GRADES K-2







Step Up to Writing, Grades K-2

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



Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed
Knowledge and Skills	Thirtie Standard is Madi essed
(1) Developing and sustaining foundational language sk language. The student develops oral language through expected to:	
(A) listen actively and ask questions to understand information and answer questions using multi-word responses;	Section 1: B1-4 (13-14) Section 8: B8-6 (573-575); B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) Section 9: B9-6 (621-623)
(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;	Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) Section 9: B9-6 (621-623)
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597- 598); B8-18 (600-602) Section 9: B9-6 (621-623)
(E) develop social communication such as introducing himself/herself using common greetings and expressing needs and wants.	Section 4: B4-3 (293-294); B4-5 (297-299); B4-6 (300-302); B4-9 (307-308); B4-11 (311-312); B4-13 (315-318); B4-20 (333-335) Section 5: B5-1 (383-384) Section 6: B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487) Section 8: B8-2 (564-566); B8-3 (567-568); B8-4 (569-570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587); B8-13 (588-589); B8-18 (600-602)
	cills: listening, speaking, reading, writing, and thinking— ord structure knowledge through phonological awareness, ate, decode, and spell. The student is expected to:
(iii) identifying the individual words in a spoken sentence;	
(iv) identifying syllables in spoken words;	Section 2: B2-31 (183-185)
(v) blending syllables to form multisyllabic words;	Section 2: B2-31 (183-185)
(vi) segmenting multisyllabic words into syllables;	Section 2: B2-31 (183-185)
(vii) blending spoken onsets and rimes to form simple words;	Section 2: B2-8 (131-132)
(viii) blending spoken phonemes to form one-syllable words;	Section 2: B2-8 (131-132)

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

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed
independently with text for increasing periods of	
time.	
(5) The student uses metacognitive skills to both development	op 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	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
after reading to deepen understanding and gain	(20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-
information with adult assistance;	27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83);
	B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95);
	B1-43 (96); B1-44 (97-98)
	Section 6 : B6-1 (449-450); B6-2 (451-452); B6-11 (469-
	470); B6-18 (484-485); B6-19 (486-487); B6-20 (488-
	489); B6-21 (490-492)
	Section 8: B8-10 (581-582)
(C) make and confirm predictions using tout features	Section 9: B9-3 (612-615)
(C) make and confirm predictions using text features and structures with adult assistance;	Section 1: B1-14 (32-33); B1-35 (80)
(D) create mental images to deepen understanding	Section 1: B1-12 (29-30); B1-26 (59-60)
with adult assistance;	Section 1. B1 12 (25 30), B1 20 (35 00)
(E) make connections to personal experiences, ideas	Section 1: B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)
in other texts, and society with adult assistance;	Section 3: B3-22 (270-272)
(F) make inferences and use evidence to support	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
understanding with adult assistance;	(20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-
_	25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79);
	B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93);
	B1-42 (94-95); B1-43 (96); B1-44 (97-98)
	Section 6: B6-1 (449-450); B6-10 (466-468)
	Section 7: B7-7 (531-532)
	Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615); B9-4 (616-618)
(G) evaluate details to determine what is most	Section 1: B1-7 (20-21); B1-10 (25-26); B1-12 (29-30);
important with adult assistance;	B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43);
	B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-
	55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39
	(87-88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-
	47 (105-106)
	Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-
	314); B4-13 (315-318); B4-14 (320-321); B4-18 (329-
	330); B4-20 (333-335); B4-21 (336-337); B4-24 (343-
	344); B4-25 (345-346); B4-27 (350-351); B4-28 (352-
	354); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369)
	Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-
	399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415);
	B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19
	(425-426); B5-20 (427-428); B5-22 (432-434)
	Section 7: B7-3 (522-524); B7-7 (531-532)
	Section 8 : B8-10 (581-582)
	Section 9 : B9-4 (616-618)

Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade K	Where Standard is Addressed
(H) synthesize information to create new	Section 1: B1-35 (80)
understanding with adult assistance; and	Section 4 : B4-29 (355-358)
	Section 7 : B7-7 (531-532)
(I) monitor comprehension and make adjustments	Section 8: B8-18 (600-602)
such as re-reading, using background knowledge,	Section 9 : B9-8 (626-627)
checking for visual cues, and asking questions when	
understanding breaks down with adult assistance.	
(6) Response skills: listening, speaking, reading, writing	, and thinking using multiple texts. The student responds
to an increasingly challenging variety of sources that a	re read, heard, or viewed. The student is expected to:
(A) describe personal connections to a variety of	Section 1 : B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)
sources;	Section 3: B3-22 (270-272)
(B) provide an oral, pictorial, or written response to a	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
text;	(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	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
response;	(20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-
·	25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79);
	B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93);
	B1-42 (94-95); B1-43 (96); B1-44 (97-98)
	Section 6 : B6-1 (449-450); B6-10 (466-468)
	Section 7 : B7-7 (531-532)
	Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615); B9-4 (616-618)
(D) retell texts in ways that maintain meaning;	Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65);
-	B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76);
	B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96);
	B1-46 (102-104)
	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-
	502)
	Section 8: B8-10 (581-582)
(E) interact with sources in meaningful ways such as	Section 2: B2-44 (209-210)
illustrating or writing; and	Section 4: B4-31 (362-364)
	Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
	524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
	(531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
	539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-
	550); B7-16 (553-556)
	Section 10: B10-7 (650-651); B10-15 (667-668)
(F) respond using newly acquired vocabulary as	Section 1: B1-25 (56-58)
appropriate.	Section 2: B2-13 (141-142); B2-21 (47-49); B2-22 (162-
	164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-
	172); B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-
	46 (213-214)
	Section 3: B3-5 (238-239); B3-6 (240-241); B3-7 (242-
	243); B3-8 (244-245); 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

Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade K	Where Standard is Addressed
	(270-271); B3-21 (272-273); B3-22 (274-276); B3-23
	(278-280)
	Section 4: B4-25 (345-346); B4-31 (362-364)
	Section 6: B6-14 (475-476)
	Section 10 : B10-4 (641-643); B10-5 (648-649); B10-6
	(648-649); B10-13 (662-664)
	g, and thinking using multiple texts—literary elements. The
student recognizes and analyzes literary elements with	= : :
contemporary, classical, and diverse literary texts. The	
(A) discuss topics and determine the basic theme	Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65);
using text evidence with adult assistance;	B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76);
	B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96);
	B1-46 (102-104)
	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-
	502)
	Section 8: B8-10 (581-582)
(B) identify and describe the main character(s);	Section 1: B1-28 (64-65)
	Section 6: B6-4 (455); B6-6 (458-459)
(C) describe the elements of plot development,	Section 1: B1-28 (64-65)
including the main events, the problem, and the	Section 6: B6-4 (455); B6-6 (458-459)
resolution for texts read aloud with adult assistance;	
and (D) describe the setting	
(D) describe the setting.	and this line wine worlding to the course. The student
1	g, and thinking using multiple texts—genres. The student structures, and purposes within and across increasingly
complex traditional, contemporary, classical, and diver	
(A) demonstrate knowledge of distinguishing	Section 6: B6-1 (449-450)
characteristics of well-known children's literature,	Section 6. 50-1 (445-450)
such as folktales, fables, fairy tales, and nursery	
rhymes;	
(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 informa	tional text, including:
(i) the central idea and supporting evidence with	Section 4: B4-1 (287-289)
adult assistance;	(= ==,
(ii) titles and simple graphics to gain information; and	Section 4: B4-29 (355-358)
(, , , , , , , , , , , , , , , , , , ,	Section 7: B7-7 (531-532)
(iii) the steps in a sequence with adult assistance;	, , ,
(E) recognize characteristics of persuasive text with	Section 5: B5-2 (385-386)
adult assistance and state what the author is trying to	, , ,
persuade the reader to think or do; and	
(F) recognize characteristics of multimodal and digital	Section 2: B2-12 (138-140); B2-19 (155-156)
texts.	Section 4 : B4-29 (355-358)
	Section 7: B7-4 (526-527); B7-8 (533-534); B7-15 (549-
	550)
	Section 8: B8-12 (586-587); B8-13 (588-589)
	Section 9: B9-7 (624-625)
	Section 10: B10-15 (667-668)

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The studen	
uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a	
	or'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	Section 2 : B2-2 (116-118)
for writing text;	Section 4: B4-1 (287-289); B4-14 (320-321)
	Section 5: 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	Section 1 : B1-39 (87-88)
structure contributes to the author's purpose;	
(C) discuss with adult assistance the author's use of	Section 1 : B1-35 (80-81)
print and graphic features to achieve specific purposes;	Section 4: B4-29 (355-358); B4-31 (362-364)
(D) discuss with adult assistance how the author uses	Section 3: B3-15 (258-260); B3-21 (272-273)
words that help the reader visualize; and	Section 6: B6-14 (475-477)
	Section 10: B10-13 (662-664)
(E) listen to and experience first- and third-person texts.	Section 4: B4-32 (365-366)
(10) Composition: listening, speaking, reading, writing, student uses the writing process recursively to compos conventions. The student is expected to:	and thinking using multiple texts—writing process. The e multiple texts that are legible and uses appropriate
(A) plan by generating ideas for writing through class	Section 2: B2-14 (144); B2-15 (145-146)
discussions and drawings;	Section 4: B4-2 (290-292); B4-3 (293-294); B4-5 (297-
0-7	299); B4-7 (303-304); B4-9 (307-308); B4-10 (309-310);
	B4-12 (313-314); B4-13 (315-318)
	Section 5: B5-3 (387-389); B5-4 (390-391); B5-5 (392-
	393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402)
	Section 6 : B6-5 (456-457); B6-7 (460-461); B6-8 (462-
	463); B6-9 (464-465)
	Section 7: B7-1 (518-519)
(B) develop drafts in oral, pictorial, or written form by	Section 4: B4-5 (297-299); B4-6 (300-302); B4-9 (307-
organizing ideas;	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)
	Section 5: 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)
	Section 6: B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478)
	Section 7: B7-12 (543-544)
(C) revise drafts by adding details in pictures or	Section 7: 87 12 (343 344) Section 2: B2-16 (147-149); B2-47 (215-216)
words;	Section 2: B2-10 (147-143), B2-47 (213-210)
	Section 3: B3-0 (240-241) Section 4: B4-30 (359-361); B4-31 (362-364); B4-33 (367-
	369)
	Section 5: B5-21 (429-431); B5-22 (432-434)
	Section 6: B6-14 (475-477); B6-23 (496-497); B6-25 (500-
	502)
	Section 7: B7-13 (545-546); B7-14 (547-548)
(D) edit drafts with adult assistance using standard Eng	lish conventions, including:
(i) complete sentences;	Section 2: B2-32 (187)



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Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed
(ii) verbs;	Section 2: B2-23 (165-167)
(iii) singular and plural nouns;	Section 2: B2-21 (159-161)
(iv) adjectives, including articles;	Section 2: B2-24 (168-169)
(v) prepositions;	Section 2: B2-20 (158)
(vi) pronouns, including subjective, objective, and	Section 2: B2-22 (162-164)
possessive cases;	
(vii) capitalization of the first letter in a sentence and	Section 2 : B2-18 (153-154)
name;	
(viii) punctuation marks at the end of declarative	Section 2: B2-18 (153-154)
sentences; and	
(ix) correct spelling of words with grade-appropriate	Section 2 : B2-31 (183-185)
orthographic patterns and rules and high-frequency	
words; and	
(E) share writing.	Section 2: B2-19 (155-156)
	Section 7: 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 multip	le texts that are meaningful. The student is expected to:
(A) dictate or compose literary texts, including	Section 2: B2-2 (116-118); B2-45 (211-212)
personal narratives; and	Section 6: B6-1 (449-450); B6-2 (451-452); B6-3 (453-
	454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7
	(460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-
	468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-
	474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-
	481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-
	487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-
	494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-
	502); B6-26 (505-508); B6-27 (509-512)
	Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-
	623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)
	Section 10 : B10-14 (665-666); B10-15 (667-668)
(B) dictate or compose informational texts.	Section 1: B1-25 (56-58)
(-,	Section 2 : B2-2 (116-118); B2-45 (211-212)
	Section 4: B4-1 (287-289); B4-2 (290-292); B4-3 (293-
	294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302);
	B4-7 (303-304); B4-8 (305-306); B4-9 (307-308); B4-10
	(309-310); B4-11 (311-312); B4-12 (313-314); B4-13
	(315-318); B4-14 (320-321); B4-15 (322-323); B4-16
	(324-326); B4-17 (327-328); B4-18 (329-330); B4-19
	(331-332); B4-20 (333-335); B4-21 (336-337); B4-22
	(338-340); B4-23 (341-342); B4-24 (343-344); B4-25
	(345-346); B4-26 (347-349); B4-27 (350-351); B4-28
	(352-354); B4-29 (355-358); B4-30 (359-361); B4-31
	(362-364); B4-32 (365-366); B4-33 (367-369); B4-34
	(372-276)
	(572-276) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
	524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
	(531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
	539); B7-11 (540-542); B7-12 (543-544); B7-13 (545-
	546); B7-14 (547-548); B7-16 (553-556)
	J40], D1-14 (J41-J40], D1-10 (J33-J30)

