

GRADES 6-8

Step Up
to Writing®



Step Up to Writing, Grades 6-8

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

September 2016

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 6	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 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	Section 7: S7-4 (630-631), S7-5 (632)
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.	Section 7: S7-9 (640-642), S7-10 (643-644)
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 by using appropriate discipline-specific strategies.	Section 7: S7-3 (626-629)
3.2 Examine historical, social, cultural, or political context to broaden inquiry.	Section 7: S7-5 (632), S7-8 (638-639)
3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.	Section 7: S7-7 (636-637), S7-9 (640-642), S7-10 (643-644)
3.4 Organize and categorize important information, revise ideas, and report relevant findings.	Section 7: S7-11 (645-647), S7-12 (648-649), S7-16 (658)
Standard 4: Synthesize integrated information to share learning and/or take action.	
4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	Section 7: S7-7 (636-637), S7-8 (638-639), S7-9 (640-642), S7-10 (643-644), S7-12 (648-649)
4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.	Section 7: S7-13 (650-651)
4.3 Reflect on findings and pose appropriate questions for further inquiry.	Section 7: S7-19 (666-668)
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; use feedback from peers and adults to guide the inquiry process.	Section 7: S7-19 (666-668), S7-20 (669-671) Section 8: S8-17 (720-721)
5.2 Employ past and present learning in order to monitor and guide inquiry.	Section 7: S7-19 (666-668), S7-20 (669-671) Section 8: S8-17 (720-721)
5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.	Section 7: S7-19 (666-668), S7-20 (669-671) Section 8: S8-17 (720-721)
Reading - Literary Text (RL)	
Principles of Reading	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
Meaning and Context	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 6	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Section 1: S1-1 (6), S1-2 (7-8), S1-3 (9), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23), S1-13 (24-25), S1-17 (31-33), S1-19 (35-36), S1-20 (37), S1-25 (47-48), S1-26 (49-50), S1-28 (53-54), S1-29 (55-57), S1-30 (58-59), S1-31 (60-61), S1-32 (62-63), S1-35 (70-71), S1-36 (72-73), S1-37 (74), S1-39 (78-79) Section 5: S5-39 (509-511) Section 6: S6-1 (527-528), S6-2 (529-530), S6-3 (531-532), S6-22 (571-572), S6-25 (577-578) Section 9: S9-3 (751-754)
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Section 1: S1-1 (6), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-13 (24-25), S1-17 (31-33), S1-19 (35-36), S1-23 (42-43), S1-24 (44-46), S1-26 (49-50), S1-27 (51-52), S1-28 (53-54), S1-30 (58-59), S1-32 (62-63), S1-35 (70-71), S1-36 (72-73), S1-39 (78-79) Section 6: S6-3 (531-532), S6-4 (533-534), S6-9 (543-544), S6-34 (598-599), S6-35 (600-602)
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 a narrative, drama, or poem read to an audio, video, or live version of the same text.	
7.2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	Section 1: S1-34 (67-69)
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.	Section 6: S6-9 (543-544)
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 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.	Section 1: S1-30 (58-59) Section 3: S3-16 (241-242), S3-17 (243-346), S3-19 (249-251), S3-21 (256-260)
9.2 Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone.	Section 1: S1-30 (58-59) Section 3: S3-16 (241-242), S3-17 (243-346), S3-19 (249-251), S3-21 (256-260)
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 the overall meaning of a text or a word’s position or function to determine the meaning of a word or phrase.	Section 3: S3-5 (220-221), S3-6 (222-223), S3-7 (224-225), S3-9 (228-229), S3-10 (230), S3-11 (231-233), S3-20 (252-254), S3-21 (256-260) Section 4: S4-44 (362-363)
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: S1-21 (38-39), S1-25 (47-48) Section 2: S2-1 (88-90), S2-3 (93-94), S2-5 (98-99), S2-12 (118-119), S2-14 (122-123), S2-16 (126-128), S2-19 (134-136), S2-26 (153-154), S2-28 (157-159), S2-29 (160-162), S2-30 (164-165), S2-31 (166-169), S2-32 (170-171), S2-33 (172-174), S2-35 (177-178), S2-36 (179-180), S2-37 (181-184), S2-40 (191-193), S2-42 (198-199)

