# **GRADES 9–12**





Step Up to Writing, Grades 9–12

Correlated to the South Carolina College - and Career - Ready Standards for English Language Arts

September 2016



South Carolina College- and Career-Ready Standards and Indicators for English 1	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions	based on interests and/or needs that can be
investigated.	
1.1 Use a recursive process to develop, evaluate, and	Section 7: T7-4 (508-509), T7-5 (510-511)
refine, questions to broaden thinking on a specific idea	
that directs inquiry for new learning and deeper	
understanding.	
Standard 2: Transact with texts to formulate questions, p multiple perspectives.	ropose explanations, and consider alternative views and
2.1 Analyze ideas and information from text and	Section 7: T7-8 (516), T7-9 (517-518)
multimedia by formulating questions, proposing	
interpretations and explanations, and considering	
alternative views and multiple perspectives.	
Standard 3: Construct knowledge, applying disciplinary co	ncepts and tools, to build deeper understanding of the
world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action by using appropriate	Section 7: T7-3 (506-507)
discipline specific strategies.	
3.2 Examine historical, social, cultural, or political	Section 7: T7-5 (510-511), T7-7 (514-515)
context to broaden inquiry and create questions.	
3.3 Gather information from a variety of primary and	Section 7: T7-6 (512-513), T7-8 (516), T7-9 (517-518)
secondary sources and evaluate for perspective,	
validity, and bias.	
3.4 Organize and categorize important information;	Section 7: T7-10 (519-521), T7-11 (522-523), T7-14
synthesize relevant ideas to build a deeper	(529-530)
understanding; communicate new learning; identify	
implications for future inquiry.	
Standard 4: Synthesize information to share learning and,	
4.1 Employ a critical stance to analyze relationships and	Section 7: T7-7 (516), T7-8 (517-518), T7-11 (522-523)
patterns of evidence to confirm conclusions.	
4.2 Evaluate findings; address conflicting information;	Section 7: T7-11 (522-523)
identify misconceptions; and revise.	
4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	Section 7: T7-12 (524-525)
Standard 5: Reflect throughout the inquiry process to asso actions, both individually and collaboratively.	ess metacognition, broaden understanding, and guide
5.1 Acknowledge and consider individual and collective	Section 7: T7-17 (535-538)
thinking; use feedback to guide the inquiry process.	Section 8: T8-16 (575-576)
5.2 Analyze and evaluate previous assumptions; test	Section 7: T7-17 (535-538)
claims; predict outcomes; and justify results to guide	Section 8: T8-16 (575-576)
future action.	
5.3 Analyze the process to evaluate and revise plan and	Section 7: T7-17 (535-538)
strategies; address successes and misconceptions; and	Section 8: T8-16 (575-576)
apply learning to future inquiry.	
Reading - Literary Text (RL)	
Principles of Reading	
Standard 1: Demonstrate understanding of the	
organization and basic features of print.	
Standard 2: Demonstrate understanding of spoken	
words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and	
word analysis skills in decoding words.	
Standard 4: Read with sufficient accuracy and fluency to	
support comprehension.	
Meaning and Context	



South Carolina College- and Career-Ready Standards and Indicators for English 1	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.		
5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-5 (11- 12), T1-6 (13-14), T1-8 (15-16), T1-12 (22-23), T1-15 (28-29), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-29 (54-56), T1-30 (58-59) Section 5: T5-35 (394-395) Section 6: T6-1 (413-414), T6-8 (424-425)	
Standard 6: Summarize key details and ideas to support a	•	
6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Section 1: T1-1 (6-7), T1-3 (9-10), T1-6 (13-14), T1-9 (17-18), T1-21 (38-39), T1-26 (48), T1-27 (49-50), T1-29 (54-56) Section 5: T5-35 (394-395) Section 6: T6-32 (471-472), T6-33 (473-474), T6-39 (486-487)	
Standard 7: Analyze the relationship among ideas, theme	s, or topics in multiple media, formats, and in visual,	
auditory, and kinesthetic modalities. 7.1 Trace the development of a common theme in two		
different artistic mediums. 7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and		
cultural traditions.		
Standard 8: Analyze characters, settings, events, and idea 8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	s as they develop and interact within a particular context. Section 1: T1-1 (6-7), T1-15 (28-29), T1-20 (37), T1-26 (48) Section 6: T6-19 (444-445)	
Language, Craft, and Structure	Section 6. 10 15 (444 445)	
Standard 9: Interpret and analyze the author's use of wor	ds, phrases, and conventions, and how their relationships	
<ul> <li>shape meaning and tone in print and multimedia texts.</li> <li>9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.</li> </ul>	Section 1: T1-23 (43-44), T1-26 (48), T1-27 (49-50) Section 3: T3-10 (180-181), T3-12 (185-186) Section 5: T5-35 (394-395) Section 6: T6-13 (432-433), T6-21 (448-449)	
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple- meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.		
10.1 Use context clues to determine meanings of words and phrases.	Section 1: T1-24 (45) Section 4: T4-29 (259-260)	
Standard 11: Analyze and provide evidence of how the au shape content, meaning, and style.	thor's choice of point of view, perspective, and purpose	
11.1 Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	Section 1: T1-25 (46-47), T1-26 (48), T1-29 (54-56) Section 5: T5-15 (351-352) Section 8: T8-14 (572-573), T8-15 (573-574)	
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.		
12.1 Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text.	Section 1: T1-27 (49-50), T1-28 (51-53), T1-29 (54-56) Section 6: T6-8 (424-425), T6-17 (440-441), T6-20 (446- 447), T6-25 (455-457)	
12.2 Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.	Section 1: T1-27 (49-50), T1-28 (51-53), T1-29 (54-56) Section 6: T6-8 (424-425), T-13 (432-433), T6-17 (440- 441), T6-20 (446-447), T6-25 (455-457)	
Range and Complexity		
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		



South Carolina College- and Career-Ready Standards and Indicators for English 1	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
13.1 Engage in whole and small group reading with	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10),
purpose and understanding.	T1-5 (11-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)
13.2 Read independently for sustained periods of time	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10),
to build stamina.	T1-5 (11-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)
13.3 Read and respond to grade level text to become	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-5 (11-
self-directed, critical readers and thinkers.	12), T1-6 (13-14), T1-8 (15-16), T1-12 (22-23), T1-15
	(28-29), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23
	(43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27
	(49-50), T1-29 (54-56), T1-30 (58-59)
	Section 5: T5-35 (394-395)
	Section 6: T6-1 (413-414), T6-8 (424-425)
Reading - Informational Text (RI)	
Principles of Reading	
Standard 1: Demonstrate understanding of the	
organization and basic features of print.	
Standard 2: Demonstrate understanding of spoken	
words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
Standard 4: Read with sufficient accuracy and fluency to	
support comprehension.	
Meaning and Context	
Standard 5: Determine meaning and develop logical inter	
conclusions, analyzing, synthesizing, providing evidence a	
5.1 Cite significant textual evidence in order to	Section 1: T1-1 (6-7), T1-2 (7-8), T1-4 (10-11), T1-5 (11-
articulate explicit meanings and meanings that can be	12), T1-6 (13-14), 14, T1-8 (15-16), T1-13 (25-26), T1-14
inferred from the text; identify multiple supported	(26-27), T1-15 (28-29), T1-16 (29-30), T1-17 (31-32), T1-
interpretations.	18 (32-34), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-
	25 (46-47), T1-26 (48), T1-28 (51-53), T1-29 (54-56), T1-
	30 (58-59) Section 4: T4-18 (235-236)
	Section 5: T5-12 (347-348)
	Section 6: T6-1 (413-414)
Standard 6: Summarize key details and ideas to support a	
6.1 Determine a central idea of a text and analyze its	Section 1: T1-1 (6-7), T1-6 (13-14), 14, T1-9 (17-18), T1-
development over the course of the text including how	10 (19), T1-11 (20-21), T1-12 (22-23), T1-13 (25-26), T1-
it emerges and is shaped and refined by specific details;	14 (26-27), T1-17 (31-32), T1-18 (32-34), T1-19 (35-36),
provide an objective summary of the text.	T1-21 (38-39), T1-24 (45), T1-25 (46-47), T1-25 (46-47),
	T1-28 (51-53), T1-31 (59-62)
	Section 4: T4-5 (203-205)
	Section 5: T5-6 (332-333)
	Section 7: T7-2 (503-505), T7-14 (529-530), T7-15 (531-
	532)
Standard 7: Research events, topics, ideas, or concepts th and kinesthetic modalities.	rough multiple media, formats, and in visual, auditory,
7.1 Explain how the use of different mediums,	This is beyond the scope of the program.
modalities, or formats impacts the reader's	
understanding of events, topics, concepts, and ideas in	
argument or informative texts.	
Language, Craft, and Structure	
Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Determine figurative, connotative, or technical	Section 1: T1-17 (31-32), T1-23 (43-44), T1-24 (45-46),
meanings of words and phrases; analyze the impact of	T1-25 (46-47)
meanings of words and pricases, drialyze the impact of	11 <sup>-</sup> 2J (40 <sup>-</sup> 47)



South Carolina College- and Career-Ready Standards	Strategy (page number) in Step Up to Writing where
and Indicators for English 1	Standard is Addressed
specific words, phrases, analogies or allusions on	Section 3: T3-7 (172-175), T3-10 (180-181), T3-12 (185-
meaning and tone.	186)
	Section 4: T4-16 (231-132), T4-20 (239-240)
	Section 6: T6-13 (432-433)
8.2 Determine how an author uses text features and	Section 1: T1-1 (6-7), T1-4 (10-11), T1-25 (46-47), T1-28
structures to shape meaning and tone.	(51-53), T1-29 (54-56)
	Section 5: T5-2 (323-325), T5-3 (326-327), T5-15 (351- 352), T5-17 (355-356), T5-20 (361-363), T5-21 (364-366)
	<b>Section 7:</b> T7-2 (503-505), T7-6 (512-513), T7-8 (516)
	Section 9: T9-8 (605-609)
Standard 9: Apply a range of strategies to determine	Section 1: 31, T1-23 (43-44), T1-24 (45-46), T1-25 (46-
the meaning of known, unknown, and multiple meaning	47)
words, phrases, and jargon; acquire and use general	Section 3: T3-7 (172-175), T3-10 (180-181), T3-12 (185-
academic and domain-specific vocabulary. 9.1 Use	186)
context clues to determine meanings of words and	Section 4: T4-16 (231-132), T4-20 (239-240)
phrases.	Section 6: T6-13 (432-433)
Standard 10: Analyze and provide evidence of how the au	thor's choice of purpose and perspective shapes content,
meaning, and style.	
10.1 Determine an author's point of view or purpose in	Section 1: T1-25 (46-47), T1-29 (54-56)
a text and analyze how an author uses rhetoric to	Section 5: T5-15 (351-352)
advance that point of view or purpose.	Section 8: T8-14 (572-573), T8-15 (573-574)
Standard 11: Analyze and critique how the author uses st	ructures in print and multimedia texts to craft
informational and argument writing.	
11.1 Explain how the author's ideas or claims are	Section 1: T1-28 (51-53)
supported through the use of text features and	Section 5: T5-14 (350), T5-15 (351-352), T5-22 (367-
structures.	368), T5-31 387-388), T5-32 (389-390), T5-33 (391), T5-
11.2 Analyze and evaluate the argument and energific	36 (396-397) Section 1: T1-24 (45), T1-25 (46-47)
11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid	Section 1: 11-24 (45), 11-25 (46-47) Section 4: T4-17 (233-234), T4-18 (235-236)
and the evidence is relevant and sufficient; identify	Section 5: T5-13 (348-49), T5-14 (350), T5-15 (351-352),
false statements and fallacious reasoning.	T5-22 (367-368)
Range and Complexity	
Standard 12: Read independently and comprehend a varie	ety of texts for the purposes of reading for enjoyment.
acquiring new learning, and building stamina; reflect on a	
12.1 Engage in whole and small group reading with	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10),
purpose and understanding.	T1-5 (11-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)
12.2 Read independently for a sustained period of time.	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10),
	T1-5 (11-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)
12.3 Read and respond to grade-level text to become	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-5 (11-
self-directed, critical readers and thinkers.	12), T1-6 (13-14), T1-8 (15-16), T1-12 (22-23), T1-15
	(28-29), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23
	(43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27
	(49-50), T1-29 (54-56), T1-30 (58-59)
	Section 5: T5-35 (394-395)
	Section 6: T6-1 (413-414), T6-8 (424-425)
Fundamentals of Writing	
Writing (W)	
Meaning, Context, and Craft	reasons and relevant avidence
Standard 1: Write arguments to support claims with clear	
1.1 Write arguments that:	Contion E. TE 1 (201 200) TE 0 200 200) TE 11 (542
a. introduce a precise claim and differentiate between the claim and counterclaims;	<b>Section 5:</b> T5-1 (321-322), T5-8 338-339), T5-11 (543- 545), T5-17 (355-356)
	טרביררבו אדירו איי
b. use relevant information from multiple print and	Section 5: T5-12 (347-348), T5-13 (348-349), T5-14
multimedia sources;	(350), T5-15 (351-352), T5-16 (353-354)
manneula sources,	(330) IT (332 332) IT (333-334)



South Carolina College- and Career-Ready Standards and Indicators for English 1	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
c. assess the credibility and accuracy of each source;	<b>Section 5:</b> T5-12 (347-348), T5-13 (348-349), T5-14 (350), T5-15 (351-352), T5-16 (353-354)
d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;	Section 5: T5-6 (332-333), T5-7 (334-336)
e. develop the claim and counterclaims ethically without bias	Section 5: T5-13 (348-349), T5-14 (350), T5-15 (351- 352), T5-16 (353-354), T5-17 (355-356)
f. providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;	Section 5: T5-12 (347-348), T5-13 (348-349), T5-14 (350), T5-15 (351-352), T5-16 (353-354), T5-17 (355- 356)
<ul> <li>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> </ul>	Section 5: T5-16 (353-354)
h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;	Section 5: T5-12 (347-348)
<ul> <li>i. provide a concluding statement or section that follows from and supports the argument presented; and</li> </ul>	Section 5: T5-22 (367-368), T5-23 (369), T5-24 (370- 371)
j. include a call to action.	Section 5: T5-22 (367-368)
accurately through the effective selection, organization, a	ine and convey complex ideas and information clearly and
2.1 Write informative/explanatory texts that:	
a. introduce a topic;	Section 4: T4-8 (212-213), T4-9 (214-215), T4-10 (216- 217)
<ul> <li>b. use relevant information from multiple print and multimedia sources;</li> </ul>	Section 4: T4-14 (228), T4-15 (229-230), T4-17 (233- 234), T4-18 (235-236)
c. organize complex ideas, concepts, and information to make connections and distinctions;	<b>Section 4:</b> T4-4-4 (201-212), T4-5 (203-205), T4-6 (206-207), T4-7 (208-210), T4-23 (246-247), T4-24 (248-249), T4-26 (252-254)
d. assess the credibility and accuracy of each source;	<b>Section 4:</b> T4-14 (228), T4-15 (229-230), T4-17 (233- 234), T4-18 (235-236)
e. include formatting, graphics, and multimedia to aid comprehension as needed;	Section 4: T4-30 (262-263), T4-31 (264-265), T4-32 (266-267)
f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;	Section 4: T4-14 (228), T4-15 (229-230), T4-16 (231- 232), T4-17 (233-234), T4-18 (235-236), T4-19 (237- 238), T4-20 (239-240), T4-21 (241-242)
g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;	Section 4: T4-21 (241-242)
h. develop and strengthen writing as needed by planning, revising, editing, rewriting;	Section 4: T4-33 (269-270), T4-34 (271-272), T4-35 (273-274), T4-36 (275-276), T4-37 (277-278), T4-38 (279), T4-39 (280-282)
<ul> <li>i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</li> </ul>	Section 4: T4-22 (244-245), T4-23 (246-247), T4-24 (248-249), T4-25 (250-251), T4-26 (252-254)



South Carolina College- and Career-Ready Standards	Strategy (page number) in Step Up to Writing where
and Indicators for English 1	Standard is Addressed
j. use precise language and domain-specific vocabulary to manage the complexity of the topic;	Section 4: T4-20 (239-240), T4-26 (275-276)
k. establish and maintain a consistent style and	Section 4: T4-35 (273-274)
objective tone while attending to the norms and	
conventions of the discipline; and	
I. provide a concluding statement or section that	Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259-
follows from and supports the information or	260)
explanation presented.	
Standard 3: Write narratives to develop real or imagined e chosen details, and well- structured event sequences.	experiences or events using effective techniques, well-
3.1 Gather ideas from texts, multimedia, and personal exp	
a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences;	Section 6: T6-4 (418), T6-9 (426), TT6-18 (442-443), T6-22 (450-451), T6-25 (455-457)
b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events;	Section 6: T6-12 (431), T6-14 (434-435, T6-15 (436- 437), T6-24 (453-454), T6-25 (455-457)
c. use narrative techniques of dialogue, pacing,	Section 6: T6-9 (426), T6-10 (4727-428), T6-16 (439-
description, reflection, and multiple plot lines to	<b>440)</b> , T6-17 (440-441), T6-18 (442-443), T6-20 (446-
develop experiences, events, and/or characters;	447),
d. use a variety of techniques to sequence events so	Section 6: T6-18 (442-443), T6-24 (453-454), T6-25
that they build on one another to create a coherent	(455-457)
whole;	
e. develop and strengthen writing as needed by	Section 6: T64 (418), T6-6 (421-422), T6-28 (461-463,
planning, revising, editing, rewriting;	T6-29 (464-465, T6-30 (466), T6-31 467-469
f. use precise words and phrases, telling details, and	Section 6: T6-16 (439-440), T6-19 (444-445), T6-21
sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and	(448-449), T6-30 (466)
g. provide a conclusion that follows from and reflects	Section 6: T6-26 (458-459), T6-27 (459-460)
on what is experienced, observed, or resolved over the	<b>Section 0.</b> 10-20 (438-433), 10-27 (433-400)
course of the narrative	
Language	
Standard 4: Demonstrate command of the conventions of	f standard English grammar and usage when writing or
speaking.	
4.1 When writing:	Section 2: T2-30 (127-128), T2-32 (131-132), T2-33
	(133-134), T2-34 (135-136)
	Section 6: T6-6 (418), T6-9 (426), T6-13 (432-433), T6-
	18 (442-443), T6-19 (444-445), T6-21 (448-449), T6-23
	(452), T6-30 (466)
a. use parallel structure;	Section 2: T2-34 (135-136)
b. identify and use gerunds, infinitives, and participles;	Section 2: T2-32 (131-132)
c. identify and use active and passive verbs;	Section 2: T4-37 (277-278)
,	Section 4: 4-48 (299-301)
	Section 5: 5-17 (355-356), 5-29 (381-382)
	Section 6: 6-30 (466)
d. explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different	Section 2: T2-33 (133-134)
messages; and	
e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent,	Section 2: T2-29 (125-126), T2-30 (127-128)
dependent, noun relative, and adverbial clauses to	
acpendent, nour relative, and adverbiar clauses to	



