section 1:</b> B1-28 (64-65) <b>Section 6:</b> B6-4 (455); B6-6 (458-459)
(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and	<b>Section 1:</b> B1-28 (64-65) <b>Section 6:</b> B6-4 (455); B6-6 (458-459)
(D) describe the setting.	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes;	<b>Section 6:</b> B6-1 (449-450)
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;	
(C) discuss main characters in drama;	
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea and supporting evidence with adult assistance;	<b>Section 4:</b> B4-1 (287-289)
(ii) titles and simple graphics to gain information; and	<b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-7 (531-532)
(iii) the steps in a sequence with adult assistance;	
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	<b>Section 5:</b> B5-2 (385-386)
(F) recognize characteristics of multimodal and digital texts.	<b>Section 2:</b> B2-12 (138-140); B2-19 (155-156) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-4 (526-527); B7-8 (533-534); B7-15 (549-550) <b>Section 8:</b> B8-12 (586-587); B8-13 (588-589) <b>Section 9:</b> B9-7 (624-625) <b>Section 10:</b> B10-15 (667-668)



**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) discuss with adult assistance the author's purpose for writing text;	<b>Section 2:</b> B2-2 (116-118) <b>Section 4:</b> B4-1 (287-289); B4-14 (320-321) <b>Section 5:</b> B5-2 (385-386); B5-10 (403-405); B5-17 (421); B5-18 (422-424)
(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;	<b>Section 1:</b> B1-39 (87-88)
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	<b>Section 1:</b> B1-35 (80-81) <b>Section 4:</b> B4-29 (355-358); B4-31 (362-364)
(D) discuss with adult assistance how the author uses words that help the reader visualize; and	<b>Section 3:</b> B3-15 (258-260); B3-21 (272-273) <b>Section 6:</b> B6-14 (475-477) <b>Section 10:</b> B10-13 (662-664)
(E) listen to and experience first- and third-person texts.	<b>Section 4:</b> B4-32 (365-366)
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan by generating ideas for writing through class discussions and drawings;	<b>Section 2:</b> B2-14 (144); B2-15 (145-146) <b>Section 4:</b> 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) <b>Section 5:</b> B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402) <b>Section 6:</b> B6-5 (456-457); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465) <b>Section 7:</b> B7-1 (518-519)
(B) develop drafts in oral, pictorial, or written form by organizing ideas;	<b>Section 4:</b> B4-5 (297-299); B4-6 (300-302); B4-9 (307-308); 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) <b>Section 5:</b> B5-5 (392-394); B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417) <b>Section 6:</b> B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478) <b>Section 7:</b> B7-12 (543-544)
(C) revise drafts by adding details in pictures or words;	<b>Section 2:</b> B2-16 (147-149); B2-47 (215-216) <b>Section 3:</b> B3-6 (240-241) <b>Section 4:</b> B4-30 (359-361); B4-31 (362-364); B4-33 (367-369) <b>Section 5:</b> B5-21 (429-431); B5-22 (432-434) <b>Section 6:</b> B6-14 (475-477); B6-23 (496-497); B6-25 (500-502) <b>Section 7:</b> B7-13 (545-546); B7-14 (547-548)
(D) edit drafts with adult assistance using standard English conventions, including:	
(i) complete sentences;	<b>Section 2:</b> B2-32 (187)

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
(ii) verbs;	<b>Section 2:</b> B2-23 (165-167)
(iii) singular and plural nouns;	<b>Section 2:</b> B2-21 (159-161)
(iv) adjectives, including articles;	<b>Section 2:</b> B2-24 (168-169)
(v) prepositions;	<b>Section 2:</b> B2-20 (158)
(vi) pronouns, including subjective, objective, and possessive cases;	<b>Section 2:</b> B2-22 (162-164)
(vii) capitalization of the first letter in a sentence and name;	<b>Section 2:</b> B2-18 (153-154)
(viii) punctuation marks at the end of declarative sentences; and	<b>Section 2:</b> B2-18 (153-154)
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<b>Section 2:</b> B2-31 (183-185)
(E) share writing.	<b>Section 2:</b> B2-19 (155-156) <b>Section 7:</b> B7-15 (549-550)
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) dictate or compose literary texts, including personal narratives; and	<b>Section 2:</b> B2-2 (116-118); B2-45 (211-212) <b>Section 6:</b> B6-1 (449-450); B6-2 (451-452); B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502); B6-26 (505-508); B6-27 (509-512) <b>Section 9:</b> B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) <b>Section 10:</b> B10-14 (665-666); B10-15 (667-668)
(B) dictate or compose informational texts.	<b>Section 1:</b> B1-25 (56-58) <b>Section 2:</b> B2-2 (116-118); B2-45 (211-212) <b>Section 4:</b> 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) <b>Section 7:</b> 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)

