

GRADES 3-5

Step Up
to Writing®



Step Up to Writing, Grades 3-5

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

September 2016

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 3	Strategy (and 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 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	Section 7: E7-4 (556-557), E7-5 (558-560)
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	Section 7: E7-5 (558-560), E7-9 (569-571), E7-10 (573-575)
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	Section 7: E7-2 (551-553)
3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	Section 7: E7-10 (573-575), E7-11 (576-579), E7-16 (590)
Standard 4: Synthesize information to share learning and/or take action.	
4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	Section 7: E7-8 (566-568), E7-13 (582-584)
4.2 Reflect on findings to build deeper understanding and determine next steps.	Section 7: E7-18 (595-596), E7-19 (597-598)
4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	Section 7: E7-20 (599-600)
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 Acknowledge and value individual and collective thinking.	Section 7: E7-19 (597-598) Section 8: E8-18 (650-652), E8-19 (653-657), E8-23 (665-666)
5.2 Employ past and present learning to monitor and assess current learning and guide inquiry.	Section 7: E7-19 (597-598) Section 8: E8-18 (650-652), E8-19 (653-657), E8-23 (665-666)
5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	Section 7: E7-19 (597-598) Section 8: E8-18 (650-652), E8-19 (653-657), E8-23 (665-666)
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.	
3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.	Section 3: E3-16 (259-260)
3.6 Read grade-appropriate irregularly spelled words.	Section 2: E2-26 (150-151)
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	
Meaning and Context	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Ask and answer inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	Section 1: E1-1 (6), E1-3 (9-10), E1-18 (39-40), E1-20 (43-44), E1-30 (65-66), E1-31 (67-68), E1-32 (69-70), E1-33 (71-72)

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	Section 6: E6-14 (493-495) Section 9: E9-4 (686-690), E9-8 (698-700)
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Determine the theme by recalling key details that support the theme.	Section 6: E6-6 (476-478), E6-26 (523-525) Section 10: E10-11 (745-746)
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.	
7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.	Section 1: E1-20 (43-44), E1-26 (56-57) Section 6: E6-1 (465-466), E6-26 (523-525)
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Use text evidence to:	
a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and	Section 1: E1-20 (43-44); E1-26 (56-57) Section 6: E6-1 (465-466); E6-26 (523-525)
b. explain the influence of cultural and historical context on characters, setting, and plot development.	
Language, Craft, and Structure	
Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and tone.	Section 3: E3-17 (261-263), E3-18 (264-266)
9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	Section 3: E3-13 (252-254), E3-14 (255-256), E3-17 (261-263), E3-18 (264-266) Section 10: E10-15 (753-755)
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 paragraph-level context to determine the meaning of words or phrases.	Section 3: E3-13 (252-254)
10.2 Determine the meaning of a word when an affix is added to a base word.	Section 3: E3-15 (257-258), E3-16 (259-260)
10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	Section 3: E3-1 (228-229), E3-2 (230-231), E3-3 (232-233), E3-4 (234-235), E3-5 (237-238), E3-6 (239-240), E3-8 (243-244), E3-9 (245-246), E3-15 (257-258), E3-16 (259-260)
10.6 Acquire and use general academic and domain-specific words or phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	Section 1: E1-7 (16-17), E1-15 (257-258), E1-20 (43-44), E1-24 (52-53), E1-25 (54-55), E1-26 (56-57), E1-27 (58-59), E1-31 (67-68), E1-32 (69-70), E1-33 (71-72), E4-34 (364-365), E1-35 (76-77) Section 2: E2-1 (97-99), E2-2 (100-101), E2-3 (102-103), E2-4 (104-105), E2-10 (118), E2-12 (121-122), E2-15 (127-128), E2-16 (129-130), E2-17 (132-133), E2-18 (134-135), E2-19 (136-137), E2-20 (138-139), E2-21 (140-141), E2-22 (142-143), E2-23 (144), E2-24 (145-147), E2-25 (148-149), E2-26 (150-151), E2-28 (154-156), E2-30 (160-161), E2-31 (162-163), E2-34 (169-170), E2-44 (191-193), E2-49 (202-203), E2-51 (207-208)

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South Carolina College- and Career-Ready Standards and Indicators for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	<p>Section 3: E3-1 (228-229), E3-2 (230-231), E3-3 (232-233), E3-4 (234-235), E3-5 (237-238), E3-6 (239-240), E3-7 (241-242), E3-8 (243-244), E3-9 (245-246), E3-10 (247), E3-12 (250-251), E3-14 (255-256), E3-15 (257-258), E3-16 (259-260), E3-17 (261-263), E3-19 (267-269), E3-20 (270), E3-22 (275-278)</p> <p>Section 4: E4-11 (309-310), E4-12 (311-312), E4-14 (318-319), E4-17 (324-325), E4-21 (332-333), E4-22 (334-336), E4-23 (337-338), E4-24 (339-341), E4-28 (348-350), E4-29 (351-352), E4-30 (353-355), E4-31 (357-359), E4-32 (360-361), E4-33 (362-363), E4-34 (364-365)</p> <p>Section 5: E5-1 (381-382), E5-3 (385-387), E5-9 (403-404), E5-11 (410-411), E5-19 (427-428), E5-20 (429-431), E5-21 (432-434), E5-25 (442-445), E5-26 (344), E5-27 (448-450)</p> <p>Section 6: E6-1 (465-466), E6-2 (467-468), E6-4 (471-472), E6-5 (473-475), E6-8 (481-482), E6-9 (483-484), E6-10 (485-486), E6-12 (489-490), E6-15 (497-498), E6-16 (499-501), E6-17 (502-503), E6-18 (504-505), E6-21 (511-512), E6-22 (513-515), E6-25 (520-522), E6-26 (523-525), E6-27 (526-527), E6-29 (531-532), E6-30 (533-534)</p> <p>Section 7: E7-1 (548-550), E7-6 (562-563), E7-7 (564-565), E7-12 (580-581), E7-15 (588-589), E7-16 (590-591)</p> <p>Section 8: E8-2 (612-614), E8-10 (631-632), E8-11 (633-634), E8-17 (647-649), E8-18 (650-652)</p> <p>Section 9: E9-3 (685), E9-4 (686-690), E9-7 (696-697), E9-8 (698-700)</p> <p>Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727), E10-5 (731-732), E10-6 (733-734), E10-7 (735-737), E10-8 (738-739), E10-12 (747-749), E10-13 (749-750), E10-15 (753-755), E10-16 (756-758), E10-17 (759-760)</p>
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	
11.1 Explain the differences between first and third person points of view.	Section 1: E1-6 (14-15) Section 6: E6-1 (465-466), E6-12 (489-490)
11.2 Compare and contrast the reader's point of view to that of the narrator or character.	Section 6: E6-12 (489-490)
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.	Section 1: E1-26 (56-57) Section 10: E10-15 (753-755), E10-16 (756-758)
12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.	Section 6: E6-1 (465-466), E6-4 (471-472)
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.	
13.1 Engage in whole and small group reading with purpose and understanding.	Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19),

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	E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)
13.2 Read independently for sustained periods of time to build stamina.	Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)
13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.	Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27) Section 10: E10-11 (745-746)
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.	
3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.	Section 3: E3-16 (259-260)
3.6 Read grade-appropriate irregularly spelled words.	
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	
Meaning and Context	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	Section 1: E1-3 (9-10), E1-4 (11), E1-18 (39-40), E1-19 (41-42), E1-30 (65-66), E1-31 (67-68), E1-32 (69-70), E1-33 (71-72) Section 7: E7-15 (588-590) Section 9: E9-4 (686-690), E9-8 (698-700), E9-9 (701-705)
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Summarize multi-paragraph texts using key details to support the central idea.	Section 1: E1-13 (252-254), E1-14 (255-256), E1-15 (257-258), E1-16 (259-260), E1-18 (39-40), E1-22 (47-48), E1-23 (49-50), E1-24 (52-53), E1-29 (62-63), E1-36 (78-79) Section 4: E4-1 (285-286), E4-2 (287-288), E4-4 (291-292), E4-6 (294-296), E4-9 (302-303), E4-15 (320-321), E4-16 (322-323), E4-19 (328), E4-20 (329-331), E4-22 (334-336), E4-25 (342-343), E4-26 (344), E4-27 (345-347) Section 5: E5-2 (383-384), E5-3 (385-387), E5-4 (388-389), E5-5 (390-391), E5-11 (410-411), E5-14 (417-418), E5-17 (423-424), E5-18 (425-426), E5-19 (427-428), E5-21 (432-434), E5-22 (435-437), E5-24 (439-441), E5-25 (442-445) Section 6: E6-2 (467-468) Section 7: E7-9 (569-571), E7-16 (590) Section 9: E9-7 (696-697)
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast diverse texts on the same topic, idea, or concept.	Section 5: E5-11 (410-411) Section 7: E7-9 (569-571)

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Section 9: E9-7 (696-697)	
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 Explain how the author uses words and phrases to inform, explain, or describe.	Section 3: E3-14 (255-256), E3-17 (261-263), E3-22 (275-278)
8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features to a text.	Section 4: E4-28 (348-350), E4-29 (351-352), E4-30 (353-355) Section 7: E7-7 (564-565), E7-8 (566-568) Section 9: E9-8 (698-700)
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 paragraph-level context to determine the meaning of words or phrases.	Section 1: E1-22 (47-48) Section 3: E3-13 (252-254), E3-14 (255-256), E3-22 (275-278)
9.2 Determine the meaning of a word when an affix is added to a base word.	Section 3: E3-15 (257-258), E3-16 (259-260)
9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	Section 3: E3-1 (228-229), E3-2 (230-231), E3-3 (232-233), E3-4 (234-235), E3-5 (237-238), E3-6 (239-240), E3-8 (243-244), E3-9 (245-246), E3-15 (257-258), E3-16 (259-260)
9.5 Acquire and use general academic and domain-specific words or phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	Section 1: E1-7 (16-17), E1-15 (257-258), E1-20 (43-44), E1-24 (52-53), E1-25 (54-55), E1-26 (56-57), E1-27 (58-59), E1-31 (67-68), E1-32 (69-70), E1-33 (71-72), E1-35 (76-77) Section 2: E2-1 (97-99), E2-2 (100-101), E2-3 (102-103), E2-4 (104-105), E2-10 (118), E2-12 (121-122), E2-15 (127-128), E2-16 (129-130), E2-17 (132-133), E2-18 (134-135), E2-19 (136-137), E2-20 (138-139), E2-21 (140-141), E2-22 (142-143), E2-23 (144), E2-24 (145-147), E2-25 (148-149), E2-26 (150-151), E2-28 (154-156), E2-30 (160-161), E2-31 (162-163), E2-34 (169-170), E2-44 (191-193), E2-49 (202-203), E2-51 (207-208) Section 3: E3-1 (228-229), E3-2 (230-231), E3-3 (232-233), E3-4 (234-235), E3-5 (237-238), E3-6 (239-240), E3-7 (241-242), E3-8 (243-244), E3-9 (245-246), E3-10 (247), E3-12 (250-251), E3-14 (255-256), E3-15 (257-258), E3-16 (259-260), E3-17 (261-263), E3-19 (267-269), E3-20 (270), E3-22 (275-278) Section 4: E4-11 (309-310), E4-12 (311-312), E4-14 (318-319), E4-17 (324-325), E4-21 (332-333), E4-22 (334-336), E4-23 (337-338), E4-24 (339-341), E4-28 (348-350), E4-29 (351-352), E4-30 (353-355), E4-31 (357-359), E4-32 (360-361), E4-33 (362-363), E4-34 (364-365) Section 5: E5-1 (381-382), E5-3 (385-387), E5-9 (403-404), E5-11 (410-411), E5-19 (427-428), E5-20 (429-431), E5-21 (432-434), E5-25 (442-445), E5-26 (344), E5-27 (448-450) Section 6: E6-1 (465-466), E6-2 (467-468), E6-4 (471-472), E6-5 (473-475), E6-8 (481-482), E6-9 (483-484), E6-10 (485-486), E6-12 (489-490), E6-15 (497-498), E6-16 (499-501), E6-17 (502-503), E6-18 (504-505), E6-21 (511-512), E6-22 (513-515), E6-25 (520-522), E6-26