South Carolina College- and Career-Ready Standards and Indicators for English 1	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
convey specific meanings and add variety and interest to writing.	
Standard 5: Demonstrate command of the conventions of spelling when writing.	f standard English capitalization, punctuation, and
5.2 Use:	
a. a semicolon or a conjunctive adverb to link two or	Section 2: T2-38 (144-145)
more closely related independent clauses;	
b. a colon to introduce a list or quotation; and	Section 2: T2-36 (138-141) , T2-38 (144-145)
c. commas to separate adjacent, parallel structures.	Section 2: T2-34 (135-136) and T2-37 (142-143)
Range and Complexity	
Standard 6: Write independently, legibly, and routinely for	r a variety of tasks, purposes, and audiences over short
and extended time frames.	
6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain- specific tasks, and for a variety of purposes and audiences.	The entire program supports this standard.
6.4 Demonstrate effective keyboarding skills.	Section 2: T2-8 (82-83), T2-9 (84-85), T2-10 (86-87)
Communication (C)	
Meaning and Context	
Standard 1: Interact with others to explore ideas and condition interpretations through collaborative conversations; build views while respecting diverse perspectives.	upon the ideas of others to clearly express one's own
1.1 Gather information from print and multimedia	Section 4: T4-32 (266-267)
sources to prepare for discussions; draw on evidence	Section 7: T7-9 (517-518)
that supports the topic, text, or issue being discussed;	Section 8: T8-15 (573-574), T8-16 (575-576)
and develop logical interpretations of new findings.	
1.2 Initiate and participate effectively in a range of	Section 1: 9, T1-4 (10-11), T1-5 (11-12), T1-6 (13-14),
collaborative discussions with diverse partners; build on	14, T1-8 (15-16), T1-10 (19), T1-11 (20-21), T1-12 (22-
the ideas of others and express own ideas clearly and	23), T1-13 (25-26), T1-14 (26-27), T1-15 (28-29), T1-16
persuasively.	(29-30), T1-17 (31-32), T1-18 (32-34), T1-19 (35-36), T1-
	21 (38-39), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-
	28 (51-53), T1-29 (54-56), T1-30 (58-59)
	Section 2: T2-1 (68-69), T2-2 (70-71), T2-3 (72), T2-4
	(73-74), T2-5 (75-76), T2-6 (77-78), T2-8 (82-83), T2-12
	(90-91), T2-13 (93-94), T2-14 (95-96), T2-15 (97-98), T2-
	16 (98-99), T2-17 (100-102), T2-19 (106-107), T2-20
	(108), T2-21 (109-110), T2-22 (111-112), T2-23 (113),
	Т2-24 (114-115), Т2-25 (116-117), Т2-26 (118-119), Т2-
	27 (121-122), T2-28 (123-124), T2-29 (125-126), T2-30
	(127-128), T2-31 (129-130), T2-33 (133-134), T2-34
	(135-136), T2-35 (137), T2-37 (142-143), T2-38 (144-
	145), T2-39 (146), T2-40 (147-149)
	Section 3: T3-1 (159-160), T3-2 (161-163), T3-3 (165),
	ТЗ-4 (166-167), ТЗ-6 (170-171), ТЗ-7 (172-175), ТЗ-8
	(176-177), T3-9 (178-179), T3-10 (180-181), T3-11 (182-
	183), T3-12 (185-186)
	<b>Section 4:</b> T4-3 (199-200), T4-4 (201-202), T4-5 (203- 201) T4 5 (206-207) T4 7 (208-210) T4 8 (212-212)
	205), T4-6 (206-207), T4-7 (208-210), T4-8 (212-213),
	T4-9 (214-215), T4-10 (216-217), T4-11 (218-221), T4-12
	(222-223), T4-13 (224-226), T4-14 (228), T4-16 (231-
	132), T4-18 (235-236), T4-19 (237-238), T4-20 (239- 240)-243, T4-22 (244-245), T4-24 (248-249), T4-26
	(252-254), T4-22 (244-245), T4-24 (248-249), T4-26 (252-254), T4-27 (256), T4-28 (257-258), T4-29 (259-
	260), T4-30 (262-263), T4-31 (264-265), T4-32 (266-
	260), T4-30 (202-203), T4-31 (204-203), T4-32 (200- 267), T4-35 (273-274), T4-37 (277-278), T4-38 (279), T4-
	2011, 14-33 (213-214), 14-37 (211-210), 14-30 (219), 14-



South Carolina College- and Career-Ready Standards	Strategy (page number) in Step Up to Writing where
and Indicators for English 1	Standard is Addressed
	39 (280-282), T4-46 (295-296), T4-47 (297-298), T4-48
	(299-301), T4-49 (302-303), T4-50 (304-305)
	Section 5: T5-2 (323-325), T5-4 (328-329), T5-7 (334-
	336), T5-8 (338-339), T5-9 (340), T5-10 (341-342), T5-11
	(343-345), T5-13 (348-349), T5-14 (350), T5-15 (351-
	352), T5-16 (353-354), T5-17 (355-356), T5-20 (361- 363), T5-21 (364-366), T5-23 (369), T5-24 (370-371), T5-
	27 (377-378), T5-29 (381-382), T5-30 (383-385), T5-34
	(392-393), T5-34 (392-393), T5-36 (396-397), T5-37
	(398-399), T5-38 (400-401)
	Section 6: T6-1 (413-414), T6-3 (416-417), T6-8 (424-
	425), T6-10 (427-428), T6-13 (432-433), T6-14 (434-
	435), 436-438T6-16 (439-440), T6-17 (440-441), T6-18
	(442-443), T6-19 (444-445), T6-20 (446-447), T6-21
	(448-449), T6-22 (450-451), T6-24 (453-454), T6-26
	(458-459), T6-27 (459-460), T6-31 (467-469), T6-38
	(483-485), T6-39 (486-487)
	Section 7: T7-1 (501-502), T7-2 (503-505), T7-4 (508-
	509), T7-5 (510-511), T7-6 (512-513), T7-8 (516), T7-12 (524-525), T7-14 (529-530), T7-15 (531-532)
	Section 8: T8-13 (570-571), 572
	Section 9: T9-2 (594-595), T9-4 (597-598), T9-5 (599-
	601), T9-6 (602), T9-8 (605-609), T9-9 (610-614), T9-10
	(615-616)
1.3 Develop, apply, and adjust reciprocal	Section 2: T2-7 (79-81)
communication skills and techniques with other	Section 8: T8-17 (577-578), T8-18 (579-580), T8-19
students and adults.	(581-582), T8-21 (585-586)
1.4 Engage in dialogue with peers and adults to explore	Section 1: T2-7 (79-81), T2-11 (88-89)
meaning and interaction of ideas, concepts, and	Section 4: T4-34 (271-272)
elements of text, reflecting, constructing, and	Section 5: T5-26 (375-376)
articulating new understandings.	Section 6: T6-29 (464-465)
	Section 7: T7-9 (517-518)
	Section 8: T8-12 (568-569), T8-15 (573-574), T8-16
	(575-576), T8-17 (577-578), T8-18 (579-580), T8-19
1 E Cuethonian and a fragment and discovered	(581-582), T8-21 (585-586)
1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise	Section 1: T2-7 (79-81), T2-11 (88-89) Section 4: T4-5 (203-205), T4-17 (233-234)
conclusions based on new evidence.	Section 5: T5-1 (321-322), T5-6 (332-333)
conclusions bused on new evidence.	Section 8: T8-15 (573-574), T8-16 (575-576), T8-17
	(577-578), T8-18 (579-580), T8-19 (581-582), T8-20
	(584-585), T8-21 (585-586)
1.6 Utilize various modes of communication to present	Section 4: T4-32 (266-267)
a clear, unique interpretation of diverse perspectives.	Section 8: T8-2 (549-550), T8-5 (554-555), T8-6 (556-
	557), T8-8 (560-561), T8-10 (564-565), T8-11 (566-567),
Chandrad D. Anticulate ideas define and second states if	T8-15 (573-574), T8-20 (584-585)
Standard 2: Articulate ideas, claims, and perspectives in a credible evidence from sources.	logical sequence using information, findings, and
2.1 Present information and findings from multiple	Section 8: 548, T8-2 (549-550), T8-3 (551-552), T8-4
authoritative sources; assess the usefulness of each	(553-554), T8-6 (556-557), T8-7 (559), T8-8 (560-561),
source in answering the research question, citing	T8-9 (562-563), T8-10 (564-565), T8-11 (566-567), T8-13
supporting evidence clearly, concisely, and logically	(570-571), T8-14 (572-573), T8-20 (584-585)
such that listeners can follow the line of reasoning, and	
the organization, development, substance, and style are	
appropriate to purpose, audience, and task.	



2.2 Distinguish between credible and non-credible sources of information.       Section 5: T5-12 (347-348)         sources of information.       Section 5: T5-12 (347-348)         2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.       Section 2: T2-36 (138-141)         2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.       Section 4: T4-17 (233-234), T4-21 (241-242), T4-32 (266-267)         2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.       Section 8: T5-12 (347-348)         2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.       Section 8: T5-12 (347-348)         3.1 Determine how context information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.       Section 8: T5-12 (347-348)         3.1 Determine how context information through strategic use of multiple modalities and multimedia to enrich understanding when presenter in a given situation.       Section 8: T5-12 (347-348)         3.2 Create engaging visual and/or multimedia       Section 8: T5-12 (347-348)         Section 8: T5-12 (347-348)       Section	South Carolina College- and Career-Ready Standards	Strategy (page number) in Step Up to Writing where
sources of information. Section 7: 77-6 (512-513), T7-7 (514-515), T7-8 (516), T7-9 (517-518) Section 7: T3-(512-573), T8-16 (575-576) Section 2: T2-36 (138-141) Section 2: T2-13 (138-151), T7-8 (516), T7-9 (512- S13, T7-7 (514-515), T7-8 (516), T7-9 (512- S13, T7-7 (514-515), T7-8 (516), T7-9 (512- S13, T7-7 (514-515), T7-13 (524-525), T7-13 (527-528), T7-14 (529-530), T7-15 (531-532), T7-16 (533-534), T7-16 (540-542) Section 2: T2-11 (58-89) Section 2: T2-12 (542-550), T8-4 (553-554), T8-5 (554-555)T8-7 (559), T8-4 (562-557), T8-10 (564-565), T8-11 (566-567), T8-12 (568- S56), T8-14 (52-573), T8-16 (575- S12 (247-348) Section 3: T8-4 (553-554), T8-14 (572-573), T8-16 (575- S12 (247-348) Section 3: T8-4 (553-554), T8-14 (572-573), T8-16 (575- S12 (247-348) Section 3: T8-4 (553-554), T8-14 (572-573), T8-16 (575- S17, T8-8 (560-561), T8-11 (566-567), T8-11 (566-567), T8-15 (573-574), T8-20 (584-585), T8-15 (573-574), T8-20 (584-585), T8-11 (566-567), T8-16 (575- S76) T8-15 (573-574), T8-10 (564-565), T8-11 (566-567), T8-15 (573-576) Section 3: T8-4 (553-554), T8-14 (572-573), T8-16 (575-576) Section 3: T8-4 (553-554), T8-13 (570-571), T8-14 (572- S73), T8-16 (575-576) Section 3: T8-4 (553-554), T8-13 (570-571), T8-16 (575-576) Section 3: T8-4 (553-554), T8-13 (570-571), T8-16 (575-576) Section 3: T8-4 (553-554), T8-13 (570-571), T8-16 (575-576) Section 3: T8-4 (553-5554), T8-13 (570-571), T8-16 (575-576) Sect	and Indicators for English 1	Standard is Addressed
T-9 (517-518)T-9 (517-518)2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.Section 8: T8-14 (572-573), T8-16 (575-576)Section 4: T4-17 (233-234), T4-21 (241-242), T4-32 (266-267)Section 4: T4-17 (233-234), T4-21 (241-242), T4-32 (266-267)Section 5: T5-16 (16 (A39-440) Section 7: T7-3 (506-507), 508-5T1-4 (10-11), T7-6 (512- S13), T7-7 (1514-515), T7-8 (516, 516), T7-9 (517-518), T7-10 (519-521), T7-11 (522-523), T7-12 (524-525), T7-13 (527-528), T7-14 (529-530), T7-15 (531-532), T7-16 (533-534), T7-8 (562-551), T8-16 (575-576)2.4. Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.Section 8: T5-12 (347-348) Section 8: T5-12 (347-348)Standard 3: Communicate information through strategic understanding when presenting ideas and information.Section 8: T5-12 (246-267) Section 8: T8-4 (553-554), T8-16 (575- 576)3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and use of vidence and driverse audiences.Section 8: T8-4 (553-554), T8-14 (572-573), T8-16 (575- 576)4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and discret evidence.Section 8: T8-4 (553-554), T8-14 (572-573), T8-16 (575- 576)4.2 Determine if the speaker develops well-organized messonig or exagerated or discret evidence.Section 8: T8-4 (553-554), T8-14 (572-573), T8-16 (575- 576)4.1 Evaluate a speaker's so of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.Section 8: T8-4 (553-5550), T8-16 (575		
Section 8: T8-14 (572-573), T8-16 (575-576)2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.Section 2: T2-36 (138-141)2.4 Adapt for citation.Section 2: T7-3 (506-507), 508-571-4 (10-11), T7-6 (512- 513), T7-7 (514-515), T7-8 (506-507), 508-571-4 (10-11), T7-6 (512- 513), T7-1 (522-528), T7-11 (522-528), T7-11 (522-528), T7-11 (522-528), T7-11 (522-528), T7-14 (529-530), T7-15 (531-532), T7-16 (523-524), T7-14 (529-530), T7-15 (531-532), T7-16 (523-534), T7-18 (540-542) Section 2: T7-18 (540-542) Section 2: T7-16 (533-541, T7-16 (553-554), T8-16 (564-565), T8-11 (566-561), T8-9 (562- 563), T8-10 (564-565), T8-11 (566-561), T8-12 (568- 569), T8-14 (572-573)2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.Section 2: T7-11 (28-283), Section 2: T7-11 (58-88)3.1 Determine how context influences the mode of communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.3.1 Determine how context influences the mode of communication used by the presenter in a given situation.Section 8: T8-1 (247-348) Section 8: T8-4 (553-554), T8-16 (575- 557), T8-16 (575- 557), T8-10 (564-565), T8-11 (566-567), T8-15 (574-555), T8-16 (575- 557), T8-16 (575- 557), T8-10 (584-565), T8-11 (566-567), T8-15 (574-555), T8-16 (575- 576)4.1 Evaluate a speaker' soloring, and use origing are suggerated or distorted evidence.Section 8: T8-4 (553-554), T8-14 (572-573), T8-16 (575- 576)4.1 Evaluate a speaker' solori of view, reasoning, and use origing are speaker' solori of view, reasoning, and use origing are speaker' solori of view,	sources of information.	
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.       Section 2: T2:36 (138:141)         settion 4: T4:7 (233:234), T4-21 (241-242), T4-32 (265-267)       Section 5: T6:16 (439:440)         section 7: T7:3 (506:507), 508:ST1-4 (10:11), T7-6 (512-513), T7-1 (519:521), T7-1 (524-523), T7-12 (524-525), T7-13 (53:530), T7-15 (531:532), T7-16 (533:534), T7-18 (540:542)         section 8: T7-4 (512-530)       Section 8: T7-4 (512-530), T7-15 (531:532), T7-16 (533:534), T7-18 (540:551), T8-10 (564-565), T8-11 (566-567), T8-1 (576-576)         Laguage, Craft, and Structure       Section 8: T8-4 (553-554), T8-1 (566-567), T8-1 (566-567), T8-1 (566-567), T8-1 (566-567), T8-1 (566-567), T8-1 (576-576))         Laguage, Craft, and Structure       Section 8: T8-4 (553-554), T8-1 (566-567), T8-1 (576-576))         Laguage, Craft, and Structure       Section 8: T8-4 (553-554),		
others while avoiding plagiarism and following a standard format for citation. Section 4: T4-17 (233-234), T4-21 (241-242), T4-32 (266-267) Section 5: T6-16 (439-440) Section 7: T7-3 (506-507), 508-517-4 (10-11), T7-6 (512- 513), T7-1 (512-523), T7-12 (524-525), T7-13 (527-528), T7-14 (522-530), T7-15 (531-532), T7-16 (533-534), T7-18 (540-542) Section 8: T7-6 (512-513) 2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate. 2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate. 3.1 Determine how context influences the mode of communicate information through strategic understanding when presenting ideas and information. 3.1 Determine how context influences the mode of communication used by the presenter in a given situation. 3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and use of evidence and rheotry, identify any fallacies in reasoning or exaggerated or distorted evidence. 4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals. 4.3 Analyze the speaker's use of repetition, rheorical questions, and delivery style to convey the message and impact adiences. 5.1 Remain conscius of the audience and antic/pate standard 5: Incorporate craft techniques to engage and impact adiences. 5.1 Remain conscius of the audience and antic/pate 5.1 Remain conscius of the audience and antic/pate 5.1 Remain conscius of the audience and antic/pate 5.1 Remain conscius of the audience and antic/pate 5.2 Engloy effective repetition, rheorical questions, and delivery style to convey the message 5.1 Remain conscius of the audience and antic/pate 5.3 Develop messages that use logical, emotional, and 5.3 Develop messages that use logical, emotional, and 5.3 Develop messages that use logical, emotional, and 5.3 Develop messages that use logical, emotiona		
standard format for citation.(266-267) Section 7: T7-3 (506-507), 508-5T1-4 (10-11), T7-6 (512- 513), T7-7 (514-515), T7-8 (516), T7-9 (517-518), T7-10 (519-521), T7-11 (522-523), T7-15 (531-532), T7-16 (513-524), T7-14 (529-530), T7-15 (531-532), T7-16 (533-534), T7-18 (540-542) Section 8: T7-6 (512-513)2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.Section 8: T7-6 (512-513)2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.Section 8: T7-6 (512-513)2.4 Adapt speech to a variety of contexts and tasks, using standard S: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.3.1 Determine how context influences the mode of communication used by the presenter in a given situation.Section 8: T8-12 (347-348) Section 8: T8-4 (553-554), T8-16 (575- Section 8: T8-2 (549-550), T8-16 (575- S77), T8-15 (573-574), T8-10 (564-567), T8-11 (566-567), T8-15 (573-574), T8-20 (584-585))Language, Craft, and StructureSection 8: T8-4 (553-554), T8-14 (572-573), T8-16 (575- S76)Language, and impact audience and convey messages. 4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and relicing any fallacies in reasoning or exagerated or distorted evidence.4.2 Determine if the speaker duevelops well-organized messages that use logical, emotional, and ethical appeals.4.3 Analyze the speaker's use of repetition, rhetorical<		
Section 5: T6-16 (439-440)Section 7: T7-3 (506-507), 508-5T1-4 (10-11), T7-6 (512-513), T7-10 (524-523), T7-12 (524-525), T7-13 (527-528), T7-14 (529-530), T7-12 (524-525), T7-13 (527-528), T7-14 (529-530), T7-12 (524-525), T7-13 (527-528), T7-14 (529-530), T7-15 (531-532), T7-16 (533-534), T7-18 (540-542)2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.Section 3: T7-6 (512-513)2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.Section 3: T7-6 (512-513)3.5 Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.Section 5: T5-12 (347-348)3.1 Determine how context influences the mode of communication used by the presenter in a given situation.Section 3: T8-4 (553-554), T8-14 (572-573), T8-16 (575- 576)3.2 Create engaging visual and/or multimedia presenting visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.Section 4: T4-32 (266-267) Section 8: T8-2 (549-550), T8-10 (564-565), T8-10 (566-567), T8-10 (564-565), T8-10 (566-567), T8-15 (557-574), T8-20 (584-585))Language, Craft, and StructureSection 8: T8-2 (549-550), T8-10 (566-567), T8-10 (564-565), T8-11 (566-567), T8-16 (575-576)Language, Craft, and StructureSection 8: T8-4 (553-554), T8-14 (572-573), T8-16 (575-576)Language, Craft, and StructureSection 8: T8-4 (553-554), T8-14 (572-573), T8-16 (575-576)Section 8: T8-4 (553-554), T8-14 (572-577), T8-14 (572- 573), T8-16 (575-576)Section 8: T8-4 (553-554), T8		Section 4: T4-17 (233-234), T4-21 (241-242), T4-32
Section 7: T7-3 (506-507), 508-51-4 (10-11), T7-6 (512-513), T7-7 (514-515), T7-8 (516), T7-9 (517-518), T7-10 (519-528), T7-14 (524-525), T7-13 (527-528), T7-14 (524-525), T7-13 (527-528), T7-14 (524-525), T7-16 (533-534), T7-18 (540-542)2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.Section 8: T7-6 (512-513)2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.Section 8: T7-6 (512-513)2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.Section 8: T7-6 (512-513)3.5 Orden and tasks of the task of	standard format for citation.	
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South Carolina College- and Career-Ready Standards	Strategy (page number) in Step Up to Writing where	
and Indicators for English 2	Standard is Addressed	
Inquiry-Based Literacy Standards (I)		
Standard 1: Formulate relevant, self-generated questions	based on interests and/or needs that can be	
investigated.		
1.1 Use a recursive process to develop, evaluate, and	Section 7: T7-4 (508-509), T7-5 (510-511)	
refine, questions to broaden thinking on a specific idea		
that directs inquiry for new learning and deeper		
understanding.	reners evelopetions and consider alternative views and	
Standard 2: Transact with texts to formulate questions, pr multiple perspectives.	opose explanations, and consider alternative views and	
2.1 Analyze ideas and information from text and	Section 7: T7-8 (516), T7-9 (517-518)	
multimedia by formulating questions, proposing		
interpretations and explanations, and considering		
alternative views and multiple perspectives.		
Standard 3: Construct knowledge, applying disciplinary co world through exploration, collaboration, and analysis.	ncepts and tools, to build deeper understanding of the	
3.1 Develop a plan of action by using appropriate	Section 7: T7-3 (506-507) , T7-10 (564-565)), T7-12	
discipline specific strategies.	(568-569)	
3.2 Examine historical, social, cultural, or political	Section 7: T7-5 (510-511), T7-7 (514-515)	
context to broaden inquiry and create questions.		
3.3 Gather information from a variety of primary and	Section 7: T7-6 (512-513), T7-8 (516), T7-9 (517-518),	
secondary sources and evaluate for perspective,	T7-11 (522-523)	
validity, and bias.		
3.4 Organize and categorize important information;	Section 7: T7-10 (519-521), T7-11 (522-523), T7-14	
synthesize relevant ideas to build a deeper	(529-530)	
understanding; communicate new learning; identify		
implications for future inquiry.		
Standard 4: Synthesize information to share learning and,	or take action.	
4.1 Employ a critical stance to analyze relationships and	Section 7: T7-7 (516), T7-8 (517-518), T7-10 (519-521)	
patterns of evidence to confirm conclusions.		
4.2 Evaluate findings; address conflicting information;	Section 7: T7-11 (522-523)	
identify misconceptions; and revise.		
4.3 Determine appropriate disciplinary tools to	Section 7: T7-12 (524-525)	
communicate findings and/or take informed action.		
Standard 5: Reflect throughout the inquiry process to ass	ess metacognition, broaden understanding, and guide	
actions, both individually and collaboratively.		
5.1 Acknowledge and consider individual and collective	Section 7: T7-17 (535-538)	
thinking; use feedback to guide the inquiry process.	Section 8: T8-16 (575-576)	
5.2 Analyze and evaluate previous assumptions; test	Section 7: T7-17 (535-538)	
claims; predict outcomes; and justify results to guide	Section 8: T8-16 (575-576)	
future action.		
5.3 Analyze the process to evaluate and revise plan and	Section 7: T7-17 (535-538)	
strategies; address successes and misconceptions; and	Section 8: T8-16 (575-576)	
apply learning to future inquiry.		
Reading - Literary Text (RL)		
Principles of Reading		
Standard 1: Demonstrate understanding of the		
organization and basic features of print.		
Standard 2: Demonstrate understanding of spoken		
words, syllables, and sounds.		
Standard 3: Know and apply grade-level phonics and		
word analysis skills in decoding words.		
Standard 4: Read with sufficient accuracy and fluency to		
support comprehension.		
Meaning and Context		