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<p><b>Section 9:</b> B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)</p> <p><b>Section 10:</b> B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-7 (650-651); B10-8 (652-653); B10-10 (655-657); B10-14 (665-666); B10-15 (667-668)</p>
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate questions for formal and informal inquiry with adult assistance;	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p> <p><b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(B) develop and follow a research plan with adult assistance;	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524)</p> <p><b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(C) gather information from a variety of sources with adult assistance;	<p><b>Section 7:</b> 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)</p>
(D) demonstrate understanding of information gathered with adult assistance; and	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p> <p><b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(E) use an appropriate mode of delivery, whether written, oral, or multimodal to present results.	<p><b>Section 2:</b> B2-12 (138-140); B2-19 (155-156)</p> <p><b>Section 4:</b> B4-29 (355-358)</p> <p><b>Section 7:</b> B7-4 (526-527); B7-8 (533-534); B7-15 (549-550)</p> <p><b>Section 8:</b> B8-12 (586-587); B8-13 (588-589)</p> <p><b>Section 9:</b> B9-7 (624-625)</p> <p><b>Section 10:</b> B10-15 (667-668)</p>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
Knowledge and Skills	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	<b>Section 1:</b> B1-4 (13-14) <b>Section 8:</b> B8-6 (573-575); B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	
(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	<b>Section 8:</b> B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	<b>Section 8:</b> B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	<b>Section 4:</b> 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) <b>Section 5:</b> B5-1 (383-384) <b>Section 6:</b> B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487) <b>Section 8:</b> B8-2 (564-566); B8-3 (567-568); B8-4 (569-570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587); B8-13 (588-589); B8-18 (600-602)
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate phonological awareness by:	
(i) producing a series of rhyming words;	
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	
(iii) distinguishing between long and short vowel sounds in one-syllable words;	<b>Section 2:</b> B2-6 (127)
(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	<b>Section 2:</b> B2-8 (131-132)
(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	<b>Section 2:</b> B2-8 (131-132)
(vi) manipulating phonemes within base words; and	

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	
(B) demonstrate and apply phonetic knowledge by:	
(i) decoding words in isolation and in context by applying common letter sound correspondences;	<b>Section 2:</b> B2-6 (127)
(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;	<b>Section 2:</b> B2-6 (127)
(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	<b>Section 2:</b> B2-6 (127); B2-31 (183-185)
(iv) using knowledge of base words to decode common compound words and contractions;	<b>Section 3:</b> B3-17 (263-264); B3-18 (265-267); B3-19 (265-266)
(v) decoding words with inflectional endings, including -ed, -s, and -es; and	<b>Section 3:</b> B3-19 (265-266)
(vi) identifying and reading at least 100 high-frequency words from a research-based list;	<b>Section 2:</b> B2-30 (182)
(C) demonstrate and apply spelling knowledge by:	
(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	<b>Section 2:</b> B2-31 (183-185)
(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;	<b>Section 2:</b> B2-31 (183-185)
(iii) spelling words using sound-spelling patterns; and	<b>Section 2:</b> B2-31 (183-185)
(iv) spelling high-frequency words from a research-based list;	<b>Section 2:</b> B2-30 (182)
(D) demonstrate print awareness by identifying the information that different parts of a book provide;	<b>Section 1:</b> B1-1 (7-8)
(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and	
(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	<b>Section 2:</b> B2-5 (124-126); B2-9 (133-134)
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use a resource such as a picture dictionary or digital resource to find words;	<b>Section 3:</b> B3-2 (230-231); B3-3 (232-233)
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	<b>Section 3:</b> B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-14 (256-257)
(C) identify the meaning of words with the affixes -s, -ed, and -ing; and	<b>Section 3:</b> B3-18 (265-266); B3-19 (265-266)
(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	<b>Section 3:</b> B3-7 (242-243); B3-8 (244-245); B3-11 (249-250) <b>Section 4:</b> B4-31 (362-364)
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