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South Carolina College- and Career-Ready Standards and Indicators for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
	(523-525), E6-27 (526-527), E6-29 (531-532), E6-30 (533-534) Section 7: E7-1 (548-550), E7-6 (562-563), E7-7 (564-565), E7-12 (580-581), E7-15 (588-589), E7-16 (590) Section 8: E8-2 (612-614), E8-10 (631-632), E8-11 (633-634), E8-17 (647-649), E8-18 (650-652) Section 9: E9-3 (685), E9-4 (686-690), E9-7 (696-697), E9-8 (698-700) Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727), E10-5 (731-732), E10-6 (733-734), E10-7 (735-737), E10-8 (738-739), E10-12 (747-749), E10-13 (749-750), E10-15 (753-755), E10-16 (756-758), E10-17 (759-760)
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 State the author’ purpose; distinguish one’s own perspective from that of the author.	Section 2: E2-2 (97-99) Section 5: E5-17 (423-424)
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Apply problem and solution, description, and question and answer structures of locate information and gain meaning.	Section 7: E7-7 (564-565), E7-8 (566-568)
11.2 Describe the structures an author uses to support specific points.	Section 1: E1-15 (32-33) Section 4: E4-1 (285-286), E4-2 (287-288), E4-4 (291-292), E4-6 (294-296), E4-19 (328), E4-20 (329-331), E4-22 (334-336), E4-24 (339-341), E4-25 (342-343) Section 5: E5-2 (383-384), E5-3 (385-387), E5-4 (388-389), E5-5 (390-391), E5-11 (410-411), E5-14 (417-418), E5-17 (423-424), E5-18 (425-426), E5-19 (427-428), E5-21 (432-434)
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: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)
12.2 Read independently for a sustained period of time.	Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)
12.3 Read and respond according to task and purpose to become self- directed, critical readers and thinkers.	Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)
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 topic or text, state an opinion, and create an organizational structure that includes reasons;	Section 5: E5-1 (381-382), E5-3 (385-387), E5-7 (394-398), E5-9 (403-404), E5-10 (405-409), E5-11 (410-411), E5-12 (412-413), E5-13 (414-416), E5-14 (417-418), E5-15 (419-420), E5-16 (421-422), E5-25 (442-445)

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South Carolina College- and Career-Ready Standards and Indicators for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727)
b. use information from multiple print and multimedia sources;	Section 5: E5-15 (419-420), E5-16 (421-422), E5-17 (423-424)
c. organize supporting reasons logically;	Section 5: E5-1 (381-382), E5-3 (385-387), E5-4 (388-389), E5-7 (394-398), E5-11 (410-411), E5-15 (419-420), E5-16 (421-422), E5-17 (423-424), E5-18 (425-426), E5-25 (442-445)
d. use transitional words or phrases to connect opinions and reasons;	Section 5: E5-19 (427-428), E5-20 (429-431), E5-21 (432-434) Section 10: E10-1 (719-720)
e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	Section 5: E5-15 (419-420), E5-18 (425-426), E5-20 (429-431), E5-21 (432-434), E5-25 (442-445), E5-26 (344), E5-27 (448-450),
f. use paraphrasing, quotations, and original language to avoid plagiarism; and	Section 7: E7-15 (588-589), E7-16 (590)
g. provide a concluding statement or section	Section 5: E5-22 (435-437), E5-23 (438), E5-24 (439-441), E5-25 (442-445)
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Write informative/explanatory texts that:	
a. introduce a topic and group related information together;	Section 1: E1-25 (54-55) Section 2: E2-43 (189-190), E2-44 (191-193), E2-47 (198-199) Section 4: E4-2 (287-288), E4-3 (289-290), E4-4 (291-292), E4-5 (293), E4-8 (299-301), E4-11 (309-310), E4-12 (311-312), E4-13 (313-317), E4-14 (318-319), E4-15 (320-321), E4-16 (322-323), E4-28 (348-350), E4-29 (351-352), E4-30 (353-355), E4-31 (357-359) Section 7: E7-13 (592-584), E7-18 (595-596) Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727), E10-9 (740-741)
b. use information from multiple print and multimedia sources;	Section 7: E7-6 (562-563), E7-7 (564-565), E7-8 (566-568), E7-10 (573-575)
c. include illustrations to aid comprehension;	Section 4: E4-29 (351-352)
d. develop the topic with facts, definitions, and details;	Section 1: E1-25 (54-55) Section 2: E2-43 (189-190), E2-46 (196-197), E2-48 (200-201), E2-51 (207-208) Section 4: E4-2 (287-288), E4-3 (289-290), E4-4 (291-292), E4-5 (293), E4-5 (293), E4-8 (299-301), E4-9 (302-303), E4-17 (324-325), E4-18 (264-266), E4-19 (328), E4-20 (329-331), E4-31 (357-359), E4-33 (362-363) Section 7: E7-18 (595-596) Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727), E10-9 (740-741)
e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	Section 4: E4-2 (287-288), E4-3 (289-290), E4-4 (291-292), E4-5 (293), E4-8 (299-301), E4-10 (304-307), E4-31 (357-359), E4-32 (360-361), E4-34 (364-365) Section 5: E5-3 (385-387), E5-4 (388-389), E5-6 (294-296), E5-13 (414-416)
f. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism;	Section 7: E7-15 (588-589), E7-16 (590)
g. use transition words and phrases to connect ideas within categories of information;	Section 2: E2-49 (202-203), E2-50 (204-206) Section 4: E4-21 (332-333), E4-22 (334-336), E4-23 (337-338), E4-24 (339-341), E4-31 (357-359) Section 7: E7-13 (592-584), E7-18 (595-596)

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	Section 10: E10-1 (719-720)
h. develop a style and tone authentic to the purpose; and	Section 10: E10-4 (729-730), E10-5 (731-732), E10-9 (740-741), E10-13 (749-750), E10-14 (751-753)
i. provide a concluding statement or section.	Section 2: E2-53 (211-212) Section 4: E4-25 (342-343), E4-26 (344), E4-27 (345-347), E4-31 (357-359) Section 7: E7-13 (592-584), E7-18 (595-596)
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, descriptive details, and clear event sequences;	Section 6: E6-1 (465-466), E6-2 (467-468), E6-3 (469-470), E6-7 (479-480), E6-12 (489-490), E6-19 (506-507), E6-25 (520-522), E6-26 (523-525), E6-27 (526-527), E6-28 (528-530), E6-29 (531-532), E6-30 (533-534), E6-31 (536-538), E6-32 (539-542) Section 10: E10-7 (735-737), E10-16 (756-758)
b. establish a situation and introduce a narrator and/or characters;	Section 6: E6-4 (471-472), E6-5 (473-475), E6-6 (476-478), E6-8 (481-482), E6-9 (483-484), E6-10 (485-486), E6-11 (487-488), E6-13 (491-492), E6-14 (493-495), E6-15 (497-498)
c. organize an event sequence that unfolds naturally;	Section 6: E6-7 (479-480), E6-17 (502-503), E6-18 (504-505), E6-21 (511-512)
d. use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations;	Section 6: E6-5 (473-475), E6-6 (476-478), E6-10 (485-486), E6-11 (487-488), E6-15 (497-498), E6-16 (499-501), E6-17 (502-503), E6-18 (504-505), E6-20 (508-510)
e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	Section 6: E6-3 (469-470), E6-4 (471-472), E6-5 (473-475), E6-7 (479-480), E6-9 (483-484), E6-15 (497-498), E6-26 (528-531), E6-30 (533-534)
f. use temporal words and phrases to signal event order;	Section 2: E2-49 (202-203), E2-50 (204-206) Section 6: E6-8 (481-482), E6-15 (497-498), E6-21 (511-512), E6-22 (513-515)
g. use imagery, precise words, and sensory details to develop characters an convey experiences and events; and	Section 6: E6-6 (476-478), E6-15 (497-498), E6-18 (504-505), E6-20 (508-510)
h. provide a sense of closure.	Section 6: E6-5 (473-475), E6-6 (476-478), E6-15 (497-498), E6-23 (516-517), E6-24 (518-519)
Language	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.1 When writing:	
a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;	Section 2: E2-17 (132-133), E2-18 (134-135), E2-19 (136-137), E2-20 (138-139), E2-22 (142-143), E2-23 (144)
b. form and use regular and irregular plural nouns; use abstract nouns;	Section 2: E2-17 (132-133), E2-18 (134-135) Section 4: E4-34 (364-365)
c. form and use regular and irregular verbs;	Section 2: E2-20 (138-139)
d. form and use the simple verb tenses;	Section 2: E2-20 (138-139), E2-21 (140-141)
e. ensure subject-verb and pronoun-antecedent agreement;	Section 2: E2-19 (136-137), E2-40 (181-182), E4-34 (364-365), E5-27 (448-450), E8-8 (627-628)
f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;	Section 2: E2-22 (142-143), E2-23 (144)
g. form and use prepositional phrases;	Section 2: E2-25 (148-149)

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
h. use coordinating and subordinating conjunctions; and	Section 2: E2-24 (145-147), E4-13 (313-317), E5-10 (405-409)
i. produce simple, compound, and complex sentences.	Section 2: E2-29 (158-159), E2-30 (160-161), E2-34 (169-170), E2-35 (171-172), E2-36 (173-175) Section 4: E4-13 (313-317) Section 5: E5-10 (405-409)
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events.	Section 2: E2-27 (152-153)
5.2 Use:	
a. apostrophes to form contractions and singular and plural possessives;	
b. quotation to mark direct speech; and	Section 7: E7-15 (588-589)
c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives.	Section 2: E2-39 (180)
5.3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.	Section 2: E2-13 (123-124), E2-26 (150-151) Section 4: E4-34 (364-365) Section 5: E5-27 (448-450)
5.4 Use spelling patterns and generalizations.	Section 2: E2-13 (123-124), E2-26 (150-151) Section 4: E4-34 (364-365) Section 5: E5-27 (448-450)
5.5 Consult print and multimedia sources to check correct spellings.	Section 3: E3-1 (228-229)
Range and Complexity	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 Write routinely and persevere in writing tasks:	
a. over short and extended time frames	Section 1: E1-3 (9-10); E1-4 (11); E1-5 (12-13); E1-6 (14-15); E1-7 (16-17); E1-10 (22-23); E1-11 (24-25); E1-19 (41-42); E1-20 (43-44); E1-21 (45-46); E1-22 (47-48); E1-23 (49-50); E1-25 (54-55); E1-32 (69-70); E1-33 (71-72); ; E1-35 (76-77); E1-41 (88-90) Section 2: E2-36 (173-175); E2-7 (111-112); E2-45 (194-195) Section 4: E4-34 (364-365); E4-35 (367-369); E4-36 (370-374) Section 5: E5-28 (348-350); E5-29 (351-352) Section 6: E6-14 (493-495); E6-31 (536-538); E6-32 (539-542) Section 7: E7-18 (595-596); E7-19 (597-598); E7-21 (602-604) Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-4 (686-690); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-8 (698-700); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710); E9-12 (711-712); E9-13 (713-714) Section 10: E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)
b. for a range of domain-specific tasks;	Section 1: E1-3 (9-10); E1-4 (11); E1-5 (12-13); E1-6 (14-15); E1-7 (16-17); E1-10 (22-23); E1-11 (24-25); E1-19 (41-42); E1-20 (43-44); E1-21 (45-46); E1-22 (47-48);

Step Up to Writing[®], Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
	<p>E1-23 (49-50); E1-25 (54-55); E1-32 (69-70); E1-33 (71-72); ; E1-35 (76-77); E1-41 (88-90) Section 2: E2-36 (173-175); E2-7 (111-112); E2-45 (194-195) Section 4: E4-34 (364-365); E4-35 (367-369); E4-36 (370-374) Section 5: E5-28 (348-350); E5-29 (351-352) Section 6: E6-14 (493-495); E6-31 (536-538); E6-32 (539-542) Section 7: E7-18 (595-596); E7-19 (597-598); E7-21 (602-604) Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-4 (686-690); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-8 (698-700); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710); E9-12 (711-712); E9-13 (713-714) Section 10: E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)</p>
<p>c. for a variety of purposes and audiences; and</p>	<p>Section 1: E1-3 (9-10); E1-4 (11); E1-5 (12-13); E1-6 (14-15); E1-7 (16-17); E1-10 (22-23); E1-11 (24-25); E1-19 (41-42); E1-20 (43-44); E1-21 (45-46); E1-22 (47-48); E1-23 (49-50); E1-25 (54-55); E1-32 (69-70); E1-33 (71-72); ; E1-35 (76-77); E1-41 (88-90) Section 2: E2-36 (173-175); E2-7 (111-112); E2-45 (194-195) Section 4: E4-34 (364-365); E4-35 (367-369); E4-36 (370-374) Section 5: E5-28 (348-350); E5-29 (351-352) Section 6: E6-14 (493-495); E6-31 (536-538); E6-32 (539-542) Section 7: E7-18 (595-596); E7-19 (597-598); E7-21 (602-604) Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-4 (686-690); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-8 (698-700); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710); E9-12 (711-712); E9-13 (713-714) Section 10: E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)</p>
<p>d. by adjusting the writing process for the task, increasing the length and complexity.</p>	<p>Section 1: E1-3 (9-10); E1-4 (11); E1-5 (12-13); E1-6 (14-15); E1-7 (16-17); E1-10 (22-23); E1-11 (24-25); E1-19 (41-42); E1-20 (43-44); E1-21 (45-46); E1-22 (47-48); E1-23 (49-50); E1-25 (54-55); E1-32 (69-70); E1-33 (71-72); ; E1-35 (76-77); E1-41 (88-90) Section 2: E2-36 (173-175); E2-7 (111-112); E2-45 (194-195) Section 4: E4-34 (364-365); E4-35 (367-369); E4-36 (370-374) Section 5: E5-28 (348-350); E5-29 (351-352) Section 6: E6-14 (493-495); E6-31 (536-538); E6-32 (539-542)</p>