South Carolina College- and Career-Ready Standards and Indicators for English 2	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.		
5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-5 (11- 12), T1-6 (13-14), T1-8 (15-16), T1-12 (22-23), T1-15 (28-29), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-29 (54-56), T1-30 (58-59) Section 5: T5-35 (394-395) Section 6: T6-1 (413-414), T6-8 (424-425)	
Standard 6: Summarize key details and ideas to support a		
6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Section 1: T1-1 (6-7), T1-3 (9-10), T1-6 (13-14), T1-9 (17-18), T1-21 (38-39), T1-26 (48), T1-27 (49-50), T1-29 (54-56) Section 5: T5-35 (394-395) Section 6: T6-32 (471-472), T6-33 (473-474), T6-39 (486-487)	
Standard 7: Analyze the relationship among ideas, themes	s, or topics in multiple media, formats, and in visual,	
<ul> <li>auditory, and kinesthetic modalities.</li> <li>7.1 Trace the development of a common theme across media, modality, and format.</li> <li>7.2 Explain how literary texts and related media allude to themes and archetypes from historical and cultural</li> </ul>		
traditions.		
Standard 8: Analyze characters, settings, events, and idea 8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	s as they develop and interact within a particular context. Section 1: T1-1 (6-7), T1-15 (28-29), T1-20 (37), T1-26 (48) Section 6: T6-19 (444-445)	
Language, Craft, and Structure		
Standard 9: Interpret and analyze the author's use of wor shape meaning and tone in print and multimedia texts.	ds, phrases, and conventions, and how their relationships	
<ul><li>9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.</li></ul>	Section 1: T1-23 (43-44), T1-26 (48), T1-27 (49-50) Section 3: T3-10 (180-181), T3-12 (185-186) Section 5: T5-35 (394-395) Section 6: T6-13 (432-433), T6-21 (448-449)	
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple- meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.		
10.1 Use context clues to determine meanings of words and phrases.	Section 1: T1-24 (45) Section 4: T4-29 (259-260)	
Standard 11: Analyze and provide evidence of how the au shape content, meaning, and style.	thor's choice of point of view, perspective, and purpose	
11.1 Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	Section 1: T1-25 (46-47), T1-26 (48), T1-29 (54-56) Section 5: T5-15 (351-352) Section 8: T8-14 (572-573), T8-15 (573-574)	
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.		
12.1 Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.	Section 1: T1-27 (49-50), T1-28 (51-53), T1-29 (54-56) Section 6: T6-8 (424-425), T6-17 (440-441), T6-20 (446- 447), T6-25 (455-457)	
12.2 Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.	Section 1: T1-27 (49-50), T1-28 (51-53), T1-29 (54-56) Section 6: T6-8 (424-425), T-13 (432-433), T6-17 (440- 441), T6-20 (446-447), T6-25 (455-457)	
Range and Complexity		
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		



South Carolina College- and Career-Ready Standards and Indicators for English 2	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
13.1 Engage in whole and small group reading with	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10),
purpose and understanding.	T1-5 (11-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)
13.2 Read independently for sustained periods of time	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10),
to build stamina.	T1-5 (11-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)
13.3 Read and respond to grade level text to become	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-5 (11-
self-directed, critical readers and thinkers.	12), T1-6 (13-14), T1-8 (15-16), T1-12 (22-23), T1-15
	(28-29), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23
	(43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27
	(49-50), T1-29 (54-56), T1-30 (58-59)
	Section 5: T5-35 (394-395)
Reading - Informational Text (RI)	Section 6: T6-1 (413-414), T6-8 (424-425)
Principles of Reading	
Standard 1: Demonstrate understanding of the	
organization and basic features of print.	
Standard 2: Demonstrate understanding of spoken	
words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and	
word analysis skills in decoding words.	
Standard 4: Read with sufficient accuracy and fluency to	
support comprehension.	
Meaning and Context	
Standard 5: Determine meaning and develop logical interp	pretations by making predictions, inferring, drawing
conclusions, analyzing, synthesizing, providing evidence a	nd investigating multiple interpretations.
5.1 Cite significant textual evidence in order to	Section 1: T1-1 (6-7), T1-2 (7-8), T1-4 (10-11), T1-5 (11-
articulate explicit meanings and meanings that can be	12), T1-6 (13-14), 14, T1-8 (15-16), T1-13 (25-26), T1-14
inferred from the text; identify multiple supported	(26-27), T1-15 (28-29), T1-16 (29-30), T1-17 (31-32), T1-
interpretations.	18 (32-34), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-
	25 (46-47), T1-28 (51-53), T1-29 (54-56), T1-30 (58-59)
	Section 4: T4-18 (235-236)
	Section 5: T5-12 (347-348)
Standard 6: Summarize key details and ideas to support a	Section 6: T6-1 (413-414)
6.1 Determine a central idea of a text and analyze its	Section 1: T1-1 (6-7), T1-6 (13-14), 14, T1-9 (17-18), T1-
development over the course of the text including how	10 (19), T1-11 (20-21), T1-12 (22-23), T1-13 (25-26), T1-
it emerges and is shaped and refined by specific details;	14 (26-27), T1-17 (31-32), T1-18 (32-34), T1-19 (35-36),
provide an objective summary of the text.	T1-21 (38-39), T1-24 (45), T1-25 (46-47), T1-25 (46-47),
provide an objective summary of the text.	T1-21 (36-53), 11-24 (43), 11-23 (46-47), 11-23 (46-47), T1-28 (51-53), T1-31 (59-62)
	Section 4: T4-5 (203-205)
	Section 5: T5-6 (332-333)
	Section 7: T7-2 (503-505), T7-14 (529-530), T7-15 (531-
	532)
Standard 7: Research events, topics, ideas, or concepts th	,
and kinesthetic modalities.	· · · · · · · · · · · · · · · · · · ·
7.1 Explain how the use of different mediums,	This is beyond the scope of the program.
modalities, or formats impacts the reader's	
understanding of events, topics, concepts, and ideas in	
argument or informative texts.	
Language, Craft, and Structure	
Standard 8: Interpret and analyze the author's use of wor	
and how their relationships shape meaning and tone in pr	
8.1 Determine figurative, connotative, or technical	Section 1: T1-17 (31-32), T1-23 (43-44), T1-24 (45-46),
meanings of words and phrases; analyze the cumulative	T1-25 (46-47)
impact of specific words, phrases on meaning and tone.	Section 3: T3-7 (172-175), T3-10 (180-181), T3-12 (185-
	186)



South Carolina College- and Career-Ready Standards	Strategy (page number) in <i>Step Up to Writing</i> where
and Indicators for English 2	Standard is Addressed
	Section 4: T4-16 (231-132), T4-20 (239-240) Section 6: T6-13 (432-433)
8.2 Explain how the author's meaning and tone are	Section 1: T1-1 (6-7), T1-4 (10-11), T1-25 (46-47), T1-28
developed and refined by text features and structures.	(51-53), T1-29 (54-56)
	Section 5: T5-2 (323-325), T5-3 (326-327), T5-15 (351-
	352), T5-17 (355-356), T5-20 (361-363), T5-21 (364-366)
	Section 7: T7-2 (503-505), T7-6 (512-513), T7-8 (516)
	Section 9: T9-8 (605-609)
Standard 9: Apply a range of strategies to determine	Section 1: T1-17 (31-32), T1-23 (43-44), T1-24 (45-46),
the meaning of known, unknown, and multiple meaning	T1-25 (46-47)
words, phrases, and jargon; acquire and use general	Section 3: T3-7 (172-175), T3-10 (180-181), T3-12 (185-
academic and domain-specific vocabulary. 9.1 Use	186)
context clues to determine meanings of words and	Section 4: T4-16 (231-132), T4-20 (239-240)
phrases.	Section 6: T6-13 (432-433)
Standard 10: Analyze and provide evidence of how the au	thor's choice of purpose and perspective shapes content,
meaning, and style.	
10.1 Determine an author's point of view or purpose in	Section 1: T1-25 (46-47), T1-29 (54-56)
a text and analyze how an author uses rhetoric to	Section 5: T5-15 (351-352)
advance that point of view or purpose.	Section 8: T8-14 (572-573), T8-15 (573-574)
Standard 11: Analyze and critique how the author uses str	
informational and argument writing.	
11.1 Explain how the author's ideas or claims are	Section 1: T1-28 (51-53)
supported through the use of text features and	Section 5: T5-14 (350), T5-15 (351-352), T5-22 (367-
structures.	368), T5-31 387-388), T5-32 (389-390), T5-33 (391), T5-
	36 (396-397)
11.2 Analyze and evaluate the argument and specific	Section 1: T1-24 (45), T1-25 (46-47)
claims in a text, assessing whether the reasoning is valid	Section 4: T4-17 (233-234), T4-18 (235-236)
and the evidence is relevant and sufficient; identify	Section 5: T5-13 (348-49), T5-14 (350), T5-15 (351-352),
false statements and fallacious reasoning.	т5-22 (367-368)
Range and Complexity	
Standard 12: Read independently and comprehend a varie	ety of texts for the purposes of reading for enjoyment.
acquiring new learning, and building stamina; reflect on a	
12.1 Engage in whole and small group reading with	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10),
purpose and understanding.	T1-5 (11-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)
12.2 Read independently for a sustained period of time.	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10),
	T1-5 (11-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)
12.3 Read and respond to grade-level text to become	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-5 (11-
self-directed, critical readers and thinkers.	12), T1-6 (13-14), T1-8 (15-16), T1-12 (22-23), T1-15
Sen un cerea, entical readers and timikers.	(28-29), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23
	(43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27
	(49-50), T1-29 (54-56), T1-30 (58-59)
	Section 5: T5-35 (394-395)
	Section 5: 15-55 (354-555) Section 6: T6-1 (413-414), T6-8 (424-425)
Fundamentals of Writing	
Writing (W)	
Meaning, Context, and Craft	
Standard 1: Write arguments to support claims with clear	reasons and relevant evidence
1.1 Write arguments that:	
a. introduce a precise claim and differentiate between	Section 5: T5-1 (321-322), T5-9 (340-341), T5-11 (543-
the claim and counterclaims;	545), T5-17 (355-356)
b. use relevant information from multiple print and	<b>Section 5:</b> T5-12 (347-348), T5-13 (348-349), T5-14
multimedia sources;	(350), T5-15 (351-352), T5-16 (353-354)
	<b>Section 7:</b> T7-6 (512-514), T7-7 (514-515), T7-8 (516-
	517), T7-9 (517-518), T7-11 (522-523)



South Carolina College- and Career-Ready Standards and Indicators for English 2	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
c. assess the credibility and accuracy of each source;	Section 5: T5-12 (347-348), T5-13 (348-349), T5-14 (350), T5-15 (351-352), T5-16 (353-354) Section 7: T7-6 (512-514), T7-8 (516-517), T7-9 (517- 518)
d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;	Section 5: T5-1 (321-322), T5-6 (332-333), T5-7 (334- 336), T5-9 (340-341)
e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;	Section 5: T5-13 (348-349), T5-14 (350), T5-15 (351- 352), T5-16 (353-354), T5-17 (355-356)
f. develop and strengthen writing as needed by planning, revising, editing, rewriting;	Section 5: T5-12 (347-348), T5-13 (348-349), T5-14 (350), T5-15 (351-352), T5-16 (353-354), T5-17 (355-356)
g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;	Section 5: T5-16 (353-354)
<ul> <li>h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</li> </ul>	Section 5: T5-12 (347-348)
i. provide a concluding statement or section that follows from and supports the argument presented; and	Section 5: T5-22 (367-368), T5-23 (369), T5-24 (370- 371)
j. include a call to action.	Section 5: T5-1 (321-322), T5-8 338-339), T5-11 (543- 545), T5-17 (355-356)
Standard 2: Write informative/explanatory texts to examinaccurately through the effective selection, organization, a 2.1 Write informative/explanatory texts that:	ine and convey complex ideas and information clearly and analysis of content.
a. introduce a topic;	Section 4: T4-8 (212-213), T4-9 (214-215), T4-10 (216- 217)
b. use relevant information from multiple print and multimedia sources;	Section 4: T4-14 (228), T4-15 (229-230), T4-17 (233- 234), T4-18 (235-236) Section 7: T7-6 (512-514), T7-7 (514-515), T7-8 (516- 517), T7-9 (517-518), T7-11 (522-523)
c. organize complex ideas, concepts, and information to make connections and distinctions;	Section 4: T4-4-4 (201-212), T4-5 (203-205), T4-6 (206- 207), T4-7 (208-210), T4-23 (246-247), T4-24 (248-249), T4-26 (252-254)
d. assess the credibility and accuracy of each source;	Section 4: T4-14 (228), T4-15 (229-230), T4-17 (233- 234), T4-18 (235-236) Section 7: T7-6 (512-514), T7-8 (516-517), T7-9 (517- 518)
e. include formatting, graphics, and multimedia to aid comprehension as needed;	Section 4: T4-30 (262-263), T4-31 (264-265), T4-32 (266-267)
f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;	Section 4: T4-14 (228), T4-15 (229-230), T4-16 (231- 232), T4-17 (233-234), T4-18 (235-236), T4-19 (237- 238), T4-20 (239-240), T4-21 (241-242)
g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;	Section 4: T4-21 (241-242)
h. develop and strengthen writing as needed by planning, revising, editing, rewriting;	Section 4: T4-33 (269-270), T4-34 (271-272), T4-35 (273-274), T4-36 (275-276), T4-37 (277-278), T4-38 (279), T4-39 (280-282)