<b>Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1</b>	<b>Strategy (and Page Number) in <i>Step Up to Writing</i><sup>®</sup> Where Standard is Addressed</b>
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts with adult assistance;	
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> 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><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615)</p>
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;	<b>Section 1:</b> B1-14 (32-33); B1-35 (80)
(D) create mental images to deepen understanding with adult assistance;	<b>Section 1:</b> B1-12 (29-30); B1-26 (59-60)
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	<b>Section 1:</b> B1-14 (32-33); B1-15 (34-36); B1-44 (97-98) <b>Section 3:</b> B3-22 (270-272)
(F) make inferences and use evidence to support understanding with adult assistance;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> B6-1 (449-450); B6-10 (466-468)</p> <p><b>Section 7:</b> B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615); B9-4 (616-618)</p>
(G) evaluate details to determine what is most important with adult assistance;	<p><b>Section 1:</b> B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43); B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-47 (105-106)</p> <p><b>Section 4:</b> 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>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<p><b>Section 5:</b> B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434)</p> <p><b>Section 7:</b> B7-3 (522-524); B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-4 (616-618)</p>
(H) synthesize information to create new understanding with adult assistance; and	<p><b>Section 1:</b> B1-35 (80)</p> <p><b>Section 4:</b> B4-29 (355-358)</p> <p><b>Section 7:</b> B7-7 (531-532)</p>
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<p><b>Section 8:</b> B8-18 (600-602)</p> <p><b>Section 9:</b> B9-8 (626-627)</p>
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources;	<p><b>Section 1:</b> B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)</p> <p><b>Section 3:</b> B3-22 (270-272)</p>
(B) write brief comments on literary or informational texts;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-9 (24); B1-11 (27-28); B1-12 (29-30); B1-13 (31); B1-14 (32-33); B8-15 (593); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p>
(C) use text evidence to support an appropriate response;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> B6-1 (449-450); B6-10 (466-468)</p> <p><b>Section 7:</b> B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615); B9-4 (616-618)</p>
(D) retell texts in ways that maintain meaning;	<p><b>Section 1:</b> B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104)</p> <p><b>Section 6:</b> B6-20 (488-489); B6-21 (490-492); B6-25 (500-502)</p> <p><b>Section 8:</b> B8-10 (581-582)</p>
(E) interact with sources in meaningful ways such as illustrating or writing; and	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p> <p><b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(F) respond using newly acquired vocabulary as appropriate.	<p><b>Section 1:</b> B1-25 (56-58)</p>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<p><b>Section 2:</b> B2-13 (141-142); B2-21 (47-49); B2-22 (162-164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172); B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-46 (213-214)</p> <p><b>Section 3:</b> 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><b>Section 4:</b> B4-25 (345-346); B4-31 (362-364)</p> <p><b>Section 6:</b> B6-14 (475-476)</p> <p><b>Section 10:</b> B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-13 (662-664)</p>
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) discuss topics and determine theme using text evidence with adult assistance;	<p><b>Section 1:</b> B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104)</p> <p><b>Section 6:</b> B6-20 (488-489); B6-21 (490-492); B6-25 (500-502)</p> <p><b>Section 8:</b> B8-10 (581-582)</p>
(B) describe the main character(s) and the reason(s) for their actions;	<p><b>Section 1:</b> B1-28 (64-65)</p> <p><b>Section 6:</b> B6-4 (455); B6-6 (458-459)</p>
(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and	<p><b>Section 1:</b> B1-28 (64-65)</p> <p><b>Section 6:</b> B6-4 (455); B6-6 (458-459)</p>
(D) describe the setting.	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	<p><b>Section 6:</b> B6-1 (449-450)</p>
(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;	<p><b>Section 10:</b> B10-13 (662-664)</p>
(C) discuss elements of drama such as characters and setting;	
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea and supporting evidence with adult assistance;	<p><b>Section 4:</b> B4-1 (287-289)</p>
(ii) features and simple graphics to locate or gain information; and	<p><b>Section 4:</b> B4-29 (355-358)</p> <p><b>Section 7:</b> B7-7 (531-532)</p>
(iii) organizational patterns such as chronological order and description with adult assistance;	