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 6	Strategy (and Page Number) in <i>Step Up to Writing</i> ® where Standard is Addressed
	<p>Section 3: S3-1 (209-211), S3-2 (212-213), S3-3 (214-215), S3-4 (216-218), S3-5 (220-221), S3-6 (222-223), S3-7 (224-225), S3-8 (226-227), S3-9 (228-229), S3-10 (230), S3-11 (231-233), S3-12 (234-235), S3-14 (237-238), S3-15 (239-240), S3-17 (243-346), S3-18 (247-248), S3-19 (249-251), S3-20 (252-254), S3-21 (256-260)</p> <p>Section 4: S4-41 (358), S4-44 (362-363), S4-47 (368-369), S4-49 (372-374), S4-55 (387-388), S4-57 (392-393), S4-58 (394-395)</p> <p>Section 5: S5-28 (482-483), S5-33 (493-495), S5-35 (500-501) S5: 482-483, 493-495, 500-501</p> <p>Section 6: S6-3 (531-532), S6-24 (575-576), S6-25 (577-578)</p> <p>Section 7: S7-8 (638-639), S7-17 (659-661)</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 development of the point of view of the narrator or speaker impacts content, meaning, and style.	Section 6: S6-3 (531-532), S6-13 (550-551)
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Section 6: S6-9 (543-544)
12.2 Compare and contrast how different text structures contribute to meaning and impact the reader.	Section 1: S1-33 (64-66), S1-34 (67-69)
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 through teacher modeling and gradual release of responsibility.	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23)
13.2 Read independently for sustained periods of time to build stamina.	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23)
13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23) Section 6: S6-1 (527-528)
Reading - Informational Text (RI)	
Principles of Reading	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level text with purpose and understanding.	
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 6	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
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 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Section 1: S1-1 (6), S1-2 (7-8), S1-4 (10), S1-5 (11-12), S1-6 (13), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23), S1-13 (24-25), S1-14 (26), S1-15 (27-28), S1-16 (29-30), S1-17 (31-33), S1-18 (34), S1-20 (37), S1-21 (38-39), S1-22 (40-41), S1-26 (49-50), S1-28 (53-54), S1-29 (55-57), S1-30 (58-59), S1-31 (60-61), S1-32 (62-63), S1-33 (64-66), S1-35 (70-71), S1-36 (72-73), S1-37 (74), S1-39 (78-79)</p> <p>Section 5: S5-23 (470-472) S5: 470-472</p> <p>Section 6: S6-1 (527-528), S6-3 (531-532), S6-22 (571-572), S6-23 (573-574), S6-25 (577-578)</p> <p>Section 7: S7-11 (645-647)</p> <p>Section 9: S9-1 (748-749), S9-3 (751-754), S9-7 (764-767)</p>
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.	<p>Section 1: S1-1 (6), S1-5 (11-12), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-13 (24-25), S1-14 (26), S1-15 (27-28), S1-16 (29-30), S1-17 (31-33), S1-18 (34), S1-21 (38-39), S1-22 (40-41), S1-23 (42-43), S1-24 (44-46), S1-26 (49-50), S1-27 (51-52), S1-28 (53-54), S1-30 (58-59), S1-32 (62-63), S1-33 (64-66), S1-35 (70-71), S1-36 (72-73), S1-39 (78-79)</p> <p>Section 4: S4-31 (335-336), S4-56 (389-391)</p> <p>Section 6: S6-3 (531-532), S6-4 (533-534), S6-9 (543-544)</p> <p>Section 7: S7-11 (645-647), S7-13 (650-651), S7-16 (658), S7-17 (659-661)</p>
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.	
Language, Craft, and Structure	
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.	<p>Section 1: S1-21 (38-39)</p> <p>Section 3: S3-12 (234-235), S3-13 (234-235), S3-16 (241-242), S3-19 (249-251)</p>
8.2 Identify text features and structures that support an author’s ideas or claim.	<p>Section 1: S1-6 (13), S1-8 (16), S1-33 (64-66), S1-34 (67-69)</p> <p>Section 5: S5-16 (454-455), S5-34 (497-499), S5-35 (500-501)</p>
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 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.	<p>Section 3: S3-8 (226-227), S3-12 (234-235)</p>