South Carolina College- and Career-Ready Standards	Strategy (page number) in Step Up to Writing where	
and Indicators for English 2	Standard is Addressed	
i. use appropriate and varied transitions to link the	Section 4: T4-22 (244-245), T4-23 (246-247), T4-24	
major sections of the text, create cohesion, and clarify	(248-249), T4-25 (250-251), T4-26 (252-254)	
the relationships among complex ideas and concepts;		
j. use precise language and domain-specific vocabulary	Section 4: T4-20 (239-240), T4-26 (275-276)	
to manage the complexity of the topic;		
k. establish and maintain a consistent style and	Section 4: T4-35 (273-274)	
objective tone while attending to the norms and		
conventions of the discipline; and		
I. provide a concluding statement or section that	Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259-	
follows from and supports the information or	260)	
explanation presented.		
Standard 3: Write narratives to develop real or imagined e	experiences or events using effective techniques, well-	
chosen details, and well- structured event sequences.		
3.1 Gather ideas from texts, multimedia, and personal exp	perience to write narratives that:	
a. develop real or imagined experiences or events using	Section 6: T6-4 (418), T6-9 (426), T6-18 (442-443), T6-	
effective techniques, well-chosen details, and well-	22 (450-451), T6-25 (455-457)	
structured event sequences;		
b. engage and orient the reader by setting out a	Section 6: T6-12 (431), T6-14 (434-435, T6-15 (436-	
problem, situation, or observation, establishing one or	437), T6-24 (453-454), T6-25 (455-457)	
multiple point(s) of view, and introducing a narrator		
and/or characters; create a smooth progression of		
experiences or events;		
c. use narrative techniques of dialogue, pacing,	Section 6: T6-9 (426), T6-10 (4727-428), T6-16 (439-	
description, reflection, and multiple plot lines to	440), T6-17 (440-441), T6-18 (442-443), T6-20 (446-447)	
develop experiences, events, and/or characters;		
d. use a variety of techniques to sequence events so	Section 6: T6-18 (442-443), T6-24 (453-454), T6-25	
that they build on one another to create a coherent	(455-457)	
whole;		
e. develop and strengthen writing as needed by	Section 6: T64 (418), T6-6 (421-422), T6-28 (461-463,	
planning, revising, editing, rewriting;	T6-29 (464-465, T6-30 (466), T6-31 467-469	
f. use precise words and phrases, telling details, and	Section 6: T6-16 (439-440), T6-19 (444-445), T6-21	
sensory language to convey a vivid picture of the	(448-449), T6-30 (466)	
experiences, events, setting, and/or characters; and		
g. provide a conclusion that follows from and reflects	Section 6: T6-26 (458-459), T6-27 (459-460)	
on what is experienced, observed, or resolved over the		
course of the narrative		
Language		
Standard 4: Demonstrate command of the conventions of	standard English grammar and usage when writing or	
speaking.		
4.1 When writing:		
a. use parallel structure;	Section 2: T2-34 (135-136)	
b. use verb, noun, prepositional, and verbal phrases to	Section 2: T2-29 (125-126), T2-32 (131-132)	
communicate different meanings;		
c. use independent, dependent, noun, relative, and	Section 2: T2-29 (125-126), T2-30 (127-128)	
adverbial phrases and clauses to convey shades of		
meaning and variety;		
d. use parallel structures to communicate similar ideas;	Section 2: T2-34 (135-136)	
and		
e. use noun, verb, adjectival, adverbial, participial,	Section 2: T2-29 (125-126), T2-30 (127-128)	
prepositional, and absolute phrases and independent,		
dependent, noun relative, and adverbial clauses to		
convey specific meanings and add variety and interest		
to writing.		
Standard 5: Demonstrate command of the conventions of	standard English capitalization, punctuation, and	
spelling when writing.		



South Carolina College- and Career-Ready Standards and Indicators for English 2	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
5.2 Use:	Standard is Addressed
a. a semicolon or a conjunctive adverb to link two or	Section 2: T2-38 (144-145)
more closely related independent clauses;	
b. a colon to introduce a list or quotation; and	Section 2: T2-36 (138-141), T2-38 (144-145)
c. commas to separate adjacent, parallel structures.	Section 2: T2-34 (135-136) and T2-37 (142-143)
Range and Complexity	
Standard 6: Write independently, legibly, and routinely fo	r a variety of tasks, purposes, and audiences over short
and extended time frames.	
6.1 Write routinely and persevere in writing tasks over	The entire program supports this standard.
short and extended time frames, for a range of domain-	
specific tasks, and for a variety of purposes and	
audiences.	
6.4 Demonstrate effective keyboarding skills.	Section 2: T2-8 (82-83), T2-9 (84-85), T2-10 (86-87)
Communication (C)	
Meaning and Context	
Standard 1: Interact with others to explore ideas and com	
interpretations through collaborative conversations; build	I upon the ideas of others to clearly express one's own
views while respecting diverse perspectives.	
1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence	Section 4: T4-32 (266-267) Section 7: T7-9 (517-518)
that supports the topic, text, or issue being discussed;	Section 8: T8-15 (573-574), T8-16 (575-576)
and develop logical interpretations of new findings.	
1.2 Initiate and participate effectively in a range of	Section 1: 9, T1-4 (10-11), T1-5 (11-12), T1-6 (13-14),
collaborative discussions with diverse partners; build on	14, T1-8 (15-16), T1-10 (19), T1-11 (20-21), T1-12 (22-
the ideas of others and express own ideas clearly and	23), T1-13 (25-26), T1-14 (26-27), T1-15 (28-29), T1-16
persuasively.	(29-30), T1-17 (31-32), T1-18 (32-34), T1-19 (35-36), T1-
	21 (38-39), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-
	28 (51-53), T1-29 (54-56), T1-30 (58-59)
	Section 2: T2-1 (68-69), T2-2 (70-71), T2-3 (72), T2-4
	(73-74), T2-5 (75-76), T2-6 (77-78), T2-8 (82-83), T2-12
	(90-91), T2-13 (93-94), T2-14 (95-96), T2-15 (97-98), T2-
	16 (98-99), T2-17 (100-102), T2-19 (106-107), T2-20
	(108), T2-21 (109-110), T2-22 (111-112), T2-23 (113),
	T2-24 (114-115), T2-25 (116-117), T2-26 (118-119), T2-
	27 (121-122), T2-28 (123-124), T2-29 (125-126), T2-30 (127-128), T2-31 (129-130), T2-33 (133-134), T2-34
	(125-136), 72-35 (137), 72-37 (142-143), 72-38 (144-
	145), T2-39 (146), T2-40 (147-149)
	Section 3: T3-1 (159-160), T3-2 (161-163), T3-3 (165),
	T3-4 (166-167), T3-6 (170-171), T3-7 (172-175), T3-8
	(176-177), T3-9 (178-179), T3-10 (180-181), T3-11 (182-
	183), T3-12 (185-186)
	Section 4: T4-3 (199-200), T4-4 (201-202), T4-5 (203-
	205), T4-6 (206-207), T4-7 (208-210), T4-8 (212-213),
	T4-9 (214-215), T4-10 (216-217), T4-11 (218-221), T4-12
	(222-223), T4-13 (224-226), T4-14 (228), T4-16 (231-
	132), T4-18 (235-236), T4-19 (237-238), T4-20 (239-
	240)-243, T4-22 (244-245), T4-24 (248-249), T4-26
	(252-254), T4-27 (256), T4-28 (257-258), T4-29 (259- 260), T4 20 (262, 262), T4 21 (264, 265), T4 22 (266
	260), T4-30 (262-263), T4-31 (264-265), T4-32 (266- 267), T4-35 (273-274), T4-37 (277-278), T4-38 (279), T4-
	267), T4-35 (273-274), T4-37 (277-278), T4-38 (279), T4- 39 (280-282), T4-46 (295-296), T4-47 (297-298), T4-48
	(299-301), T4-49 (302-303), T4-50 (304-305)
	Section 5: T5-2 (323-325), T5-4 (328-329), T5-7 (334-
	336), T5-8 (338-339), T5-9 (340), T5-10 (341-342), T5-11
	(343-345), T5-13 (348-349), T5-14 (350), T5-15 (351-



South Carolina College- and Career-Ready Standards	Strategy (page number) in Step Up to Writing where
and Indicators for English 2	Standard is Addressed
	352), T5-16 (353-354), T5-17 (355-356), T5-20 (361- 363), T5-21 (364-366), T5-23 (369), T5-24 (370-371), T5- 27 (377-378), T5-29 (381-382), T5-30 (383-385), T5-34 (392-393), T5-34 (392-393), T5-36 (396-397), T5-37 (398-399), T5-38 (400-401) Section 6: T6-1 (413-414), T6-3 (416-417), T6-8 (424- 425), T6-10 (427-428), T6-13 (432-433), T6-14 (434- 435), 436-438T6-16 (439-440), T6-17 (440-441), T6-18 (442-443), T6-19 (444-445), T6-20 (446-447), T6-21 (448-449), T6-22 (450-451), T6-24 (453-454), T6-26 (458-459), T6-27 (459-460), T6-31 (467-469), T6-38 (483-485), T6-39 (486-487) Section 7: T7-1 (501-502), T7-2 (503-505), T7-4 (508- 509), T7-5 (510-511), T7-6 (512-513), T7-8 (516), T7-12 (524-525), T7-14 (529-530), T7-15 (531-532) Section 8: T8-13 (570-571), 572 Section 9: T9-2 (594-595), T9-4 (597-598), T9-5 (599- 601), T9-6 (602), T9-8 (605-609), T9-9 (610-614), T9-10
	(615-616)
1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	Section 2: T2-7 (79-81) Section 8: T8-17 (577-578), T8-18 (579-580), T8-19 (581-582), T8-21 (585-586)
1.4 Engage in dialogue with peers and adults to explore	Section 1: T2-7 (79-81), T2-11 (88-89)
meaning and interaction of ideas, concepts, and	Section 4: T4-34 (271-272)
elements of text, reflecting, constructing, and	Section 5: T5-26 (375-376)
articulating new understandings.	Section 6: T6-29 (464-465)
	Section 7: T7-9 (517-518)
	Section 8: T8-12 (568-569), T8-15 (573-574), T8-16
	(575-576), T8-17 (577-578), T8-18 (579-580), T8-19 (581-582), T8-21 (585-586)
1.5 Synthesize areas of agreement and disagreement	Section 1: T2-7 (79-81), T2-11 (88-89)
including justification for personal perspective; revise	Section 4: T4-5 (203-205), T4-17 (233-234)
conclusions based on new evidence.	Section 5: T5-1 (321-322), T5-6 (332-333)
	<b>Section 8:</b> T8-15 (573-574), T8-16 (575-576), T8-17
	(577-578), T8-18 (579-580), T8-19 (581-582), T8-20 (584-585), T8-21 (585-586)
1.6 Utilize various modes of communication to present	Section 4: T4-32 (266-267)
a clear, unique interpretation of diverse perspectives.	Section 8: T8-2 (509-207) Section 8: T8-2 (549-550), T8-5 (554-555), T8-6 (556- 557), T8-8 (560-561), T8-10 (564-565), T8-11 (566-567), T8-15 (573-574), T8-20 (584-585)
Standard 2: Articulate ideas, claims, and perspectives in a	
credible evidence from sources.	· ·
2.1 Present information and findings from multiple	Section 8: T8-1 (548-549), T8-2 (549-550), T8-3 (551-
authoritative sources; assess the usefulness of each	552), T8-4 (553-554), T8-5 (554-555), T8-6 (556-557),
source in answering the research question, citing	T8-7 (559), T8-8 (560-561), T8-9 (562-563), T8-10 (564-
supporting evidence clearly, concisely, and logically	565), T8-11 (566-567), T8-13 (570-571), T8-14 (572-
such that listeners can follow the line of reasoning, and	573), T8-20 (584-585)
the organization, development, substance, and style are appropriate to purpose, audience, and task.	
2.2 Distinguish between credible and non-credible	Section 5: T5-12 (347-348)
sources of information.	<b>Section 7:</b> T7-6 (512-513), T7-7-7 (514-515), T7-8 (516), T7-9 (517-518)
	Section 8: T8-14 (572-573), T8-16 (575-576)
2.3 Quote or paraphrase the data and conclusions of	Section 2: T2-36 (138-141)
others while avoiding plagiarism and following a standard format for citation.	Section 4: T4-17 (233-234), T4-21 (241-242), T4-32 (266-267)
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South Carolina College- and Career-Ready Standards	Strategy (page number) in Step Up to Writing where
and Indicators for English 2	Standard is Addressed
	Section 5: 439
	Section 7: T7-3 (506-507), 508-5T1-4 (10-11), T7-6 (512-
	513), T7-7 (514-515), T7-8 (516), T7-9 (517-518), T7-10
	(519-521), T7-11 (522-523), T7-12 (524-525), T7-13
	(527-528), T7-14 (529-530), T7-15 (531-532), T7-16
	(533-534), T7-18 (540-542)
	Section 8: T7-6 (512-513)
2.4 Adapt speech to a variety of contexts and tasks,	Section 2: T2-11 (88-89)
using standard English when indicated or appropriate.	Section 8: T8-1 (548-549), T8-2 (549-550), T8-4 (553-
	554), T8-5 (554-555)T8-7 (559), T8-8 (560-561), T8-9
	(562-563), T8-10 (564-565), T8-11 (566-567), T8-12
	(568-569) <i>,</i> T8-14 (572-573)
Standard 3: Communicate information through strategic u	use of multiple modalities and multimedia to enrich
understanding when presenting ideas and information.	1
3.1 Determine how context influences the mode of	Section 5: T5-12 (347-348)
communication used by the presenter in a given	Section 8: T8-4 (553-534), T8-14 (572-573), T8-16 (575-
situation.	576)
3.2 Create visual and/or multimedia presentations,	Section 4: T4-32 (266-267)
using a variety of media forms to enhance	Section 8: T8-2 (549-550), T8-5 (554-555), T8-6 (556-
understanding of findings, reasoning, and evidence for	557), T8-8 (560-561), T8-10 (564-565), T8-11 (566-567),
diverse audiences.	T8-15 (573-574), T8-20 (584-585)
Language, Craft, and Structure	
Standard 4: Critique how a speaker addresses content and	d uses craft techniques that stylistically and structurally
inform, engage, and impact audience and convey message	
4.1 Evaluate a speaker's point of view, reasoning, and	Section 8: T8-4 (553-554), T8-14 (572-573), T8-16 (575-
use of evidence and rhetoric, identifying any fallacies in	576)
reasoning or exaggerated or distorted evidence.	
4.2 Determine if the speaker develops well-organized	Section 8: T8-2 (549-550), T8-16 (575-576)
messages that use logical, emotional, and ethical	
appeals.	
4.3 Analyze the speaker's use of repetition, rhetorical	Section 8: T8-4 (553-554), T8-13 (570-571), T8-14 (572-
questions, and delivery style to convey the message	573), T8-16 (575-576)
and impact the audience.	
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Remain conscious of the audience and anticipate	Section 8: T8-2 (549-550), T8-6 (556-557), T8-8 (560-
possible misconceptions or objections.	561), T8-10 (564-565), T8-11 (566-567), T8-15 (573-
	574), T8-20 (584-585)
5.2 Employ effective repetition, rhetorical questions,	Section 8: T8-4 (553-554), T8-13 (570-571), T8-14 (572-
and delivery style to convey message to impact the	573)
audience.	
5.3 Develop messages that use logical, emotional, and	Section 8: T8-1 (548-549), T8-2 (549-550), T8-4 (553-
ethical appeals.	554),, T8-8 (560-561), T8-10 (564-565), T8-11 (566-567)



Inquiry-Based Literacy Standards (I) Standard 1: Formulate relevant, self-generated questions	
Standard 1: Formulate relevant, self-generated questions	
sense a	based on interests and/or needs that can be
investigated.	
1.1 Use a recursive process to develop, evaluate, and	Section 7: T7-4 (508-509), T7-5 (510-511)
refine, questions to broaden thinking on a specific idea	
that directs inquiry for new learning and deeper	
understanding.	
Standard 2: Transact with texts to formulate questions, pr	opose explanations, and consider alternative views and
multiple perspectives.	
2.1 Analyze ideas and information from text and	Section 7: T7-8 (516), T7-9 (517-518)
multimedia by formulating questions, proposing	
interpretations and explanations, and considering	
alternative views and multiple perspectives.	
Standard 3: Construct knowledge, applying disciplinary co	ncepts and tools, to build deeper understanding of the
world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action by using appropriate	Section 7: T7-3 (506-507)
discipline specific strategies.	
3.2 Examine historical, social, cultural, or political	Section 7: T7-7 (514-515)
context to broaden inquiry and create questions.	
3.3 Gather information from a variety of primary and	Section 7: T7-14 (529-530)
secondary sources and evaluate for perspective,	Section 7. 17 14 (525 550)
validity, and bias.	
3.4 Organize and categorize important information;	Section 7: T7-10 (519-521), 520-523, T7-14 (529-530)
synthesize relevant ideas to build a deeper	Section 7. 17-10 (313-321), 320-323, 17-14 (323-330)
understanding; communicate new learning; identify implications for future inquiry.	
	lar taka action
Standard 4: Synthesize information to share learning and/	
4.1 Employ a critical stance to analyze relationships and	Section 7: T7-7 (516), T7-8 (517-518), T7-11 (522-523)
patterns of evidence to confirm conclusions.	$r_{\rm continue} = 7.77.11(522.522)$
4.2 Evaluate findings; address conflicting information;	Section 7: T7-11 (522-523)
identify misconceptions; and revise.	
4.3 Determine appropriate disciplinary tools to	Section 7: T7-12 (524-525)
communicate findings and/or take informed action.	
Standard 5: Reflect throughout the inquiry process to asse	ess metacognition, broaden understanding, and guide
actions, both individually and collaboratively.	
5.1 Acknowledge and consider individual and collective	Section 7: T7-17 (535-538)
thinking; use feedback to guide the inquiry process.	Section 8: T8-16 (575-576)
5.2 Analyze and evaluate previous assumptions; test	Section 7: T7-17 (535-538)
claims; predict outcomes; and justify results to guide	Section 8: T8-16 (575-576)
future action.	
5.3 Analyze the process to evaluate and revise plan and	Section 7: T7-17 (535-538)
strategies; address successes and misconceptions; and	Section 8: T8-16 (575-576)
apply learning to future inquiry.	
Reading - Literary Text (RL)	
Principles of Reading	
Standard 1: Demonstrate understanding of the	
organization and basic features of print.	
Standard 2: Demonstrate understanding of spoken	
words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and	
word analysis skills in decoding words.	
Standard 4: Read with sufficient accuracy and fluency to	
support comprehension.	
Meaning and Context	