**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	<b>Section 2:</b> B2-2 (116-118) <b>Section 5:</b> B5-2 (385-386)
(F) recognize characteristics of multimodal and digital texts.	<b>Section 2:</b> B2-12 (138-140); B2-19 (155-156) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-4 (526-527); B7-8 (533-534); B7-15 (549-550) <b>Section 8:</b> B8-12 (586-587); B8-13 (588-589) <b>Section 9:</b> B9-7 (624-625) <b>Section 10:</b> B10-15 (667-668)
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) discuss the author's purpose for writing text;	<b>Section 2:</b> B2-2 (116-118) <b>Section 4:</b> B4-1 (287-289); B4-14 (320-321) <b>Section 5:</b> B5-2 (385-386); B5-10 (403-405); B5-17 (421); B5-18 (422-424)
(B) discuss how the use of text structure contributes to the author's purpose;	<b>Section 1:</b> B1-39 (87-88)
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	<b>Section 1:</b> B1-35 (80-81) <b>Section 4:</b> B4-29 (355-358); B4-31 (362-364)
(D) discuss how the author uses words that help the reader visualize; and	<b>Section 3:</b> B3-15 (258-260); B3-21 (272-273) <b>Section 6:</b> B6-14 (475-477) <b>Section 10:</b> B10-13 (662-664)
(E) listen to and experience first- and third-person text.	<b>Section 4:</b> B4-32 (365-366)
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;	<b>Section 2:</b> B2-14 (144); B2-15 (145-146) <b>Section 4:</b> 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) <b>Section 5:</b> B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402) <b>Section 6:</b> B6-5 (456-457); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465) <b>Section 7:</b> B7-1 (518-519)
(B) develop drafts in oral, pictorial, or written form by:	
(i) organizing with structure; and	<b>Section 4:</b> 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) <b>Section 5:</b> B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417) <b>Section 6:</b> B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478) <b>Section 7:</b> B7-12 (543-544)

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
(ii) developing an idea with specific and relevant details;	<b>Section 4:</b> 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) <b>Section 5:</b> B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417) <b>Section 6:</b> B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478) <b>Section 7:</b> B7-12 (543-544)
(C) revise drafts by adding details in pictures or words;	<b>Section 2:</b> B2-16 (147-149); B2-47 (215-216) <b>Section 3:</b> B3-6 (240-241) <b>Section 4:</b> B4-30 (359-361); B4-31 (362-364); B4-33 (367-369) <b>Section 5:</b> B5-21 (429-431); B5-22 (432-434) <b>Section 6:</b> B6-14 (475-477); B6-23 (496-497); B6-25 (500-502) <b>Section 7:</b> B7-13 (545-546); B7-14 (547-548)
(D) edit drafts using standard English conventions, including:	
(i) complete sentences with subject-verb agreement;	<b>Section 2:</b> B2-32 (187); B2-42 (204-206)
(ii) past and present verb tense;	<b>Section 2:</b> B2-23 (165-167)
(iii) singular, plural, common, and proper nouns;	<b>Section 2:</b> B2-21 (159-161)
(iv) adjectives, including articles;	<b>Section 2:</b> B2-24 (168-169)
(v) adverbs that convey time;	<b>Section 2:</b> B2-25 (170-172)
(vi) prepositions;	<b>Section 2:</b> B2-27 (175-177)
(vii) pronouns, including subjective, objective, and possessive cases;	<b>Section 2:</b> B2-22 (162-164)
(viii) capitalization for the beginning of sentences and the pronoun "I";	<b>Section 2:</b> B2-18 (153-154)
(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and	<b>Section 2:</b> B2-18 (153-154)
(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and	<b>Section 2:</b> B2-31 (183-185)
(E) publish and share writing.	<b>Section 2:</b> B2-19 (155-156) <b>Section 7:</b> B7-15 (549-550)
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) dictate or compose literary texts, including personal narratives and poetry;	<b>Section 2:</b> B2-2 (116-118); B2-45 (211-212) <b>Section 6:</b> B6-1 (449-450); B6-2 (451-452); B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502); B6-26 (505-508); B6-27 (509-512) <b>Section 9:</b> B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630) <b>Section 10:</b> B10-13 (662-664); B10-14 (665-666); B10-15 (667-668)