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	<p>Section 7: E7-18 (595-596); E7-19 (597-598); E7-21 (602-604)</p> <p>Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-4 (686-690); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-8 (698-700); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710); E9-12 (711-712); E9-13 (713-714)</p> <p>Section 10: E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)</p>
6.4 Continue to develop effective keyboarding skills.	Section 2: E2-6 (109-110)
6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.	Section 2: E2-7 (111-112)
Communication	
Meaning and Context	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Explore and create meaning through conversation and interaction with peers and adults.	<p>Section 1: E1-2 (7-8), E1-19 (41-42)</p> <p>Section 2: E2-35 (171-172), E2-51 (207-208)</p> <p>Section 8: E8-11 (633-634), E8-18 (650-652), E8-19 (653-655), E8-20 (657), E8-22 (662-664), E8-23 (665-666)</p> <p>Section 10: E10-6 (733-734)</p>
1.2 Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.	<p>Section 1: E1-1 (6), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-13 (252-254), E1-14 (255-256), E1-15 (257-258), E1-20 (43-44), E1-22 (47-48), E1-26 (56-57), E1-29 (62-63), E1-30 (65-66), E1-32 (69-70), E4-34 (364-365), E1-35 (76-77), E1-37 (80-81), E1-38 (82), E1-39 (83-84)</p> <p>Section 2: E2-1 (97-99), E2-2 (100-101), E2-3 (102-103), E2-4 (104-105), E2-5 (106-108), E2-8 (113-114), E2-9 (116-117), E2-10 (118), E2-11 (119-120), E2-12 (121-122), E2-13 (123-124), E2-14 (125-126), E2-15 (127-128), E2-16 (129-130), E2-17 (132-133), E2-18 (134-135), E2-19 (136-137), E2-20 (138-139), E2-21 (140-141), E2-22 (142-143), E2-23 (144), E2-24 (145-147), E2-27 (152-153), E2-28 (154-156), E2-29 (158-159), E2-30 (160-161), E2-31 (162-163), E2-32 (164-166), E2-32 (167-168), E2-34 (169-170), E2-36 (173-175), E2-37 (176-177), E2-38 (178-179), E2-39 (180), E2-40 (181-182), E2-42 (186-188), E2-43 (189-190), E2-44 (191-193), E2-45 (194-195), E2-46 (196-197), E2-47 (198-199), E2-48 (200-201), E2-49 (202-203), E2-50 (204-206), E2-52 (209), E2-53 (210-211), E2-54 (212-214), E2-55 (216-217)</p> <p>Section 3: E3-1 (228-229), E3-2 (230-231), E3-3 (232-233), E3-4 (234-235), E3-5 (237-238), E3-6 (239-240), E3-7 (241-242), E3-8 (243-244), E3-9 (245-246), E3-10 (247), E3-11 (248-249), E3-12 (250-251), E3-14 (255-256), E3-15 (257-258), E3-17 (261-263), E3-18 (264-266), E3-19 (267-269), E3-20 (270), E3-21 (271-273), E3-22 (275-278)</p> <p>Section 4: E4-4 (291-292), E4-5 (293), E4-6 (294-296), E4-7 (297-298), E4-8 (299-301), E4-9 (302-303), E4-10</p>

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	<p>(304-307), E4-11 (309-310), E4-12 (311-312), E4-13 (313-317), E4-14 (318-319), E4-15 (320-321), E4-16 (322-323), E4-17 (324-325), E4-18 (264-266), E4-19 (328), E4-20 (329-331), E4-21 (332-333), E4-22 (334-336), E4-23 (337-338), E4-24 (339-341), E4-25 (342-343), E4-26 (344), E4-27 (345-347), E4-28 (348-350), E4-29 (351-352), E4-31 (357-359), E4-32 (360-361), E4-34 (364-365)</p> <p>Section 5: E5-1 (381-382), E5-2 (383-384), E5-3 (385-387), E5-4 (388-389), E5-5 (390-391), E5-6 (294-296), E5-7 (394-398), E5-8 (299-301), E5-9 (403-404), E5-10 (405-409), E5-11 (410-411), E5-13 (414-416), E5-14 (417-418), E5-15 (419-420), E5-16 (421-422), E5-17 (423-424), E5-20 (429-431), E5-21 (432-434), E5-22 (435-437), E5-23 (438), E5-24 (439-441), E5-25 (442-445), E5-26 (344), E5-27 (448-450)</p> <p>Section 6: E6-1 (465-466), E6-2 (467-468), E6-3 (469-470), E6-4 (471-472), E6-5 (473-475), E6-6 (476-478), E6-8 (481-482), E6-9 (483-484), E6-10 (485-486), E6-11 (487-488), E6-12 (489-490), E6-13 (491-492), E6-14 (493-495), E6-15 (497-498), E6-16 (499-501), E6-17 (502-503), E6-18 (504-505), E6-19 (506-507), E6-20 (508-510), E6-21 (511-512), E6-22 (513-515), E6-23 (516-517), E6-24 (518-519), E6-25 (520-522), E6-26 (523-525), E6-29 (531-532), E6-30 (533-534)</p> <p>Section 7: E7-3 (554-555), E7-4 (556-557), E7-5 (558-560), E7-6 (562-563), E7-7 (564-565), E7-8 (566-568), E7-9 (569-571), E7-11 (576-579), E7-12 (580-581), E7-14 (586-587), E7-16 (590-591), E7-17 (591-594), E7-18 (595-596), E7-19 (597-598), E2-20 (138-139)</p> <p>Section 8: E8-1 (610-611), E8-2 (612-614), E8-3 (615-616), E8-4 (617-618), E8-5 (619-620), E8-6 (621-622), E8-7 (623-625), E8-8 (627-628), E8-13 (638-639), E8-15 (643-644), E8-16 (645-646), E8-17 (647-649), E8-21 (658-661)</p> <p>Section 9: E9-1 (680-682), E9-2 (683-684), E9-3 (685), E9-5 (691-693), E9-6 (694-695), E9-11 (709-710)</p> <p>Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727), E10-4 (729-730), E10-5 (731-732), E10-7 (735-737), E10-8 (738-739), E10-9 (740-741), E10-10 (742-744), E10-12 (747-749), E10-14 (751-752)</p>
<p>1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p>	<p>Section 1: E1-23 (49-50)</p> <p>Section 8: E8-14 (640-641), E8-18 (650-652), E8-20 (657), E8-22 (662-664), E8-23 (665-666), E8-24 (667-668), E8-26 (672-674)</p> <p>Section 10: E10-6 (733-734), E10-16 (756-758)</p>
<p>1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others to clarify thinking and express new thoughts.</p>	<p>Section 1: E1-2 (7-8), E1-11 (24-25), E1-16 (259-260), E1-21 (45-46), E1-31 (67-68), E1-40 (86-87)</p> <p>Section 8: E8-18 (650-652), E8-22 (662-664)</p> <p>Section 10: E10-6 (733-734)</p>
<p>1.5 Explain personal ideas while building on the ideas of others by responding and relating to comments made in multiple exchanges.</p>	<p>Section 1: E1-2 (7-8), E1-19 (41-42)</p> <p>Section 2: E2-35 (171-172), E2-51 (207-208)</p> <p>Section 8: E8-11 (633-634), E8-18 (650-652), E8-19 (653-655), E8-20 (657), E8-22 (662-664), E8-23 (665-666)</p> <p>Section 10: E10-6 (733-734)</p>

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.	Section 1: E1-5 (12-13), E1-15 (257-258), E1-16 (259-260), E1-24 (52-53), E1-27 (58-59), E1-28 (60-61), E1-38 (82) Section 5: E5-18 (425-426) Section 6: E6-8 (481-482) Section 8: E8-1 (610-611), E8-2 (612-614), E8-3 (615-616), E8-4 (617-618), E8-5 (619-620), E8-7 (623-625), E8-9 (629-630), E8-10 (631-632), E8-11 (633-634), E8-12 (635-637), E8-13 (638-639), E8-14 (640-641), E8-15 (643-644), E8-18 (650-652), E8-19 (653-655), E8-20 (657), E8-25 (670-671) Section 10: E10-6 (733-734)
2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.	Section 6: E6-8 (481-482) Section 8: E8-1 (610-611), E8-2 (612-614), E8-3 (615-616), E8-4 (617-618), E8-5 (619-620), E8-7 (623-625), E8-9 (629-630), E8-10 (631-632), E8-11 (633-634), E8-12 (635-637), E8-13 (638-639), E8-14 (640-641), E8-15 (643-644), E8-19 (653-655), E8-25 (670-671)
2.4 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.	Section 1: E1-2 (7-8), E1-6 (14-15) Section 2: E2-8 (113-114), E2-29 (158-159), E2-31 (162-163), E2-32 (164-166), E2-35 (171-172), E2-50 (204-206) Section 5: E5-9 (403-404) Section 6: E6-21 (511-512) Section 8: E8-6 (621-622), E8-8 (627-628), E8-9 (629-630), E8-10 (631-632), E8-11 (633-634), E8-12 (635-637), E8-13 (638-639), E8-14 (640-641), E8-15 (643-644), E8-16 (645-646), E8-25 (670-671)
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Compare how ideas and topics are depicted in a variety of media and formats.	Section 1: E1-5 (12-13), E1-15 (257-258), E1-16 (259-260), E1-24 (52-53), E1-27 (58-59), E1-28 (60-61), E1-38 (82) Section 5: E5-18 (425-426) Section 8: E8-18 (650-652), E8-19 (653-655), E8-20 (657) Section 10: E10-6 (733-734)
3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	Section 4: E4-30 (353-355) Section 7: E7-20 (599-600) Section 8: E8-12 (635-637), E8-13 (638-639), E8-14 (640-641), E8-17 (647-649) Section 10: E10-15 (753-755)
Language, Craft, and Structure	
Standard 4: Critique how a speaker addresses content and uses craft techniques to inform, engage, and impact audience and convey messages.	
4.1 Identify the presentation style a speaker uses to present content.	Section 8: E8-15 (643-644)
4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.	Section 8: E8-15 (643-644), E8-19 (653-655), E8-25 (670-671)
4.3 Identify how and why the speaker:	
a. uses intonation and word stress;	Section 8: E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
b. includes media;	Section 8: E8-17 (647-649)

Step Up to Writing[®], Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 3	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
c. addresses the audience;	Section 8: E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
d. determines word choice; and	Section 8: E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
e. incorporates figurative language and literary devices.	Section 8: E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Set a purpose, integrate craft techniques to create clear presentations.	Section 8: E8-15 (643-644), E8-16 (645-646), E8-17 (647-649)
5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.	Section 8: E8-12 (635-637), E8-14 (640-641)

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 4	Strategy (and 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 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	Section 7: E7-4 (556-557), E7-5 (558-560)
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	Section 7: E7-5 (558-560), E7-9 (569-571), E7-10 (573-575)
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	Section 7: E7-2 (551-553)
3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	Section 7: E7-10 (573-575), E7-11 (576-579), E7-16 (590)
Standard 4: Synthesize information to share learning and/or take action.	
4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	Section 7: E7-8 (566-568), E7-13 (582-584)
4.2 Reflect on findings to build deeper understanding and determine next steps.	Section 7: E7-18 (595-596), E7-19 (597-598)
4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	Section 7: E7-20 (599-600)
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 Acknowledge and value individual and collective thinking.	Section 7: E7-19 (597-598) Section 8: E8-18 (650-652), E8-19 (653-657), E8-23 (665-666)
5.2 Employ past and present learning to monitor and assess current learning and guide inquiry.	Section 7: E7-19 (597-598) Section 8: E8-18 (650-652), E8-19 (653-657), E8-23 (665-666)
5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	Section 7: E7-19 (597-598) Section 8: E8-18 (650-652), E8-19 (653-657), E8-23 (665-666)
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.	
3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.	Section 3: E3-16 (259-260)
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
Meaning and Context	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	Section 1: E1-1 (6), E1-3 (9-10), E1-18 (39-40), E1-20 (43-44), E1-30 (65-66), E1-31 (67-68), E1-32 (69-70), E1-33 (71-72) Section 6: E6-14 (493-495)