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

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed	
Knowledge and Skills	Thirt e standard is read essed	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral		
language. The student develops oral language through		
expected to:		
(A) listen actively, ask relevant questions to clarify	Section 1: B1-4 (13-14)	
information, and answer questions using multi-word	Section 8: B8-6 (573-575); B8-8 (577-578); B8-14 (590-	
responses;	592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602)	
	Section 9 : 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	Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578);	
under discussion, speaking clearly at an appropriate	B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14	
pace and using the conventions of language;	(590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-	
	598); B8-18 (600-602)	
	Section 9: B9-6 (621-623)	
(D) work collaboratively with others by following	Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578);	
agreed-upon rules for discussion, including listening	B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14	
to others, speaking when recognized, and making	(590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-	
appropriate contributions; and	598); B8-18 (600-602)	
	Section 9: B9-6 (621-623)	
(E) develop social communication such as introducing	Section 4: B4-3 (293-294); B4-5 (297-299); B4-6 (300-	
himself/herself and others, relating experiences to a	302); B4-9 (307-308); B4-11 (311-312); B4-13 (315-318);	
classmate, and expressing needs and feelings.	B4-20 (333-335) Section 5: B5-1 (383-384)	
	Section 5: B5-1 (383-384) Section 6: B6-3 (453-454); B6-4 (455); B6-5 (456-457);	
	B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10	
	(466-468); B6-11 (469-470); B6-12 (471-472); B6-13	
	(473-474); B6-14 (475-476); B6-18 (484-485); B6-19	
	(486-487)	
	Section 8: B8-2 (564-566); B8-3 (567-568); B8-4 (569-	
	570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-	
	580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-	
(8) 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	587); B8-13 (588-589); B8-18 (600-602)	
(2) Developing and sustaining foundational language sk		
print concepts, phonics, and morphology to communication	ord structure knowledge through phonological awareness,	
(A) demonstrate phonological awareness by:	are, decode, and spen. The student is expected to.	
(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	Section 2: B2-6 (127)	
sounds in one-syllable words;		
(iv) recognizing the change in spoken word when a	Section 2: B2-8 (131-132)	
specified phoneme is added, changed, or removed;		
(v) blending spoken phonemes to form one-syllable	Section 2: B2-8 (131-132)	
words, including initial and/or final consonant blends;		
(vi) manipulating phonemes within base words; and		



Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 1	Where Standard is Addressed
(vii) segmenting spoken one-syllable words of three	Where Standard is Addressed
to five phonemes into individual phonemes, including	
words with initial and/or final consonant blends;	
(B) demonstrate and apply phonetic knowledge by:	
	Section 2: D2 6 (127)
(i) decoding words in isolation and in context by applying common letter sound correspondences;	Section 2 : B2-6 (127)
	Section 3: D2 6 (127)
(ii) decoding words with initial and final consonant	Section 2: B2-6 (127)
blends, digraphs, and trigraphs;	Costing 3: D2 C (127): D2 24 (102 105)
(iii) decoding words with closed syllables; open	Section 2: B2-6 (127); B2-31 (183-185)
syllables; VCe syllables; vowel teams, including vowel	
digraphs and diphthongs; and r-controlled syllables;	6 1: 2 P2 47 (262 264) P2 40 (265 267) P2 40 (265
(iv) using knowledge of base words to decode	Section 3: B3-17 (263-264); B3-18 (265-267); B3-19 (265-
common compound words and contractions;	266)
(v) decoding words with inflectional endings,	Section 3: B3-19 (265-266)
including -ed, -s, and -es; and	
(vi) identifying and reading at least 100 high-	Section 2 : B2-30 (182)
frequency words from a research-based list;	
(C) demonstrate and apply spelling knowledge by:	
(i) spelling words with closed syllables, open syllables,	Section 2: B2-31 (183-185)
VCe syllables, vowel teams, and r-controlled syllables;	
(ii) spelling words with initial and final consonant	Section 2: B2-31 (183-185)
blends, digraphs, and trigraphs;	
(iii) spelling words using sound-spelling patterns; and	Section 2: B2-31 (183-185)
(iv) spelling high-frequency words from a research-	Section 2: B2-30 (182)
based list;	
(D) demonstrate print awareness by identifying the	Section 1: B1-1 (7-8)
information that different parts of a book provide;	
(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,	Section 2: B2-5 (124-126); B2-9 (133-134)
and answers legibly leaving appropriate spaces	
between words.	
(3) Developing and sustaining foundational language sk	ills: listening, speaking, reading, writing, and thinking—
vocabulary. The student uses newly acquired vocabular	y expressively. The student is expected to:
(A) use a resource such as a picture dictionary or	Section 3: B3-2 (230-231); B3-3 (232-233)
digital resource to find words;	
(B) use illustrations and texts the student is able to	Section 3: B3-10 (247-248); B3-12 (251-253); B3-13 (254-
read or hear to learn or clarify word meanings;	255); B3-14 (256-257)
(C) identify the meaning of words with the affixes -s, -	Section 3: B3-18 (265-266); B3-19 (265-266)
ed, and -ing; and	
(D) identify and use words that name actions,	Section 3: B3-7 (242-243); B3-8 (244-245); B3-11 (249-
directions, positions, sequences, categories, and	250)
locations.	Section 4: 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.	



Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed
(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.	
metacognitive skills to both develop and deepen compl	writing, and thinking using multiple texts. The student uses rehension of increasingly complex texts. The student is
expected to:	
(A) establish purpose for reading assigned and self-	
selected texts with adult assistance;	C .: 4 D4 2 (44 42) D4 5 (45 46) D4 6 (47 40) D4 7
(B) generate questions about text before, during, and	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
after reading to deepen understanding and gain	(20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-
information with adult assistance;	27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83);
	B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95);
	B1-43 (96); B1-44 (97-98)
	Section 6: B6-1 (449-450); B6-2 (451-452); B6-11 (469-
	470); B6-18 (484-485); B6-19 (486-487); B6-20 (488-
	489); B6-21 (490-492)
	Section 8: B8-10 (581-582)
(C) and the country of the country o	Section 9: B9-3 (612-615)
(C) make, correct, or confirm predictions using text	Section 1 : B1-14 (32-33); B1-35 (80)
features, characteristics of genre, and structures with	
adult assistance;	Costing 4: D4 12 (20 20): D4 26 (50 60)
(D) create mental images to deepen understanding	Section 1: B1-12 (29-30); B1-26 (59-60)
with adult assistance;	Continue 1. D1 14 (22 22), D1 15 (24 26), D1 44 (07 00)
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	Section 1: B1-14 (32-33); B1-15 (34-36); B1-44 (97-98) Section 3: B3-22 (270-272)
(F) make inferences and use evidence to support	Section 3: B3-22 (270-272) Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
understanding with adult assistance;	(20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-
understanding with addit assistance,	25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79);
	B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93);
	B1-42 (94-95); B1-43 (96); B1-44 (97-98)
	Section 6: B6-1 (449-450); B6-10 (466-468)
	Section 7: B7-7 (531-532)
	Section 7: 87-7 (351-352) Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615); B9-4 (616-618)
(G) evaluate details to determine what is most	Section 1: B1-7 (20-21); B1-10 (25-26); B1-12 (29-30);
important with adult assistance;	B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43);
important with adult assistance,	B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-
	55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28
	(64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39
	(87-88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-
	47 (105-106)
	Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-
	314); B4-13 (315-318); B4-14 (320-321); B4-18 (329-
	330); B4-20 (333-335); B4-21 (336-337); B4-24 (343-
	344); B4-25 (345-346); B4-27 (350-351); B4-28 (352-
	354); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369)



Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 1	Where Standard is Addressed
	Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-
	399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415);
	B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19
	(425-426); B5-20 (427-428); B5-22 (432-434)
	Section 7: B7-3 (522-524); B7-7 (531-532)
	Section 8: B8-10 (581-582)
	Section 9: B9-4 (616-618)
(H) synthesize information to create new	Section 1: B1-35 (80)
understanding with adult assistance; and	Section 4: B4-29 (355-358)
anderstanding with dualt assistance, and	Section 7: B7-7 (531-532)
(I) monitor comprehension and make adjustments	Section 8: B8-18 (600-602)
such as re-reading, using background knowledge,	Section 8: B8-18 (600-602)
	Section 5. B5-8 (020-027)
checking for visual cues, and asking questions when	
understanding breaks down.	
	, and thinking using multiple texts. The student responds
to an increasingly challenging variety of sources that ar	
(A) describe personal connections to a variety of	Section 1: B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)
sources;	Section 3: B3-22 (270-272)
(B) write brief comments on literary or informational	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
texts;	(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	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
response;	(20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-
. ,	25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79);
	B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93);
	B1-42 (94-95); B1-43 (96); B1-44 (97-98)
	Section 6: B6-1 (449-450); B6-10 (466-468)
	Section 7: B7-7 (531-532)
	Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615); B9-4 (616-618)
(D) retell texts in ways that maintain meaning;	Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65);
(b) reten texts in ways that maintain meaning,	B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76);
	B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96);
	B1-46 (102-104) Section 6: D6: 20 (488, 480); D6: 21 (400, 402); D6: 25 (500)
	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-
	I FO31
1	502)
(5):	Section 8: B8-10 (581-582)
(E) interact with sources in meaningful ways such as	Section 8: B8-10 (581-582) Section 2: B2-44 (209-210)
(E) interact with sources in meaningful ways such as illustrating or writing; and	Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364)
, ,	Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
, ,	Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
, ,	Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
, ,	Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-
, ,	Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)
, ,	Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-
, ,	Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)



Section 2: B2-13 (141-142); B2-21 (167-164); B2-22 (165-167); B2-24 (168-169); B2-25 (170-172); B2-26 (173-174); B3-7 (124-243); B3-8 (244-245); B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-16 (261-262); B3-18 (265-266); B3-19 (267-269); B3-20 (270-271); B3-20 (270-2	Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172); B2-26 (177-174); B2-27 (175-176); B2-30 (182); B2-46 (213-214)	Language Arts and Reading, Grade 1	Where Standard is Addressed
172); B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-46 (213-214)		Section 2: B2-13 (141-142); B2-21 (47-49); B2-22 (162-
46 (213-214) Section 3: B3-5 (238-239); B3-6 (240-241); B3-7 (242-243); B3-8 (244-245); B3-9 (246); B3-10 (247-248); B3-12 (251-253); B3-13 (254-255); B3-15 (258-260); B3-16 (261-262); B3-12 (272-273); B3-22 (274-276); B3-23 (276-280) Section 4: B4-25 (345-346); B4-31 (362-364) Section 6: B6-14 (475-476) Section 6: B6-14 (4		164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-
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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) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems; (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; (ii) features and simple graphics to locate or gain information; and Section 7: B7-7 (531-532)		
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(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; (ii) features and simple graphics to locate or gain information; and Section 4: B4-29 (355-358) Section 7: B7-7 (531-532)		` ' '
setting; (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and Section 4: B4-29 (355-358) Section 7: B7-7 (531-532)		
(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and Section 4: B4-29 (355-358) Section 7: B7-7 (531-532)		
(i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological		tional text, including:
adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological Section 4: B4-29 (355-358) Section 7: B7-7 (531-532)		
(ii) features and simple graphics to locate or gain information; and Section 4: B4-29 (355-358) Section 7: B7-7 (531-532)		<u> </u>
information; and Section 7: B7-7 (531-532) (iii) organizational patterns such as chronological		Section 4: B4-29 (355-358)
(iii) organizational patterns such as chronological	1 - 1	
	order and description with adult assistance;	

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
(E) recognize characteristics of persuasive text with	Section 2: B2-2 (116-118)
adult assistance and state what the author is trying to	Section 5: B5-2 (385-386)
persuade the reader to think or do; and	,
(F) recognize characteristics of multimodal and digital	Section 2: B2-12 (138-140); B2-19 (155-156)
texts.	Section 4: B4-29 (355-358)
	Section 7: B7-4 (526-527); B7-8 (533-534); B7-15 (549-
	550)
	Section 8: B8-12 (586-587); B8-13 (588-589)
	Section 9: B9-7 (624-625)
	Section 10: B10-15 (667-668)
(10) Author's purpose and craft: listening, speaking, rea	
	ices and how they influence and communicate meaning
	ies author's craft purposefully in order to develop his or
her own products and performances. The student is exp	
(A) discuss the author's purpose for writing text;	Section 2: B2-2 (116-118)
	Section 4: B4-1 (287-289); B4-14 (320-321)
	Section 5: B5-2 (385-386); B5-10 (403-405); B5-17 (421); B5-18 (422-424)
(B) discuss how the use of text structure contributes	Section 1: B1-39 (87-88)
to the author's purpose;	
(C) discuss with adult assistance the author's use of	Section 1: B1-35 (80-81)
print and graphic features to achieve specific	Section 4: B4-29 (355-358); B4-31 (362-364)
purposes;	
(D) discuss how the author uses words that help the	Section 3: B3-15 (258-260); B3-21 (272-273)
reader visualize; and	Section 6 : B6-14 (475-477)
(5) 1: 1	Section 10: B10-13 (662-664)
(E) listen to and experience first- and third-person text.	Section 4: B4-32 (365-366)
(11) Composition: listening, speaking, reading, writing,	
student uses the writing process recursively to compos	e multiple texts that are legible and uses appropriate
conventions. The student is expected to:	
(A) plan a first draft by generating ideas for writing	Section 2: B2-14 (144); B2-15 (145-146)
such as by drawing and brainstorming;	Section 4: B4-2 (290-292); B4-3 (293-294); B4-5 (297-
	299); B4-7 (303-304); B4-9 (307-308); B4-10 (309-310);
	B4-12 (313-314); B4-13 (315-318)
	Section 5: B5-3 (387-389); B5-4 (390-391); B5-5 (392-393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402)
	Section 6: B6-5 (456-457); B6-7 (460-461); B6-8 (462-
	463); B6-9 (464-465)
	Section 7: B7-1 (518-519)
(B) develop drafts in oral, pictorial, or written form by:	
(i) organizing with structure; and	Section 4: B4-14 (320-321); B4-20 (333-335); B4-22 (338-
(i) Organizing with structure, and	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)
	Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-
	, , , , , , , , , , , , , , , , , , , ,
	410); B5-13 (411-412); B5-14 (413-415): B5-15 (416-417)
	410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417) Section 6: B6-12 (471-472); B6-13 (473-474); B6-14 (475-
	410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417) Section 6: B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-15 (477-478)

Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 1	Where Standard is Addressed
(ii) developing an idea with specific and relevant	Section 4: B4-14 (320-321); B4-20 (333-335); B4-22 (338-
details;	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)
	Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-
	410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417)
	Section 6 : B6-12 (471-472); B6-13 (473-474); B6-14 (475-
	476); B6-15 (477-478)
	Section 7: B7-12 (543-544)
(C) revise drafts by adding details in pictures or	Section 2: B2-16 (147-149); B2-47 (215-216)
words;	Section 3: B3-6 (240-241)
	Section 4: B4-30 (359-361); B4-31 (362-364); B4-33 (367-
	369)
	Section 5: B5-21 (429-431); B5-22 (432-434)
	Section 6: B6-14 (475-477); B6-23 (496-497); B6-25 (500-
	502)
(5) 19 1 6 1 1 1 5 19 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Section 7: B7-13 (545-546); B7-14 (547-548)
(D) edit drafts using standard English conventions, inclu	
(i) complete sentences with subject-verb agreement;	Section 2: B2-32 (187); B2-42 (204-206)
(ii) past and present verb tense;	Section 2: B2-23 (165-167)
(iii) singular, plural, common, and proper nouns;	Section 2: B2-21 (159-161)
(iv) adjectives, including articles;	Section 2 : B2-24 (168-169)
(v) adverbs that convey time;	Section 2: B2-25 (170-172)
(vi) prepositions;	Section 2: B2-27 (175-177)
(vii) pronouns, including subjective, objective, and	Section 2: B2-22 (162-164)
possessive cases;	
(viii) capitalization for the beginning of sentences and	Section 2: B2-18 (153-154)
the pronoun "I";	
(ix) punctuation marks at the end of declarative,	Section 2 : B2-18 (153-154)
exclamatory, and interrogative sentences; and	
(x) correct spelling of words with grade-appropriate	Section 2 : B2-31 (183-185)
orthographic patterns and rules and high-frequency	
words with adult assistance; and	
(E) publish and share writing.	Section 2 : B2-19 (155-156)
	Section 7: B7-15 (549-550)
(12) Composition: listening, speaking, reading, writing,	
	le texts that are meaningful. The student is expected to:
(A) dictate or compose literary texts, including	Section 2: B2-2 (116-118); B2-45 (211-212)
personal narratives and poetry;	Section 6: B6-1 (449-450); B6-2 (451-452); B6-3 (453-
	454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7
	(460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-
	468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-
	474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-
	481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-
	487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-
	494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-
	502); B6-26 (505-508); B6-27 (509-512)
	Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-
	623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)
	Section 10: B10-13 (662-664); B10-14 (665-666); B10-15
	(667-668)



Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 1	Where Standard is Addressed
TEKS 1.6.11B) dictate or compose informational texts,	Section 1: B1-25 (56-58)
including procedural texts; and	Section 2: B2-2 (116-118); B2-45 (211-212)
	Section 4: B4-1 (287-289); B4-2 (290-292); B4-3 (293-
	294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302);
	B4-7 (303-304); B4-8 (305-306); B4-9 (307-308); B4-10
	(309-310); B4-11 (311-312); B4-12 (313-314); B4-13
	(315-318); B4-14 (320-321); B4-15 (322-323); B4-16
	(324-326); B4-17 (327-328); B4-18 (329-330); B4-19
	(331-332); B4-20 (333-335); B4-21 (336-337); B4-22
	(338-340); B4-23 (341-342); B4-24 (343-344); B4-25
	(345-346); B4-26 (347-349); B4-27 (350-351); B4-28
	(352-354); B4-29 (355-358); B4-30 (359-361); B4-31
	(362-364); B4-32 (365-366); B4-33 (367-369); B4-34
	(372-276)
	Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
	524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
	(531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
	539); B7-11 (540-542); B7-12 (543-544); B7-13 (545-
	546); B7-14 (547-548); B7-16 (553-556)
	Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-
	623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)
	Section 10: B10-1 (636); B10-2 (637-638); B10-3 (639-
	640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-
	649); B10-7 (650-651); B10-8 (652-653); B10-10 (655-
	657); B10-14 (665-666); B10-15 (667-668)
(C) dictate or compose correspondence such as thank you notes or letters.	Section 10: B10-12 (660-662)
(13) Inquiry and research: listening, speaking, reading,	writing and thinking using multiple texts. The student
	puiry processes for a variety of purposes. The student is
expected to:	quily processes for a variety of purposes. The student is
(A) generate questions for formal and informal	Section 2: B2-44 (209-210)
inquiry with adult assistance;	Section 4: B4-31 (362-364)
mquiry man additional and an additional and a second a second and a second a second and a second a second and	Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
	524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
	(531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
	539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-
	550); B7-16 (553-556)
	Section 10: B10-7 (650-651); B10-15 (667-668)
(B) develop and follow a research plan with adult	Section 2: B2-44 (209-210)
assistance;	Section 4: B4-31 (362-364)
	Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
	524)
	Section 10: B10-7 (650-651); B10-15 (667-668)
(C) identify and gather relevant sources and	Section 7: B7-4 (526-527); B7-5 (528); B7-6 (529-530);
information to answer the questions with adult	, , , , , , , , , , , , , , , , , , , ,
·	B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10
assistance;	B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539)
assistance; (D) demonstrate understanding of information	
	(538-539)
(D) demonstrate understanding of information	(538-539) Section 2: B2-44 (209-210)



Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed
<u> </u>	(531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
	539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-
	550); B7-16 (553-556)
	Section 10: B10-7 (650-651); B10-15 (667-668)
TEKS 1.7.12E) use an appropriate mode of delivery,	Section 2: B2-12 (138-140); B2-19 (155-156)
whether written, oral, or multimodal to present	Section 4: B4-29 (355-358)
results.	Section 7: B7-4 (526-527); B7-8 (533-534); B7-15 (549-
	550)
	Section 8: B8-12 (586-587); B8-13 (588-589)
	Section 9: B9-7 (624-625)
	Section 10: B10-15 (667-668)

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed
Knowledge and Skills	
	skills: listening, speaking, discussion, and thinking—oral
language. The student develops oral language through	
expected to:	
(A) listen actively, ask relevant questions to clarify	Section 1: B1-4 (13-14)
information, and answer questions using multi-word	Section 8: B8-6 (573-575); B8-8 (577-578); B8-14 (590-
responses;	592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602)
	Section 9: B9-6 (621-623)
(B) follow, restate, and give oral instructions that	Each task requires students to follow directions.
involve a short, related sequence of actions;	
(C) share information and ideas that focus on the	Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-
topic under discussion, speaking clearly at an	9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14
appropriate pace and using the conventions of	(590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598);
language;	B8-18 (600-602)
	Section 9: B9-6 (621-623)
(D) work collaboratively with others by following	Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-
agreed-upon rules for discussion, including listening	9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14
to others, speaking when recognized, making	(590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598);
appropriate contributions, and building on the ideas	B8-18 (600-602)
of others; and	Section 9: B9-6 (621-623)
(E) develop social communication such as	Section 4: B4-3 (293-294); B4-5 (297-299); B4-6 (300-
distinguishing between asking and telling.	302); B4-9 (307-308); B4-11 (311-312); B4-13 (315-318);
	B4-20 (333-335)
	Section 5: B5-1 (383-384)
	Section 6: B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-
	6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-
	468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474);
	B6-14 (475-476); B6-18 (484-485); B6-19 (486-487)
	Section 8: B8-2 (564-566); B8-3 (567-568); B8-4 (569-
	570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-
	580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587);
	B8-13 (588-589); B8-18 (600-602)
(2) Developing and sustaining foundational language s	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 communi	cate, 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	Section 2: B2-6 (127)
sounds in one-syllable and multi-syllable words;	
(iii) recognizing the change in spoken word when a	Section 2: B2-8 (131-132)
specified phoneme is added, changed, or removed;	
and	
(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	Section 2: B2-6 (127); B2-31 (183-185)
syllables; open syllables; VCe syllables; vowel teams,	



Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 2	Where Standard is Addressed
including digraphs and diphthongs; r-controlled	
syllables; and final stable syllables;	
(iv) decoding compound words, contractions, and	Section 3: B3-17 (263-264); B3-19 (265-266)
common abbreviations;	
(v) decoding words using knowledge of syllable	Section 2: B2-31 (183-185)
division such as VCCV, VCV, and VCCCV;	,
(vi) decoding words with prefixes, including un-, re-,	Section 2: B2-31 (183-185)
and dis-, and inflectional endings, including -s, -es, -	Section 3: B3-19 (267-270)
ed, -ing, -er, and -est; and	
(vii) identifying and reading high-frequency words	Section 2: B2-30 (182)
from a research-based list;	
(C) demonstrate and apply spelling knowledge by:	
(i) spelling one-syllable and multisyllabic words with	Section 2: B2-31 (183-185)
closed syllables; open syllables; VCe syllables; vowel	
teams, including digraphs and diphthongs; r-	
controlled syllables; and final stable syllables;	
(ii) spelling words with silent letters such as knife	Section 2: B2-31 (183-185)
and gnat;	
(iii) spelling compound words, contractions, and	Section 2: B2-31 (183-185)
common abbreviations;	
(iv) spelling multisyllabic words with multiple sound-	Section 2: B2-31 (183-185)
spelling patterns;	
(v) spelling words using knowledge of syllable	Section 2: B2-31 (183-185)
division patterns, including words with double	
consonants in the middle of the word; and	
(vi) spelling words with prefixes, including un-, re-,	Section 2: B2-31 (183-185)
and dis-, and inflectional endings, including -s, -es, -	Section 3: B3-19 (267-270)
ed, -ing, -er, and -est; and	6 1: 2 02 5 (424 425)
(D) alphabetize a series of words and use a	Section 2: B2-5 (124-126)
dictionary or glossary to find words; and	
(E) develop handwriting by accurately forming all	
cursive letters using appropriate strokes when	
connecting letters.	dilla liakanina anaalina maadina uusikina anad khinkina
	skills: listening, speaking, reading, writing, and thinking—
vocabulary. The student uses newly acquired vocabulary	Section 3: B3-2 (230-231); B3-3 (232-233)
(A) use print or digital resources to determine	Section 3: B3-2 (230-231); B3-3 (232-233)
meaning and pronunciation of unknown words; (B) use context within and beyond a sentence to	Section 3: B3-10 (247-248); B3-12 (251-253); B3-13 (254-
determine the meaning of unfamiliar words;	
(C) identify the meaning and use of words with	255); B3-14 (256-257)
affixes un-, re-, -ly, -er, and -est (comparative and	Section 3: B3-18 (265-266); B3-19 (265-266)
superlative), and -ion/tion/sion; and	
(D) identify, use, and explain the meaning of	Section 3: B3-7 (242-243); B3-8 (244-245); B3-11 (249-
antonyms, synonyms, idioms, and homographs in	250); B3-13 (254-256); B3-15 (258-261)
context.	Section 4: B4-31 (362-364)
(4) Developing and sustaining foundational language	300011 T. DT-31 (302-304)
skills: listening, speaking, reading, writing, and	
thinking—fluency. The student reads grade-level	
text with fluency and comprehension. The student is	
text with flucticy and completionsion. The student is	



Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 2	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.	
	writing, and thinking using multiple texts. The student uses prehension of increasingly complex texts. The student is
(A) establish purpose for reading assigned and self- selected texts;	
(B) generate questions about text before, during,	Section 1 : B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
and after reading to deepen understanding and gain	(20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-
information;	27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83);
	B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95);
	B1-43 (96); B1-44 (97-98)
	Section 6: B6-1 (449-450); B6-2 (451-452); B6-11 (469-
	470); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489);
	B6-21 (490-492)
	Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615)
(C) make, correct, or confirm predictions using text	Section 1: B1-14 (32-33); B1-35 (80)
features, characteristics of genre, and structures;	Cartian 4, D4 42 (20 20), D4 2C (50 C0)
(D) create mental images to deepen understanding;	Section 1: B1-12 (29-30); B1-26 (59-60)
(E) make connections to personal experiences, ideas in other texts, and society;	Section 1: B1-14 (32-33); B1-15 (34-36); B1-44 (97-98) Section 3: B3-22 (270-272)
(F) make inferences and use evidence to support	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
understanding;	(20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-
3 ,	25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79);
	B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93);
	B1-42 (94-95); B1-43 (96); B1-44 (97-98)
	Section 6: B6-1 (449-450); B6-10 (466-468)
	Section 7: B7-7 (531-532)
	Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615); B9-4 (616-618)
(G) evaluate details to determine key ideas;	Section 1: B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-
	16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43); B1-
	20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-55);
	B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-
	65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-
	88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-47
	(105-106)
	Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-
	314); B4-13 (315-318); B4-14 (320-321); B4-18 (329-330);
	B4-20 (333-335); B4-21 (336-337); B4-24 (343-344); B4-25
	(345-346); B4-27 (350-351); B4-28 (352-354); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369)