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
TEKS 1.6.11B) dictate or compose informational texts, including procedural texts; and	<p><b>Section 1:</b> B1-25 (56-58)  <b>Section 2:</b> B2-2 (116-118); B2-45 (211-212)  <b>Section 4:</b> 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)  <b>Section 7:</b> 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)  <b>Section 9:</b> B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)  <b>Section 10:</b> B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-7 (650-651); B10-8 (652-653); B10-10 (655-657); B10-14 (665-666); B10-15 (667-668)</p>
(C) dictate or compose correspondence such as thank you notes or letters.	<b>Section 10:</b> B10-12 (660-662)
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate questions for formal and informal inquiry with adult assistance;	<p><b>Section 2:</b> B2-44 (209-210)  <b>Section 4:</b> B4-31 (362-364)  <b>Section 7:</b> 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)  <b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(B) develop and follow a research plan with adult assistance;	<p><b>Section 2:</b> B2-44 (209-210)  <b>Section 4:</b> B4-31 (362-364)  <b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524)  <b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(C) identify and gather relevant sources and information to answer the questions with adult assistance;	<b>Section 7:</b> 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)
(D) demonstrate understanding of information gathered with adult assistance; and	<p><b>Section 2:</b> B2-44 (209-210)  <b>Section 4:</b> B4-31 (362-364)  <b>Section 7:</b> 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>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> 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); B7-15 (549-550); B7-16 (553-556) <b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)
TEKS 1.7.12E) use an appropriate mode of delivery, whether written, oral, or multimodal to present results.	<b>Section 2:</b> B2-12 (138-140); B2-19 (155-156) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-4 (526-527); B7-8 (533-534); B7-15 (549-550) <b>Section 8:</b> B8-12 (586-587); B8-13 (588-589) <b>Section 9:</b> B9-7 (624-625) <b>Section 10:</b> B10-15 (667-668)

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
Knowledge and Skills	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	<b>Section 1:</b> B1-4 (13-14) <b>Section 8:</b> B8-6 (573-575); B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	Each task requires students to follow directions.
(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	<b>Section 8:</b> B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	<b>Section 8:</b> B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
(E) develop social communication such as distinguishing between asking and telling.	<b>Section 4:</b> 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) <b>Section 5:</b> B5-1 (383-384) <b>Section 6:</b> B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487) <b>Section 8:</b> B8-2 (564-566); B8-3 (567-568); B8-4 (569-570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587); B8-13 (588-589); B8-18 (600-602)
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate phonological awareness by:	
(i) producing a series of rhyming words;	
(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;	<b>Section 2:</b> B2-6 (127)
(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	<b>Section 2:</b> B2-8 (131-132)
(iv) manipulating phonemes within base words;	
(B) demonstrate and apply phonetic knowledge by:	
(i) decoding words with short, long, or variant vowels, trigraphs, and blends;	
(ii) decoding words with silent letters such as knife and gnat;	
(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams,	<b>Section 2:</b> B2-6 (127); B2-31 (183-185)