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	Section 9: E9-4 (686-690), E9-8 (698-700)
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Determine the development of a theme within a text; summarize using key details.	Section 6: E6-6 (476-478), E6-26 (523-525) Section 10: E10-11 (745-746)
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Explore similarities and differences among textual, dramatic, visual, or oral presentations.	
7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.	Section 1: E1-20 (43-44), E1-26 (56-57), E1-35 (76-77) Section 6: E6-1 (465-466), E6-26 (523-525)
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Use evidence within text to:	
a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and	Section 1: E1-20 (43-44); E1-26 (56-57) Section 6: E6-1 (465-466); E6-26 (523-525)
b. explain the influence of cultural, historical, and social context on characters, setting, and plot development.	
Language, Craft, and Structure	
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.	Section 3: E3-17 (261-263), E3-18 (264-266)
9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	Section 3: E3-13 (252-254), E3-14 (255-256), E3-17 (261-263), E3-18 (264-266) Section 10: E10-15 (753-755)
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 definitions, examples, and restatements to determine the meaning of words or phrases.	Section 3: E3-13 (252-254)
10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	Section 3: E3-15 (257-258), E3-16 (259-260)
10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	Section 1: E1-7 (16-17), E1-15 (257-258), E1-20 (43-44), E1-24 (52-53), E1-25 (54-55), E1-26 (56-57), E1-27 (58-59), E1-31 (67-68), E1-32 (69-70), E1-33 (71-72), E4-34 (364-365), E1-35 (76-77) Section 2: E2-1 (97-99), E2-2 (100-101), E2-3 (102-103), E2-4 (104-105), E2-10 (118), E2-12 (121-122), E2-15 (127-128), E2-16 (129-130), E2-17 (132-133), E2-18 (134-135), E2-19 (136-137), E2-20 (138-139), E2-21 (140-141), E2-22 (142-143), E2-23 (144), E2-24 (145-147), E2-25 (148-149), E2-26 (150-151), E2-28 (154-156), E2-30 (160-161), E2-31 (162-163), E2-34 (169-170), E2-44 (191-193), E2-49 (202-203), E2-51 (207-208) Section 3: E3-1 (228-229), E3-2 (230-231), E3-3 (232-233), E3-4 (234-235), E3-5 (237-238), E3-6 (239-240), E3-7 (241-242), E3-8 (243-244), E3-9 (245-246), E3-10 (247), E3-12 (250-251), E3-14 (255-256), E3-15 (257-258), E3-16 (259-260), E3-17 (261-263), E3-19 (267-269), E3-20 (270), E3-22 (275-278) Section 4: E4-11 (309-310), E4-12 (311-312), E4-14 (318-319), E4-17 (324-325), E4-21 (332-333), E4-22

Step Up to Writing[®], Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
	<p>(334-336), E4-23 (337-338), E4-24 (339-341), E4-28 (348-350), E4-29 (351-352), E4-30 (353-355), E4-31 (357-359), E4-32 (360-361), E4-33 (362-363), E4-34 (364-365)</p> <p>Section 5: E5-1 (381-382), E5-3 (385-387), E5-9 (403-404), E5-11 (410-411), E5-19 (427-428), E5-20 (429-431), E5-21 (432-434), E5-25 (442-445), E5-26 (344), E5-27 (448-450)</p> <p>Section 6: E6-1 (465-466), E6-2 (467-468), E6-4 (471-472), E6-5 (473-475), E6-8 (481-482), E6-9 (483-484), E6-10 (485-486), E6-12 (489-490), E6-15 (497-498), E6-16 (499-501), E6-17 (502-503), E6-18 (504-505), E6-21 (511-512), E6-22 (513-515), E6-25 (520-522), E6-26 (523-525), E6-27 (526-527), E6-29 (531-532), E6-30 (533-534)</p> <p>Section 7: E7-1 (548-550), E7-6 (562-563), E7-7 (564-565), E7-12 (580-581), E7-15 (588-589), E7-16 (590-591)</p> <p>Section 8: E8-2 (612-614), E8-10 (631-632), E8-11 (633-634), E8-17 (647-649), E8-18 (650-652)</p> <p>Section 9: E9-3 (685), E9-4 (686-690), E9-7 (696-697), E9-8 (698-700)</p> <p>Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727), E10-5 (731-732), E10-6 (733-734), E10-7 (735-737), E10-8 (738-739), E10-12 (747-749), E10-13 (749-750), E10-15 (753-755), E10-16 (756-758), E10-17 (759-760)</p>
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	
11.1 Compare and contrast first and third person points of view; determine how an author’s choice of point of view influences the content and meaning.	<p>Section 1: E1-6 (14-15)</p> <p>Section 6: E6-1 (465-466), E6-12 (489-490)</p>
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	<p>Section 1: E1-26 (56-57)</p> <p>Section 10: E10-15 (753-755), E10-16 (756-758)</p>
12.2 Determine characteristics of crafted text structures and describe why an author uses these structures.	Section 6: E6-1 (465-466), E6-4 (471-472)
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.	
13.1 Engage in whole and small group reading with purpose and understanding.	<p>Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)</p>
13.2 Read independently for sustained periods of time to build stamina.	<p>Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)</p>
13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.	<p>Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)</p> <p>Section 10: E10-11 (745-746)</p>
Reading - Informational Text (RI)	

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
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.	
3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.	Section 2: E2-26 (150-151)
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
Meaning and Context	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	Section 1: E1-3 (9-10), E1-4 (11), E1-18 (39-40), E1-19 (41-42), E1-30 (65-66), E1-31 (67-68), E1-32 (69-70), E1-33 (71-72), E7-15 (588-590), E9-4 (686-690), E9-8 (698-700), E9-9 (701-705)
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Summarize multi-paragraph texts using key details to support the central idea.	Section 1: E1-13 (252-254), E1-14 (255-256), E1-15 (257-258), E1-16 (259-260), E1-18 (39-40), E1-22 (47-48), E1-23 (49-50), E1-24 (52-53), E1-29 (62-63), E1-36 (78-79) Section 4: E4-1 (285-286), E4-2 (287-288), E4-4 (291-292), E4-6 (294-296), E4-9 (302-303), E4-15 (320-321), E4-16 (322-323), E4-19 (328), E4-20 (329-331), E4-22 (334-336), E4-25 (342-343), E4-26 (344), E4-27 (345-347) Section 5: E5-2 (383-384), E5-3 (385-387), E5-4 (388-389), E5-5 (390-391), E5-11 (410-411), E5-14 (417-418), E5-17 (423-424), E5-18 (425-426), E5-19 (427-428), E5-21 (432-434), E5-22 (435-437), E5-24 (439-441), E5-25 (442-445) Section 6: E6-2 (467-468) Section 7: E7-9 (569-571), E7-16 (590) Section 9: E9-7 (696-697)
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	Section 5: E5-11 (410-411) Section 7: E7-6 (562-563), E7-9 (569-571) Section 9: E9-7 (696-697)
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 how the author uses words and phrases to shape and clarify meaning.	Section 3: E3-14 (255-256), E3-17 (261-263), E3-22 (275-278)
8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.	Section 4: E4-28 (348-350), E4-29 (351-352), E4-30 (353-355) Section 7: E7-7 (564-565), E7-8 (566-568) Section 9: E9-8 (698-700)
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 definitions, examples, and restatements to determine the meaning of words or phrases.	Section 3: E3-11 (248-249), E3-13 (252-254), E3-22 (275-278)

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	Section 3: E3-15 (257-258), E3-16 (259-260)
9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	<p>Section 1: E1-7 (16-17), E1-15 (257-258), E1-20 (43-44), E1-24 (52-53), E1-25 (54-55), E1-26 (56-57), E1-27 (58-59), E1-31 (67-68), E1-32 (69-70), E1-33 (71-72), E4-34 (364-365), E1-35 (76-77)</p> <p>Section 2: E2-1 (97-99), E2-2 (100-101), E2-3 (102-103), E2-4 (104-105), E2-10 (118), E2-12 (121-122), E2-15 (127-128), E2-16 (129-130), E2-17 (132-133), E2-18 (134-135), E2-19 (136-137), E2-20 (138-139), E2-21 (140-141), E2-22 (142-143), E2-23 (144), E2-24 (145-147), E2-25 (148-149), E2-26 (150-151), E2-28 (154-156), E2-30 (160-161), E2-31 (162-163), E2-34 (169-170), E2-44 (191-193), E2-49 (202-203), E2-51 (207-208)</p> <p>Section 3: E3-1 (228-229), E3-2 (230-231), E3-3 (232-233), E3-4 (234-235), E3-5 (237-238), E3-6 (239-240), E3-7 (241-242), E3-8 (243-244), E3-9 (245-246), E3-10 (247), E3-12 (250-251), E3-14 (255-256), E3-15 (257-258), E3-16 (259-260), E3-17 (261-263), E3-19 (267-269), E3-20 (270), E3-22 (275-278)</p> <p>Section 4: E4-11 (309-310), E4-12 (311-312), E4-14 (318-319), E4-17 (324-325), E4-21 (332-333), E4-22 (334-336), E4-23 (337-338), E4-24 (339-341), E4-28 (348-350), E4-29 (351-352), E4-30 (353-355), E4-31 (357-359), E4-32 (360-361), E4-33 (362-363), E4-34 (364-365)</p> <p>Section 5: E5-1 (381-382), E5-3 (385-387), E5-9 (403-404), E5-11 (410-411), E5-19 (427-428), E5-20 (429-431), E5-21 (432-434), E5-25 (442-445), E5-26 (344), E5-27 (448-450)</p> <p>Section 6: E6-1 (465-466), E6-2 (467-468), E6-4 (471-472), E6-5 (473-475), E6-8 (481-482), E6-9 (483-484), E6-10 (485-486), E6-12 (489-490), E6-15 (497-498), E6-16 (499-501), E6-17 (502-503), E6-18 (504-505), E6-21 (511-512), E6-22 (513-515), E6-25 (520-522), E6-26 (523-525), E6-27 (526-527), E6-29 (531-532), E6-30 (533-534)</p> <p>Section 7: E7-1 (548-550), E7-6 (562-563), E7-7 (564-565), E7-12 (580-581), E7-15 (588-589), E7-16 (590-591)</p> <p>Section 8: E8-2 (612-614), E8-10 (631-632), E8-11 (633-634), E8-17 (647-649), E8-18 (650-652)</p> <p>Section 9: E9-3 (685), E9-4 (686-690), E9-7 (696-697), E9-8 (698-700)</p> <p>Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727), E10-5 (731-732), E10-6 (733-734), E10-7 (735-737), E10-8 (738-739), E10-12 (747-749), E10-13 (749-750), E10-15 (753-755), E10-16 (756-758), E10-17 (759-760)</p>
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 Identify and describe the difference between a primary and secondary account of the same event or topic.	<p>Section 5: E5-11 (410-411)</p> <p>Section 7: E7-6 (562-563), E7-9 (569-571)</p> <p>Section 9: E9-7 (696-697)</p>

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Apply knowledge of text structures to describe how structures contribute to meaning.	Section 7: E7-7 (564-565), E7-8 (566-568)
11.2 Explain how an author uses reasons and evidence to support particular points.	Section 1: E1-15 (32-33), E4-1 (285-286), E4-2 (287-288), E4-4 (291-292), E4-6 (294-296), E4-19 (328), E4-20 (329-331), E4-22 (334-336), E4-24 (339-341), E4-25 (342-343) Section 2: E5-2 (383-384) Section 3: E5-3 (385-387) Section 4: E5-4 (388-389) Section 5: E5-5 (390-391), E5-11 (410-411), E5-14 (417-418), E5-17 (423-424), E5-18 (425-426), E5-19 (427-428), E5-21 (432-434)
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: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)
12.2 Read independently for a sustained period of time.	Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)
12.3 Read and respond according to task and purpose to become self- directed, critical readers and thinkers.	Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)
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 topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose;	Section 5: E5-1 (381-382), E5-3 (385-387), E5-7 (394-398), E5-9 (403-404), E5-10 (405-409), E5-11 (410-411), E5-12 (412-413), E5-13 (414-416), E5-14 (417-418), E5-15 (419-420), E5-16 (421-422), E5-25 (442-445) Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727)
b. use information from multiple print and multimedia sources;	Section 5: E5-15 (419-420), E5-16 (421-422), E5-17 (423-424)
c. provide reasons supported by facts and details;	Section 5: E5-1 (381-382), E5-3 (385-387), E5-4 (388-389), E5-7 (394-398), E5-11 (410-411), E5-15 (419-420), E5-16 (421-422), E5-17 (423-424), E5-18 (425-426), E5-25 (442-445)
d. use transitional words, phrases to connect opinions and reasons;	Section 5: E5-19 (427-428), E5-20 (429-431), E5-21 (432-434) Section 10: E10-1 (719-720)
e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	Section 5: E5-15 (419-420), E5-18 (425-426), E5-20 (429-431), E5-21 (432-434), E5-25 (442-445), E5-26 (344), E5-27 (448-450),
f. use paraphrasing, quotations, and original language to avoid plagiarism; and	Section 7: E7-15 (588-589), E7-16 (590)
g. provide a concluding statement or section related to the opinion presented.	Section 5: E5-22 (435-437), E5-23 (438), E5-24 (439-441), E5-25 (442-445)