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed
	Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-
	399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415);
	B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19
	(425-426); B5-20 (427-428); B5-22 (432-434)
	Section 7: B7-3 (522-524); B7-7 (531-532)
	Section 7: B7-3 (322-324), B7-7 (331-332)
(II) a unthresing information to another according	Section 9: B9-4 (616-618)
(H) synthesize information to create new	Section 1: B1-35 (80)
understanding; and	Section 4: B4-29 (355-358)
(1)	Section 7: B7-7 (531-532)
(I) monitor comprehension and make adjustments	Section 8: B8-18 (600-602)
such as re-reading, using background knowledge,	Section 9: B9-8 (626-627)
checking for visual cues, and asking questions when	
understanding breaks down.	
	g, and thinking using multiple texts. The student responds
to an increasingly challenging variety of sources that a	are read, heard, or viewed. The student is expected to:
(A) describe personal connections to a variety of	Section 1: B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)
sources;	Section 3: B3-22 (270-272)
(B) write brief comments on literary or	Section 1 : B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
informational texts that demonstrate an	(20-21); B1-9 (24); B1-11 (27-28); B1-12 (29-30; B1-13
understanding of the text	(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	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
response;	(20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-
	25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79);
	B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93);
	B1-42 (94-95); B1-43 (96); B1-44 (97-98)
	Section 6: B6-1 (449-450); B6-10 (466-468)
	Section 7: B7-7 (531-532)
	Section 7: 87 7 (331-332) Section 8: B8-10 (581-582)
	Section 8: B8-10 (361-382) Section 9: B9-3 (612-615); B9-4 (616-618)
(D) rotall and paraphrace toyte in ways that maintain	
(D) retell and paraphrase texts in ways that maintain	Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-
meaning and logical order;	29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-
	39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-
	46 (102-104)
	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-
	502)
	Section 8: B8-10 (581-582)
(E) interact with sources in meaningful ways such as	Section 2 : B2-44 (209-210)
illustrating or writing; and	Section 4 : B4-31 (362-364)
	Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
	524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
	(531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
	539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550);
	B7-16 (553-556)
	Section 10: B10-7 (650-651); B10-15 (667-668)
(=)	C
(F) respond using newly acquired vocabulary as	Section 1: B1-25 (56-58)

Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 2	Where Standard is Addressed
	Section 2: B2-13 (141-142); B2-21 (47-49); B2-22 (162-
	164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172);
	B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-46
	(213-214)
	Section 3 : B3-5 (238-239); B3-6 (240-241); B3-7 (242-
	243); B3-8 (244-245); B3-9 (246); B3-10 (247-248); B3-12
	(251-253); B3-13 (254-255); B3-15 (258-260); B3-16 (261-
	262); B3-18 (265-266); B3-19 (267-269); B3-20 (270-271); B3-21 (272-273); B3-22 (274-276); B3-23 (278-280)
	Section 4: B4-25 (345-346); B4-31 (362-364)
	Section 6: B6-14 (475-476)
	Section 10: B10-4 (641-643); B10-5 (648-649); B10-6 (648-649); B10-13 (662-664)
	ng, and thinking using multiple texts—literary elements. The
student recognizes and analyzes literary elements with	= ; ;
contemporary, classical, and diverse literary texts. The	
(A) discuss topics and determine theme using text	Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-
evidence with adult assistance;	29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-
	39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-
	46 (102-104) Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-
	502)
	Section 8: B8-10 (581-582)
(B) describe the main character's (characters')	Section 1: B1-28 (64-65)
internal and external traits;	Section 6: B6-4 (455); B6-6 (458-459)
(C) describe and understand plot elements,	Section 1: B1-28 (64-65)
including the main events, the conflict, and the	Section 6: B6-4 (455); B6-6 (458-459)
resolution, for texts read aloud and independently;	
and	
(D) describe the importance of the setting.	
	ng, and thinking using multiple texts—genres. The student
, , , ,	structures, and purposes within and across increasingly
complex traditional, contemporary, classical, and dive	
(A) demonstrate knowledge of distinguished	Section 6: B6-1 (449-450)
characteristics of well-known children's literature	
such as folktales, fables, and fairy tales;	
(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 information	
(i) the central idea and supporting evidence with	Section 4: B4-1 (287-289)
adult assistance;	
(ii) features and graphics to locate and gain	Section 4: B4-29 (355-358)
information; and	Section 7: B7-7 (531-532)
(iii) organizational patterns such as chronological	
order and cause and effect stated explicitly; and	ng:
(E) recognize characteristics of persuasive text, includi	
(i) stating what the author is trying to persuade the reader to think or do; and	Section 5: B5-2 (385-386)
reader to tillik of do, and	



Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed
(ii) distinguishing facts from opinion; and	Section 5: B5-1 (383-384)
(F) recognize characteristics of multimodal and	Section 2: B2-12 (138-140); B2-19 (155-156)
digital texts.	Section 4: B4-29 (355-358);
	Section 7: B7-4 (526-527); B7-8 (533-534); B7-15 (549-
	550)
	Section 8: B8-12 (586-587); B8-13 (588-589);
	Section 9: B9-7 (624-625);
	Section 10: B10-15 (667-668)
(10) Author's purpose and craft: listening, speaking, re	eading, writing, and thinking using multiple texts. The
	oices and how they influence and communicate meaning
	olies author's craft purposefully in order to develop his or
her own products and performances. The student is e	xpected to:
(A) discuss the author's purpose for writing text;	Section 2: B2-2 (116-118)
	Section 4: B4-1 (287-289); B4-14 (320-321)
	Section 5: 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;	Section 1: B1-39 (87-88)
(C) discuss the author's use of print and graphic	Section 1: B1-35 (80-81)
features to achieve specific purposes;	Section 4: B4-29 (355-358); B4-31 (362-364)
(D) discuss the use of descriptive, literal, and	Section 3: B3-15 (258-260); B3-21 (272-273)
figurative language;	Section 10: B10-13 (662-664)
(E) identify the use of first or third person in a text;	Section 4: B4-32 (365-366)
and	
(F) identify and explain the use of repetition.	
	,, and thinking using multiple texts—writing process. The
student uses the writing process recursively to compo conventions. The student is expected to:	se multiple texts that are legible and uses appropriate
(A) plan a first draft by generating ideas for writing	Section 2: B2-14 (144); B2-15 (145-146)
such as drawing and brainstorming;	Section 4: B4-2 (290-292); B4-3 (293-294); B4-5 (297-
	299); B4-7 (303-304); B4-9 (307-308); B4-10 (309-310);
	B4-12 (313-314); B4-13 (315-318)
	Section 5: B5-3 (387-389); B5-4 (390-391); B5-5 (392-
	393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402)
	Section 6: B6-5 (456-457); B6-7 (460-461); B6-8 (462-
	463); B6-9 (464-465)
	Section 7: B7-1 (518-519)
(B) develop drafts into a focused piece of writing by:	
(i) organizing with structure; and	Section 4: 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)
	Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-
	410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417)
	Section 6: B6-12 (471-472); B6-13 (473-474); B6-14 (475-
	476); B6-15 (477-478)
(0) 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Section 7: B7-12 (543-544)
(ii) developing an idea with specific and relevant	Section 4: B4-14 (320-321); B4-20 (333-335); B4-22 (338-
details;	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)

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



Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 2	Where Standard is Addressed
	Section 4: B4-1 (287-289); B4-2 (290-292); B4-3 (293-
	294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302); B4-
	7 (303-304); B4-8 (305-306); B4-9 (307-308); B4-10 (309-
	310); B4-11 (311-312); B4-12 (313-314); B4-13 (315-318);
	B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17
	(327-328); B4-18 (329-330); B4-19 (331-332); B4-20 (333-
	335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342);
	B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27
	(350-351); B4-28 (352-354); B4-29 (355-358); B4-30 (359-
	361); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369); B4-34 (372-276)
	Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
	524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
	(531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
	539); B7-11 (540-542); B7-12 (543-544); B7-13 (545-546);
	B7-14 (547-548); B7-16 (553-556)
	Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-
	623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)
	Section 10: B10-1 (636); B10-2 (637-638); B10-3 (639-
	640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-649);
	B10-7 (650-651); B10-8 (652-653); B10-10 (655-657); B10-
(C) compose correspondence such as thank you	14 (665-666); B10-15 (667-668) Section 10: B10-12 (660-662)
notes or letters.	Section 10. B10-12 (000-002)
	, writing, and thinking using multiple texts. The student
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive ir expected to:	nquiry processes for a variety of purposes. The student is
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to:(A) generate questions for formal and informal	nquiry processes for a variety of purposes. The student is Section 2: B2-44 (209-210)
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive ir expected to:	Section 2: B2-44 (209-210) Section 4: B4-31 (362-364)
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to:(A) generate questions for formal and informal	Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to:(A) generate questions for formal and informal	Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to:(A) generate questions for formal and informal	Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to:(A) generate questions for formal and informal	Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550);
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to:(A) generate questions for formal and informal	Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)
 (13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal inquiry with adult assistance; 	Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668)
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult	Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210)
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal inquiry with adult assistance;	Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364)
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult	Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524)
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult	Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364)
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance;	Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 10: B10-7 (650-651); B10-15 (667-668)
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and	Section 2: B2-44 (209-210) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 10: B10-7 (650-651); B10-15 (667-668)
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and information to answer the questions with adult	Section 2: B2-44 (209-210) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 10: B10-7 (650-651); B10-15 (667-668) Section 7: 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-
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and information to answer the questions with adult assistance;	Section 2: B2-44 (209-210) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 10: B10-7 (650-651); B10-15 (667-668) Section 7: 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-
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and information to answer the questions with adult assistance; (D) identify primary and secondary sources;	Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 7: 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) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364)
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and information to answer the questions with adult assistance; (D) identify primary and secondary sources; (E) demonstrate understanding of information	Section 2: B2-44 (209-210) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 7: 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) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 7: B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539)
(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and information to answer the questions with adult assistance; (D) identify primary and secondary sources; (E) demonstrate understanding of information	Section 2: B2-44 (209-210) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 7: 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) Section 7: 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) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
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(13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and information to answer the questions with adult assistance; (D) identify primary and secondary sources; (E) demonstrate understanding of information	Section 2: B2-44 (209-210) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 7: 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) Section 7: 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) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7

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

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in Step Up to Writing® 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;	Section 1: B1-4 (13-14) Section 8: B8-6 (573-575); B8-8 (577-578); B8-14 (590-592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) Section 9: B9-6 (621-623)
(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;	Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597- 598); B8-18 (600-602) Section 9: B9-6 (621-623)
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14 (590-592); B8-15 (593); B8-16 (594-596); B8-17 (597- 598); B8-18 (600-602) Section 9: B9-6 (621-623)
(E) develop social communication such as introducing himself/herself using common greetings and expressing needs and wants.	Section 4: B4-3 (293-294); B4-5 (297-299); B4-6 (300-302); B4-9 (307-308); B4-11 (311-312); B4-13 (315-318); B4-20 (333-335) Section 5: B5-1 (383-384) Section 6: B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487) Section 8: B8-2 (564-566); B8-3 (567-568); B8-4 (569-570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587); B8-13 (588-589); B8-18 (600-602)
, , , , ,	cills: listening, speaking, reading, writing, and thinking—cord structure knowledge through phonological awareness,
(iii) identifying the individual words in a spoken sentence;	
(iv) identifying syllables in spoken words;	Section 2: B2-31 (183-185)
(v) blending syllables to form multisyllabic words;	Section 2: B2-31 (183-185)
(vi) segmenting multisyllabic words into syllables; (vii) blending spoken onsets and rimes to form simple	Section 2: B2-31 (183-185) Section 2: B2-8 (131-132)
words; (viii) blending spoken phonemes to form one-syllable words;	Section 2: B2-8 (131-132)



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

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed
independently with text for increasing periods of	
time.	
(5) The student uses metacognitive skills to both development	op 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	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
after reading to deepen understanding and gain	(20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-
information with adult assistance;	27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83);
	B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98)
	Section 6: B6-1 (449-450); B6-2 (451-452); B6-11 (469-
	470); B6-18 (484-485); B6-19 (486-487); B6-20 (488-
	489); B6-21 (490-492)
	Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615)
(C) make and confirm predictions using text features and structures with adult assistance;	Section 1: B1-14 (32-33); B1-35 (80)
(D) create mental images to deepen understanding with adult assistance;	Section 1: B1-12 (29-30); B1-26 (59-60)
(E) make connections to personal experiences, ideas	Section 1: B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)
in other texts, and society with adult assistance;	Section 3: B3-22 (270-272)
(F) make inferences and use evidence to support	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
understanding with adult assistance;	(20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-
	25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79);
	B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93);
	B1-42 (94-95); B1-43 (96); B1-44 (97-98)
	Section 6 : B6-1 (449-450); B6-10 (466-468)
	Section 7: B7-7 (531-532)
	Section 8: B8-10 (581-582)
(G) evaluate details to determine what is most	Section 9: B9-3 (612-615); B9-4 (616-618)
important with adult assistance;	Section 1: B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43);
important with addit assistance,	B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-
	55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28
	(64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39
	(87-88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-
	47 (105-106)
	Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-
	314); B4-13 (315-318); B4-14 (320-321); B4-18 (329-
	330); B4-20 (333-335); B4-21 (336-337); B4-24 (343-
	344); B4-25 (345-346); B4-27 (350-351); B4-28 (352-
	354); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369)
	Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-
	399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415);
	B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19
	(425-426); B5-20 (427-428); B5-22 (432-434)
	Section 7: B7-3 (522-524); B7-7 (531-532)
	Section 8: B8-10 (581-582)
	Section 9: B9-4 (616-618)