South Carolina College- and Career-Ready Standards	Strategy (page number) in Step Up to Writing where	
and Indicators for English 3	Standard is Addressed	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing		
conclusions, analyzing, synthesizing, providing evidence, a		
5.1 Cite strong and thorough textual evidence to	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-5 (11-	
support analysis of what the text says explicitly as well as inferences drawn from the text including	12), T1-6 (13-14), T1-8 (15-16), T1-12 (22-23), T1-15 (28-29), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23	
determining where the text leaves matters uncertain;	(26-29), 11-26 (29-30), 11-26 (37), 11-22 (41-42), 11-25 (43-44), 11-24 (45), 11-25 (46-47), 11-26 (48), 11-27	
investigate multiple supported academic	(49-50), T1-29 (54-56), T1-30 (58-59)	
interpretations.	Section 5: T5-35 (394-395)	
	Section 6: T6-1 (413-414), T6-8 (424-425)	
Standard 6: Summarize key details and ideas to support a		
6.1 Analyze the development of related themes across	Section 1: T1-1 (6-7), T1-3 (9-10), T1-6 (13-14), T1-9	
multiple texts citing evidence to support analysis;	(17-18), T1-21 (38-39), T1-26 (48), T1-27 (49-50), T1-29	
provide an objective summary.	(54-56)	
	Section 5: T5-35 (394-395)	
	Section 6: T6-32 (471-472), T6-33 (473-474), T6-39	
	(486-487)	
Standard 7: Analyze the relationship among ideas, themes	s, or topics in multiple media, formats, and in visual,	
auditory, and kinesthetic modalities. 7.1 Analyze the development of theme across diverse		
media, modality, and format.		
7.2 Analyze how literary texts and related media allude		
to themes and archetypes from historical and cultural		
traditions.		
Standard 8: Analyze characters, settings, events, and idea	s as they develop and interact within a particular context.	
8.1 Analyze a complex set of ideas or sequence of	Section 1: T1-1 (6-7), T1-15 (28-29), T1-20 (37), T1-26	
events and explain how specific characters, ideas, or	(48)	
events develop and interact within a particular context.	Section 6: T6-19 (444-445)	
Language, Craft, and Structure		
Standard 9: Interpret and analyze the author's use of wor	ds, phrases, and conventions, and how their relationships	
shape meaning and tone in print and multimedia texts.	Section 4. T1 22 (42 44) T1 26 (40) T1 27 (40 50)	
9.1 Analyze and interpret the impact of the author's use of diction, conventions, figurative language, and/or	Section 1: T1-23 (43-44), T1-26 (48), T1-27 (49-50)	
language that is particularly fresh, engaging, or	Section 3: T3-10 (180-181), T3-12 (185-186) Section 5: T5-35 (394-395)	
beautiful.	Section 6: T6-13 (432-433), T6-21 (448-449)	
Standard 10: Apply a range of strategies to determine and		
meaning words, phrases, and jargon; acquire and use gen		
10.1 Use context clues to determine meanings of words	Section 1: T1-24 (45)	
and phrases.	Section 4: T4-29 (259-260)	
Standard 11: Analyze and provide evidence of how the au		
shape content, meaning, and style.		
11.1 Analyze how point of view and author's	Section 1: T1-25 (46-47), T1-26 (48), T1-29 (54-56)	
perspective and purpose shape content, meaning, and	Section 5: T5-15 (351-352)	
style, supports rhetorical or aesthetic purposes, and	Section 8: T8-14 (572-573), T8-15 (573-574)	
conveys cultural experience.		
Standard 12: Analyze and critique how the author uses str	ructures in print and multimedia texts to shape meaning	
and impact the reader.		
12.1 Analyze the relationships among structure, plot,	Section 1: T1-27 (49-50), T1-28 (51-53), T1-29 (54-56)	
and manipulation of time to determine how meaning is	<b>Section 6:</b> T6-8 (424-425), T6-17 (440-441), T6-20 (446- 447), T6-25 (455-457)	
derived citing support from the text.	<b>Section 1:</b> T1-27 (49-50), T1-28 (51-53), T1-29 (54-56)	
12.2 Analyze how an author's choices concerning how to structure texts, order events within the text, and	Section 1: 11-27 (49-50), 11-28 (51-53), 11-29 (54-56) Section 6: T6-8 (424-425), T-13 (432-433), T6-17 (440-	
manipulate time create different effects.	441), T6-20 (446-447), T6-25 (455-457)	
Range and Complexity	······································	
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment,		
acquiring new learning, and building stamina; reflect on a		



South Carolina College- and Career-Ready Standards	Strategy (page number) in <i>Step Up to Writing</i> where
and Indicators for English 3 13.1 Engage in whole and small group reading with	Standard is Addressed Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10),
purpose and understanding.	T1-5 (11-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)
13.2 Read independently for sustained periods of time	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10),
to build stamina.	T1-5 (11-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)
13.3 Read and respond to grade level text to become	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-5 (11-
self-directed, critical readers and thinkers.	12), T1-6 (13-14), T1-8 (15-16), T1-12 (22-23), T1-15
sen-un ected, childar reduers and thinkers.	(28-29), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23
	(43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27
	(49-50), T1-29 (54-56), T1-30 (58-59)
	Section 5: T5-35 (394-395)
	Section 6: T6-1 (413-414), T6-8 (424-425)
Reading - Informational Text (RI)	
Principles of Reading	
Standard 1: Demonstrate understanding of the	
organization and basic features of print.	
Standard 2: Demonstrate understanding of spoken	
words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and	
word analysis skills in decoding words.	
Standard 4: Read with sufficient accuracy and fluency to	
support comprehension.	
Meaning and Context	
Standard 5: Determine meaning and develop logical inter	pretations by making predictions, inferring, drawing
conclusions, analyzing, synthesizing, providing evidence a	
5.1 Cite significant textual evidence in order to	Section 1: T1-1 (6-7), T1-2 (7-8), T1-4 (10-11), T1-5 (11-
articulate explicit meanings and meanings that can be	12), T1-6 (13-14), 14, T1-8 (15-16), T1-13 (25-26), T1-14
inferred from the text; identify multiple supported	(26-27), T1-15 (28-29), T1-16 (29-30), T1-17 (31-32), T1-
interpretations.	18 (32-34), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-
	25 (46-47), T1-28 (51-53), T1-29 (54-56), T1-30 (58-59)
	Section 4: T4-18 (235-236)
	Section 5: T5-12 (347-348)
Standard & Summarize key details and ideas to support a	Section 6: T6-1 (413-414)
Standard 6: Summarize key details and ideas to support a	
6.1 Determine two or more central ideas of a text and	Section 1: T1-1 (6-7), T1-6 (13-14), 14, T1-9 (17-18), T1-
analyze their development over the course of the text	10 (19), T1-11 (20-21), T1-12 (22-23), T1-13 (25-26), T1- 14 (26-27), T1-17 (21-22), T1-18 (22-24), T1-10 (25-26),
including how they interact and build on one another to	14 (26-27), T1-17 (31-32), T1-18 (32-34), T1-19 (35-36), T1-21 (38-39), T1-24 (45), T1-25 (46-47), T1-25 (46-47),
provide a complex analysis of the topic; provide an objective summary of the text.	T1-21 (38-39), T1-24 (45), T1-25 (46-47), T1-25 (46-47), T1-28 (51-53), T1-31 (59-62)
טון כנועב אווווומוץ טו נוופ נבאנ.	Section 4: T4-5 (203-205)
	Section 5: T5-6 (332-333)
	Section 7: T7-2 (503-505), T7-14 (529-530), T7-15 (531-
	532)
Standard 7: Research events, topics, ideas, or concepts th	
and kinesthetic modalities.	
7.1 Analyze how the use of different mediums,	This is beyond the scope of the program.
modalities, or formats impacts the reader's	
understanding of events, topics, concepts, and ideas in	
argument or informative texts.	
Language, Craft, and Structure	
Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures,	
and how their relationships shape meaning and tone in pr	
8.1 Determine figurative, connotative, or technical	Section 1: T1-17 (31-32), T1-23 (43-44), T1-24 (45-46),
meanings of words and phrases; analyze how an author	T1-25 (46-47)
uses and refines words and phrases over the course of a	Section 3: T3-7 (172-175), T3-10 (180-181), T3-12 (185-
text.	186)



South Carolina College- and Career-Ready Standards and Indicators for English 3	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed	
	Section 4: T4-16 (231-132), T4-20 (239-240) Section 6: T6-13 (432-433)	
8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape	<b>Section 1:</b> T1-1 (6-7), T1-4 (10), T1-25 (46-47), T1-28 (51-53), T1-29 (54-56)	
meaning and tone.	Section 5: T5-2 (323-325), T5-3 (326-327), T5-15 (351- 352), T5-17 (355-356), T5-20 (361-363), T5-21 (364-366) Section 7: T7-2 (503-505), T7-6 (512-513), T7-8 (516)	
Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning	Section 9: T9-8 (605-609) Section 1: T1-17 (31-32), T1-23 (43-44), T1-24 (45-46), T1-25 (46-47)	
words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. 9.1 Use context clues to determine meanings of words and	Section 3: T3-7 (172-175), T3-10 (180-181), T3-12 (185- 186) Section 4: T4-16 (231-132), T4-20 (239-240)	
phrases. Standard 10: Analyze and provide evidence of how the au meaning, and style.	Section 6: T6-13 (432-433) thor's choice of purpose and perspective shapes content,	
10.1 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the	Section 1: T1-25 (46-47), T1-29 (54-56) Section 5: T5-15 (351-352) Section 8: T8-14 (572-573), T8-15 (573-574)	
power, persuasiveness, or beauty of the text Standard 11: Analyze and critique how the author uses str informational and argument writing.		
11.1 Evaluate the effectiveness of the author's use of text features and structures to support a claim.	Section 1: T1-28 (51-53) Section 5: T5-14 (350), T5-15 (351-352), T5-22 (367- 368), T5-31 387-388), T5-32 (389-390), T5-33 (391), T5-	
11.2 Analyze and critique the reasoning in historical,	36 (396-397) Section 1: T1-24 (45), T1-25 (46-47)	
scientific, technical, cultural, and influential argument writing.	Section 4: T4-17 (233-234), T4-18 (235-236) Section 5: T5-13 (348-49), T5-14 (350), T5-15 (351-352), T5-22 (367-368)	
Range and Complexity           Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		
12.1 Engage in whole and small group reading with purpose and understanding.	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10), T1-5 (11-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)	
<ul><li>12.2 Read independently for a sustained period of time.</li><li>12.3 Read and respond to grade-level text to become</li></ul>	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10), T1-5 (11-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16) Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-5 (11-	
self-directed, critical readers and thinkers.	12), T1-6 (13-14), T1-8 (15-16), T1-12 (22-23), T1-15 (28-29), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-29 (54-56), 58 Section 5: T5-35 (394-395) Section 6: T6-1 (413-414), T6-8 (424-425)	
Fundamentals of Writing		
Writing (W)		
Meaning, Context, and Craft		
Standard 1: Write arguments to support claims with clear	reasons and relevant evidence.	
1.1 Write arguments that:		
a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;	<b>Section 5:</b> T5-1 (321-322), T5-8 338-339), T5-11 (543- 545), T5-17 (355-356)	
b. use relevant information from multiple print and multimedia sources;	<b>Section 5:</b> T5-12 (347-348), T5-13 (348-349), T5-14 (350), T5-15 (351-352), T5-16 (353-354)	



South Carolina College- and Career-Ready Standards and Indicators for English 3	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
c. assess the credibility and accuracy of each source;	Section 5: T5-12 (347-348), T5-13 (348-349), T5-14 (350), T5-15 (351-352), T5-16 (353-354)
d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;	Section 5: T5-6 (332-333), T5-7 (334-336)
e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;	Section 5: T5-13 (348-349), T5-14 (350), T5-15 (351- 352), T5-16 (353-354), T5-17 (355-356)
f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and counterclaims;	Section 5: T5-18 (358-359), T5-19 (360-361), T5-20 (361-363), T5-21 (364-366)
g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;	Section 5: T5-27 (377-378)
h. develop and strengthen writing as needed by planning, revising, editing, rewriting;	Section 5: T5-1 (321-322), T5-2 (323-325), T5-3 (326- 327), T5-4 (328-329), T5-5 (330-331), T5-6 (332-333), T5-7 (334-336), T5-25 (373-374), T5-26 (375-376), T5-27 (377-378), T5-28 379-380), T5-29 (381-382), T5-30 (383- 385)
<ul> <li>i. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> </ul>	Section 5: T5-16 (353-354)
<ul> <li>j. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</li> </ul>	Section 5: T5-12 (347-348)
<ul> <li>k. provide a concluding statement or section that follows from and supports the argument presented; and</li> </ul>	<b>Section 5:</b> T5-22 (367-368), T5-23 (369), T5-24 (370- 371)
I. include a call to action.	Section 5: T5-22 (367-368)
accurately through the effective selection, organization, a	ne and convey complex ideas and information clearly and nd analysis of content.
2.1 Write informative/explanatory texts that: a. introduce a topic;	Section 4: T4-8 (212-213), T4-9 (214-215), T4-10 (216- 217)
b. use relevant information from multiple print and multimedia sources;	<b>Section 4:</b> T4-14 (228), T4-15 (229-230), T4-17 (233- 234), T4-18 (235-236)
c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;	Section 4: T4-4-4 (201-212), T4-5 (203-205), T4-6 (206- 207), T4-7 (208-210), T4-23 (246-247), T4-24 (248-249), T4-26 (252-254)
d. assess the credibility and accuracy of each source;	Section 4: T4-14 (228), T4-15 (229-230), T4-17 (233- 234), T4-18 (235-236)
e. include formatting, graphics, and multimedia to aid as needed;	<b>Section 4:</b> T4-30 (262-263), T4-31 (264-265), T4-32 (266-267)
f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;	Section 4: T4-14 (228), T4-15 (229-230), T4-16 (231- 232), T4-17 (233-234), T4-18 (235-236), T4-19 (237- 238), T4-20 (239-240), T4-21 (241-242)
<ul> <li>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> </ul>	Section 4: T4-21 (241-242)
h. develop and strengthen writing as needed by planning, revising, editing, rewriting;	Section 4: T4-33 (269-270), T4-34 (271-272), T4-35 (273-274), T4-36 (275-276), T4-37 (277-278), T4-38 (279), T4-39 (280-282)



South Carolina College- and Career-Ready Standards and Indicators for English 3	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
i. use appropriate and varied transitions and syntax to	Section 4: T4-22 (244-245), T4-23 (246-247), T4-24
link the major sections of the text, create cohesion, and	(248-249), T4-25 (250-251), T4-26 (252-254)
clarify the relationships among complex ideas and	
concepts;	
j. use precise language and domain-specific vocabulary,	Section 4: T4-20 (239-240), T4-26 (275-276)
and techniques such as metaphor, simile, and analogy	
to manage the complexity of the topic;	
k. establish and maintain a consistent style and	Section 4: T4-35 (273-274)
objective tone while attending to the norms and	
conventions of the discipline; and	
I. provide a concluding statement or section that	Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259-
follows from and supports the information or	260)
explanation presented.	
Standard 3: Write narratives to develop real or imagined e	experiences or events using effective techniques, weil-
chosen details, and well- structured event sequences.	periance to write parratives that:
3.1 Gather ideas from texts, multimedia, and personal exp a. develop real or imagined experiences or events using	Section 6: T6-4 (418), T6-9 (426), T6-18 (442-443), T6-
effective techniques, well-chosen details, and well-	22 (450-451), T6-25 (455-457)
structured event sequences;	ک (۲٫٫٫٫٫٫٫٫٬۲٫٬۲٫٬۲۰٬۲۰)
b. engage and orient the reader by setting out a	Section 6: T6-12 (431), T6-14 (434-435, T6-15 (436-
problem, situation, or observation, establishing one or	437), T6-24 (453-454), T6-25 (455-457)
multiple point(s) of view, and introducing a narrator	
and/or characters;	
c. create a smooth progression of experiences or	Section 6: T6-24 (453-454), T6-25 (455-457)
events;	
d. use narrative techniques of dialogue, pacing,	Section 6: T6-9 (426), T6-10 (4727-428), T6-16 (439-
description, reflection, and multiple plot lines to	<b>440)</b> , T6-17 (440-441), T6-18 (442-443), T6-20 (446-
develop experiences, events, and/or characters;	447),
e. use a variety of techniques to sequence events so	Section 6: T6-18 (442-443), T6-24 (453-454), T6-25
that they build on one another to create a coherent	(455-457)
whole and build toward a particular tone and outcome;	
f. develop and strengthen writing as needed by	Section 6: T64 (418), T6-6 (421-422), T6-28 (461-463,
planning, revising, editing, rewriting;	T6-29 (464-465, T6-30 (466), T6-31 467-469
g. use precise words and phrases, telling details, and	Section 6: T6-16 (439-440), T6-19 (444-445), T6-21
sensory language to convey a vivid picture of the	(448-449), T6-30 (466)
experiences, events, setting, and/or characters; and	
h. provide a conclusion that follows from and reflects	Section 6: T6-26 (458-459), T6-27 (459-460)
on what is experienced, observed, or resolved over the	
course of the narrative	
Language	
Standard 4: Demonstrate command of the conventions of	standard English grammar and usage when writing or
speaking. 4.1 When writing:	
	Section 2: T2-20 (125 126)
a. use verb, noun, prepositional, and verbal phrases to communicate different meanings;	Section 2: T2-29 (125-126)
b. use independent, dependent, noun, relative, and	Section 2: T2-30 (127-128)
adverbial phrases and clauses to convey shades of	
meaning and variety;	
c. demonstrate command of grammar and usage rules;	Section 2: T2-27 (121-122), T2-28 (123-124), T2-29
	(125-126), T2-30 (127-128), T2-31 (129-130), T2-32
	(131-132), T2-33 (133-134), T2-36 (138-141), T2-38
al analysis and and the state of the state o	(144-145)
d. apply the understanding that usage is a matter of	Teachers have the opportunity to discuss this standard
convention, can change over time, and is sometimes contested; and	in Section 2.
CUITESTER, dilu	