Step Up to Writing[®], Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Write informative/explanatory texts that:	
a. introduce a topic clearly;	Section 1: E1-25 (54-55) Section 2: E2-43 (189-190), E2-44 (191-193), E2-47 (198-199) Section 4: E4-2 (287-288), E4-3 (289-290), E4-4 (291-292), E4-5 (293), E4-8 (299-301), E4-11 (309-310), E4-12 (311-312), E4-13 (313-317), E4-14 (318-319), E4-15 (320-321), E4-16 (322-323), E4-28 (348-350), E4-29 (351-352), E4-30 (353-355), E4-31 (357-359) Section 7: E7-13 (592-584), E7-18 (595-596) Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727), E10-9 (740-741)
b. use information from multiple print and multimedia sources;	Section 7: E7-6 (562-563), E7-7 (564-565), E7-8 (566-568), E7-10 (573-575)
c. group related information in paragraphs and sections;	Section 4: E4-2 (287-288), E4-3 (289-290), E4-4 (291-292), E4-5 (293), E4-8 (299-301), E4-9 (302-303)
d. include formatting, illustrations, and multimedia to aid comprehension;	Section 4: E4-29 (351-352)
e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;	Section 1: E1-25 (54-55) Section 2: E2-43 (189-190), E2-46 (196-197), E2-48 (200-201), E2-51 (207-208) Section 4: E4-2 (287-288), E4-3 (289-290), E4-4 (291-292), E4-5 (293), E4-8 (299-301), E4-9 (302-303), E4-17 (324-325), E4-18 (264-266), E4-19 (328), E4-20 (329-331), E4-31 (357-359), E4-33 (362-363) Section 7: E7-18 (595-596) Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727), E10-9 (740-741)
f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	Section 4: E4-2 (287-288), E4-3 (289-290), E4-4 (291-292), E4-5 (293), E4-8 (299-301), E4-10 (304-307), E4-31 (357-359), E4-32 (360-361), E4-34 (364-365), E5-3 (385-387), E5-4 (388-389), E5-6 (294-296), E5-13 (414-416),
g. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism;	Section 7: E7-15 (588-589), E7-16 (590)
h. link ideas within categories of information using words and phrases;	Section 2: E2-49 (202-203), E2-50 (204-206) Section 4: E4-21 (332-333), E4-22 (334-336), E4-23 (337-338), E4-24 (339-341), E4-31 (357-359) Section 7: E7-13 (592-584), E7-18 (595-596) Section 10: E10-1 (719-720)
i. use precise language and domain-specific vocabulary to inform or explain the topic;	Section 4: E4-18 (264-266), E4-19 (328)
j. develop a style and tone authentic to the purpose; and	Section 10: E10-4 (729-730), E10-5 (731-732), E10-9 (740-741), E10-13 (749-750), E10-14 (751-753)
k. provide a concluding statement or section that follows the information or explanation presented.	Section 2: E2-53 (211-212) Section 5: E4-25 (342-343), E4-26 (344), E4-27 (345-347), E4-31 (357-359) Section 7: E7-13 (592-584), E7-18 (595-596)
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, descriptive details, and clear event sequences;	Section 6: E6-1 (465-466), E6-2 (467-468), E6-3 (469-470), E6-7 (479-480), E6-12 (489-490), E6-19 (506-507), E6-25 (520-522), E6-26 (523-525), E6-27 (526-527), E6-

Step Up to Writing[®], Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
	28 (528-530), E6-29 (531-532), E6-30 (533-534), E6-31 (536-538), E6-32 (539-542) Section 10: E10-7 (735-737), E10-16 (756-758)
b. orient the reader by establishing a situation and introducing a narrator and/or characters;	Section 6: E6-4 (471-472), E6-5 (473-475), E6-6 (476-478), E6-8 (481-482), E6-9 (483-484), E6-10 (485-486), E6-11 (487-488), E6-13 (491-492), E6-14 (493-495), E6-15 (497-498)
c. organize an event sequence that unfolds naturally;	Section 6: E6-7 (479-480), E6-17 (502-503), E6-18 (504-505), E6-21 (511-512)
d. use dialogue and description to develop experiences and events or show the responses of characters to situations;	Section 6: E6-5 (473-475), E6-6 (476-478), E6-10 (485-486), E6-11 (487-488), E6-15 (497-498), E6-16 (499-501), E6-17 (502-503), E6-18 (504-505), E6-20 (508-510)
e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	Section 6: E6-3 (469-470), E6-4 (471-472), E6-5 (473-475), E6-7 (479-480), E6-9 (483-484), E6-15 (497-498), E6-26 (528-531), E6-30 (533-534)
f. use a variety of transitional words and phrases to manage the sequence of events;	Section 2: E2-49 (202-203), E2-50 (204-206), E6-8 (481-482), E6-15 (497-498), E6-21 (511-512), E6-22 (513-515)
g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and	Section 6: E6-6 (476-478), E6-15 (497-498), E6-18 (504-505), E6-20 (508-510)
h. provide a conclusion that follows from and reflects on the narrated experiences or events.	Section 6: E6-5 (473-475), E6-6 (476-478), E6-15 (497-498), E6-23 (516-517), E6-24 (518-519)
Language	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.1 When writing:	
a. use relative pronouns and relative adverbs;	Section 2: E2-19 (136-137), E2-23 (144)
b. form and use the progressive verb tenses;	Section 2: E2-20 (138-139)
c. use modal auxiliaries to convey various conditions;	Section 2: E2-20 (138-139)
d. use modal auxiliaries to convey various conditions;	Section 2: E2-20 (138-139)
e. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;	Section 2: E2-20 (138-139)
f. order adjectives within sentences according to conventional patterns;	Section 2: E2-22 (142-143)
g. explore using prepositional phrases in different positions within a sentence;	Section 2: E2-25 (149-150) Section 4: E4-13 (252-254) Section 5: E5-10 (405-409)
h. use coordinating and subordinating conjunctions;	Section 2: E2-13 (123-124), E2-24 (145-147), E2-34 (169-170), E2-35 (171-172), E2-36 (173-175), E2-39 (180) Section 4: E4-13 (313-317) Section 5: E5-10 (405-409)
i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and	Section 2: E2-34 (169-170), E2-35 (171-172), E2-36 (173-175)
j. use frequently confused homonyms correctly.	Section 2: E2-12 (250-251)
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.	Section 2: E2-13 (123-124), E2-27 (152-153) Section 4: E4-34 (364-265)
5.2 Use:	
a. apostrophes to form possessives and contractions;	
b. quotation marks and commas to mark direct speech; and	Section 7: E7-15 (588-589)
c. commas before a coordinating conjunction in a compound sentence.	Section 2: E2-39 (180)
Use spelling patterns and generalizations.	Section 2: E2-13 (123-124), E2-26 (150-151) Section 4: E4-34 (364-365) Section 5: E5-27 (448-450)
Range and Complexity	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 Write routinely and persevere in writing tasks:	
a. over short and extended time frames	Section 1: E1-3 (9-10); E1-4 (11); E1-5 (12-13); E1-6 (14-15); E1-7 (16-17); E1-10 (22-23); E1-11 (24-25); E1-19 (41-42); E1-20 (43-44); E1-21 (45-46); E1-22 (47-48); E1-23 (49-50); E1-25 (54-55); E1-32 (69-70); E1-33 (71-72); ; E1-35 (76-77); E1-41 (88-90) Section 2: E2-36 (173-175); E2-7 (111-112); E2-45 (194-195) Section 4: E4-34 (364-365); E4-35 (367-369); E4-36 (370-374) Section 5: E5-28 (348-350); E5-29 (351-352) Section 6: E6-14 (493-495); E6-31 (536-538); E6-32 (539-542) Section 7: E7-18 (595-596); E7-19 (597-598); E7-21 (602-604) Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-4 (686-690); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-8 (698-700); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710); E9-12 (711-712); E9-13 (713-714) Section 10: E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)
b. for a range of domain-specific tasks;	Section 1: E1-3 (9-10); E1-4 (11); E1-5 (12-13); E1-6 (14-15); E1-7 (16-17); E1-10 (22-23); E1-11 (24-25); E1-19 (41-42); E1-20 (43-44); E1-21 (45-46); E1-22 (47-48); E1-23 (49-50); E1-25 (54-55); E1-32 (69-70); E1-33 (71-72); ; E1-35 (76-77); E1-41 (88-90) Section 2: E2-36 (173-175); E2-7 (111-112); E2-45 (194-195) Section 4: E4-34 (364-365); E4-35 (367-369); E4-36 (370-374) Section 5: E5-28 (348-350); E5-29 (351-352) Section 6: E6-14 (493-495); E6-31 (536-538); E6-32 (539-542) Section 7: E7-18 (595-596); E7-19 (597-598); E7-21 (602-604)

Step Up to Writing[®], Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
	<p>Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-4 (686-690); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-8 (698-700); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710); E9-12 (711-712); E9-13 (713-714)</p> <p>Section 10: E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)</p>
c. for a variety of purposes and audiences; and	<p>Section 1: E1-3 (9-10); E1-4 (11); E1-5 (12-13); E1-6 (14-15); E1-7 (16-17); E1-10 (22-23); E1-11 (24-25); E1-19 (41-42); E1-20 (43-44); E1-21 (45-46); E1-22 (47-48); E1-23 (49-50); E1-25 (54-55); E1-32 (69-70); E1-33 (71-72); ; E1-35 (76-77); E1-41 (88-90)</p> <p>Section 2: E2-36 (173-175); E2-7 (111-112); E2-45 (194-195)</p> <p>Section 4: E4-34 (364-365); E4-35 (367-369); E4-36 (370-374)</p> <p>Section 5: E5-28 (348-350); E5-29 (351-352)</p> <p>Section 6: E6-14 (493-495); E6-31 (536-538); E6-32 (539-542)</p> <p>Section 7: E7-18 (595-596); E7-19 (597-598); E7-21 (602-604)</p> <p>Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-4 (686-690); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-8 (698-700); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710); E9-12 (711-712); E9-13 (713-714)</p> <p>Section 10: E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)</p>
d. by adjusting the writing process for the task, increasing the length and complexity.	<p>Section 1: E1-3 (9-10); E1-4 (11); E1-5 (12-13); E1-6 (14-15); E1-7 (16-17); E1-10 (22-23); E1-11 (24-25); E1-19 (41-42); E1-20 (43-44); E1-21 (45-46); E1-22 (47-48); E1-23 (49-50); E1-25 (54-55); E1-32 (69-70); E1-33 (71-72); ; E1-35 (76-77); E1-41 (88-90)</p> <p>Section 2: E2-36 (173-175); E2-7 (111-112); E2-45 (194-195)</p> <p>Section 4: E4-34 (364-365); E4-35 (367-369); E4-36 (370-374)</p> <p>Section 5: E5-28 (348-350); E5-29 (351-352)</p> <p>Section 6: E6-14 (493-495); E6-31 (536-538); E6-32 (539-542)</p> <p>Section 7: E7-18 (595-596); E7-19 (597-598); E7-21 (602-604)</p> <p>Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-4 (686-690); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-8 (698-700); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710); E9-12 (711-712); E9-13 (713-714)</p> <p>Section 10: E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)</p>
6.4 Demonstrate effective keyboarding skills.	Section 2: E2-6 (109-110)

Step Up to Writing[®], Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
Communication	
Meaning and Context	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints.	Section 1: E1-2 (7-8), E1-19 (41-42) Section 2: E2-35 (171-172), E2-51 (207-208) Section 8: E8-11 (633-634), E8-18 (650-652), E8-19 (653-655), E8-20 (657), E8-22 (662-664), E8-23 (665-666) Section 10: E10-6 (733-734)
1.2 Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.	Section 1: E1-1 (6), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-13 (252-254), E1-14 (255-256), E1-15 (257-258), E1-20 (43-44), E1-22 (47-48), E1-26 (56-57), E1-29 (62-63), E1-30 (65-66), E1-32 (69-70), E4-34 (364-365), E1-35 (76-77), E1-37 (80-81), E1-38 (82), E1-39 (83-84) Section 2: E2-1 (97-99), E2-2 (100-101), E2-3 (102-103), E2-4 (104-105), E2-5 (106-108), E2-8 (113-114), E2-9 (116-117), E2-10 (118), E2-11 (119-120), E2-12 (121-122), E2-13 (123-124), E2-14 (125-126), E2-15 (127-128), E2-16 (129-130), E2-17 (132-133), E2-18 (134-135), E2-19 (136-137), E2-20 (138-139), E2-21 (140-141), E2-22 (142-143), E2-23 (144), E2-24 (145-147), E2-27 (152-153), E2-28 (154-156), E2-29 (158-159), E2-30 (160-161), E2-31 (162-163), E2-32 (164-166), E2-32 (167-168), E2-34 (169-170), E2-36 (173-175), E2-37 (176-177), E2-38 (178-179), E2-39 (180), E2-40 (181-182), E2-42 (186-188), E2-43 (189-190), E2-44 (191-193), E2-45 (194-195), E2-46 (196-197), E2-47 (198-199), E2-48 (200-201), E2-49 (202-203), E2-50 (204-206), E2-52 (209), E2-53 (210-211), E2-54 (212-214), E2-55 (216-217) Section 3: E3-1 (228-229), E3-2 (230-231), E3-3 (232-233), E3-4 (234-235), E3-5 (237-238), E3-6 (239-240), E3-7 (241-242), E3-8 (243-244), E3-9 (245-246), E3-10 (247), E3-11 (248-249), E3-12 (250-251), E3-14 (255-256), E3-15 (257-258), E3-17 (261-263), E3-18 (264-266), E3-19 (267-269), E3-20 (270), E3-21 (271-273), E3-22 (275-278) Section 4: E4-4 (291-292), E4-5 (293), E4-6 (294-296), E4-7 (297-298), E4-8 (299-301), E4-9 (302-303), E4-10 (304-307), E4-11 (309-310), E4-12 (311-312), E4-13 (313-317), E4-14 (318-319), E4-15 (320-321), E4-16 (322-323), E4-17 (324-325), E4-18 (264-266), E4-19 (328), E4-20 (329-331), E4-21 (332-333), E4-22 (334-336), E4-23 (337-338), E4-24 (339-341), E4-25 (342-343), E4-26 (344), E4-27 (345-347), E4-28 (348-350), E4-29 (351-352), E4-31 (357-359), E4-32 (360-361), E4-34 (364-365) Section 5: E5-1 (381-382), E5-2 (383-384), E5-3 (385-387), E5-4 (388-389), E5-5 (390-391), E5-6 (294-296), E5-7 (394-398), E5-8 (299-301), E5-9 (403-404), E5-10 (405-409), E5-11 (410-411), E5-13 (414-416), E5-14 (417-418), E5-15 (419-420), E5-16 (421-422), E5-17 (423-424), E5-20 (429-431), E5-21 (432-434), E5-22