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
(iv) decoding compound words, contractions, and common abbreviations;	<b>Section 3:</b> B3-17 (263-264); B3-19 (265-266)
(v) decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV;	<b>Section 2:</b> B2-31 (183-185)
(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	<b>Section 2:</b> B2-31 (183-185) <b>Section 3:</b> B3-19 (267-270)
(vii) identifying and reading high-frequency words from a research-based list;	<b>Section 2:</b> B2-30 (182)
(C) demonstrate and apply spelling knowledge by:	
(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<b>Section 2:</b> B2-31 (183-185)
(ii) spelling words with silent letters such as knife and gnat;	<b>Section 2:</b> B2-31 (183-185)
(iii) spelling compound words, contractions, and common abbreviations;	<b>Section 2:</b> B2-31 (183-185)
(iv) spelling multisyllabic words with multiple sound-spelling patterns;	<b>Section 2:</b> B2-31 (183-185)
(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	<b>Section 2:</b> B2-31 (183-185)
(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	<b>Section 2:</b> B2-31 (183-185) <b>Section 3:</b> B3-19 (267-270)
(D) alphabetize a series of words and use a dictionary or glossary to find words; and	<b>Section 2:</b> B2-5 (124-126)
(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources to determine meaning and pronunciation of unknown words;	<b>Section 3:</b> B3-2 (230-231); B3-3 (232-233)
(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	<b>Section 3:</b> B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-14 (256-257)
(C) identify the meaning and use of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	<b>Section 3:</b> B3-18 (265-266); B3-19 (265-266)
(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	<b>Section 3:</b> B3-7 (242-243); B3-8 (244-245); B3-11 (249-250); B3-13 (254-256); B3-15 (258-261) <b>Section 4:</b> B4-31 (362-364)
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is	

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts;	
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> 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><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615)</p>
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	<b>Section 1:</b> B1-14 (32-33); B1-35 (80)
(D) create mental images to deepen understanding;	<b>Section 1:</b> B1-12 (29-30); B1-26 (59-60)
(E) make connections to personal experiences, ideas in other texts, and society;	<b>Section 1:</b> B1-14 (32-33); B1-15 (34-36); B1-44 (97-98) <b>Section 3:</b> B3-22 (270-272)
(F) make inferences and use evidence to support understanding;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> B6-1 (449-450); B6-10 (466-468)</p> <p><b>Section 7:</b> B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615); B9-4 (616-618)</p>
(G) evaluate details to determine key ideas;	<p><b>Section 1:</b> B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43); B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-47 (105-106)</p> <p><b>Section 4:</b> 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>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<p><b>Section 5:</b> B5-2 (385-386); B5-6 (394-395); B5-8 (398-399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415); B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19 (425-426); B5-20 (427-428); B5-22 (432-434)</p> <p><b>Section 7:</b> B7-3 (522-524); B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-4 (616-618)</p>
(H) synthesize information to create new understanding; and	<p><b>Section 1:</b> B1-35 (80)</p> <p><b>Section 4:</b> B4-29 (355-358)</p> <p><b>Section 7:</b> B7-7 (531-532)</p>
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<p><b>Section 8:</b> B8-18 (600-602)</p> <p><b>Section 9:</b> B9-8 (626-627)</p>
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources;	<p><b>Section 1:</b> B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)</p> <p><b>Section 3:</b> B3-22 (270-272)</p>
(B) write brief comments on literary or informational texts that demonstrate an understanding of the text	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-9 (24); B1-11 (27-28); B1-12 (29-30); B1-13 (31); B1-14 (32-33); B8-15 (593); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p>
(C). use text evidence to support an appropriate response;	<p><b>Section 1:</b> B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)</p> <p><b>Section 6:</b> B6-1 (449-450); B6-10 (466-468)</p> <p><b>Section 7:</b> B7-7 (531-532)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615); B9-4 (616-618)</p>
(D) retell and paraphrase texts in ways that maintain meaning and logical order;	<p><b>Section 1:</b> B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104)</p> <p><b>Section 6:</b> B6-20 (488-489); B6-21 (490-492); B6-25 (500-502)</p> <p><b>Section 8:</b> B8-10 (581-582)</p>
(E) interact with sources in meaningful ways such as illustrating or writing; and	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p> <p><b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(F) respond using newly acquired vocabulary as appropriate.	<p><b>Section 1:</b> B1-25 (56-58)</p>