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 6	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.	Section 3: S3-14 (237-238), S3-15 (239-240)
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.	Section 1: S1-34 (67-69) Section 5: S5-36 (502-503)
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Identify text features and structures that support an author’s idea or claim.	Section 1: S1-6 (13), S1-8 (16), S1-33 (64-66), S1-34 (67-69) Section 5: S5-16 (454-455), S5-34 (497-499), S5-35 (500-501)
11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Section 1: S1-6 (13), S1-8 (16) Section 5: S5-16 (454-455), S5-34 (497-499), S5-35 (500-501)
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: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23)
12.2 Read independently for a sustained period of time.	Section 1: Responding to Text: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23) support this standard
12.3 Read and respond according to task and purpose to become self- directed, critical readers and thinkers.	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23) Section 7: S7-1 (621-622)
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 focused claim and organize reasons and evidence clearly;	Section 1: S1-6 (13), S1-32 (62-63) Section 5: S5-1 (415-416), S5-3 (420-421), S5-4 (422-424), S5-5 (425-427), S5-7 (431-433), S5-8 (434-436), S5-9 (438-439), S5-10 (440-441), S5-11 (442-443), S5-12 (444-445), S5-13 (446-448), S5-14 (450-451), S5-15 (452-453), S5-16 (454-455), S5-18 (459-460), S5-19 (461-462), S5-20 (463-465), S5-34 (497-499), S5-35 (500-501), S5-36 (502-503), S5-37 (504-506), S5-38 (507-508) Section 7: S7-13 (650-651)
b. use information from multiple print and multimedia sources;	Section 5: S5-4 (422-424), S5-5 (425-427), S5-7 (431-433), S5-8 (434-436), S5-10 (440-441), S5-15 (452-453), S5-16 (454-455), S5-17 (456-458), S5-18 (459-460), S5-19 (461-462), S5-20 (463-465), S5-34 (497-499), S5-35 (500-501), S5-38 (507-508) Section 7: S7-13 (650-651)
c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;	Section 5: S5-4 (422-424), S5-5 (425-427), S5-7 (431-433), S5-8 (434-436), S5-10 (440-441), S5-15 (452-453), S5-16 (454-455), S5-17 (456-458), S5-18 (459-460), S5-

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 6	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
	19 (461-462), S5-20 (463-465), S5-34 (497-499), S5-35 (500-501), S5-38 (507-508) Section 7: S7-13 (650-651)
d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;	Section 1: S1-6 (13) Section 5: S5-8 (434-436), S5-21 (466-467), S5-22 (468-469), S5-23 (470-472), S5-27 (481), S5-28 (482-483), S5-36 (502-503), S5-37 (504-506), S5-38 (507-508) Section 7: S7-13 (650-651)
e. develop and strengthen writing as needed by planning, revising, editing, rewriting;	Section 5: S5-4 (422-424), S5-7 (431-433), S5-8 (434-436), S5-16 (454-455), S5-21 (466-467), S5-22 (468-469), S5-23 (470-472), S5-27 (481), S5-28 (482-483), S5-19 (484-485), S5-30 (486-488), S5-31 (489-490)
f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources;	Section 5: S5-15 (452-453), S5-17 (456-458)
g. establish and maintain a formal style; and	Section 5: S5-9 (438-439), S5-10 (440-441), S5-27 (481), S5-28 (482-483), S5-33 (493-495)
h. provide a conclusion that follows from and supports the argument.	Section 5: S5-7 (431-433), S5-24 (473-474), S5-25 (475-476), S5-26 (477-479)
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 focused topic;	Section 4: S4-1 (268-269), S4-2 (270-271), S4-3 (272-273), S4-4 (274-276), S4-5 (277-278), S4-6 (279-280), S4-9 (286-288), S4-10 (290-291), S4-11 (292-293), S4-12 (294-298), S4-13 (299-300), S4-14 (301-302), S4-15 (303-305)
b. use relevant information from multiple print and multimedia sources;	Section 4: S4--22 (318-320), S4-23 (321-322)
c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;	Section 4: S4-50 (376-377), S4-51 (378-379), S4-52 (380-381), S4-53 (382-384), S4-54 (385-386) Section 6: S7-13 (650-651)
d. use credible sources;	Section 4: S4--22 (318-320), S4-23 (321-322)
e. include formatting, graphics, and multimedia to aid comprehension;	Section 4: S4-37 (347-348), S4-38 (349-350), S4-39 (351-353)
f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;	Section 4: S4-3 (272-273), S4-4 (274-276), S4-5 (277-278), S4-8 (283-285), S4-9 (286-288), S4-16 (307-308), S4-17 (309), S4-18 (310-311), S4-19 (312-313), S4-20 (314-315), S4-21 (316-317), S4-22 (318-320), S4-23 (321-322), S4-41 Getting Caught in the Things Trap: Using Precise Words; S4-43 (361), S4-47 (368-369), S4-50 (376-377), S4-51 (378-379), S4-52 (380-381), S4-53 (382-384), S4-54 (385-386) Section 7: S7-11 (645-647), S7-13 (650-651), S7-15 (656-657), S7-18 (662-665)
g. develop and strengthen writing as needed by planning, revising, editing, rewriting;	Section 4: S4-3 (272-273), S4-4 (274-276), S4-5 (277-278), S4-8 (283-285), S4-9 (286-288), S4-16 (307-308), S4-17 (309), S4-36 (345-346), S4-41 (358), S4-42 (359-360), S4-44 (362-363), S4-45 (364-366), S4-46 (367), S4-48 (370-371)
h. paraphrase, quote, and summarize to avoid plagiarism;	Section 4: S4-22 (318-320) Section 7: S7-15 (656-657), S7-16 (658)
i. follow a standard format for citation;	Section 4: S4-22 (318-320)