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	<p>(435-437), E5-23 (438), E5-24 (439-441), E5-25 (442-445), E5-26 (344), E5-27 (448-450)</p> <p>Section 6: E6-1 (465-466), E6-2 (467-468), E6-3 (469-470), E6-4 (471-472), E6-5 (473-475), E6-6 (476-478), E6-8 (481-482), E6-9 (483-484), E6-10 (485-486), E6-11 (487-488), E6-12 (489-490), E6-13 (491-492), E6-14 (493-495), E6-15 (497-498), E6-16 (499-501), E6-17 (502-503), E6-18 (504-505), E6-19 (506-507), E6-20 (508-510), E6-21 (511-512), E6-22 (513-515), E6-23 (516-517), E6-24 (518-519), E6-25 (520-522), E6-26 (523-525), E6-29 (531-532), E6-30 (533-534)</p> <p>Section 7: E7-3 (554-555), E7-4 (556-557), E7-5 (558-560), E7-6 (562-563), E7-7 (564-565), E7-8 (566-568), E7-9 (569-571), E7-11 (576-579), E7-12 (580-581), E7-14 (586-587), E7-16 (590-591), E7-17 (591-594), E7-18 (595-596), E7-19 (597-598), E2-20 (138-139)</p> <p>Section 8: E8-1 (610-611), E8-2 (612-614), E8-3 (615-616), E8-4 (617-618), E8-5 (619-620), E8-6 (621-622), E8-7 (623-625), E8-8 (627-628), E8-13 (638-639), E8-15 (643-644), E8-16 (645-646), E8-17 (647-649), E8-21 (658-661)</p> <p>Section 9: E9-1 (680-682), E9-2 (683-684), E9-3 (685), E9-5 (691-693), E9-6 (694-695), E9-11 (709-710)</p> <p>Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727), E10-4 (729-730), E10-5 (731-732), E10-7 (735-737), E10-8 (738-739), E10-9 (740-741), E10-10 (742-744), E10-12 (747-749), E10-14 (751-752)</p>
<p>1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p>	<p>Section 1: E1-23 (49-50)</p> <p>Section 8: E8-14 (640-641), E8-18 (650-652), E8-20 (657), E8-22 (662-664), E8-23 (665-666), E8-24 (667-668), E8-26 (672-674)</p> <p>Section 10: E10-6 (733-734), E10-16 (756-758)</p>
<p>1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, respond to clarify thinking, and express new thoughts.</p>	<p>Section 1: E1-2 (7-8), E1-11 (24-25), E1-16 (259-260), E1-21 (45-46), E1-31 (67-68), E1-40 (86-87)</p> <p>Section 8: E8-18 (650-652), E8-22 (662-664)</p> <p>Section 10: E10-6 (733-734)</p>
<p>1.5 Explain personal ideas while building on the ideas of others by responding and relating to comments made in multiple exchanges.</p>	<p>Section 1: E1-2 (7-8), E1-19 (41-42)</p> <p>Section 2: E2-35 (171-172), E2-51 (207-208)</p> <p>Section 8: E8-11 (633-634), E8-18 (650-652), E8-19 (653-655), E8-20 (657), E8-22 (662-664), E8-23 (665-666)</p> <p>Section 10: E10-6 (733-734)</p>
<p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>	
<p>2.1 Articulate ideas, perspectives, and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.</p>	<p>Section 1: E1-5 (12-13), E1-15 (257-258), E1-16 (259-260), E1-24 (52-53), E1-27 (58-59), E1-28 (60-61), E1-38 (82)</p> <p>Section 5: E5-18 (425-426)</p> <p>Section 6: E6-8 (481-482)</p> <p>Section 8: E8-1 (610-611), E8-2 (612-614), E8-3 (615-616), E8-4 (617-618), E8-5 (619-620), E8-7 (623-625), E8-9 (629-630), E8-10 (631-632), E8-11 (633-634), E8-12 (635-637), E8-13 (638-639), E8-14 (640-641), E8-15 (643-644), E8-18 (650-652), E8-19 (653-655), E8-20 (657) ; E8-25 (670-671)</p> <p>Section 10: E10-6 (733-734)</p>

Step Up to Writing[®], Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 4	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
2.2 Discuss the purpose and the credibility of information presented in diverse media and formats.	Section 6: E6-8 (481-482) Section 7: E7-8 (566-568, E7-9 (569-571) Section 8: E8-1 (610-611), E8-2 (612-614), E8-3 (615-616), E8-4 (617-618), E8-5 (619-620), E8-7 (623-625), E8-9 (629-630), E8-10 (631-632), E8-11 (633-634), E8-12 (635-637), E8-13 (638-639), E8-14 (640-641), E8-15 (643-644), E8-19 (653-655), E8-25 (670-671)
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.	Section 1: E1-5 (12-13), E1-15 (257-258), E1-16 (259-260), E1-24 (52-53), E1-27 (58-59), E1-28 (60-61), E1-38 (82) Section 5: E5-18 (425-426) Section 8: E8-18 (650-652), E8-19 (653-655), E8-20 (657) Section 10: E10-6 (733-734)
3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	Section 4: E4-30 (353-355) Section 7: E7-20 (599-600) Section 8: E8-12 (635-637), E8-13 (638-639), E8-14 (640-641), E8-17 (647-649) Section 10: E10-15 (753-755)
Language, Craft, and Structure	
Standard 4: Critique how a speaker addresses content and uses craft techniques to inform, engage, and impact audience and convey messages.	
4.1 Identify the presentation style a speaker uses to enhance the development of a central idea or theme.	Section 8: E8-15 (643-644)
4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.	Section 8: E8-15 (643-644), E8-19 (653-655), E8-25 (670-671)
4.3 Identify how and why the speaker:	
a. uses intonation and word stress;	Section 8: E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
b. includes media;	Section 8: E8-17 (647-649)
c. addresses the audience;	Section 8: E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
d. determines word choice; and	Section 8: E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
e. incorporates figurative language and literary devices.	Section 8: E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Set a purpose, integrate craft techniques to create clear presentations.	Section 8: E8-15 (643-644), E8-16 (645-646), E8-17 (647-649)
5.2 Employ hyperbole, imagery, personification, idioms, adages, and proverbs when appropriate to convey messages.	Section 8: E8-12 (635-637), E8-14 (640-641)

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 5	Strategy (and 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 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	Section 7: E7-4 (556-557), E7-5 (558-560)
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Explore topics of interest to formulate logical questions;; build knowledge; generate possible explanations; consider alternative views.	Section 7: E7-5 (558-560), E7-9 (569-571), E7-10 (573-575)
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	Section 7: E7-2 (551-553)
3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	Section 7: E7-10 (573-575), E7-11 (576-579), E7-16 (590)
Standard 4: Synthesize information to share learning and/or take action.	
4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	Section 7: E7-8 (566-568), E7-13 (582-584)
4.2 Reflect on findings to build deeper understanding and determine next steps.	Section 7: E7-18 (595-596), E7-19 (597-598)
4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	Section 7: E7-20 (599-600)
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 Acknowledge and value individual and collective thinking.	Section 7: E7-19 (597-598) Section 8: E8-18 (650-652), E8-19 (653-657), E8-23 (665-666)
5.2 Employ past and present learning to monitor and assess current learning and guide inquiry.	Section 7: E7-19 (597-598) Section 8: E8-18 (650-652), E8-19 (653-657), E8-23 (665-666)
5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	Section 7: E7-19 (597-598) Section 8: E8-18 (650-652), E8-19 (653-657), E8-23 (665-666)
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.	Section 3: E3-15 (257-258), E3-16 (259-260)
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
Meaning and Context	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.	Section 1: E1-1 (6), E1-3 (9-10), E1-18 (39-40), E1-20 (43-44), E1-30 (65-66), E1-31 (67-68), E1-32 (69-70), E1-33 (71-72) Section 6: E6-14 (493-495) Section 9: E9-4 (686-690), E9-8 (698-700)
Standard 6: Summarize key details and ideas to support analysis of thematic development.	

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
6.1 Determine and analyze the development of a theme within a text; summarize using key details.	Section 6: E6-6 (476-478), E6-26 (523-525) Section 10: E10-11 (745-746)
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.	
7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.	Section 1: E1-20 (43-44), E1-26 (56-57), E1-35 (76-77) Section 6: E6-1 (465-466), E6-26 (523-525)
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Cite evidence within text to:	
a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and	Section 1: E1-20 (43-44); E1-26 (56-57) Section 6: E6-1 (465-466); E6-26 (523-525)
b. explain the influence of cultural, historical, social and political context on characters, setting, and plot development.	
Language, Craft, and Structure	
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.	Section 3: E3-17 (261-263), E3-18 (264-266)
9.2 Analyze and cite examples of how the author’s choice of words and convention combine to create mood, shape meaning, and emphasize aspects of a character or setting.	Section 3: E3-13 (252-254), E3-14 (255-256), E3-17 (261-263), E3-18 (264-266) Section 10: E10-15 (753-755)
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 cause and effect relationships and comparisons to determine the meaning of words or phrases.	Section 3: E3-13 (252-254)
10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	Section 3: E3-15 (257-258), E3-16 (259-260)
10.6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.	Section 1: E1-7 (16-17), E1-15 (257-258), E1-20 (43-44), E1-24 (52-53), E1-25 (54-55), E1-26 (56-57), E1-27 (58-59), E1-31 (67-68), E1-32 (69-70), E1-33 (71-72), E4-34 (364-365), E1-35 (76-77) Section 2: E2-1 (97-99), E2-2 (100-101), E2-3 (102-103), E2-4 (104-105), E2-10 (118), E2-12 (121-122), E2-15 (127-128), E2-16 (129-130), E2-17 (132-133), E2-18 (134-135), E2-19 (136-137), E2-20 (138-139), E2-21 (140-141), E2-22 (142-143), E2-23 (144), E2-24 (145-147), E2-25 (148-149), E2-26 (150-151), E2-28 (154-156), E2-30 (160-161), E2-31 (162-163), E2-34 (169-170), E2-44 (191-193), E2-49 (202-203), E2-51 (207-208) Section 3: E3-1 (228-229), E3-2 (230-231), E3-3 (232-233), E3-4 (234-235), E3-5 (237-238), E3-6 (239-240), E3-7 (241-242), E3-8 (243-244), E3-9 (245-246), E3-10 (247), E3-12 (250-251), E3-14 (255-256), E3-15 (257-258), E3-16 (259-260), E3-17 (261-263), E3-19 (267-269), E3-20 (270), E3-22 (275-278) Section 4: E4-11 (309-310), E4-12 (311-312), E4-14 (318-319), E4-17 (324-325), E4-21 (332-333), E4-22

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	<p>(334-336), E4-23 (337-338), E4-24 (339-341), E4-28 (348-350), E4-29 (351-352), E4-30 (353-355), E4-31 (357-359), E4-32 (360-361), E4-33 (362-363), E4-34 (364-365)</p> <p>Section 5: E5-1 (381-382), E5-3 (385-387), E5-9 (403-404), E5-11 (410-411), E5-19 (427-428), E5-20 (429-431), E5-21 (432-434), E5-25 (442-445), E5-26 (344), E5-27 (448-450)</p> <p>Section 6: E6-1 (465-466), E6-2 (467-468), E6-4 (471-472), E6-5 (473-475), E6-8 (481-482), E6-9 (483-484), E6-10 (485-486), E6-12 (489-490), E6-15 (497-498), E6-16 (499-501), E6-17 (502-503), E6-18 (504-505), E6-21 (511-512), E6-22 (513-515), E6-25 (520-522), E6-26 (523-525), E6-27 (526-527), E6-29 (531-532), E6-30 (533-534)</p> <p>Section 7: E7-1 (548-550), E7-6 (562-563), E7-7 (564-565), E7-12 (580-581), E7-15 (588-589), E7-16 (590-591)</p> <p>Section 8: E8-2 (612-614), E8-10 (631-632), E8-11 (633-634), E8-17 (647-649), E8-18 (650-652)</p> <p>Section 9: E9-3 (685), E9-4 (686-690), E9-7 (696-697), E9-8 (698-700)</p> <p>Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727), E10-5 (731-732), E10-6 (733-734), E10-7 (735-737), E10-8 (738-739), E10-12 (747-749), E10-13 (749-750), E10-15 (753-755), E10-16 (756-758), E10-17 (759-760)</p>
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	
11.1 Explain how an author’s choice of the point of view of the narrator or character impacts content, meaning, and how events are described.	<p>Section 1: E1-6 (14-15)</p> <p>Section 6: E6-1 (465-466), E6-12 (489-490)</p>
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.	<p>Section 1: E1-26 (56-57)</p> <p>Section 10: E10-15 (753-755), E10-16 (756-758)</p>
12.2 Compare how different crafted text structures contribute to meaning and impact the reader.	Section 6: E6-1 (465-466), E6-4 (471-472)
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.	
13.1 Engage in whole and small group reading with purpose and understanding.	<p>Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)</p>
13.2 Read independently for sustained periods of time to build stamina.	<p>Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)</p>
13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.	<p>Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)</p> <p>Section 10: E10-11 (745-746)</p>
Reading - Informational Text (RI)	