**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<p><b>Section 2:</b> B2-13 (141-142); B2-21 (47-49); B2-22 (162-164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172); B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-46 (213-214)</p> <p><b>Section 3:</b> 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><b>Section 4:</b> B4-25 (345-346); B4-31 (362-364)</p> <p><b>Section 6:</b> B6-14 (475-476)</p> <p><b>Section 10:</b> B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-13 (662-664)</p>
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) discuss topics and determine theme using text evidence with adult assistance;	<p><b>Section 1:</b> B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104)</p> <p><b>Section 6:</b> B6-20 (488-489); B6-21 (490-492); B6-25 (500-502)</p> <p><b>Section 8:</b> B8-10 (581-582)</p>
(B) describe the main character's (characters') internal and external traits;	<p><b>Section 1:</b> B1-28 (64-65)</p> <p><b>Section 6:</b> B6-4 (455); B6-6 (458-459)</p>
(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	<p><b>Section 1:</b> B1-28 (64-65)</p> <p><b>Section 6:</b> B6-4 (455); B6-6 (458-459)</p>
(D) describe the importance of the setting.	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of distinguished characteristics of well-known children's literature such as folktales, fables, and fairy tales;	<b>Section 6:</b> B6-1 (449-450)
(B) explain visual patterns and structures in a variety of poems;	
(C) discuss the elements of drama such as characters, dialogue, and setting;	
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea and supporting evidence with adult assistance;	<b>Section 4:</b> B4-1 (287-289)
(ii) features and graphics to locate and gain information; and	<p><b>Section 4:</b> B4-29 (355-358)</p> <p><b>Section 7:</b> B7-7 (531-532)</p>
(iii) organizational patterns such as chronological order and cause and effect stated explicitly; and	
(E) recognize characteristics of persuasive text, including:	
(i) stating what the author is trying to persuade the reader to think or do; and	<b>Section 5:</b> B5-2 (385-386)

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
(ii) distinguishing facts from opinion; and	<b>Section 5:</b> B5-1 (383-384)
(F) recognize characteristics of multimodal and digital texts.	<b>Section 2:</b> B2-12 (138-140); B2-19 (155-156) <b>Section 4:</b> B4-29 (355-358); <b>Section 7:</b> B7-4 (526-527); B7-8 (533-534); B7-15 (549-550) <b>Section 8:</b> B8-12 (586-587); B8-13 (588-589); <b>Section 9:</b> B9-7 (624-625); <b>Section 10:</b> B10-15 (667-668)
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) discuss the author's purpose for writing text;	<b>Section 2:</b> B2-2 (116-118) <b>Section 4:</b> B4-1 (287-289); B4-14 (320-321) <b>Section 5:</b> B5-2 (385-386); B5-10 (403-405); B5-17 (421); B5-18 (422-424)
(B) discuss how the use of text structure contributes to the author's purpose;	<b>Section 1:</b> B1-39 (87-88)
(C) discuss the author's use of print and graphic features to achieve specific purposes;	<b>Section 1:</b> B1-35 (80-81) <b>Section 4:</b> B4-29 (355-358); B4-31 (362-364)
(D) discuss the use of descriptive, literal, and figurative language;	<b>Section 3:</b> B3-15 (258-260); B3-21 (272-273) <b>Section 10:</b> B10-13 (662-664)
(E) identify the use of first or third person in a text; and	<b>Section 4:</b> B4-32 (365-366)
(F) identify and explain the use of repetition.	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;	<b>Section 2:</b> B2-14 (144); B2-15 (145-146) <b>Section 4:</b> 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) <b>Section 5:</b> B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402) <b>Section 6:</b> B6-5 (456-457); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465) <b>Section 7:</b> B7-1 (518-519)
(B) develop drafts into a focused piece of writing by:	
(i) organize with structure; and	<b>Section 4:</b> 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) <b>Section 5:</b> B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417) <b>Section 6:</b> B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478) <b>Section 7:</b> B7-12 (543-544)
(ii) developing an idea with specific and relevant details;	<b>Section 4:</b> 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)