Language Arts and Reading, Grade K	Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Section 1: B1-35 (80)		
Section 4: 84-29 (355-358)		Section 1: B1-35 (80)
Section 7: B7-7 (531-532)	· · ·	1
Section 8: B8-18 (600-602) Section 9: B9-8 (626-627)	,	
such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance. (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) provide an oral, pictorial, or written response to a text; (B) provide an oral, pictorial, or written response to a text; (C) use text; (C) use text evidence to support an appropriate response; (C) use text evidence to support an appropriate response; (C) use text evidence to support an appropriate response; (C) use text evidence to support an appropriate response; (D) retell texts in ways that maintain meaning; (D) retell texts in ways that maintain meaning; (E) interact with sources in meaningful ways such as illustrating or writing; and (E) interact with sources in meaningful ways such as illustrating or writing; and (F) respond using newly acquired vocabulary as appropriate. (F) respond using newly acquired vocabulary as appropriate.	(I) monitor comprehension and make adjustments	
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(C). use text evidence to support an appropriate response; Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-44 (97-98) Section 6: B6-1 (449-450); B6-10 (466-468) Section 7: B7-7 (531-532) Section 9: B9-3 (612-615); B9-4 (616-618) (D) retell texts in ways that maintain meaning; (D) retell texts in ways that maintain meaning; Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-46 (102-104) Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582) (E) interact with sources in meaningful ways such as illustrating or writing; and Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556) Section 1: B1-7 (50-651); B10-15 (667-668) (F) respond using newly acquired vocabulary as appropriate. (F) respond using newly acquired vocabulary as appropriate. Section 2: B2-13 (141-142); B2-21 (47-49); B2-22 (162-164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172); B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-		
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Section 3: B3-5 (238-239); B3-6 (240-241); B3-7 (242-		
243); B3-8 (244-245); B3-9 (246); B3-10 (247-248); B3-12		
(251-253); B3-13 (254-255); B3-15 (258-260); B3-16		
(261-262); B3-18 (265-266); B3-19 (267-269); B3-20		

Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade K	Where Standard is Addressed
	(270-271); B3-21 (272-273); B3-22 (274-276); B3-23
	(278-280)
	Section 4: B4-25 (345-346); B4-31 (362-364)
	Section 6 : B6-14 (475-476)
	Section 10: B10-4 (641-643); B10-5 (648-649); B10-6
	(648-649); B10-13 (662-664)
	g, and thinking using multiple texts—literary elements. The
student recognizes and analyzes literary elements with	= : :
contemporary, classical, and diverse literary texts. The	
(A) discuss topics and determine the basic theme	Section 1 : B1-7 (20-21); B1-12 (29-30); B1-28 (64-65);
using text evidence with adult assistance;	B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76);
	B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96);
	B1-46 (102-104)
	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-
	502)
(5):1 ::(11 :1 :1 :1 : 1 : 1 : 1	Section 8: B8-10 (581-582)
(B) identify and describe the main character(s);	Section 1: B1-28 (64-65)
(C) describe the elements of alst development	Section 6: B6-4 (455); B6-6 (458-459)
(C) describe the elements of plot development,	Section 1: B1-28 (64-65)
including the main events, the problem, and the	Section 6: B6-4 (455); B6-6 (458-459)
resolution for texts read aloud with adult assistance;	
and (D) describe the setting	
(D) describe the setting.	l g, and thinking using multiple texts—genres. The student
' ' ' - - - - - - - - - - - - - -	structures, and purposes within and across increasingly
complex traditional, contemporary, classical, and diversity	
(A) demonstrate knowledge of distinguishing	Section 6: B6-1 (449-450)
characteristics of well-known children's literature,	300000000000000000000000000000000000000
such as folktales, fables, fairy tales, and nursery	
rhymes;	
(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 informa	tional text, including:
(i) the central idea and supporting evidence with	Section 4: B4-1 (287-289)
adult assistance;	, ,
(ii) titles and simple graphics to gain information; and	Section 4: B4-29 (355-358)
	Section 7 : B7-7 (531-532)
(iii) the steps in a sequence with adult assistance;	
(E) recognize characteristics of persuasive text with	Section 5: B5-2 (385-386)
adult assistance and state what the author is trying to	
persuade the reader to think or do; and	
(F) recognize characteristics of multimodal and digital	Section 2: B2-12 (138-140); B2-19 (155-156)
texts.	Section 4: B4-29 (355-358)
	Section 7: B7-4 (526-527); B7-8 (533-534); B7-15 (549-550)
	Section 8: B8-12 (586-587); B8-13 (588-589)
	Section 9: B9-7 (624-625)
	Section 10: B10-15 (667-668)

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade K	Strategy (and Page Number) in Step Up to Writing® 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		
	or'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	Section 2: B2-2 (116-118)	
for writing text;	Section 4: B4-1 (287-289); B4-14 (320-321)	
, , , , , , , , , , , , , , , , , , ,	Section 5: 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	Section 1: B1-39 (87-88)	
structure contributes to the author's purpose;		
(C) discuss with adult assistance the author's use of	Section 1: B1-35 (80-81)	
print and graphic features to achieve specific	Section 4: B4-29 (355-358); B4-31 (362-364)	
purposes;		
(D) discuss with adult assistance how the author uses	Section 3: B3-15 (258-260); B3-21 (272-273)	
words that help the reader visualize; and	Section 6: B6-14 (475-477)	
	Section 10: B10-13 (662-664)	
(E) listen to and experience first- and third-person	Section 4: B4-32 (365-366)	
texts.		
(10) Composition: listening, speaking, reading, writing,	and thinking using multiple texts—writing process. The	
student uses the writing process recursively to composi	e multiple texts that are legible and uses appropriate	
conventions. The student is expected to:		
(A) plan by generating ideas for writing through class	Section 2: B2-14 (144); B2-15 (145-146)	
discussions and drawings;	Section 4: B4-2 (290-292); B4-3 (293-294); B4-5 (297-	
	299); B4-7 (303-304); B4-9 (307-308); B4-10 (309-310);	
	B4-12 (313-314); B4-13 (315-318)	
	Section 5: B5-3 (387-389); B5-4 (390-391); B5-5 (392-	
	393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402)	
	Section 6: B6-5 (456-457); B6-7 (460-461); B6-8 (462-	
	463); B6-9 (464-465)	
	Section 7: B7-1 (518-519)	
(B) develop drafts in oral, pictorial, or written form by	Section 4: B4-5 (297-299); B4-6 (300-302); B4-9 (307-	
organizing ideas;	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)	
	Section 5: 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)	
	Section 6: B6-12 (471-472); B6-13 (473-474); B6-14 (475-	
	476); B6-15 (477-478)	
	Section 7: B7-12 (543-544)	
(C) revise drafts by adding details in pictures or	Section 2: B2-16 (147-149); B2-47 (215-216)	
words;	Section 3 : B3-6 (240-241)	
	Section 4: B4-30 (359-361); B4-31 (362-364); B4-33 (367-	
	369)	
	Section 5 : B5-21 (429-431); B5-22 (432-434)	
	Section 6: B6-14 (475-477); B6-23 (496-497); B6-25 (500-	
	502)	
	Section 7: B7-13 (545-546); B7-14 (547-548)	
(D) edit drafts with adult assistance using standard Eng		
(i) complete sentences;	Section 2: B2-32 (187)	



Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade K	Where Standard is Addressed
(ii) verbs;	Section 2: B2-23 (165-167)
(iii) singular and plural nouns;	Section 2: B2-21 (159-161)
(iv) adjectives, including articles;	Section 2: B2-24 (168-169)
(v) prepositions;	Section 2: B2-20 (158)
(vi) pronouns, including subjective, objective, and	Section 2: B2-22 (162-164)
possessive cases;	, ,
(vii) capitalization of the first letter in a sentence and	Section 2: B2-18 (153-154)
name;	
(viii) punctuation marks at the end of declarative sentences; and	Section 2: B2-18 (153-154)
(ix) correct spelling of words with grade-appropriate	Section 2: B2-31 (183-185)
orthographic patterns and rules and high-frequency words; and	
(E) share writing.	Section 2: B2-19 (155-156)
, , , , , , , , , , , , , , , , , , ,	Section 7: B7-15 (549-550)
(11) Composition: listening, speaking, reading, writing	and thinking using multiple texts—genres. The student
	le texts that are meaningful. The student is expected to:
(A) dictate or compose literary texts, including	Section 2: B2-2 (116-118); B2-45 (211-212)
personal narratives; and	Section 6 : B6-1 (449-450); B6-2 (451-452); B6-3 (453-
personal manual cost and	454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7
	(460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-
	468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-
	474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-
	481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-
	487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-
	494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-
	502); B6-26 (505-508); B6-27 (509-512)
	Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-
	623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)
	Section 10: B10-14 (665-666); B10-15 (667-668)
(B) dictate or compose informational texts.	Section 1: B1-25 (56-58)
(b) dictate of compose informational texts.	Section 2: B2-2 (30-36) Section 2: B2-2 (116-118); B2-45 (211-212)
	Section 2: B2-2 (110-110); B2-43 (211-212) Section 4: B4-1 (287-289); B4-2 (290-292); B4-3 (293-
	294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302);
	B4-7 (303-304); B4-8 (305-306); B4-9 (307-308); B4-10
	(309-310); B4-11 (311-312); B4-12 (313-314); B4-13
	(315-318); B4-14 (320-321); B4-15 (322-323); B4-16
	(324-326); B4-17 (327-328); B4-18 (329-330); B4-19 (331-332); B4-20 (333-335); B4-21 (336-337); B4-22
	(338-340); B4-23 (341-342); B4-24 (343-344); B4-25
	(345-346); B4-26 (347-349); B4-27 (350-351); B4-28 (352-354); B4-29 (355-358); B4-30 (359-361); B4-31
	(362-364); B4-32 (365-366); B4-33 (367-369); B4-34
	(372-276)
	Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
	524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
	(531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
	539); B7-11 (540-542); B7-12 (543-544); B7-13 (545-
	546); B7-14 (547-548); B7-16 (553-556)

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



Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed	
Knowledge and Skills	Where Standard is Addressed	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral		
language. The student develops oral language through	= : = =	
expected to:		
(A) listen actively, ask relevant questions to clarify	Section 1: B1-4 (13-14)	
information, and answer questions using multi-word	Section 8: B8-6 (573-575); B8-8 (577-578); B8-14 (590-	
responses;	592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602) Section 9: 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	Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578);	
under discussion, speaking clearly at an appropriate	B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14	
pace and using the conventions of language;	(590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-	
	598); B8-18 (600-602)	
	Section 9: B9-6 (621-623)	
(D) work collaboratively with others by following	Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578);	
agreed-upon rules for discussion, including listening	B8-9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14	
to others, speaking when recognized, and making appropriate contributions; and	(590-592); B8-15 (593); B8-16 (594-596); B8-17 (597- 598); B8-18 (600-602)	
appropriate contributions, and	Section 9: B9-6 (621-623)	
(E) develop social communication such as introducing	Section 3: B3 6 (021 023) Section 4: B4-3 (293-294); B4-5 (297-299); B4-6 (300-	
himself/herself and others, relating experiences to a	302); B4-9 (307-308); B4-11 (311-312); B4-13 (315-318);	
classmate, and expressing needs and feelings.	B4-20 (333-335)	
	Section 5: B5-1 (383-384)	
	Section 6: B6-3 (453-454); B6-4 (455); B6-5 (456-457);	
	B6-6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10	
	(466-468); B6-11 (469-470); B6-12 (471-472); B6-13	
	(473-474); B6-14 (475-476); B6-18 (484-485); B6-19 (486-487)	
	Section 8: B8-2 (564-566); B8-3 (567-568); B8-4 (569-	
	570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-	
	580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-	
	587); B8-13 (588-589); B8-18 (600-602)	
	(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—	
	ord 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	Section 2: B2-6 (127)	
sounds in one-syllable words;	5555511 E1 52 5 (127)	
(iv) recognizing the change in spoken word when a	Section 2: B2-8 (131-132)	
specified phoneme is added, changed, or removed;		
(v) blending spoken phonemes to form one-syllable	Section 2: B2-8 (131-132)	
words, including initial and/or final consonant blends;		
(vi) manipulating phonemes within base words; and		



Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 1	Where Standard is Addressed
(vii) segmenting spoken one-syllable words of three	Where Standard is Addressed
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	Section 2: B2-6 (127)
applying common letter sound correspondences;	Section 2. B2-0 (127)
(ii) decoding words with initial and final consonant	Section 3: D2 6 (127)
	Section 2 : B2-6 (127)
blends, digraphs, and trigraphs;	Section 2: B2-6 (127); B2-31 (183-185)
(iii) decoding words with closed syllables; open	Section 2: B2-0 (127); B2-31 (183-185)
syllables; VCe syllables; vowel teams, including vowel	
digraphs and diphthongs; and r-controlled syllables;	C+ 2. D2 47 /2C2 2C4\ D2 40 /2C5 2C7\ D2 40 /2C5
(iv) using knowledge of base words to decode	Section 3: B3-17 (263-264); B3-18 (265-267); B3-19 (265-
common compound words and contractions;	266)
(v) decoding words with inflectional endings,	Section 3: B3-19 (265-266)
including -ed, -s, and -es; and	
(vi) identifying and reading at least 100 high-	Section 2: B2-30 (182)
frequency words from a research-based list;	
(C) demonstrate and apply spelling knowledge by:	
(i) spelling words with closed syllables, open syllables,	Section 2: B2-31 (183-185)
VCe syllables, vowel teams, and r-controlled syllables;	
(ii) spelling words with initial and final consonant	Section 2: B2-31 (183-185)
blends, digraphs, and trigraphs;	
(iii) spelling words using sound-spelling patterns; and	Section 2: B2-31 (183-185)
(iv) spelling high-frequency words from a research-	Section 2: B2-30 (182)
based list;	
(D) demonstrate print awareness by identifying the	Section 1: B1-1 (7-8)
information that different parts of a book provide;	
(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,	Section 2: B2-5 (124-126); B2-9 (133-134)
and answers legibly leaving appropriate spaces	
between words.	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—	
vocabulary. The student uses newly acquired vocabular	
(A) use a resource such as a picture dictionary or	Section 3: B3-2 (230-231); B3-3 (232-233)
digital resource to find words;	
(B) use illustrations and texts the student is able to	Section 3: B3-10 (247-248); B3-12 (251-253); B3-13 (254-
read or hear to learn or clarify word meanings;	255); B3-14 (256-257)
(C) identify the meaning of words with the affixes -s, -	Section 3: B3-18 (265-266); B3-19 (265-266)
ed, and -ing; and	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
(D) identify and use words that name actions,	Section 3: B3-7 (242-243); B3-8 (244-245); B3-11 (249-
directions, positions, sequences, categories, and	250)
locations.	Section 4: B4-31 (362-364)
(4) Developing and sustaining foundational language	- 1 /
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.	
and proposity which reading brade level texts	



Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed
(5) Developing and sustaining foundational language	Trincic Standard is Madicasca
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.	
metacognitive skills to both develop and deepen comp	vriting, and thinking using multiple texts. The student uses rehension of increasingly complex texts. The student is
expected to:	
(A) establish purpose for reading assigned and self-	
selected texts with adult assistance;	Section 1. D1 2 /11 12), D1 5 /15 16), D1 6 /17 10), D1 7
(B) generate questions about text before, during, and after reading to deepen understanding and gain	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7 (20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-
information with adult assistance;	27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83);
information with addit assistance,	B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95);
	B1-43 (96); B1-44 (97-98)
	Section 6: B6-1 (449-450); B6-2 (451-452); B6-11 (469-
	470); B6-18 (484-485); B6-19 (486-487); B6-20 (488-
	489); B6-21 (490-492)
	Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615)
(C) make, correct, or confirm predictions using text	Section 1: B1-14 (32-33); B1-35 (80)
features, characteristics of genre, and structures with	0000000 = 0 = 0 = 0 (0 = 0 0) = 0 0 (0 0)
adult assistance;	
(D) create mental images to deepen understanding	Section 1: B1-12 (29-30); B1-26 (59-60)
with adult assistance;	, , ,
(E) make connections to personal experiences, ideas	Section 1: B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)
in other texts, and society with adult assistance;	Section 3: B3-22 (270-272)
(F) make inferences and use evidence to support	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
understanding with adult assistance;	(20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-
	25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79);
	B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93);
	B1-42 (94-95); B1-43 (96); B1-44 (97-98)
	Section 6: B6-1 (449-450); B6-10 (466-468)
	Section 7: B7-7 (531-532)
	Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615); B9-4 (616-618)
(G) evaluate details to determine what is most	Section 1 : B1-7 (20-21); B1-10 (25-26); B1-12 (29-30);
important with adult assistance;	B1-16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43);
	B1-20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-
	55); B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28
	(64-65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39
	(87-88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-
	47 (105-106)
	Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-
	314); B4-13 (315-318); B4-14 (320-321); B4-18 (329-
	330); B4-20 (333-335); B4-21 (336-337); B4-24 (343-
	344); B4-25 (345-346); B4-27 (350-351); B4-28 (352-
	354); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369)



Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed
3.0	Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-
	399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415);
	B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19
	(425-426); B5-20 (427-428); B5-22 (432-434)
	Section 7: B7-3 (522-524); B7-7 (531-532)
	Section 8: B8-10 (581-582)
	Section 9: B9-4 (616-618)
(H) synthesize information to create new	Section 3: B1-35 (80)
understanding with adult assistance; and	Section 4: B4-29 (355-358)
understanding with addit assistance, and	Section 7: B7-7 (531-532)
(I) monitor comprehension and make adjustments	Section 7: B7-7 (331-332) Section 8: B8-18 (600-602)
(I) monitor comprehension and make adjustments	· · · · · · · · · · · · · · · · · · ·
such as re-reading, using background knowledge,	Section 9: B9-8 (626-627)
checking for visual cues, and asking questions when	
understanding breaks down.	
	, and thinking using multiple texts. The student responds
to an increasingly challenging variety of sources that ar	
(A) describe personal connections to a variety of	Section 1 : B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)
sources;	Section 3: B3-22 (270-272)
(B) write brief comments on literary or informational	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
texts;	(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	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
response;	(20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-
•	25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79);
	B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93);
	B1-42 (94-95); B1-43 (96); B1-44 (97-98)
	Section 6 : B6-1 (449-450); B6-10 (466-468)
	Section 7: B7-7 (531-532)
	Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615); B9-4 (616-618)
(D) retell texts in ways that maintain meaning;	Section 3: B3-3 (G12 G13); B3-4 (G12 G16); Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65);
(D) reten texts in ways that maintain meaning,	B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76);
	B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96);
	B1-46 (102-104)
	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-
	502)
(5)	Section 8: B8-10 (581-582)
(E) interact with sources in meaningful ways such as	Section 2: B2-44 (209-210)
illustrating or writing; and	Section 4: B4-31 (362-364)
	Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
	524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
	(531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
	(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-
	(531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
	(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-
(F) respond using newly acquired vocabulary as	(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)

Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 1	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed
	Section 2: B2-13 (141-142); B2-21 (47-49); B2-22 (162-
	164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-
	172); B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-
	46 (213-214)
	Section 3: B3-5 (238-239); B3-6 (240-241); B3-7 (242-
	243); B3-8 (244-245); B3-9 (246); B3-10 (247-248); B3-12
	(251-253); B3-13 (254-255); B3-15 (258-260); B3-16
	(261-262); B3-18 (265-266); B3-19 (267-269); B3-20
	(270-271); B3-21 (272-273); B3-22 (274-276); B3-23 (278-280)
	Section 4: B4-25 (345-346); B4-31 (362-364)
	Section 6: B6-14 (475-476)
	Section 10: B10-4 (641-643); B10-5 (648-649); B10-6
	(648-649); B10-13 (662-664)
(8) Multiple genres: listening, speaking, reading, writing	g, and thinking using multiple texts—literary elements. The
student recognizes and analyzes literary elements with	
contemporary, classical, and diverse literary texts. The	student is expected to:
(A) discuss topics and determine theme using text	Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65);
evidence with adult assistance;	B1-29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76);
	B1-39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96);
	B1-46 (102-104)
	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-
	502)
	Section 8: B8-10 (581-582)
(B) describe the main character(s) and the reason(s)	Section 1 : B1-28 (64-65)
for their actions;	Section 6: B6-4 (455); B6-6 (458-459)
(C) describe plot elements, including the main events,	Section 1 : B1-28 (64-65)
the problem, and the resolution, for texts read aloud	Section 6: B6-4 (455); B6-6 (458-459)
and independently; and	
(D) describe the setting.	
	g, and thinking using multiple texts—genres. The student
recognizes and analyzes genre-specific characteristics,	
complex traditional, contemporary, classical, and divers	
(A) demonstrate knowledge of distinguishing	Section 6: B6-1 (449-450)
characteristics of well-known children's literature	
such as folktales, fables, fairy tales, and nursery	
rhymes;	C 1: 40 P40 42 (CC2 CC4)
(B) discuss rhyme, rhythm, repetition, and alliteration	Section 10: B10-13 (662-664)
in a variety of poems;	
(C) discuss elements of drama such as characters and	
setting; (D) recognize characteristics and structures of information	tional toyt including:
(D) recognize characteristics and structures of informa(i) the central idea and supporting evidence with	
adult assistance;	Section 4 : B4-1 (287-289)
(ii) features and simple graphics to locate or gain	Section 4: B4-29 (355-358)
information; and	Section 7: B7-7 (531-532)
(iii) organizational patterns such as chronological	
order and description with adult assistance;	

Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 1	Where Standard is Addressed
(E) recognize characteristics of persuasive text with	Section 2: B2-2 (116-118)
adult assistance and state what the author is trying to	Section 5 : B5-2 (385-386)
persuade the reader to think or do; and	
(F) recognize characteristics of multimodal and digital	Section 2: B2-12 (138-140); B2-19 (155-156)
texts.	Section 4 : B4-29 (355-358)
	Section 7: B7-4 (526-527); B7-8 (533-534); B7-15 (549-
	550)
	Section 8: B8-12 (586-587); B8-13 (588-589)
	Section 9: B9-7 (624-625)
(10) Author's number and graft, listoning speaking re-	Section 10: B10-15 (667-668)
(10) Author's purpose and craft: listening, speaking, rea	pices and how they influence and communicate meaning
	lies author's craft purposefully in order to develop his or
her own products and performances. The student is ex	
(A) discuss the author's purpose for writing text;	Section 2: B2-2 (116-118)
(A) diseass the dutilor's purpose for writing text,	Section 4: B4-1 (287-289); B4-14 (320-321)
	Section 4: B4-1 (287-283), B4-14 (320-321) Section 5: B5-2 (385-386); B5-10 (403-405); B5-17 (421);
	B5-18 (422-424)
(B) discuss how the use of text structure contributes	Section 1: B1-39 (87-88)
to the author's purpose;	3000001 2. 31 33 (07 33)
(C) discuss with adult assistance the author's use of	Section 1: B1-35 (80-81)
print and graphic features to achieve specific	Section 4: B4-29 (355-358); B4-31 (362-364)
purposes;	324.6.1 11 2 1 23 (333 336), 5 1 32 (332 33 1)
(D) discuss how the author uses words that help the	Section 3: B3-15 (258-260); B3-21 (272-273)
reader visualize; and	Section 6: B6-14 (475-477)
,	Section 10: B10-13 (662-664)
(E) listen to and experience first- and third-person text.	Section 4: 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 compos	
conventions. The student is expected to:	
(A) plan a first draft by generating ideas for writing	Section 2: B2-14 (144); B2-15 (145-146)
such as by drawing and brainstorming;	Section 4: B4-2 (290-292); B4-3 (293-294); B4-5 (297-
	299); B4-7 (303-304); B4-9 (307-308); B4-10 (309-310);
	B4-12 (313-314); B4-13 (315-318)
	Section 5: B5-3 (387-389); B5-4 (390-391); B5-5 (392-
	393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402)
	Section 6: B6-5 (456-457); B6-7 (460-461); B6-8 (462-
	463); B6-9 (464-465)
	Section 7 : B7-1 (518-519)
(B) develop drafts in oral, pictorial, or written form by:	
(i) organizing with structure; and	Section 4 : 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)
	Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-
	410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417)
	Section 6: B6-12 (471-472); B6-13 (473-474); B6-14 (475-
	476); B6-15 (477-478)
	Section 7: B7-12 (543-544)

Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 1	Where Standard is Addressed
(ii) developing an idea with specific and relevant	Section 4: B4-14 (320-321); B4-20 (333-335); B4-22 (338-
details;	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)
	Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-
	410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417)
	Section 6: B6-12 (471-472); B6-13 (473-474); B6-14 (475-
	476); B6-15 (477-478)
	Section 7: B7-12 (543-544)
(C) revise drafts by adding details in pictures or	Section 2: B2-16 (147-149); B2-47 (215-216)
words;	Section 3: B3-6 (240-241)
	Section 4: B4-30 (359-361); B4-31 (362-364); B4-33 (367-
	369)
	Section 5: B5-21 (429-431); B5-22 (432-434)
	Section 6: B6-14 (475-477); B6-23 (496-497); B6-25 (500-
	502)
	Section 7: B7-13 (545-546); B7-14 (547-548)
(D) edit drafts using standard English conventions, inclu	uding:
(i) complete sentences with subject-verb agreement;	Section 2: B2-32 (187); B2-42 (204-206)
(ii) past and present verb tense;	Section 2: B2-23 (165-167)
(iii) singular, plural, common, and proper nouns;	Section 2: B2-21 (159-161)
(iv) adjectives, including articles;	Section 2: B2-24 (168-169)
(v) adverbs that convey time;	Section 2: B2-25 (170-172)
(vi) prepositions;	Section 2: B2-27 (175-177)
(vii) pronouns, including subjective, objective, and	Section 2: B2-22 (162-164)
possessive cases;	
(viii) capitalization for the beginning of sentences and	Section 2: B2-18 (153-154)
the pronoun "I";	
(ix) punctuation marks at the end of declarative,	Section 2: B2-18 (153-154)
exclamatory, and interrogative sentences; and	
(x) correct spelling of words with grade-appropriate	Section 2: B2-31 (183-185)
orthographic patterns and rules and high-frequency	
words with adult assistance; and	
(E) publish and share writing.	Section 2: B2-19 (155-156)
	Section 7: 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 multip	le texts that are meaningful. The student is expected to:
(A) dictate or compose literary texts, including	Section 2: B2-2 (116-118); B2-45 (211-212)
personal narratives and poetry;	Section 6: B6-1 (449-450); B6-2 (451-452); B6-3 (453-
	454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7
	(460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-
	468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-
	474); B6-14 (475-476); B6-15 (477-478); B6-16 (479-
	481); B6-17 (482-483); B6-18 (484-485); B6-19 (486-
	487); B6-20 (488-489); B6-21 (490-492); B6-22 (493-
	494); B6-23 (496-497); B6-24 (498-499); B6-25 (500-
	502); B6-26 (505-508); B6-27 (509-512)
	Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-
	623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)
	Section 10: B10-13 (662-664); B10-14 (665-666); B10-15
	(667-668)



Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 1	Where Standard is Addressed
TEKS 1.6.11B) dictate or compose informational texts,	Section 1: B1-25 (56-58)
including procedural texts; and	Section 2: B2-2 (116-118); B2-45 (211-212)
	Section 4: B4-1 (287-289); B4-2 (290-292); B4-3 (293-
	294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302);
	B4-7 (303-304); B4-8 (305-306); B4-9 (307-308); B4-10
	(309-310); B4-11 (311-312); B4-12 (313-314); B4-13
	(315-318); B4-14 (320-321); B4-15 (322-323); B4-16
	(324-326); B4-17 (327-328); B4-18 (329-330); B4-19
	(331-332); B4-20 (333-335); B4-21 (336-337); B4-22
	(338-340); B4-23 (341-342); B4-24 (343-344); B4-25
	(345-346); B4-26 (347-349); B4-27 (350-351); B4-28
	(352-354); B4-29 (355-358); B4-30 (359-361); B4-31
	(362-364); B4-32 (365-366); B4-33 (367-369); B4-34
	(372-276)
	1 '
	Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
	524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
	(531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
	539); B7-11 (540-542); B7-12 (543-544); B7-13 (545-
	546); B7-14 (547-548); B7-16 (553-556)
	Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-
	623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)
	Section 10: B10-1 (636); B10-2 (637-638); B10-3 (639-
	640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-
	649); B10-7 (650-651); B10-8 (652-653); B10-10 (655-
	657); B10-14 (665-666); B10-15 (667-668)
(C) dictate or compose correspondence such as thank you notes or letters.	Section 10: B10-12 (660-662)
(13) Inquiry and research: listening, speaking, reading,	writing and thinking using multiple texts. The student
	quiry processes for a variety of purposes. The student is
(A) generate questions for formal and informal	Section 2: B2-44 (209-210)
inquiry with adult assistance;	Section 4: B4-31 (362-364)
	Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
	524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
	(531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
	539)· R7-11 (540-542)· R7-12 (543-544)· R7-15 (549-
	539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-
	550); B7-16 (553-556)
(P) dovolon and follow a receaseh plan with adult	550); B7-16 (553-556) Section 10 : B10-7 (650-651); B10-15 (667-668)
(B) develop and follow a research plan with adult	550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210)
(B) develop and follow a research plan with adult assistance;	550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364)
	550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
	550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524)
assistance;	550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 10: B10-7 (650-651); B10-15 (667-668)
assistance; (C) identify and gather relevant sources and	550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 10: B10-7 (650-651); B10-15 (667-668) Section 7: B7-4 (526-527); B7-5 (528); B7-6 (529-530);
(C) identify and gather relevant sources and information to answer the questions with adult	550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 10: B10-7 (650-651); B10-15 (667-668) Section 7: 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
(C) identify and gather relevant sources and information to answer the questions with adult assistance;	550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 10: B10-7 (650-651); B10-15 (667-668) Section 7: 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)
(C) identify and gather relevant sources and information to answer the questions with adult	550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 10: B10-7 (650-651); B10-15 (667-668) Section 7: 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
(C) identify and gather relevant sources and information to answer the questions with adult assistance;	550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 10: B10-7 (650-651); B10-15 (667-668) Section 7: 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)
(C) identify and gather relevant sources and information to answer the questions with adult assistance; (D) demonstrate understanding of information	550); B7-16 (553-556) Section 10: B10-7 (650-651); B10-15 (667-668) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524) Section 10: B10-7 (650-651); B10-15 (667-668) Section 7: 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) Section 2: B2-44 (209-210)

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

Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®	
Language Arts and Reading, Grade 2	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	Section 1: B1-4 (13-14)	
information, and answer questions using multi-word	Section 8: B8-6 (573-575); B8-8 (577-578); B8-14 (590-	
responses;	592); B8-16 (594-596); B8-17 (597-598); B8-18 (600-602)	
	Section 9: B9-6 (621-623)	
(B) follow, restate, and give oral instructions that	Each task requires students to follow directions.	
involve a short, related sequence of actions;		
(C) share information and ideas that focus on the	Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-	
topic under discussion, speaking clearly at an	9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14	
appropriate pace and using the conventions of	(590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598);	
language;	B8-18 (600-602)	
	Section 9: B9-6 (621-623)	
(D) work collaboratively with others by following	Section 8: B8-6 (573-575); B8-7 (576); B8-8 (577-578); B8-	
agreed-upon rules for discussion, including listening	9 (579-580); B8-10 (581-582); B8-11 (583-585); B8-14	
to others, speaking when recognized, making	(590-592); B8-15 (593); B8-16 (594-596); B8-17 (597-598);	
appropriate contributions, and building on the ideas	B8-18 (600-602)	
of others; and	Section 9: B9-6 (621-623)	
(E) develop social communication such as	Section 4: B4-3 (293-294); B4-5 (297-299); B4-6 (300-	
distinguishing between asking and telling.	302); B4-9 (307-308); B4-11 (311-312); B4-13 (315-318);	
	B4-20 (333-335) Section 5: B5-1 (383-384)	
	Section 5: B5-1 (383-384) Section 6: B6-3 (453-454); B6-4 (455); B6-5 (456-457); B6-	
	6 (458-459); B6-8 (462-463); B6-9 (464-465); B6-10 (466-	
	468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474);	
	B6-14 (475-476); B6-18 (484-485); B6-19 (486-487)	
	Section 8: B8-2 (564-566); B8-3 (567-568); B8-4 (569-	
	570); B8-5 (572); B8-6 (573-575); B8-7 (576); B8-9 (579-	
	580); B8-10 (581-582); B8-11 (583-585); B8-12 (586-587);	
	B8-13 (588-589); B8-18 (600-602)	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—		
	word structure knowledge through phonological awareness,	
print concepts, phonics, and morphology to communi		
(A) demonstrate phonological awareness by:	·	
(i) producing a series of rhyming words;		
(ii) distinguishing between long and short vowel	Section 2: B2-6 (127)	
sounds in one-syllable and multi-syllable words;		
(iii) recognizing the change in spoken word when a	Section 2: B2-8 (131-132)	
specified phoneme is added, changed, or removed;		
and		
(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	Section 2: B2-6 (127); B2-31 (183-185)	
syllables; open syllables; VCe syllables; vowel teams,		



Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 2	Where Standard is Addressed
including digraphs and diphthongs; r-controlled	Where Standard is Addressed
syllables; and final stable syllables;	
(iv) decoding compound words, contractions, and	Section 3: B3-17 (263-264); B3-19 (265-266)
common abbreviations;	
(v) decoding words using knowledge of syllable	Section 2: B2-31 (183-185)
division such as VCCV, VCV, and VCCCV;	() ;
(vi) decoding words with prefixes, including un-, re-,	Section 2: B2-31 (183-185)
and dis-, and inflectional endings, including -s, -es, -	Section 3: B3-19 (267-270)
ed, -ing, -er, and -est; and	, ,
(vii) identifying and reading high-frequency words	Section 2: B2-30 (182)
from a research-based list;	
(C) demonstrate and apply spelling knowledge by:	
(i) spelling one-syllable and multisyllabic words with	Section 2: B2-31 (183-185)
closed syllables; open syllables; VCe syllables; vowel	
teams, including digraphs and diphthongs; r-	
controlled syllables; and final stable syllables;	
(ii) spelling words with silent letters such as knife	Section 2 : B2-31 (183-185)
and gnat;	
(iii) spelling compound words, contractions, and	Section 2 : B2-31 (183-185)
common abbreviations;	
(iv) spelling multisyllabic words with multiple sound-	Section 2 : B2-31 (183-185)
spelling patterns;	
(v) spelling words using knowledge of syllable	Section 2: B2-31 (183-185)
division patterns, including words with double	
consonants in the middle of the word; and	Costing 2, D2 24 (402 405)
(vi) spelling words with prefixes, including un-, re-,	Section 2: B2-31 (183-185)
and dis-, and inflectional endings, including -s, -es, - ed, -ing, -er, and -est; and	Section 3: B3-19 (267-270)
(D) alphabetize a series of words and use a	Section 2: B2-5 (124-126)
dictionary or glossary to find words; and	Section 2. B2 3 (124 120)
(E) develop handwriting by accurately forming all	
cursive letters using appropriate strokes when	
connecting letters.	
	kills: 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	Section 3: B3-2 (230-231); B3-3 (232-233)
meaning and pronunciation of unknown words;	
(B) use context within and beyond a sentence to	Section 3: B3-10 (247-248); B3-12 (251-253); B3-13 (254-
determine the meaning of unfamiliar words;	255); B3-14 (256-257)
(C) identify the meaning and use of words with	Section 3: B3-18 (265-266); B3-19 (265-266)
affixes un-, re-, -ly, -er, and -est (comparative and	
superlative), and -ion/tion/sion; and	
(D) identify, use, and explain the meaning of	Section 3: B3-7 (242-243); B3-8 (244-245); B3-11 (249-
antonyms, synonyms, idioms, and homographs in	250); B3-13 (254-256); B3-15 (258-261)
context.	Section 4: 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	



Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 2	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.	
	writing, and thinking using multiple texts. The student uses prehension of increasingly complex texts. The student is
(A) establish purpose for reading assigned and self- selected texts;	
(B) generate questions about text before, during,	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
and after reading to deepen understanding and gain	(20-21); B1-11 (27-28); B1-23 (52-53); B1-24 (54-55); B1-
information;	27 (61-63); B1-31 (70-72); B1-34 (78-79); B1-36 (81-83);
	B1-37 (84-85); B1-38 (86); B1-41 (92-93); B1-42 (94-95);
	B1-43 (96); B1-44 (97-98)
	Section 6: B6-1 (449-450); B6-2 (451-452); B6-11 (469-
	470); B6-18 (484-485); B6-19 (486-487); B6-20 (488-489);
	B6-21 (490-492)
	Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615)
(C) make, correct, or confirm predictions using text	Section 1 : B1-14 (32-33); B1-35 (80)
features, characteristics of genre, and structures;	Section 1: P1 12 /20 20): P1 26 /E0 60)
(D) create mental images to deepen understanding; (E) make connections to personal experiences, ideas	Section 1: B1-12 (29-30); B1-26 (59-60) Section 1: B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)
in other texts, and society;	Section 1: B1-14 (32-33), B1-13 (34-30), B1-44 (37-36)
(F) make inferences and use evidence to support	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
understanding;	(20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-
	25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79);
	B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93);
	B1-42 (94-95); B1-43 (96); B1-44 (97-98)
	Section 6: B6-1 (449-450); B6-10 (466-468)
	Section 7: B7-7 (531-532)
	Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615); B9-4 (616-618)
(G) evaluate details to determine key ideas;	Section 1 : B1-7 (20-21); B1-10 (25-26); B1-12 (29-30); B1-
	16 (37-38); B1-17 (39); B1-18 (40-41); B1-19 (42-43); B1-
	20 (45-46); B1-21 (47-49); B1-22 (50-51); B1-24 (54-55);
	B1-25 (56-58); B1-26 (59-60); B1-27 (61-63); B1-28 (64-
	65); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-39 (87-
	88); B1-41 (92-93); B1-43 (96); B1-45 (211-212); B1-47
	(105-106) Section 4: B4-1 (287-289); B4-7 (303-304); B4-12 (313-
	314); B4-13 (315-318); B4-14 (320-321); B4-18 (329-330);
	B4-20 (333-335); B4-21 (336-337); B4-24 (343-344); B4-25
	' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '
	(345-346); B4-27 (350-351); B4-28 (352-354); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369)



Texas Essential Knowledge Standards for English Language Arts and Reading, Grade 2	Strategy (and Page Number) in Step Up to Writing® Where Standard is Addressed
	Section 5: B5-2 (385-386); B5-6 (394-395); B5-8 (398-
	399); B5-9 (400-402); B5-13 (411-412); B5-14 (413-415);
	B5-16 (418-420); B5-17 (421); B5-18 (422-424); B5-19
	(425-426); B5-20 (427-428); B5-22 (432-434)
	Section 7: B7-3 (522-524); B7-7 (531-532)
	Section 7: B7-3 (322-324), B7-7 (331-332)
(11)	Section 9: B9-4 (616-618)
(H) synthesize information to create new	Section 1: B1-35 (80)
understanding; and	Section 4: B4-29 (355-358)
	Section 7: B7-7 (531-532)
(I) monitor comprehension and make adjustments	Section 8: B8-18 (600-602)
such as re-reading, using background knowledge,	Section 9: B9-8 (626-627)
checking for visual cues, and asking questions when	
understanding breaks down.	
(7) Response skills: listening, speaking, reading, writin	g, and thinking using multiple texts. The student responds
to an increasingly challenging variety of sources that a	are read, heard, or viewed. The student is expected to:
(A) describe personal connections to a variety of	Section 1: B1-14 (32-33); B1-15 (34-36); B1-44 (97-98)
sources;	Section 3: B3-22 (270-272)
(B) write brief comments on literary or	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
informational texts that demonstrate an	(20-21); B1-9 (24); B1-11 (27-28); B1-12 (29-30; B1-13
understanding of the text	(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	Section 1: B1-3 (11-12); B1-5 (15-16); B1-6 (17-19); B1-7
	(20-21); B1-11 (27-28); B1-22 (50-51); B1-24 (54-55); B1-
response;	
	25 (56-58); B1-27 (61-63); B1-31 (70-72); B1-34 (78-79);
	B1-36 (81-83); B1-37 (84-85); B1-38 (86); B1-41 (92-93);
	B1-42 (94-95); B1-43 (96); B1-44 (97-98)
	Section 6: B6-1 (449-450); B6-10 (466-468)
	Section 7 : B7-7 (531-532)
	Section 8 : B8-10 (581-582)
	Section 9: B9-3 (612-615); B9-4 (616-618)
(D) retell and paraphrase texts in ways that maintain	Section 1: B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-
meaning and logical order;	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)
	46 (102-104) Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-
	,
	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-
(E) interact with sources in meaningful ways such as	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582)
(E) interact with sources in meaningful ways such as illustrating or writing; and	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582) Section 2: B2-44 (209-210)
(E) interact with sources in meaningful ways such as illustrating or writing; and	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364)
- · ·	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
- · ·	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
- · ·	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
- · ·	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550);
- · ·	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)
- · ·	Section 6: B6-20 (488-489); B6-21 (490-492); B6-25 (500-502) Section 8: B8-10 (581-582) Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550);

Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®	
Language Arts and Reading, Grade 2	Where Standard is Addressed	
	Section 2: B2-13 (141-142); B2-21 (47-49); B2-22 (162-	
	164); B2-23 (165-167); B2-24 (168-169); B2-25 (170-172);	
	B2-26 (173-174); B2-27 (175-176); B2-30 (182); B2-46	
	(213-214)	
	Section 3: B3-5 (238-239); B3-6 (240-241); B3-7 (242-	
	243); B3-8 (244-245); B3-9 (246); B3-10 (247-248); B3-12	
	(251-253); B3-13 (254-255); B3-15 (258-260); B3-16 (261-	
	262); B3-18 (265-266); B3-19 (267-269); B3-20 (270-271); B3-21 (272-273); B3-22 (274-276); B3-23 (278-280)	
	Section 4: B4-25 (345-346); B4-31 (362-364)	
	Section 6: B6-14 (475-476)	
	Section 10: B10-4 (641-643); B10-5 (648-649); B10-6 (648-	
	649); B10-13 (662-664)	
	ng, and thinking using multiple texts—literary elements. The	
student recognizes and analyzes literary elements wit	= · · · · ·	
contemporary, classical, and diverse literary texts. The		
(A) discuss topics and determine theme using text	Section 1 : B1-7 (20-21); B1-12 (29-30); B1-28 (64-65); B1-	
evidence with adult assistance;	29 (66-67); B1-31 (70-72); B1-32 (73); B1-33 (74-76); B1-	
	39 (87-88); B1-41 (92-93); B1-42 (94-95); B1-43 (96); B1-	
	46 (102-104)	
	Section 6 : B6-20 (488-489); B6-21 (490-492); B6-25 (500-	
	502)	
	Section 8: B8-10 (581-582)	
(B) describe the main character's (characters')	Section 1: B1-28 (64-65)	
internal and external traits;	Section 6: B6-4 (455); B6-6 (458-459)	
(C) describe and understand plot elements,	Section 1: B1-28 (64-65)	
including the main events, the conflict, and the	Section 6: B6-4 (455); B6-6 (458-459)	
resolution, for texts read aloud and independently; and		
(D) describe the importance of the setting.		
(9) Multiple genres: listening, speaking, reading, writing	ng, 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 dive	rse texts. The student is expected to:	
(A) demonstrate knowledge of distinguished	Section 6: B6-1 (449-450)	
characteristics of well-known children's literature		
such as folktales, fables, and fairy tales;		
(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 information		
(i) the central idea and supporting evidence with	Section 4 : B4-1 (287-289)	
adult assistance;		
(ii) features and graphics to locate and gain	Section 4: B4-29 (355-358)	
information; and	Section 7: B7-7 (531-532)	
(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	Section 5: B5-2 (385-386)	
reader to think or do; and		



Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 2	Where Standard is Addressed
(ii) distinguishing facts from opinion; and	Section 5: B5-1 (383-384)
(F) recognize characteristics of multimodal and	Section 2 : B2-12 (138-140); B2-19 (155-156)
digital texts.	Section 4: B4-29 (355-358);
	Section 7: B7-4 (526-527); B7-8 (533-534); B7-15 (549-
	550)
	Section 8: B8-12 (586-587); B8-13 (588-589);
	Section 9: B9-7 (624-625);
(40) A. the alega and a set list aire a section of	Section 10: 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	
her own products and performances. The student is e	plies author's craft purposefully in order to develop his or
(A) discuss the author's purpose for writing text;	Section 2: B2-2 (116-118)
(A) discuss the author's purpose for writing text,	Section 2: B2-2 (110-116) Section 4: B4-1 (287-289); B4-14 (320-321)
	Section 4: B4-1 (287-289), B4-14 (320-321) Section 5: B5-2 (385-386); B5-10 (403-405); B5-17 (421);
	B5-18 (422-424)
(B) discuss how the use of text structure contributes	Section 1: B1-39 (87-88)
to the author's purpose;	Section 1. B1-39 (87-88)
(C) discuss the author's use of print and graphic	Section 1: B1-35 (80-81)
features to achieve specific purposes;	Section 4: B4-29 (355-358); B4-31 (362-364)
(D) discuss the use of descriptive, literal, and	Section 3: B3-15 (258-260); B3-21 (272-273)
figurative language;	Section 10: B10-13 (662-664)
(E) identify the use of first or third person in a text;	Section 4: B4-32 (365-366)
and	Section 4. 54 32 (303 300)
(F) identify and explain the use of repetition.	
	, and thinking using multiple texts—writing process. The
' ' ' - '	se multiple texts that are legible and uses appropriate
conventions. The student is expected to:	
(A) plan a first draft by generating ideas for writing	Section 2: B2-14 (144); B2-15 (145-146)
such as drawing and brainstorming;	Section 4: B4-2 (290-292); B4-3 (293-294); B4-5 (297-
3	299); B4-7 (303-304); B4-9 (307-308); B4-10 (309-310);
	B4-12 (313-314); B4-13 (315-318)
	Section 5: B5-3 (387-389); B5-4 (390-391); B5-5 (392-
	393); B5-6 (394-395); B5-7 (396-397); B5-9 (400-402)
	Section 6: B6-5 (456-457); B6-7 (460-461); B6-8 (462-
	463); B6-9 (464-465)
	Section 7: B7-1 (518-519)
(B) develop drafts into a focused piece of writing by:	
(i) organizing with structure; and	Section 4: 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)
	Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-
	410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417)
	Section 6: B6-12 (471-472); B6-13 (473-474); B6-14 (475-
	476); B6-15 (477-478)
	Section 7 : B7-12 (543-544)
(ii) developing an idea with specific and relevant	Section 4: B4-14 (320-321); B4-20 (333-335); B4-22 (338-
details;	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)

Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 2	Where Standard is Addressed
	Section 5: B5-10 (403-404); B5-11 (405-407); B5-12 (408-
	410); B5-13 (411-412); B5-14 (413-415); B5-15 (416-417)
	Section 6: B6-12 (471-472); B6-13 (473-474); B6-14 (475-
	476); B6-15 (477-478)
	Section 7: B7-12 (543-544)
(C) revise drafts by adding, deleting, or rearranging	Section 2: B2-16 (147-149)
words, phrases, or sentences;	Section 4: B4-30 (359-361); B4-31 (362-364); B4-33 (367-
	369)
	Section 5: B5-21 (429-431); B5-22 (432-434)
	Section 6: B6-23 (496-497); B6-25 (500-502)
	Section 7: B7-13 (545-546); B7-14 (547-548)
(D) edit drafts using standard English conventions, inc	luding:
(i) complete sentences with subject-verb	Section 2: B2-32 (187); B2-42 (204-206)
agreement;	
(ii) past, present, and future verb tense;	Section 2: B2-23 (165-167)
(iii) singular, plural, common, and proper nouns;	Section 2: B2-21 (159-161)
(iv) adjectives, including articles;	Section 2: B2-24 (168-169)
(v) adverbs that convey time and adverbs that	Section 2: B2-25 (170-172)
convey place;	
(vi) prepositions and prepositional phrases;	Section 2: B2-27 (175-177)
(vii) pronouns, including subjective, objective, and	Section 2: B2-22 (162-164)
possessive cases	
(viii) coordinating conjunctions to form compound	Section 2: B2-26 (173-174)
subjects and predicates	,
(ix) capitalization of months, days of the week, and	
the salutation and conclusion of a letter; and	
(x) end punctuation, apostrophes in contractions,	Section 2: B2-18 (153-154); B2-32 (187-188)
and commas with items in a series and in dates; and	
(xi) correct spelling of words with grade-appropriate	Section 2: B2-31 (183-185)
orthographic patterns and rules and high frequency	,
words; and	
(E) publish and share writing.	Section 2: B2-19 (155-156)
.,,	Section 7 : B7-15 (549-550)
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student	
	ple texts that are meaningful. The student is expected to:
(A) compose literary texts, including personal	Section 2: B2-2 (116-118); B2-45 (211-212)
narratives and poetry;	Section 6: B6-1 (449-450); B6-2 (451-452); B6-3 (453-
, , ,	454); B6-4 (455); B6-5 (456-457); B6-6 (458-459); B6-7
	(460-461); B6-8 (462-463); B6-9 (464-465); B6-10 (466-
	468); B6-11 (469-470); B6-12 (471-472); B6-13 (473-474);
	B6-14 (475-476); B6-15 (477-478); B6-16 (479-481); B6-17
	(482-483); B6-18 (484-485); B6-19 (486-487); B6-20 (488-
	489); B6-21 (490-492); B6-22 (493-494); B6-23 (496-497);
	B6-24 (498-499); B6-25 (500-502); B6-26 (505-508); B6-27
	(509-512)
	Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-
	623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)
	Section 10: B10-14 (665-666); B10-15 (667-668)
(B) compose informational texts, including	Section 1: B1-25 (56-58)
procedural texts and reports; and	Section 2: B2-2 (116-118); B2-45 (211-212)
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Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 2	Where Standard is Addressed
	Section 4: B4-1 (287-289); B4-2 (290-292); B4-3 (293-
	294); B4-4 (295-296); B4-5 (297-299); B4-6 (300-302); B4-
	7 (303-304); B4-8 (305-306); B4-9 (307-308); B4-10 (309-
	310); B4-11 (311-312); B4-12 (313-314); B4-13 (315-318);
	B4-14 (320-321); B4-15 (322-323); B4-16 (324-326); B4-17
	(327-328); B4-18 (329-330); B4-19 (331-332); B4-20 (333-
	335); B4-21 (336-337); B4-22 (338-340); B4-23 (341-342);
	B4-24 (343-344); B4-25 (345-346); B4-26 (347-349); B4-27
	(350-351); B4-28 (352-354); B4-29 (355-358); B4-30 (359-
	361); B4-31 (362-364); B4-32 (365-366); B4-33 (367-369); B4-34 (372-276)
	Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
	524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
	(531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
	539); B7-11 (540-542); B7-12 (543-544); B7-13 (545-546);
	B7-14 (547-548); B7-16 (553-556)
	Section 9: B9-4 (616-618); B9-5 (619-620); B9-6 (621-
	623); B9-7 (624-625); B9-8 (626-627); B9-9 (628-630)
	Section 10: B10-1 (636); B10-2 (637-638); B10-3 (639-
	640); B10-4 (641-643); B10-5 (648-649); B10-6 (648-649);
	B10-7 (650-651); B10-8 (652-653); B10-10 (655-657); B10-
	1 1/1 (665-666)· R1()-15 (66 /-668)
(C)	14 (665-666); B10-15 (667-668)
(C) compose correspondence such as thank you notes or letters. (13) Inquiry and research: listening speaking reading	Section 10: B10-12 (660-662)
notes or letters. (13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive ir expected to:	Section 10: B10-12 (660-662) In writing, and thinking using multiple texts. The student inquiry processes for a variety of purposes. The student is
notes or letters. (13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal	Section 10: B10-12 (660-662) In writing, and thinking using multiple texts. The student inquiry processes for a variety of purposes. The student is Section 2: B2-44 (209-210)
notes or letters. (13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive ir expected to:	Section 10: B10-12 (660-662) In writing, and thinking using multiple texts. The student inquiry processes for a variety of purposes. The student is Section 2: B2-44 (209-210) Section 4: B4-31 (362-364)
notes or letters. (13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal	Section 10: B10-12 (660-662) If, writing, and thinking using multiple texts. The student equiry processes for a variety of purposes. The student is Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-
notes or letters. (13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal	Section 10: B10-12 (660-662) It, writing, and thinking using multiple texts. The student equiry processes for a variety of purposes. The student is Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7
notes or letters. (13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal	Section 10: B10-12 (660-662) In writing, and thinking using multiple texts. The student inquiry processes for a variety of purposes. The student is Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-
notes or letters. (13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal	Section 10: B10-12 (660-662) In writing, and thinking using multiple texts. The student inquiry processes for a variety of purposes. The student is Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550);
notes or letters. (13) Inquiry and research: listening, speaking, reading engages in both short-term and sustained recursive in expected to: (A) generate questions for formal and informal	Section 10: B10-12 (660-662) If, writing, and thinking using multiple texts. The student requiry processes for a variety of purposes. The student is Section 2: B2-44 (209-210) Section 4: B4-31 (362-364) Section 7: B7-1 (518-519); B7-2 (520-521); B7-3 (522-524); B7-4 (526-527); B7-5 (528); B7-6 (529-530); B7-7 (531-532); B7-8 (533-534); B7-9 (535-537); B7-10 (538-539); B7-11 (540-542); B7-12 (543-544); B7-15 (549-550); B7-16 (553-556)
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Texas Essential Knowledge Standards for English	Strategy (and Page Number) in Step Up to Writing®
Language Arts and Reading, Grade 2	Where Standard is Addressed
	Section 10: 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.	Section 2: B2-12 (138-140); B2-19 (155-156) Section 4: B4-29 (355-358) Section 7: B7-4 (526-527); B7-8 (533-534); B7-15 (549-550) Section 8: B8-12 (586-587); B8-13 (588-589) Section 9: B9-7 (624-625) Section 10: B10-15 (667-668)