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
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.	Section 3: E3-15 (257-258), E3-16 (259-260)
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
Meaning and Context	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1 Quote accurately from a text to analyze meaning in and beyond the text.	Section 1: E1-3 (9-10), E1-4 (11), E1-30 (65-66), E1-31 (67-68), E1-32 (69-70) Section 7: E7-15 (588-589) Section 9: E9-4 (686-690), E9-8 (698-700), E9-9 (701-705)
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Summarize a text with two or more central ideas; cite key supporting details.	Section 1: E1-13 (252-254), E1-14 (255-256), E1-15 (257-258), E1-16 (259-260), E1-18 (39-40), E1-19 (41-42), E1-22 (47-48), E1-23 (49-50), E1-24 (52-53), E1-29 (62-63), E1-36 (78-79) Section 4: E4-6 (294-296), E4-9 (302-303), E4-15 (320-321), E4-16 (322-323), E4-20 (329-331), E4-22 (334-336), E4-26 (344), E4-27 (345-347) Section 5: E5-5 (390-391), E5-14 (417-418), E5-21 (432-434) Section 6: E6-2 (467-468), E7-9 (569-571), E7-16 (590), E9-7 (696-697)
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	Section 5: E5-11 (410-411) Section 7: E7-6 (562-563), E7-9 (569-571) Section 9: E9-7 (696-697)
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 Analyze how the author uses words and phrases to shape and clarify meaning.	Section 3: E3-14 (255-256), E3-17 (261-263), E3-22 (275-278)
8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.	Section 4: E4-28 (348-350), E4-29 (351-352), E4-30 (353-355) Section 7: E7-7 (564-565), E7-8 (566-568) Section 9: E9-8 (698-700)
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 the overall meaning of a text or a word’s position or function to determine the meaning of a word or phrase.	Section 3: E3-11 (248-249), E3-13 (252-254), E3-22 (275-278)
9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	Section 3: E3-15 (257-258), E3-16 (259-260)
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 Compare and contrast a primary and secondary account of the same event or topic.	Section 5: E5-11 (410-411) Section 7: E7-6 (562-563), E7-9 (569-571) Section 9: E9-7 (696-697)

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning.	Section 7: E7-7 (564-565), E7-8 (566-568)
11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.	Section 1: E1-15 (32-33), E4-1 (285-286), E4-2 (287-288), E4-4 (291-292), E4-6 (294-296), E4-19 (328), E4-20 (329-331), E4-22 (334-336), E4-24 (339-341), E4-25 (342-343) Section 2: E5-2 (383-384) Section 3: E5-3 (385-387) Section 4: E5-4 (388-389) Section 5: E5-5 (390-391), E5-11 (410-411), E5-14 (417-418), E5-17 (423-424), E5-18 (425-426), E5-19 (427-428), E5-21 (432-434),
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: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)
12.2 Read independently for a sustained period of time.	Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)
12.3 Read and respond according to task and purpose to become self- directed, critical readers and thinkers.	Section 1: E1-1 (6), E1-2 (7-8), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-7 (16-17), E1-8 (18-19), E1-9 (20-21), E1-10 (22-23), E1-11 (24-25), E1-12 (26-27)
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 topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose;	Section 5: E5-1 (381-382), E5-3 (385-387), E5-7 (394-398), E5-9 (403-404), E5-10 (405-409), E5-11 (410-411), E5-12 (412-413), E5-13 (414-416), E5-14 (417-418), E5-15 (419-420), E5-16 (421-422), E5-25 (442-445) Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727)
b. use information from multiple print and multimedia sources;	Section 5: E5-15 (419-420), E5-16 (421-422), E5-17 (423-424)
c. provide logically ordered reasons supported by relevant facts and details;	Section 5: E5-1 (381-382), E5-3 (385-387), E5-4 (388-389), E5-7 (394-398), E5-11 (410-411), E5-15 (419-420), E5-16 (421-422), E5-17 (423-424), E5-18 (425-426), E5-25 (442-445)
d. use transitional words, phrases, and clauses to connect claim and reasons;	Section 5: E5-19 (427-428), E5-20 (429-431), E5-21 (432-434) Section 10: E10-1 (719-720)
e. develop and strengthen writing as needed by planning, revising, editing, rewriting;	Section 5: E5-15 (419-420), E5-18 (425-426), E5-20 (429-431), E5-21 (432-434), E5-25 (442-445), E5-26 (344), E5-27 (448-450),
f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and	Section 7: E7-15 (588-589), E7-16 (590)
g. provide a concluding statement or section related to the claim presented.	Section 5: E5-22 (435-437), E5-23 (438), E5-24 (439-441), E5-25 (442-445)

Step Up to Writing[®], Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Write informative/explanatory texts that:	
a. introduce a topic clearly;	Section 1: E1-25 (54-55) Section 2: E2-43 (189-190), E2-44 (191-193), E2-47 (198-199) Section 4: E4-2 (287-288), E4-3 (289-290), E4-4 (291-292), E4-5 (293), E4-8 (299-301), E4-11 (309-310), E4-12 (311-312), E4-13 (313-317), E4-14 (318-319), E4-15 (320-321), E4-16 (322-323), E4-28 (348-350), E4-29 (351-352), E4-30 (353-355), E4-31 (357-359) Section 7: E7-13 (592-584), E7-18 (595-596) Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727), E10-9 (740-741)
b. use relevant information from multiple print and multimedia sources;	Section 7: E7-6 (562-563), E7-7 (564-565), E7-8 (566-568), E7-10 (573-575)
c. provide a general observation and focus;	Section 4: E4-11 (309-310), E4-12 (311-312)
d. group related information logically;	Section 4: E4-2 (287-288), E4-3 (289-290), E4-4 (291-292), E4-5 (293), E4-8 (299-301), E4-9 (302-303)
e. use credible sources;	Section 7: E7-6 (562-563), E7-7 (464-465), E7-8 (566-568), E7-9 (569-571)
f. include formatting, illustrations, and multimedia to aid comprehension;	Section 4: E4-29 (351-352)
g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;	Section 1: E1-25 (54-55) Section 2: E2-43 (189-190), E2-46 (196-197), E2-48 (200-201), E2-51 (207-208) Section 4: E4-2 (287-288), E4-3 (289-290), E4-4 (291-292), E4-5 (293), E4-8 (299-301), E4-9 (302-303), E4-17 (324-325), E4-18 (264-266), E4-19 (328), E4-20 (329-331), E4-31 (357-359), E4-33 (362-363) Section 7: E7-18 (595-596) Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727), E10-9 (740-741)
h. develop and strengthen writing as needed by planning, revising, and editing, building on personal ideas and the ideas of others;	Section 4: E4-2 (287-288), E4-3 (289-290), E4-4 (291-292), E4-5 (293), E4-8 (299-301), E4-10 (304-307), E4-31 (357-359), E4-32 (360-361), E4-34 (364-365), E5-3 (385-387), E5-4 (388-389), E5-6 (294-296), E5-13 (414-416),
i. paraphrasing, quotations, summarizing, and original language to avoid plagiarism;	Section 7: E7-15 (588-589), E7-16 (590)
j. link ideas within and across categories of information using words, phrases, and clauses;	Section 2: E2-49 (202-203), E2-50 (204-206) Section 4: E4-21 (332-333), E4-22 (334-336), E4-23 (337-338), E4-24 (339-341), E4-31 (357-359) Section 7: E7-13 (592-584), E7-18 (595-596) Section 10: E10-1 (719-720)
k. use precise language and domain-specific vocabulary to inform or explain the topic;	Section 4: E4-18 (264-266), E4-19 (328)
l. develop a style and tone authentic to the purpose; and	Section 10: E10-4 (729-730), E10-5 (731-732), E10-9 (740-741), E10-13 (749-750), E10-14 (751-753)
m. provide a concluding statement or section that follows the information or explanation presented.	Section 2: E2-53 (211-212) Section 5: E4-25 (342-343), E4-26 (344), E4-27 (345-347), E4-31 (357-359) Section 7: E7-13 (592-584), E7-18 (595-596)
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.	

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
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, relevant descriptive details, and well- structured event sequences;	Section 6: E6-1 (465-466), E6-2 (467-468), E6-3 (469-470), E6-7 (479-480), E6-12 (489-490), E6-19 (506-507), E6-25 (520-522), E6-26 (523-525), E6-27 (526-527), E6-28 (528-530), E6-29 (531-532), E6-30 (533-534), E6-31 (536-538), E6-32 (539-542) Section 10: E10-7 (735-737), E10-16 (756-758)
b. orient the reader by establishing a situation and introducing a narrator and/or characters;	Section 6: E6-4 (471-472), E6-5 (473-475), E6-6 (476-478), E6-8 (481-482), E6-9 (483-484), E6-10 (485-486), E6-11 (487-488), E6-13 (491-492), E6-14 (493-495), E6-15 (497-498)
c. organize an event sequence that unfolds naturally;	Section 6: E6-7 (479-480), E6-17 (502-503), E6-18 (504-505), E6-21 (511-512)
d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations;	Section 6: E6-5 (473-475), E6-6 (476-478), E6-10 (485-486), E6-11 (487-488), E6-15 (497-498), E6-16 (499-501), E6-17 (502-503), E6-18 (504-505), E6-20 (508-510)
e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	Section 6: E6-3 (469-470), E6-4 (471-472), E6-5 (473-475), E6-7 (479-480), E6-9 (483-484), E6-15 (497-498), E6-26 (528-531), E6-30 (533-534)
f. use a variety of transitional words, phrases, and clauses to manage the sequence of events;	Section 2: E2-49 (202-203), E2-50 (204-206), E6-8 (481-482), E6-15 (497-498), E6-21 (511-512), E6-22 (513-515)
g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and	Section 6: E6-6 (476-478), E6-15 (497-498), E6-18 (504-505), E6-20 (508-510)
h. provide a conclusion that follows from and reflects on the narrated experiences or events.	Section 6: E6-5 (473-475), E6-6 (476-478), E6-15 (497-498), E6-23 (516-517), E6-24 (518-519)
Language	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.1 When writing:	
a. show knowledge of the function of conjunctions, prepositions, and interjections;	Section 2: E2-17 (132-133), E2-24 (145-147), E2-25 (148-149)
b. form and use the perfect verb tenses;	Section 2: E2-20 (138-139), E2-21 (140-141)
c. use verb tense to convey various times, sequences, states, and conditions;	Section 2: E2-20 (138-139)
d. recognize and use appropriate continuity or shifts in verb tense; and use correlative conjunctions.	Section 2: E2-21 (140-141)
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Apply correct usage of capitalization.	Section 2: E2-13 (123-124), E2-27 (152-153) Section 4: E4-34 (364-265)
5.2 Use:	
a. apostrophes and quotation marks; and	Section 7: E7-15 (588-589)
b. commas for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	Section 2: E2-39 (180)
Range and Complexity	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 Write routinely and persevere in writing tasks:	

Step Up to Writing[®], Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> where Standard is Addressed
<p>a. over short and extended time frames;</p>	<p>Section 1: E1-3 (9-10); E1-4 (11); E1-5 (12-13); E1-6 (14-15); E1-7 (16-17); E1-10 (22-23); E1-11 (24-25); E1-19 (41-42); E1-20 (43-44); E1-21 (45-46); E1-22 (47-48); E1-23 (49-50); E1-25 (54-55); E1-32 (69-70); E1-33 (71-72); ; E1-35 (76-77); E1-41 (88-90) Section 2: E2-36 (173-175); E2-7 (111-112); E2-45 (194-195) Section 4: E4-34 (364-365); E4-35 (367-369); E4-36 (370-374) Section 5: E5-28 (348-350); E5-29 (351-352) Section 6: E6-14 (493-495); E6-31 (536-538); E6-32 (539-542) Section 7: E7-18 (595-596); E7-19 (597-598); E7-21 (602-604) Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-4 (686-690); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-8 (698-700); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710); E9-12 (711-712); E9-13 (713-714) Section 10: E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)</p>
<p>b. for a range of domain specific tasks;</p>	<p>Section 1: E1-3 (9-10); E1-4 (11); E1-5 (12-13); E1-6 (14-15); E1-7 (16-17); E1-10 (22-23); E1-11 (24-25); E1-19 (41-42); E1-20 (43-44); E1-21 (45-46); E1-22 (47-48); E1-23 (49-50); E1-25 (54-55); E1-32 (69-70); E1-33 (71-72); ; E1-35 (76-77); E1-41 (88-90) Section 2: E2-36 (173-175); E2-7 (111-112); E2-45 (194-195) Section 4: E4-34 (364-365); E4-35 (367-369); E4-36 (370-374) Section 5: E5-28 (348-350); E5-29 (351-352) Section 6: E6-14 (493-495); E6-31 (536-538); E6-32 (539-542) Section 7: E7-18 (595-596); E7-19 (597-598); E7-21 (602-604) Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-4 (686-690); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-8 (698-700); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710); E9-12 (711-712); E9-13 (713-714) Section 10: E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)</p>
<p>c. for a variety of purposes and audiences; and</p>	<p>Section 1: E1-3 (9-10); E1-4 (11); E1-5 (12-13); E1-6 (14-15); E1-7 (16-17); E1-10 (22-23); E1-11 (24-25); E1-19 (41-42); E1-20 (43-44); E1-21 (45-46); E1-22 (47-48); E1-23 (49-50); E1-25 (54-55); E1-32 (69-70); E1-33 (71-72); ; E1-35 (76-77); E1-41 (88-90) Section 2: E2-36 (173-175); E2-7 (111-112); E2-45 (194-195) Section 4: E4-34 (364-365); E4-35 (367-369); E4-36 (370-374) Section 5: E5-28 (348-350); E5-29 (351-352)</p>