South Carolina College- and Career-Ready Standards and Indicators for English 3	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
e. resolve issues of complex or contested usage, consulting references as needed.	This standard is generally beyond the scope of the program, but opportunities to discuss could occur as students revise each writing type. See for example, Section 4: T4-39 (280-282) Section 5: T5-30 (383-385) Section 6: T6-31 (467-469)
Standard 5: Demonstrate command of the conventions of spelling when writing.	
5.2 Use:	
a. semicolon, colon, and comma conventions; and	Section 2: T2-34 (135-136), T2-36 (138-141), T2-37 (142-143), T2-38 (144-145)
b. hyphenation conventions.	Section 2: T2-40 (147-149)
Range and Complexity	
Standard 6: Write independently, legibly, and routinely fo and extended time frames.	r a variety of tasks, purposes, and audiences over short
6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain- specific tasks, and for a variety of purposes and audiences.	The entire program supports this standard.
6.4 Demonstrate effective keyboarding skills.	Section 2: T2-8 (82-83), T2-9 (84-85), T2-10 (86-87)
Communication (C)	
Meaning and Context Standard 1: Interact with others to explore ideas and cond interpretations through collaborative conversations; build views while respecting diverse perspectives.	
1.1 Gather information from print and multimedia	Section 4: T4-32 (266-267)
sources to prepare for discussions; draw on evidence	Section 7: T7-9 (517-518)
that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.	Section 8: T8-15 (573-574), T8-16 (575-576)
1.2 Initiate and participate effectively in a range of	Section 1: 9, T1-4 (10-11), T1-5 (11-12), T1-6 (13-14),
collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.	14, T1-8 (15-16), T1-10 (19), T1-11 (20-21), T1-12 (22- 23), T1-13 (25-26), T1-14 (26-27), T1-15 (28-29), T1-16 (29-30), T1-17 (31-32), T1-18 (32-34), T1-19 (35-36), T1- 21 (38-39), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1- 28 (51-53), T1-29 (54-56), 58 <b>Section 2:</b> T2-1 (68-69), T2-2 (70-71), T2-3 (72), T2-4 (73-74), T2-5 (75-76), T2-6 (77-78), T2-8 (82-83), T2-12 (90-91), T2-13 (93-94), T2-14 (95-96), T2-15 (97-98), T2- 16 (98-99), T2-17 (100-102), T2-19 (106-107), T2-20 (108), T2-21 (109-110), T2-22 (111-112), T2-23 (113), T2-24 (114-115), T2-25 (116-117), T2-26 (118-119), T2- 27 (121-122), T2-28 (123-124), T2-29 (125-126), T2-30 (127-128), T2-31 (129-130), T2-33 (133-134), T2-34 (135-136), T2-35 (137), T2-37 (142-143), T2-38 (144-
Sentember 2016 Page 2	145), T2-39 (146), T2-40 (147-149) <b>Section 3:</b> T3-1 (159-160), T3-2 (161-163), T3-3 (165), T3-4 (166-167), T3-6 (170-171), T3-7 (172-175), T3-8 (176-177), T3-9 (178-179), T3-10 (180-181), T3-11 (182- 183), T3-12 (185-186) <b>Section 4:</b> T4-3 (199-200), T4-4 (201-202), T4-5 (203- 205), T4-6 (206-207), T4-7 (208-210), T4-8 (212-213), T4-9 (214-215), T4-10 (216-217), T4-11 (218-221), T4-12 (222-223), T4-13 (224-226), T4-14 (228), T4-16 (231- 132), T4-18 (235-236), T4-19 (237-238), T4-20 (239- 240)-243, T4-22 (244-245), T4-24 (248-249), T4-26 (252-



South Carolina College- and Career-Ready Standards	Strategy (page number) in Step Up to Writing where
and Indicators for English 3	Standard is Addressed
	254), T4-27 (256), T4-28 (257-258), T4-29 (259-260), T4- 30 (262-263), T4-31 (264-265), T4-32 (266-267), T4-35 (273-274), T4-37 (277-278), T4-38 (279), T4-39 (280- 282), T4-46 (295-296), T4-47 (297-298), T4-48 (299- 301), T4-49 (302-303), T4-50 (304-305)
	Section 5: T5-2 (323-325), T5-4 (328-329), T5-7 (334- 336), T5-8 (338-339), T5-9 (340), T5-10 (341-342), T5-11 (343-345), T5-13 (348-349), T5-14 (350), T5-15 (351- 352), T5-16 (353-354), T5-17 (355-356), T5-20 (361-
	363), T5-21 (364-366), T5-23 (369), T5-24 (370-371), T5- 27 (377-378), T5-29 (381-382), T5-30 (383-385), T5-34 (392-393), T5-34 (392-393), T5-36 (396-397), T5-37 (398-399), T5-38 (400-401)
	Section 6: T6-1 (413-414), T6-3 (416-417), T6-8 (424- 425), T6-10 (427-428), T6-13 (432-433), T6-14 (434- 435), 436-438T6-16 (439-440), T6-17 (440-441), T6-18 (442-443), T6-19 (444-445), T6-20 (446-447), T6-21
	(448-449), T6-22 (450-451), T6-24 (453-454), T6-26 (458-459), T6-27 (459-460), T6-31 (467-469), T6-38 (483-485), T6-39 (486-487) Section 7: T7-1 (501-502), T7-2 (503-505), T7-4 (508-
	509), T7-5 (510-511), T7-6 (512-513), T7-8 (516), T7-12 (524-525), T7-14 (529-530), T7-15 (531-532) <b>Section 8:</b> T8-13 (570-571), T8-14 (572-573)
1.2 Develop apply and a livet residences	Section 9: T9-2 (594-595), T9-4 (597-598), T9-5 (599- 601), T9-6 (602), T9-8 (605-609), T9-9 (610-614), T9-10 (615-616)
1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	Section 2: T2-7 (79-81) Section 8: T8-17 (577-578), T8-18 (579-580), T8-19 (581-582), T8-21 (585-586)
1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and	Section 1: T2-7 (79-81), T2-11 (88-89) Section 4: T4-34 (271-272) Section 5: T5-26 (375-376)
articulating new understandings.	Section 6: T6-29 (464-465) Section 7: T7-9 (517-518) Section 8: T8-12 (568-569), T8-15 (573-574), T8-16 (575-576), T8-17 (577-578), T8-18 (579-580), T8-19
1.5 Synthesize areas of agreement and disagreement	(581-582), T8-21 (585-586) Section 1: T2-7 (79-81), T2-11 (88-89)
including justification for personal perspective; revise conclusions based on new evidence.	Section 4: T4-5 (203-205), T4-17 (233-234) Section 5: T5-1 (321-322), T5-6 (332-333) Section 8: T8-15 (573-574), T8-16 (575-576), T8-17
	(577-578), T8-18 (579-580), T8-19 (581-582), T8-20 (584-585), T8-21 (585-586)
1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	Section 4: T4-32 (266-267) Section 8: T8-2 (549-550), T8-5 (554-555), T8-6 (556- 557), T8-8 (560-561), T8-10 (564-565), T8-11 (566-567), T8-15 (573-574), T8-20 (584-585)
Standard 2: Articulate ideas, claims, and perspectives in a credible evidence from sources.	logical sequence using information, findings, and
2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can	<b>Section 8:</b> T8-1 (548-549), T8-2 (549-550), T8-3 (551- 552), T8-4 (553-554), T8-5 (554-555), T8-6 (556-557), T8-7 (559), T8-8 (560-561), T8-9 (562-563), T8-10 (564- 565), T8-11 (566-567), T8-13 (570-571), T8-14 (572- 572) T8-20 (584-585)
follow the line of reasoning, and the organization,	573), T8-20 (584-585)



South Carolina College- and Career-Ready Standards and Indicators for English 3	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
development, substance, and style are appropriate to purpose, audience, and task.	
2.2 Distinguish between credible and non-credible	Section 5: T5-12 (347-348)
sources of information.	<b>Section 7:</b> T7-6 (512-513), T7-7-7 (514-515), T7-8 (516), T7-9 (517-518)
	Section 8: T8-14 (572-573), T8-16 (575-576)
2.3 Quote or paraphrase the data and conclusions of	Section 2: T2-36 (138-141)
others while avoiding plagiarism and following a standard format for citation.	Section 4: T4-17 (233-234), T4-21 (241-242), T4-32 (266-267)
	Section 5: T5-16 (353-354)
	Section 7: T7-3 (506-507), T7-6 (512-513), T7-7 (514-
	515), T7-8 (516), T7-9 (517-518), T7-10 (519-521), T7-11 (522-523), T7-12 (524-525), T7-13 (527-528), T7-14
	(529-530), T7-15 (531-532), T7-16 (533-534), T7-18
	(540-542)
	Section 8: T7-6 (512-513)
2.4 Adapt speech to a variety of contexts and tasks,	Section 2: T2-11 (88-89)
using standard English when indicated or appropriate.	Section 8: T8-1 (548-549), T8-2 (549-550), T8-4 (553-
	554), T8-5 (554-555), T8-7 (559), T8-8 (560-561), T8-9
	(562-563), T8-10 (564-565), T8-11 (566-567), T8-12
Standard 3: Communicate information through strategic of	(568-569), T8-14 (572-573)
understanding when presenting ideas and information.	ase of multiple modalities and multimedia to enfici
3.1 Analyze how context influences choice of	Section 5: T5-12 (347-348)
communication, and employ the appropriate mode for	Section 8: T8-4 (553-554), T8-14 (572-573), T8-16 (575-
presenting ideas in a given situation.	576)
3.2 Construct engaging visual and/or multimedia	Section 4: T4-32 (266-267)
presentations using a variety of media forms to	Section 8: T8-2 (549-550), T8-5 (554-555), T8-6 (556-
enhance understanding of findings, reasoning, and	557), T8-8 (560-561), T8-10 (564-565), T8-11 (566-567),
evidence for diverse audiences.	T8-15 (573-574), T8-20 (584-585)
Language, Craft, and Structure	
Standard 4: Critique how a speaker addresses content and inform, engage, and impact audience and convey messag	
4.1 Evaluate a speaker's point of view, reasoning, and	Section 8: T8-4 (553-554), T8-14 (572-573), T8-16 (575-
use of evidence and rhetoric, assessing the stance,	576)
premises, links among ideas, word choice, points of emphasis, and tone used.	
4.2 Analyze the speaker's delivery of messages that	Section 8: T8-2 (549-550), T8-16 (575-576)
present an apparent and logical perspective on the	
subject and support the central idea with well-chosen	
and well-organized facts and details.	
4.3 Evaluate the effectiveness of the speaker's use of	Section 8: T8-4 (553-554), T8-13 (570-571), T8-14 (572-
repetition, rhetorical questions, and delivery style to	573), T8-16 (575-576)
convey the message and impact the audience.	maat audience and convey massage
Standard 5: Incorporate craft techniques to engage and in	mpact audience and convey messages. Section 8: T8-2 (549-550), T8-6 (556-557), T8-8 (560-
5.1 Give extemporaneous and planned presentations that are engaging and well-crafted.	561), T8-9 (562-563), T8-10 (564-565), T8-11 (566-567),
	T8-15 (573-574), T8-20 (584-585)
5.2 Deliver messages that present an apparent and	Section 8: T8-4 (553-554), T8-10 (564-565), T8-11 (566-
logical perspective on the subject and support the	567), T8-13 (570-571)
central idea with well-chosen and well-organized facts	
and details.	



South Carolina College- and Career-Ready Standards	Strategy (page number) in <i>Step Up to Writing</i> where
and Indicators for English 3	Standard is Addressed
5.3 Develop messages that use logical, emotional, and ethical appeals.	<b>Section 8:</b> T8-1 (548-549), T8-2 (549-550), T8-4 (553- 554), T8-8 (560-561), T8-10 (564-565), T8-11 (566-567)



South Carolina College- and Career-Ready Standards and Indicators for English 4	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions	based on interests and/or needs that can be
investigated.	
1.1 Use a recursive process to develop, evaluate, and	Section 7: T7-4 (508-509), T7-5 (510-511)
refine, questions to broaden thinking on a specific idea	
that directs inquiry for new learning and deeper	
understanding.	
Standard 2: Transact with texts to formulate questions, pr	opose explanations, and consider alternative views and
multiple perspectives.	
2.1 Analyze ideas and information from text and	Section 7: T7-8 (516), T7-9 (517-518)
multimedia by formulating questions, proposing	
interpretations and explanations, and considering	
alternative views and multiple perspectives.	
Standard 3: Construct knowledge, applying disciplinary co	ncepts and tools, to build deeper understanding of the
world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action by using appropriate	Section 7: T7-3 (506-507)
discipline specific strategies.	
3.2 Examine historical, social, cultural, or political	Section 7: T7-7 (514-515)
context to broaden inquiry and create questions.	
3.3 Gather information from a variety of primary and	Section 7: T7-14 (529-530)
secondary sources and evaluate for perspective,	Section 7. 17 14 (323 336)
validity, and bias.	
3.4 Organize and categorize important information;	Section 7: T7-10 (519-521), 520-523, T7-14 (529-530)
synthesize relevant ideas to build a deeper	Section 7. 17-10 (313-321), 320-323, 17-14 (323-330)
understanding; communicate new learning; identify	
implications for future inquiry.	
Standard 4: Synthesize information to share learning and/	ar take action
4.1 Employ a critical stance to analyze relationships and	Section 7: T7-7 (516), T7-8 (517-518), T7-10 (519-521)
	Section 7. 17-7 (510), 17-8 (517-516), 17-10 (519-521)
patterns of evidence to confirm conclusions.	Continue 7: 17 11 (522 522)
4.2 Evaluate findings; address conflicting information;	Section 7: T7-11 (522-523)
identify misconceptions; and revise.	Continue 7, 17, 12 (524 525)
4.3 Determine appropriate disciplinary tools to	Section 7: T7-12 (524-525)
communicate findings and/or take informed action.	
Standard 5: Reflect throughout the inquiry process to asse	ess metacognition, broaden understanding, and guide
actions, both individually and collaboratively.	
5.1 Acknowledge and consider individual and collective	Section 7: T7-17 (535-538)
thinking; use feedback to guide the inquiry process.	Section 8: T8-16 (575-576)
5.2 Analyze and evaluate previous assumptions; test	Section 7: T7-17 (535-538)
claims; predict outcomes; and justify results to guide	Section 8: T8-16 (575-576)
future action.	
5.3 Analyze the process to evaluate and revise plan and	Section 7: T7-17 (535-538)
strategies; address successes and misconceptions; and	Section 8: T8-16 (575-576)
apply learning to future inquiry.	
Reading - Literary Text (RL)	
Principles of Reading	
Standard 1: Demonstrate understanding of the	
organization and basic features of print.	
Standard 2: Demonstrate understanding of spoken	
words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and	
word analysis skills in decoding words.	
Standard 4: Read with sufficient accuracy and fluency to	



South Carolina College- and Career-Ready Standards	Strategy (page number) in <i>Step Up to Writing</i> where	
and Indicators for English 4	Standard is Addressed	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.		
5.1 Cite strong and thorough textual evidence to	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-5 (11-	
support analysis of what the text says explicitly as well	12), T1-6 (13-14), T1-8 (15-16), T1-12 (22-23), T1-15	
as inferences drawn from the text including	(28-29), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23	
determining where the text leaves matters uncertain;	(43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27	
investigate multiple supported academic	(49-50), T1-29 (54-56), T1-30 (58-59)	
interpretations.	Section 5: T5-35 (394-395)	
	Section 6: T6-1 (413-414), T6-8 (424-425)	
Standard 6: Summarize key details and ideas to support a		
6.1 Analyze the development of related themes across	Section 1: T1-1 (6-7), T1-3 (9-10), T1-6 (13-14), T1-9	
multiple texts citing evidence to support analysis;	(17-18), T1-21 (38-39), T1-26 (48), T1-27 (49-50), T1-29	
provide an objective summary.	(54-56)	
	Section 5: T5-35 (394-395)	
	Section 6: T6-32 (471-472), T6-33 (473-474), T6-39	
Standard 7: Analyze the relationship among ideas, themes	(486-487)	
auditory, and kinesthetic modalities.	s, or topics in multiple media, formats, and in visual,	
7.1 Analyze the development of theme across diverse		
media, modality, and format.		
7.2 Analyze how literary texts and related media allude		
to themes and archetypes from historical and cultural		
traditions.		
Standard 8: Analyze characters, settings, events, and idea	s as they develop and interact within a particular context.	
8.1 Analyze a complex set of ideas or sequence of	Section 1: T1-1 (6-7), T1-15 (28-29), T1-20 (37), T1-26	
events and explain how specific characters, ideas, or	(48)	
events develop and interact within a particular context.	Section 6: T6-19 (444-445)	
Language, Craft, and Structure		
Standard 9: Interpret and analyze the author's use of wor	ds, phrases, and conventions, and how their relationships	
shape meaning and tone in print and multimedia texts.		
9.1 Evaluate the impact of the author's use of diction,	Section 1: T1-23 (43-44), T1-26 (48), T1-27 (49-50)	
conventions, figurative language, and/or language that	Section 3: T3-10 (180-181), T3-12 (185-186)	
is particularly fresh, engaging, or beautiful on meaning	Section 5: T5-35 (394-395)	
and tone.	Section 6: T6-13 (432-433), T6-21 (448-449)	
Standard 10: Apply a range of strategies to determine and meaning words, phrases, and jargon; acquire and use gen		
10.1 Use context clues to determine meanings of words	Section 1: T1-24 (45)	
and phrases.	Section 4: T4-29 (259-260)	
Standard 11: Analyze and provide evidence of how the au		
shape content, meaning, and style.		
11.1 Analyze how point of view and author's	Section 1: T1-25 (46-47), T1-26 (48), T1-29 (54-56)	
perspective and purpose shape content, meaning, and	Section 5: T5-15 (351-352)	
style, supports rhetorical or aesthetic purposes, and	Section 8: T8-14 (572-573), T8-15 (573-574)	
conveys cultural experience.		
Standard 12: Analyze and critique how the author uses stu	ructures in print and multimedia texts to shape meaning	
and impact the reader.		
12.1 Evaluate various texts to formulate a theory	Section 1: T1-27 (49-50), T1-28 (51-53), T1-29 (54-56)	
regarding the authors' use of structure, plot, and	Section 6: T6-8 (424-425), T6-17 (440-441), T6-20 (446-	
manipulation of time citing support from the texts.	447), T6-25 (455-457)	
12.2 Critique how an author's choices concerning how	Section 1: T1-27 (49-50), T1-28 (51-53), T1-29 (54-56)	
to structure texts, order events within the text, and	Section 6: T6-8 (424-425), T-13 (432-433), T6-17 (440-	
manipulate time create different effects.	441), T6-20 (446-447), T6-25 (455-457)	
Range and Complexity		
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		



purpose and understanding. T1-5 (12	Standard is Addressed 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10),
purpose and understanding. T1-5 (12	
	1-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)
1 13.2 Read independently for sustained periods of time <b>Section</b>	<b>1:</b> T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10),
	1-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)
	<b>1:</b> T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-5 (11-
	-6 (13-14), T1-8 (15-16), T1-12 (22-23), T1-15
	, T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23
	, T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27
(49-50)	, T1-29 (54-56), T1-30 (58-59)
Section	<b>5:</b> T5-35 (394-395)
Section	<b>6:</b> T6-1 (413-414), T6-8 (424-425)
Reading - Informational Text (RI)	
Principles of Reading	
Standard 1: Demonstrate understanding of the	
organization and basic features of print.	
Standard 2: Demonstrate understanding of spoken	
words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and	
word analysis skills in decoding words.	
Standard 4: Read with sufficient accuracy and fluency to	
support comprehension.	
Meaning and Context	- he was block and that and the formula standard
Standard 5: Determine meaning and develop logical interpretation	
conclusions, analyzing, synthesizing, providing evidence and invest	
	<b>1:</b> T1-1 (6-7), T1-2 (7-8), T1-4 (10-11), T1-5 (11-
	-6 (13-14), 14, T1-8 (15-16), T1-13 (25-26), T1-14
	, T1-15 (28-29), T1-16 (29-30), T1-17 (31-32), T1- 34), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-
	47), T1-22 (41-42), T1-23 (43-44), T1-24 (43), T1- 47), T1-28 (51-53), T1-29 (54-56), T1-30 (58-59)
	<b>4:</b> T4-18 (235-236)
	<b>5:</b> T5-12 (347-348)
	<b>6:</b> T6-1 (413-414)
Standard 6: Summarize key details and ideas to support analysis of	
	1: T1-1 (6-7), T1-6 (13-14), 14, T1-9 (17-18), T1-
	, T1-11 (20-21), T1-12 (22-23), T1-13 (25-26), T1-
including how they interact and build on one another to 14 (26-2	27), T1-17 (31-32), T1-18 (32-34), T1-19 (35-36),
provide a complex analysis of the topic; provide an T1-21 (	38-39), T1-24 (45), T1-25 (46-47), T1-25 (46-47),
objective summary of the text. T1-28 (	51-53) <i>,</i> T1-31 (59-62)
	<b>4:</b> T4-5 (203-205)
	<b>5:</b> T5-6 (332-333)
	<b>7:</b> T7-2 (503-505), T7-14 (529-530), T7-15 (531-
532)	data la casa dia dia mandri di di di di di dia
Standard 7: Research events, topics, ideas, or concepts through mu	ultiple media, formats, and in visual, auditory,
and kinesthetic modalities.	accord the search of the supervision
	beyond the scope of the program.
modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in	
argument or informative texts.	
Language, Craft, and Structure	
Standard 8: Interpret and analyze the author's use of words, phras	es, text features, conventions, and structures
and how their relationships shape meaning and tone in print and n	
	<b>1:</b> T1-17 (31-32), T1-23 (43-44), T1-24 (45-46),
	46-47)
1 incannies of words and philases, compare and contrast $1$ $1$ $-2.5$ $14$	
	<b>3:</b> T3-7 (172-175), T3-10 (180-181), T3-12 (185-