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<p><b>Section 5:</b> B5-10 (403-404); B5-11 (405-407); B5-12 (408-410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417)</p> <p><b>Section 6:</b> B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478)</p> <p><b>Section 7:</b> B7-12 (543-544)</p>
(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	<p><b>Section 2:</b> B2-16 (147-149)</p> <p><b>Section 4:</b> B4-30 (359-361); B4-31 (362-364); B4-33 (367-369)</p> <p><b>Section 5:</b> B5-21 (429-431); B5-22 (432-434)</p> <p><b>Section 6:</b> B6-23 (496-497); B6-25 (500-502)</p> <p><b>Section 7:</b> B7-13 (545-546); B7-14 (547-548)</p>
(D) edit drafts using standard English conventions, including:	
(i) complete sentences with subject-verb agreement;	<b>Section 2:</b> B2-32 (187); B2-42 (204-206)
(ii) past, present, and future verb tense;	<b>Section 2:</b> B2-23 (165-167)
(iii) singular, plural, common, and proper nouns;	<b>Section 2:</b> B2-21 (159-161)
(iv) adjectives, including articles;	<b>Section 2:</b> B2-24 (168-169)
(v) adverbs that convey time and adverbs that convey place;	<b>Section 2:</b> B2-25 (170-172)
(vi) prepositions and prepositional phrases;	<b>Section 2:</b> B2-27 (175-177)
(vii) pronouns, including subjective, objective, and possessive cases	<b>Section 2:</b> B2-22 (162-164)
(viii) coordinating conjunctions to form compound subjects and predicates	<b>Section 2:</b> B2-26 (173-174)
(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; and	
(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and	<b>Section 2:</b> B2-18 (153-154); B2-32 (187-188)
(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words; and	<b>Section 2:</b> B2-31 (183-185)
(E) publish and share writing.	<p><b>Section 2:</b> B2-19 (155-156)</p> <p><b>Section 7:</b> B7-15 (549-550)</p>
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts, including personal narratives and poetry;	<p><b>Section 2:</b> B2-2 (116-118); B2-45 (211-212)</p> <p><b>Section 6:</b> B6-1 (449-450); B6-2 (451-452); B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7 (460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-502); B6-26 (505-508); B6-27 (509-512)</p> <p><b>Section 9:</b> B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)</p> <p><b>Section 10:</b> B10-14 (665-666); B10-15 (667-668)</p>
(B) compose informational texts, including procedural texts and reports; and	<p><b>Section 1:</b> B1-25 (56-58)</p> <p><b>Section 2:</b> B2-2 (116-118); B2-45 (211-212)</p>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<p><b>Section 4:</b> B4-1 (287-289); B4-2 (290-292); B4-3 (293-294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302); B4-7 (303-304); B4-8 (305-306); B4-9 (307-308); B4-10 (309-310); B4-11 (311-312); B4-12 (313-314); B4-13 (315-318); B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17 (327-328); B4-18 (329-330); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342); B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-29 (355-358); B4-30 (359-361); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369); B4-34 (372-276)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-13 (545-546); B7-14 (547-548); B7-16 (553-556)</p> <p><b>Section 9:</b> B9-4 (616-618); B9-5 (619-620); B9-6 (621-623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)</p> <p><b>Section 10:</b> B10-1 (636); B10-2 (637-638); B10-3 (639-640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-7 (650-651); B10-8 (652-653); B10-10 (655-657); B10-14 (665-666); B10-15 (667-668)</p>
(C) compose correspondence such as thank you notes or letters.	<b>Section 10:</b> B10-12 (660-662)
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate questions for formal and informal inquiry with adult assistance;	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p> <p><b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(B) develop and follow a research plan with adult assistance;	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524)</p> <p><b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)</p>
(C) identify and gather relevant sources and information to answer the questions with adult assistance;	<b>Section 7:</b> 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)
(D) identify primary and secondary sources;	
(E) demonstrate understanding of information gathered;	<p><b>Section 2:</b> B2-44 (209-210)</p> <p><b>Section 4:</b> B4-31 (362-364)</p> <p><b>Section 7:</b> B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)</p>

**Voyager Sopris Learning *Step Up to Writing* correlated to the  
Texas Essential Knowledge and Skills for English Language Arts, Grades K-2, Adopted 2017**

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> <sup>®</sup> Where Standard is Addressed
	<b>Section 10:</b> B10-7 (650-651); B10-15 (667-668)
(F) cite sources appropriately; and	
(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<b>Section 2:</b> B2-12 (138-140); B2-19 (155-156) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-4 (526-527); B7-8 (533-534); B7-15 (549-550) <b>Section 8:</b> B8-12 (586-587); B8-13 (588-589) <b>Section 9:</b> B9-7 (624-625) <b>Section 10:</b> B10-15 (667-668)