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	<p>Section 6: E6-14 (493-495); E6-31 (536-538); E6-32 (539-542)</p> <p>Section 7: E7-18 (595-596); E7-19 (597-598); E7-21 (602-604)</p> <p>Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-4 (686-690); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-8 (698-700); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710); E9-12 (711-712); E9-13 (713-714)</p> <p>Section 10: E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)</p>
<p>d. by adjusting the writing process for the task, increasing the length and complexity.</p>	<p>Section 1: E1-3 (9-10); E1-4 (11); E1-5 (12-13); E1-6 (14-15); E1-7 (16-17); E1-10 (22-23); E1-11 (24-25); E1-19 (41-42); E1-20 (43-44); E1-21 (45-46); E1-22 (47-48); E1-23 (49-50); E1-25 (54-55); E1-32 (69-70); E1-33 (71-72); ; E1-35 (76-77); E1-41 (88-90)</p> <p>Section 2: E2-36 (173-175); E2-7 (111-112); E2-45 (194-195)</p> <p>Section 4: E4-34 (364-365); E4-35 (367-369); E4-36 (370-374)</p> <p>Section 5: E5-28 (348-350); E5-29 (351-352)</p> <p>Section 6: E6-14 (493-495); E6-31 (536-538); E6-32 (539-542)</p> <p>Section 7: E7-18 (595-596); E7-19 (597-598); E7-21 (602-604)</p> <p>Section 9: E9-1 (680-682); E9-2 (683-684); E9-3 (685); E9-4 (686-690); E9-5 (691-693); E9-6 (694-695); E9-7 (696-697); E9-8 (698-700); E9-9 (701-705); E9-10 (706-708); E9-11 (709-710); E9-12 (711-712); E9-13 (713-714)</p> <p>Section 10: E10-3 (724-727); E10-4 (729-730); E10-9 (740-741); E10-11 (742-744); E10-12 (747-749); E10-13 (749-750); E10-15 (753-755); E10-16 (756-758); E10-17 (759-760)</p>
Communication	
Meaning and Context	
<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p>	
<p>1.1 Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.</p>	<p>Section 1: E1-2 (7-8), E1-19 (41-42)</p> <p>Section 2: E2-35 (171-172), E2-51 (207-208)</p> <p>Section 8: E8-11 (633-634), E8-18 (650-652), E8-19 (653-655), E8-20 (657), E8-22 (662-664), E8-23 (665-666)</p> <p>Section 10: E10-6 (733-734)</p>
<p>1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.</p>	<p>Section 1: E1-1 (6), E1-3 (9-10), E1-4 (11), E1-5 (12-13), E1-6 (14-15), E1-13 (252-254), E1-14 (255-256), E1-15 (257-258), E1-20 (43-44), E1-22 (47-48), E1-26 (56-57), E1-29 (62-63), E1-30 (65-66), E1-32 (69-70), E4-34 (364-365), E1-35 (76-77), E1-37 (80-81), E1-38 (82), E1-39 (83-84)</p> <p>Section 2: E2-1 (97-99), E2-2 (100-101), E2-3 (102-103), E2-4 (104-105), E2-5 (106-108), E2-8 (113-114), E2-9 (116-117), E2-10 (118), E2-11 (119-120), E2-12 (121-</p>

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	<p>122), E2-13 (123-124), E2-14 (125-126), E2-15 (127-128), E2-16 (129-130), E2-17 (132-133), E2-18 (134-135), E2-19 (136-137), E2-20 (138-139), E2-21 (140-141), E2-22 (142-143), E2-23 (144), E2-24 (145-147), E2-27 (152-153), E2-28 (154-156), E2-29 (158-159), E2-30 (160-161), E2-31 (162-163), E2-32 (164-166), E2-32 (167-168), E2-34 (169-170), E2-36 (173-175), E2-37 (176-177), E2-38 (178-179), E2-39 (180), E2-40 (181-182), E2-42 (186-188), E2-43 (189-190), E2-44 (191-193), E2-45 (194-195), E2-46 (196-197), E2-47 (198-199), E2-48 (200-201), E2-49 (202-203), E2-50 (204-206), E2-52 (209), E2-53 (210-211), E2-54 (212-214), E2-55 (216-217)</p> <p>Section 3: E3-1 (228-229), E3-2 (230-231), E3-3 (232-233), E3-4 (234-235), E3-5 (237-238), E3-6 (239-240), E3-7 (241-242), E3-8 (243-244), E3-9 (245-246), E3-10 (247), E3-11 (248-249), E3-12 (250-251), E3-14 (255-256), E3-15 (257-258), E3-17 (261-263), E3-18 (264-266), E3-19 (267-269), E3-20 (270), E3-21 (271-273), E3-22 (275-278)</p> <p>Section 4: E4-4 (291-292), E4-5 (293), E4-6 (294-296), E4-7 (297-298), E4-8 (299-301), E4-9 (302-303), E4-10 (304-307), E4-11 (309-310), E4-12 (311-312), E4-13 (313-317), E4-14 (318-319), E4-15 (320-321), E4-16 (322-323), E4-17 (324-325), E4-18 (264-266), E4-19 (328), E4-20 (329-331), E4-21 (332-333), E4-22 (334-336), E4-23 (337-338), E4-24 (339-341), E4-25 (342-343), E4-26 (344), E4-27 (345-347), E4-28 (348-350), E4-29 (351-352), E4-31 (357-359), E4-32 (360-361), E4-34 (364-365)</p> <p>Section 5: E5-1 (381-382), E5-2 (383-384), E5-3 (385-387), E5-4 (388-389), E5-5 (390-391), E5-6 (294-296), E5-7 (394-398), E5-8 (299-301), E5-9 (403-404), E5-10 (405-409), E5-11 (410-411), E5-13 (414-416), E5-14 (417-418), E5-15 (419-420), E5-16 (421-422), E5-17 (423-424), E5-20 (429-431), E5-21 (432-434), E5-22 (435-437), E5-23 (438), E5-24 (439-441), E5-25 (442-445), E5-26 (344), E5-27 (448-450)</p> <p>Section 6: E6-1 (465-466), E6-2 (467-468), E6-3 (469-470), E6-4 (471-472), E6-5 (473-475), E6-6 (476-478), E6-8 (481-482), E6-9 (483-484), E6-10 (485-486), E6-11 (487-488), E6-12 (489-490), E6-13 (491-492), E6-14 (493-495), E6-15 (497-498), E6-16 (499-501), E6-17 (502-503), E6-18 (504-505), E6-19 (506-507), E6-20 (508-510), E6-21 (511-512), E6-22 (513-515), E6-23 (516-517), E6-24 (518-519), E6-25 (520-522), E6-26 (523-525), E6-29 (531-532), E6-30 (533-534)</p> <p>Section 7: E7-3 (554-555), E7-4 (556-557), E7-5 (558-560), E7-6 (562-563), E7-7 (564-565), E7-8 (566-568), E7-9 (569-571), E7-11 (576-579), E7-12 (580-581), E7-14 (586-587), E7-16 (590-591), E7-17 (591-594), E7-18 (595-596), E7-19 (597-598), E2-20 (138-139)</p> <p>Section 8: E8-1 (610-611), E8-2 (612-614), E8-3 (615-616), E8-4 (617-618), E8-5 (619-620), E8-6 (621-622), E8-7 (623-625), E8-8 (627-628), E8-13 (638-639), E8-15</p>

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	(643-644), E8-16 (645-646), E8-17 (647-649), E8-21 (658-661) Section 9: E9-1 (680-682), E9-2 (683-684), E9-3 (685), E9-5 (691-693), E9-6 (694-695), E9-11 (709-710) Section 10: E10-1 (719-720), E10-2 (721-723), E10-3 (724-727), E10-4 (729-730), E10-5 (731-732), E10-7 (735-737), E10-8 (738-739), E10-9 (740-741), E10-10 (742-744), E10-12 (747-749), E10-14 (751-752)
1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.	Section 1: E1-23 (49-50) Section 8: E8-14 (640-641), E8-18 (650-652), E8-20 (657), E8-22 (662-664), E8-23 (665-666), E8-24 (667-668), E8-26 (672-674) Section 10: E10-6 (733-734), E10-16 (756-758)
1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions, respond to clarify thinking, and express new thoughts.	Section 1: E1-2 (7-8), E1-11 (24-25), E1-16 (259-260), E1-21 (45-46), E1-31 (67-68), E1-40 (86-87) Section 8: E8-18 (650-652), E8-22 (662-664) Section 10: E10-6 (733-734)
1.5 Explain personal ideas while building on the ideas of others to demonstrate an understanding of diverse perspectives.	Section 1: E1-2 (7-8), E1-19 (41-42) Section 2: E2-35 (171-172), E2-51 (207-208) Section 8: E8-11 (633-634), E8-18 (650-652), E8-19 (653-655), E8-20 (657), E8-22 (662-664), E8-23 (665-666) Section 10: E10-6 (733-734)
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Analyze ideas, perspectives, and information using examples and supporting evidence related to the topic.	Section 1: E1-5 (12-13), E1-15 (257-258), E1-16 (259-260), E1-24 (52-53), E1-27 (58-59), E1-28 (60-61), E1-38 (82) Section 5: E5-18 (425-426) Section 6: E6-8 (481-482) Section 8: E8-1 (610-611), E8-2 (612-614), E8-3 (615-616), E8-4 (617-618), E8-5 (619-620), E8-7 (623-625), E8-9 (629-630), E8-10 (631-632), E8-11 (633-634), E8-12 (635-637), E8-13 (638-639), E8-14 (640-641), E8-15 (643-644), E8-18 (650-652), E8-19 (653-655), E8-20 (657) ; E8-25 (670-671) Section 10: E10-6 (733-734)
2.2 Analyze the credibility of information presented in diverse media and formats.	Section 6: E6-8 (481-482) Section 7: E7-8 (566-568), E7-9 (569-571) Section 8: E8-1 (610-611), E8-2 (612-614), E8-3 (615-616), E8-4 (617-618), E8-5 (619-620), E8-7 (623-625), E8-9 (629-630), E8-10 (631-632), E8-11 (633-634), E8-12 (635-637), E8-13 (638-639), E8-14 (640-641), E8-15 (643-644), E8-19 (653-655), E8-25 (670-671)
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.	Section 1: E1-5 (12-13), E1-15 (257-258), E1-16 (259-260), E1-24 (52-53), E1-27 (58-59), E1-28 (60-61), E1-38 (82) Section 5: E5-18 (425-426) Section 8: E8-18 (650-652), E8-19 (653-655), E8-20 (657) Section 10: E10-6 (733-734)
3.2 Create presentations that integrate visual displays and other multimedia to enrich the presentation.	Section 4: E4-30 (353-355) Section 7: E7-20 (599-600)

Step Up to Writing®, Grades 3-5 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Grades Three through Five

South Carolina College- and Career-Ready Standards and Indicators for Grade 5	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	Section 8: E8-12 (635-637), E8-13 (638-639), E8-14 (640-641), E8-17 (647-649)
Language, Craft, and Structure	
Standard 4: Critique how a speaker addresses content and uses craft techniques to inform, engage, and impact audience and convey messages.	
4.1 Identify a speaker's claim and determine the effectiveness of how each point is presented to support the claim.	Section 8: E8-15 (643-644)
4.2 Identify the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	Section 8: E8-15 (643-644), E8-19 (653-655), E8-25 (670-671)
4.3 Determine how the speaker:	
a. uses intonation and word stress;	Section 8: E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
b. includes media;	Section 8: E8-17 (647-649)
c. addresses the audience;	Section 8: E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
d. determines word choice; and	Section 8: E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
e. incorporates figurative language and literary devices.	Section 8: E8-14 (640-641); E8-15 (643-644); E8-19 (653-655); E8-25 (670-671)
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations.	Section 8: E8-15 (643-644), E8-16 (645-646), E8-17 (647-649)
5.2 Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.	Section 8: E8-12 (635-637), E8-14 (640-641)