South Carolina College- and Career-Ready Standards and Indicators for English 4	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
	Section 4: T4-16 (231-132), T4-20 (239-240) Section 6: T6-13 (432-433)
8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.	Section 1: T1-1 (6-7), T1-4 (10-11), T1-25 (46-47), T1-28 (51-53), T1-29 (54-56) Section 5: T5-2 (323-325), T5-3 (326-327), T5-15 (351- 352), T5-17 (355-356), T5-20 (361-363), T5-21 (364- 366) Section 7: T7-2 (503-505), T7-6 (512-513), T7-8 (516) Section 9: T9-8 (605-609)
Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. 9.1 Use context clues to determine meanings of words and phrases.	Section 1: 31, T1-23 (43-44), T1-24 (45-46), T1-25 (46- 47) Section 3: T3-7 (172-175), T3-10 (180-181), T3-12 (185- 186) Section 4: T4-16 (231-132), T4-20 (239-240) Section 6: T6-13 (432-433)
Standard 10: Analyze and provide evidence of how the au meaning, and style.	thor's choice of purpose and perspective shapes content,
10.1 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text	Section 1: T1-25 (46-47), T1-29 (54-56) Section 5: T5-15 (351-352) Section 8: T8-14 (572-573), T8-15 (573-574)
Standard 11: Analyze and critique how the author uses str informational and argument writing.	ructures in print and multimedia texts to craft
11.1 Compare and contrast the effectiveness of author's use of text features and structures to support similar claims.	Section 1: T1-28 (51-53) Section 5: T5-14 (350), T5-15 (351-352), T5-22 (367- 368), T5-31 387-388), T5-32 (389-390), T5-33 (391), T5- 36 (396-397)
11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.	Section 1: T1-24 (45), T1-25 (46-47) Section 4: T4-17 (233-234), T4-18 (235-236) Section 5: T5-13 (348-49), T5-14 (350), T5-15 (351-352), T5-22 (367-368)
Range and Complexity	
Standard 12: Read independently and comprehend a varie acquiring new learning, and building stamina; reflect on a	
12.1 Engage in whole and small group reading with purpose and understanding.	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10), T1-5 (11-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)
12.2 Read independently for a sustained period of time.	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-4 (10), T1-5 (11-12), T1-6 (13-14), T1-7 (14-15), T1-8 (15-16)
12.3 Read and respond to grade-level text to become self-directed, critical readers and thinkers.	Section 1: T1-1 (6-7), T1-2 (7-8), T1-3 (9-10), T1-5 (11- 12), T1-6 (13-14), T1-8 (15-16), T1-12 (22-23), T1-15 (28-29), T1-16 (29-30), T1-20 (37), T1-22 (41-42), T1-23 (43-44), T1-24 (45), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-29 (54-56), T1-30 (58-59) Section 5: T5-35 (394-395) Section 6: T6-1 (413-414), T6-8 (424-425)
Fundamentals of Writing	
Writing (W)	
Meaning, Context, and Craft	
Standard 1: Write arguments to support claims with clear	reasons and relevant evidence.
<ul> <li>1.1 Write arguments that:</li> <li>a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and additional provides and source and s</li></ul>	<b>Section 5:</b> T5-1 (321-322), T5-8 338-339), T5-11 (543- 545), T5-17 (355-356)
differentiate between the claim and counterclaims; b. use relevant information from multiple print and multimedia sources;	<b>Section 5:</b> T5-12 (347-348), T5-13 (348-349), T5-14 (350), T5-15 (351-352), T5-16 (353-354)



South Carolina College- and Career-Ready Standards and Indicators for English 4	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed
c. assess the credibility and accuracy of each source;	Section 5: T5-12 (347-348), T5-13 (348-349), T5-14 (350), T5-15 (351-352), T5-16 (353-354)
d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;	Section 5: T5-6 (332-333), T5-7 (334-336)
e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;	Section 5: T5-13 (348-349), T5-14 (350), T5-15 (351- 352), T5-16 (353-354), T5-17 (355-356)
f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and counterclaims;	<b>Section 5:</b> T5-18 (358-359), T5-19 (360-361), T5-20 (361-363), T5-21 (364-366)
g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;	Section 5: T5-27 (377-378)
h. develop and strengthen writing as needed by planning, revising, editing, rewriting;	Section 5: T5-1 (321-322), T5-2 (323-325), T5-3 (326- 327), T5-4 (328-329), T5-5 (330-331), T5-6 (332-333), T5-7 (334-336), T5-25 (373-374), T5-26 (375-376), T5-27 (377-378), T5-28 379-380), T5-29 (381-382), T5-30 (383-385)
<ul> <li>i. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> </ul>	Section 5: T5-16 (353-354)
<ul> <li>j. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</li> </ul>	Section 5: T5-12 (347-348)
<ul> <li>k. provide a concluding statement or section that follows from and supports the argument presented; and</li> </ul>	Section 5: T5-22 (367-368), T5-23 (369), T5-24 (370- 371)
I. include a call to action.	Section 5: T5-22 (367-368)
accurately through the effective selection, organization, a	ne and convey complex ideas and information clearly and nd analysis of content.
2.1 Write informative/explanatory texts that: a. introduce a topic;	Section 4: T4-8 (212-213), T4-9 (214-215), T4-10 (216- 217)
b. use relevant information from multiple print and multimedia sources;	<b>Section 4:</b> T4-14 (228), T4-15 (229-230), T4-17 (233- 234), T4-18 (235-236)
c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;	Section 4: T4-4-4 (201-212), T4-5 (203-205), T4-6 (206- 207), T4-7 (208-210), T4-23 (246-247), T4-24 (248-249), T4-26 (252-254)
d. assess the credibility and accuracy of each source;	Section 4: T4-14 (228), T4-15 (229-230), T4-17 (233- 234), T4-18 (235-236)
e. include formatting, graphics, and multimedia to aid as needed;	<b>Section 4:</b> T4-30 (262-263), T4-31 (264-265), T4-32 (266-267)
f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;	Section 4: T4-14 (228), T4-15 (229-230), T4-16 (231- 232), T4-17 (233-234), T4-18 (235-236), T4-19 (237- 238), T4-20 (239-240), T4-21 (241-242)
<ul> <li>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> </ul>	Section 4: T4-21 (241-242)
h. develop and strengthen writing as needed by planning, revising, editing, rewriting;	Section 4: T4-33 (269-270), T4-34 (271-272), T4-35 (273-274), T4-36 (275-276), T4-37 (277-278), T4-38 (279), T4-39 (280-282)



i.use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and concepts;         Section 4: T4-22 (244-245), T4-23 (246-247), T4-24 (248-249), T4-25 (250-251), T4-26 (252-254)           i.use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;         Section 4: T4-20 (239-240), T4-26 (252-258), T4-26 (252-258), T4-26 (252-258), T4-26 (252-258), T4-29 (259- 260)           k.establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and         Section 4: T4-35 (273-274)           1.provide a concluding statement or section that follows from and supports the information or explanation presented.         Section 4: T4-35 (273-274)           3.1 Gather ideas from texts, multimedia, and personal experiences or events using effective techniques, well-chosen details, and well- structured event sequences:         Section 6: T6-121 (A31), T6-14 (A34-435, T6-15 (A36- 437), T6-22 (A55-457)           b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a marator and/or characters;         Section 6: T6-12 (A33), T6-25 (A55-457)           c. create a smooth progression of experiences or events;         Section 6: T6-14 (A43, A40, T6-25 (A55-457)           d.use narrative techniques of dialogue, paaing, description, reflection, and multiple plot lines to they build on one another to create a coherent whole and build toward a particular tone and douccome:         Section 6: T6-18 (A42-443), T6-24 (453-454), T6-25 (455-457)	South Carolina College- and Career-Ready Standards and Indicators for English 4	Strategy (page number) in <i>Step Up to Writing</i> where Standard is Addressed	
link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and longing the relationships among complex ideas and longing to manage the complexity of the topic:       (248-249), T4-25 (250-251), T4-26 (252-254)         j. use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic:       Section 4: T4-20 (239-240), T4-26 (275-276)         k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and       Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259-260)         1. provide a concluding statement or section that follows from and supports the information or explanation presented.       Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259-260)         2. Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences:       Section 6: T6-4 (418), T6-9 (426), T6-18 (442-443), T6-25 (455-457)         2. Gave and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;       Section 6: T6-2 (453-454), T6-25 (455-457)         2. Gave as workely of techniques to sequence events so that they build on one another to create a coherent while attending, and well-structured event sequences;       Section 6: T6-2 (453, T6-10 (4727-428), T6-26 (454-3454), T6-25 (455-457)         4. Use narrative techniques of dialogue, pacing, develop real or imagined experiences, overts, and/or characters; and/or characters;       Section 6: T6-4 (418), T6-6 (			
clarity the relationships among complex ideas and concepts;       Section 4: T4-20 (239-240), T4-26 (275-276)         is use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy       Section 4: T4-20 (239-240), T4-26 (275-276)         is use precise complexity of the topic;       Section 4: T4-35 (273-274)         is explained in the topic;       Section 4: T4-35 (273-274)         is use precise with attending to the norms and conventions of the discipline; and       Section 4: T4-37 (256), T4-28 (257-258), T4-29 (259- 260)         Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.       Section 6: T6-4 (418), T6-18 (442-443), T6- 22 (450-451), T6-28 (455, 457)         Structured event sequences;       Section 6: T6-4 (418), T6-14 (434-435, T6-15 (436- 437), T6-24 (453-454), T6-25 (455-457)         No problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;       Section 6: T6-12 (431), T6-14 (434-435, T6-15 (439- 437), T6-24 (453-454), T6-25 (455-457)         evelop experiences, events, and/or characters;       Section 6: T6-10 (4727-428), T6-20 (446- 447), C. create a smooth progression of experiences or section 5: T6-10 (4022-443), T6-24 (453-454), T6-25 (455-457)         evelop experience, events, and/or characters; d. evelop and strengthen writing as needed by thele and build toward a particular tone and outcome; f. develop and strengthen writing an expeed by experienced, observed, or resolved over the course of the narrative			
j. use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the while attending to the norms and conventions of the discipline; and L provide a concluding statement or section that follows from and supports the information or explanation presented. Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences. 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences; b. engage and orien the reader by setting out a problem, situation, or observation, establishing one or multiple policity of view, and introducing a narrator and/or characters; C. create a smooth progression of experiences or events; d. use narrative techniques to sequence events son description, reflection, and multiple politines to develop experiences, events, and/or characters; e. use a variety of techniques to sequence events son discription, reflection, and multiple politines to develop experiences, events, and/or characters; e. use a variety of techniques to sequence events son that they build on one another to create a outcorner; f. develop and strengthen writing as needed by planning, revising, editing, rewriting section 6: T6-12 (431), T6-13 (442-443), T6-21 (443-445), T6-25 (455-457) Section 6: T6-26 (458-459), T6-27 (459-460) Section 6: T6-26 (458-459), T2-21 (103-104), T2-27 (121-122), T2-28 (123-124), T2-29 (125-126), T2-30 (127-128), T2-31 (132-132), T2-33 (133-134), T2-33 (	clarify the relationships among complex ideas and		
and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;       Section 4: T4-35 (273-274)         be establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and       Section 4: T4-35 (273-274)         L provide a concluding statement or section that explanation presented.       Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259- 260)         Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured events equences.       Section 6: T6-14 (418), T6-9 (426), T6-18 (442-443), T6- 22 (450-451), T6-25 (455-457)         b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;       Section 6: T6-12 (453-454), T6-25 (455-457)         c. create a smooth progression of experiences or events;       Section 6: T6-9 (426), T6-10 (4727-428), T6-16 (439- 440), T6-17 (440-441), T6-18 (442-443), T6-20 (446- 447),         e. use a variety of fechniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;       Section 6: T6-18 (424-443), T6-28 (451-452), T6-21 (453-454), T6-25 (458-457),         f. develop and strengthen writing as needed by planning, revising, editing, rewriting; and whot a sexperience, observed, or resolved over the course of the narrative the avariative techniques of the conventions of standard English grammar and usage when writing or speaking.       Section 6: T6-26 (458-459), T6-27 (459-460)         1. herowite a	concepts;		
to manage the complexity of the topic;         section 4: T4-35 (273-274)           k. establish and maintain a consistent style and conventions of the discipline; and         Section 4: T4-35 (273-274)           b. provide a concluding statement or section that a develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.         Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259-260)           2.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:         a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.         Section 6: T6-4 (418), T6-9 (426), T6-18 (442-443), T6-15 (436-437), T6-22 (453-457)           c. were as quences;         Section 6: T6-12 (A31), T6-14 (434-435, T6-15 (436-437), T6-22 (453-454), T6-25 (455-457)           events;         C. create a smooth progression of experiences or events or events;           d. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;         Section 6: T6-18 (442-443), T6-20 (446-442),	j. use precise language and domain-specific vocabulary,	Section 4: T4-20 (239-240), T4-26 (275-276)	
i.e. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and       Section 4: T4-35 (273-274)         i.provide a concluding statement or section that oflows from and supports the information or explanation presented.       Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259- 260)         3.1 Gather ideas from texts, multimedia, and personal experiences or events using effective techniques, well- chosen details, and well-structured event sequences.       Section 6: T6-4 (418), T6-9 (426), T6-18 (442-443), T6- 22 (450-451), T6-25 (455-457)         9. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;       Section 6: T6-12 (431), T6-14 (434-435, T6-15 (436- 437), T6-24 (453-454), T6-25 (455-457)         0. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to davelep experiences, events, and/or characters;       Section 6: T6-12 (426), T6-10 (4727-428), T6-16 (439- 440), T6-17 (440-441), T6-18 (442-443), T6-20 (446- 455-457)         9. use precise words and phrases, telling atolic, and generative techniques to sequence events so that they build on one another to create a coherent typlene and built toward a particular tone and outcome;       Section 6: T6-18 (442, 443), T6-24 (453-454), T6-28 (461-463, T6-29 (464-465, T6-30 (466), T6-31 4467, 469), g. use precise words and phrases, telling details, and genory language to convey a vivid picture of the experiences, events, setting, and/or characters; and h. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative contested; and       Se	and techniques such as metaphor, simile, and analogy		
objective tone while attending to the norms and conventions of the discipline; and       Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259- 260)         I provide a concluding statement or section that follows from and supports the information or explanation presented.       Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259- 260)         Standard 3: Write narratives to develop real or imagined experiences or explanation presented.       Section 6: T6-4 (148), T6-9 (426), T6-18 (442-443), T6- 22 (450-451), T6-25 (455-457)         Structured event sequences;       Section 6: T6-4 (148), T6-29 (426), T6-18 (442-443), T6- 22 (450-451), T6-25 (455-457)         b. engage and orient the reader by setting out a multiple point(s) of view, and introducing a narrator and/or characters;       Section 6: T6-12 (431), T6-14 (434-435, T6-15 (436- 437), T6-24 (453-454), T6-25 (455-457)         c. create a smooth progression of experiences or events;       Section 6: T6-12 (431), T6-14 (4727-428), T6-16 (4727- 440), T6-17 (440-441), T6-10 (4727-428), T6-16 (473- 440), T6-17 (440-441), T6-18 (442-443), T6-20 (446- 447), e. use a variety of techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters; that they build on one another to create a coherent whole and build toward a particular tone and outcome; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; e. use precise words and phrases, telling details, and section 6: T6-16 (439-440), T6-19 (442-443), T6-28 (461-463), T6-29 (463-465), T6-31 (467-469)         sus or acclusion that the follows from and reflects on what is experienced, observed, or resolved over the corresof the narrative       Section 6: T6-26 (458-459), T6-27	to manage the complexity of the topic;		
conventions of the discipline; and1. provide a concluding statement or section that follows from and supports the information or explanation presented.Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well- structured event sequences.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences;b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;c. create a smooth progression of experiences or events;c. use narrative techniques of dialogue, pacing, develop experiences, events, and/or characters;e. use a variety of techniques to sequence events so that by build on one another to create a coherent whole and build toward a particular tone and outcome;f. develop and strengthen writing as needed by planning, revising, editing, end/or characters;g. use recise words and phrases, telling details, and section 6: T6-24 (453.454), T6-21 (454.443), T6-23 (461.463, T6-21 (443.443), T6-23 (464.4445), T6-21 (454.444), T6-12 (444.445), T6-21 (454.444), T6-23 (464.445), T6-21 (454.444), T6-23 (454.454), T6-21 (454.444), T6-23 (456.457.457)e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;f. develop and strengthen writing as needed by plan	k. establish and maintain a consistent style and	Section 4: T4-35 (273-274)	
I. provide a concluding statement or section that       Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259-260)         Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-       Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259-260)         3. Gather ideas from texts, multimedia, and personal experiences or events using effective techniques, well-       Section 6: T6-4 (418), T6-9 (426), T6-18 (442-443), T6-25 (455-457)         3. Gather ideas from texts, multimedia, and personal experience to write narratives that:       Section 6: T6-12 (431), T6-14 (434-435, T6-15 (436-437), T6-24 (453-454), T6-25 (455-457)         b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator       Section 6: T6-12 (431), T6-14 (434-435, T6-15 (436-437), T6-24 (453-454), T6-25 (455-457)         c. create a smooth progression of experiences or events;       Section 6: T6-24 (453-454), T6-25 (455-457)         e. use a variety of techniques of dialogue, pacing, description, reflection, and multiple plot lines to description, reflection, and multiple plot lines to description, reflection and particular tone and outcome;       Section 6: T6-18 (442-443), T6-20 (446-463, T6-30 (466), T6-31 (457-469)         g. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, etting, and/or characters; and h. provide a conclusion that follows from and reflects on what is experience, observed, or resolved over the experience, events, etting, and/or characters; and h. provide a conclusion that follows from and reflects on the narrative command of th			
follows from and supports the information or explanation presented.       260)         Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well- structured event sequences.       Section 6: T6-4 (418), T6-9 (426), T6-18 (442-443), T6- 22 (450-451), T6-25 (455-457)         a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences;       Section 6: T6-12 (431), T6-14 (434-435, T6-15 (436- 437), T6-24 (453-454), T6-25 (455-457)         b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;       Section 6: T6-12 (431), T6-14 (434-435, T6-15 (436- 437), T6-24 (453-454), T6-25 (455-457)         c. create a smooth progression of experiences or events;       Section 6: T6-24 (453-454), T6-25 (455-457)         d. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to that they build no an another to create a coherent whole and build toward a particular tone and outcome; if. develop and strengthen writing as needed by planning, rewising, editing, rewriting;       Section 6: T6-18 (442-443), T6-28 (461-463, T6-29 (464-465, T6-30 (466), 16-29 (464-465, T6-30 (466), 16-21 (418), T6-9 (444-45), T6-21 (448-445), T6-21 (448-449), T6-30 (466)         experienced, observed, or resolved over the course of the narrative       Section 6: T6-26 (458-459), T6-27 (459-460)         Language consulting references as needed.       Section 2: T2-13 (93-94), T2-14 (95-96), T2-15 (97, T2- 16 (98-99), T2-17 (100-102), T2-18 (123-104), T2-30 (			
explanation presented.Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well- structured event sequences.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences;b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;c. create a smooth progression of experiences or events;d. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. use spercise words and phrases, telling details, and esnory language to convey a vivid picture of the experiences, events, setting, and/or characters; and h. provide a conclusion that follows from and reflects on what is experience dostred, or resolved over the course of the narrative4.1 When writing: a. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and consulting references as needed.4.1 When writing: consulting references as needed.a. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and5.2 Demonstrate command of the conventions of <td></td> <td>Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259-</td>		Section 4: T4-27 (256), T4-28 (257-258), T4-29 (259-	
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well- structured devent sequences.Section 6: T6-4 (418), T6-9 (426), T6-18 (442-443), T6- 22 (450-451), T6-25 (455-457)3. Gather ideas from texts, multimedia, and personal experience to write narratives that: a develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured devent sequences; b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or and/or characters; c. create a smooth progression of experiences or events;Section 6: T6-12 (431), T6-14 (434-435, T6-15 (436- 437), T6-25 (455-457)d. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters; e. use a variety of techniques to sequence events so that hey build on one another to create a coherent whole and build toward a particular tone and outcome;Section 6: T6-18 (442-443), T6-28 (453-454), T6-25 (455-457)f. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. ac onclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrativeSection 6: T6-26 (458-459), T6-27 (459-460)4.1 When writing: a. apply the understanding that usage is a matter of contexted; and h. provide a conclusion that follows from and reflects on wat is experienced, observed, or resolved over the course of the narrativeSection 2: T2-13 (93-94), T2-14 (95-96), T2-15 (97, T2- 16 (248-455), T6-27 (129-160), T2-30 (127-128, 172-30), T2-32 (133-		260)	
chosen details, and well- structured event sequences.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:a. develop real or imagine de experiences or events usingSection 6: T6-4 (418), T6-9 (426), T6-18 (442-443), T6-22 (450-451), T6-25 (455-457)b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;Section 6: T6-12 (431), T6-14 (434-435, T6-15 (436-437), T6-25 (455-457)c. create a smooth progression of experiences or events;Section 6: T6-9 (426), T6-10 (4727-428), T6-16 (439-440), T6-17 (440-441), T6-18 (442-443), T6-20 (446-445, T6-10 (4727-428), T6-16 (439-440), T6-17 (440-441), T6-18 (442-443), T6-20 (446-445, T6-25 (455-457))d. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;Section 6: T6-19 (426), T6-10 (4727-428), T6-16 (439-440), T6-18 (442-443), T6-20 (446-445, T6-25 (455-457))e. use a variety of techniques to sequence everts so that they build on one another to create a coherent whole and build toward a particular tone and outcome;Section 6: T6-14 (418), T6-6 (421-422), T6-28 (461-465, T6-30 (466), T6-31 (456),			
a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences;Section 6: T6-4 (418), T6-9 (426), T6-18 (442-443), T6- 22 (450-451), T6-25 (455-457)b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;Section 6: T6-12 (431), T6-14 (434-435, T6-15 (436- 437), T6-24 (453-454), T6-25 (455-457)c. create a smooth progression of experiences or events;Section 6: T6-9 (426), T6-10 (4727-428), T6-16 (439- 440), T6-17 (440-441), T6-18 (442-443), T6-20 (446- 447), G-12 (464-465, T6-30 (466), T6-31 467-469)g. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;f. develop and strengthen writing g. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experienced, observed, or resolved over the course of the narrativeLanguage Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.1. When writing: a. apply the understanding that usage is a matter of contextiq; andb. resolve issues of complex or contested usage, consulting references as needed.1. When writing: a. apply the understanding that usage is a matter of contextiq; andb. resolve issues		experiences or events using effective techniques, well-	
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contested; and       (121-122), T2-28 (123-124), T2-29 (125-126), T2-30         b. resolve issues of complex or contested usage, consulting references as needed.       (127-128), T2-31 (129-130), T2-32 (131-132), T2-33 (133-134), T2-34 (135-136), T2-35 (137), T2-36 (138-141), T2-38 (144-145), T2-39 (146), T2-40 (147-149)         Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.       Section 2: T2-27 (121-122), T2-28 (123-124), T2-29 (125-126), T2-30 (127-128), T2-31 (129-130), T2-32			
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standard English capitalization, punctuation, and (125-126), T2-30 (127-128), T2-31 (129-130), T2-32		Section 2: T2-27 (121-122), T2-28 (123-124), T2-29	
	spelling.	(131-132), T2-33 (133-134), T2-34 (135-136), T2-35	



South Carolina College- and Career-Ready Standards	Strategy (page number) in <i>Step Up to Writing</i> where
and Indicators for English 4	Standard is Addressed (137), T2-36 (138-141), T2-38 (144-145), T2-39 (146), T2-40 (147-140)
Range and Complexity	T2-40 (147-149)
Standard 6: Write independently, legibly, and routinely fo	r a variety of tasks, nurnoses, and audiences over short
and extended time frames.	a variety of tasks, purposes, and addictices over short
6.1 Write routinely and persevere in writing tasks over	The entire program supports this standard.
short and extended time frames, for a range of domain-	
specific tasks, and for a variety of purposes and	
audiences.	
6.4 Demonstrate effective keyboarding skills.	Section 2: T2-8 (82-83), T2-9 (84-85), T2-10 (86-87)
Communication (C)	
Meaning and Context	
Standard 1: Interact with others to explore ideas and cond	cents, communicate meaning, and develop logical
interpretations through collaborative conversations; build views while respecting diverse perspectives.	
1.1 Gather information from print and multimedia	Section 4: T4-32 (266-267)
sources to prepare for discussions; draw on evidence	Section 7: T7-9 (517-518)
that supports the topic, text, or issue being discussed;	Section 8: T8-15 (573-574), T8-16 (575-576)
develop logical interpretations of new findings; and	
restate new interpretations.	
1.2 Initiate and participate effectively in a range of	Section 1: 9, T1-4 (10-11), T1-5 (11-12), T1-6 (13-14),
collaborative discussions with diverse partners; build on	14, T1-8 (15-16), T1-10 (19), T1-11 (20-21), T1-12 (22-
the ideas of others and express own ideas clearly and	23), T1-13 (25-26), T1-14 (26-27), T1-15 (28-29), T1-16
persuasively.	(29-30), T1-17 (31-32), T1-18 (32-34), T1-19 (35-36), T1-
	21 (38-39), T1-25 (46-47), T1-26 (48), T1-27 (49-50), T1-
	28 (51-53), T1-29 (54-56), T1-30 (58-59)
	Section 2: T2-1 (68-69), T2-2 (70-71), T2-3 (72), T2-4
	(73-74), T2-5 (75-76), T2-6 (77-78), T2-8 (82-83), T2-12
	(90-91), T2-13 (93-94), T2-14 (95-96), T2-15 (97-98), T2-
	16 (98-99), T2-17 (100-102), T2-19 (106-107), T2-20
	(108), T2-21 (109-110), T2-22 (111-112), T2-23 (113),
	Т2-24 (114-115), Т2-25 (116-117), Т2-26 (118-119), Т2-
	27 (121-122), T2-28 (123-124), T2-29 (125-126), T2-30
	(127-128), T2-31 (129-130), T2-33 (133-134), T2-34
	(135-136), T2-35 (137), T2-37 (142-143), T2-38 (144-
	145), T2-39 (146), T2-40 (147-149)
	Section 3: T3-1 (159-160), T3-2 (161-163), T3-3 (165),
	T3-4 (166-167), T3-6 (170-171), T3-7 (172-175), T3-8
	(176-177), T3-9 (178-179), T3-10 (180-181), T3-11 (182- 183), T3-12 (185-186)
	Section 4: T4-3 (199-200), T4-4 (201-202), T4-5 (203-
	205), T4-6 (206-207), T4-7 (208-210), T4-8 (212-213),
	T4-9 (214-215), T4-10 (216-217), T4-11 (218-221), T4-12
	(222-223), T4-13 (224-226), T4-14 (228), T4-16 (231-
	132), T4-18 (235-236), T4-19 (237-238), T4-20 (239-
	240)-243, T4-22 (244-245), T4-24 (248-249), T4-26
	(252-254), T4-27 (256), T4-28 (257-258), T4-29 (259-
	260), T4-30 (262-263), T4-31 (264-265), T4-32 (266-
	267), T4-35 (273-274), T4-37 (277-278), T4-38 (279), T4-
	39 (280-282), T4-46 (295-296), T4-47 (297-298), T4-48
	(299-301), T4-49 (302-303), T4-50 (304-305)
	Section 5: T5-2 (323-325), T5-4 (328-329), T5-7 (334-
	336), T5-8 (338-339), T5-9 (340), T5-10 (341-342), T5-11
	(343-345), T5-13 (348-349), T5-14 (350), T5-15 (351-
	352), T5-16 (353-354), T5-17 (355-356), T5-20 (361-
	363), T5-21 (364-366), T5-23 (369), T5-24 (370-371), T5-



South Carolina College- and Career-Ready Standards	Strategy (page number) in Step Up to Writing where
and Indicators for English 4	Standard is Addressed
	27 (377-378), T5-29 (381-382), T5-30 (383-385), T5-34 (392-393), T5-34 (392-393), T5-36 (396-397), T5-37 (398-399), T5-38 (400-401)
	Section 6: T6-1 (413-414), T6-3 (416-417), T6-8 (424-425), T6-10 (427-428), T6-13 (432-433), T6-14 (434-
	435), 436-438T6-16 (439-440), T6-17 (440-441), T6-18 (442-443), T6-19 (444-445), T6-20 (446-447), T6-21 (448-449), T6-22 (450-451), T6-24 (453-454), T6-26
	(458-459), T6-27 (459-460), T6-31 (467-469), T6-38 (483-485), T6-39 (486-487)
	Section 7: T7-1 (501-502), T7-2 (503-505), T7-4 (508- 509), T7-5 (510-511), T7-6 (512-513), T7-8 (516), T7-12 (524-525), T7-14 (529-530), T7-15 (531-532)
	Section 8: T8-13 (570-571), 572 Section 9: T9-2 (594-595), T9-4 (597-598), T9-5 (599-
	601), T9-6 (602), T9-8 (605-609), T9-9 (610-614), T9-10 (615-616)
1.3 Develop, apply, and adjust reciprocal	Section 2: T2-7 (79-81)
communication skills and techniques with other students and adults.	Section 8: T8-17 (577-578), T8-18 (579-580), T8-19 (581-582), T8-21 (585-586)
1.4 Engage in dialogue with peers and adults to explore	Section 1: T2-7 (79-81), T2-11 (88-89)
meaning and interaction of ideas, concepts, and	Section 4: T4-34 (271-272)
elements of text, reflecting, constructing, and	Section 5: T5-26 (375-376)
articulating new understandings.	Section 6: T6-29 (464-465)
	Section 7: T7-9 (517-518)
	Section 8: T8-12 (568-569), T8-15 (573-574), T8-16
	(575-576), T8-17 (577-578), T8-18 (579-580), T8-19
	(581-582), T8-21 (585-586)
1.5 Synthesize areas of agreement and disagreement	Section 1: T2-7 (79-81), T2-11 (88-89)
including justification for personal perspective; revise conclusions based on new evidence.	Section 4: T4-5 (203-205), T4-17 (233-234) Section 5: T5-1 (321-322), T5-6 (332-333)
conclusions based on new evidence.	Section 8: T8-15 (573-574), T8-16 (575-576), T8-17
	(577-578), T8-18 (579-580), T8-19 (581-582), T8-20
	(584-585), T8-21 (585-586)
1.6 Utilize various modes of communication to present	Section 4: T4-32 (266-267)
a clear, unique interpretation of diverse perspectives	Section 8: T8-2 (549-550), T8-5 (554-555), T8-6 (556-
using facts and details.	557), T8-8 (560-561), T8-10 (564-565), T8-11 (566-567),
	T8-15 (573-574), T8-20 (584-585)
Standard 2: Articulate ideas, claims, and perspectives in a credible evidence from sources.	
2.1 Present information and findings from multiple	Section 8: T8-1 (548-549), T8-2 (549-550), T8-3 (551-
authoritative sources; assess the strengths and	552), T8-4 (553-554), T8-5 (554-555), T8-6 (556-557),
limitations of each source, citing supporting evidence	T8-7 (559), T8-8 (560-561), T8-9 (562-563), T8-10 (564-
clearly, concisely, and logically such that listeners can	565), T8-11 (566-567), T8-13 (570-571), T8-14 (572-
follow the line of reasoning, and the organization,	573), T8-20 (584-585)
development, substance, and style are appropriate to purpose, audience, and task.	
2.2 Distinguish between credible and non-credible	Section 5: T5-12 (347-348)
sources of information.	Section 7: T7-6 (512-513), T7-7-7 (514-515), T7-8 (516),
	T7-9 (517-518)
	Section 8: T8-14 (572-573), T8-16 (575-576)
2.3 Quote or paraphrase the data and conclusions of	Section 2: T2-36 (138-141)
others while avoiding plagiarism and following a	Section 4: T4-17 (233-234), T4-21 (241-242), T4-32
standard format for citation.	(266-267)
	Section 5: T6-16 (439-440)



South Carolina College- and Career-Ready Standards	Strategy (page number) in Step Up to Writing where
and Indicators for English 4	Standard is Addressed
	<b>Section 7:</b> T7-3 (506-507), 508-5T1-4 (10-11), T7-6 (512- 513), T7-7 (514-515), T7-8 (516), T7-9 (517-518), T7-10
	(519-521), T7-11 (522-523), T7-12 (524-525), T7-13
	(527-528), T7-14 (529-530), T7-15 (531-532), T7-16
	(533-534), T7-18 (540-542)
	Section 8: T7-6 (512-513)
2.4 Adapt speech to a variety of contexts and tasks,	Section 2: T2-11 (88-89)
using standard English when indicated or appropriate.	<b>Section 8:</b> T8-1 (548-549), T8-2 (549-550), T8-4 (553-
	554), T8-5 (554-555)T8-7 (559), T8-8 (560-561), T8-9
	(562-563), T8-10 (564-565), T8-11 (566-567), T8-12
	(568-569), T8-14 (572-573)
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Analyze how context influences choice of	Section 5: T5-12 (347-348)
communication, and employ the appropriate mode for	Section 8: T8-4 (553-554), T8-14 (572-573), T8-16 (575-
presenting ideas in a given situation.	576)
3.2 Construct engaging visual and/or multimedia	Section 4: T4-32 (266-267)
presentations using a variety of media forms to	Section 8: T8-2 (549-550), T8-5 (554-555), T8-6 (556-
enhance understanding of findings, reasoning, and	557), T8-8 (560-561), T8-10 (564-565), T8-11 (566-567),
evidence for diverse audiences.	T8-15 (573-574), T8-20 (584-585)
evidence for diverse addiences.	10-13 (373-374), 10-20 (304-303)
Language, Craft, and Structure	
Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally	
inform, engage, and impact audience and convey messages.	
4.1 Evaluate a speaker's point of view, reasoning, and	Section 8: T8-4 (553-554), T8-14 (572-573), T8-16 (575-
use of evidence and rhetoric, assessing the stance,	576)
premises, links among ideas, word choice, points of	
emphasis, and tone used.	
4.2 Evaluate the speaker's delivery of messages that	Section 8: T8-2 (549-550), T8-16 (575-576)
present an apparent and logical perspective on the	
subject and support the central idea with well-chosen	
and well-organized facts and details.	
4.3 Evaluate the effectiveness of the speaker's use of	Section 8: T8-4 (553-554), T8-13 (570-571), T8-14 (572-
repetition, rhetorical questions, and delivery style to	573), T8-16 (575-576)
convey the message and impact the audience.	
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Give extemporaneous and planned presentations	Section 8: T8-2 (549-550), T8-6 (556-557), T8-8 (560-
that are engaging and well-crafted.	561), T8-9 (562-563), T8-10 (564-565), T8-11 (566-567),
	T8-15 (573-574), T8-20 (584-585)
5.2 Deliver messages that present an apparent and	Section 8: T8-4 (553-554), T8-10 (564-565), T8-11 (566-
logical perspective on the subject and support the	567), T8-13 (570-571)
central idea with well-chosen and well-organized facts	
and details.	
5.3 Develop messages that use logical, emotional, and	Section 8: T8-1 (548-549), T8-2 (549-550), T8-4 (553-
ethical appeals.	554),, T8-8 (560-561), T8-10 (564-565), T8-11 (566-567)
	1 3341 10-0 1300-3011. 10-10 1304-3031. 10-11 1300-3071