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 6	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
	Section 7: S7-15 (656-657), S7-18 (662-665)
j. use appropriate transitions to clarify the relationships among ideas and concepts;	Section 4: S4-9 (286-288), S4-20 (314-315), S4-24 (324), S4-25 (325-326), S4-26 (327), S4-27 (328-329), S4-28 (330), S4-29 (331-332), S4-30 (333-334), S4-31 (335-336) Section 7: S7-13 (650-651)
k. use precise language and domain-specific vocabulary to inform or explain the topic;	Section 4: S4-3 (272-273), S4-21 (316-317), S4-35 (343-344), S4-41 (358-359); S4-42 (359-361), S4-43 (361), S4-44 (362-363), S4-47 (368-369), S4-48 (370-371), S4-49 (372-374), S4-50 (376-377), S4-51 (378-379), S4-52 (380-381), S4-53 (382-384), S4-54 (385-386)
l. establish and maintain a style and tone authentic to the purpose; and	Section 4: S4-10 (290-291), S4-48 (370-371), S4-49 (372-374)
m. provide a concluding statement or section that follows the information or explanation presented.	Section 4: S4-1 (268-269), S4-32 (337-338), S4-33 (339-340), S4-34 (341-342), S4-35 (343-344), S4-36 (345-346)
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, relevant descriptive details, and well- structured event sequences;	Section 6: S6-1 (527-528), S6-2 (529-530), S6-22 (571-572), S6-29 (585-587), S6-32 (592-594), S6-33 (596-597), S6-34 (598-599), S6-35 (600-602), S6-36 (603-604), S6-38 (609-611), S6-39 (612-616) Section 9: S9-6 (762-763)
b. engage and orient the reader by establishing a context and introducing a narrator and/or characters;	Section 6: S6-4 (533-534), S6-5 (535-536), S6-7 (539-540), S6-8 (541-542), S6-9 (543-544), S6-10 (545), S6-11 (546), S6-12 (547-549), S6-13 (550-551), S6-14 (552-553), S6-15 (554-555), S6-16 (556-558)
c. organize an event sequence that unfolds naturally and logically;	Section 6: S6-9 (543-544), S6-19 (564-565)
d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;	Section 6: S6-8 (541-542), S6-10 (545), S6-11 (546), S6-14 (552-553), S6-17 (560-561), S6-18 (562-563), S6-19 (564-565), S6-20 (566-568), S6-21 (569-570), S6-23 (573-574)
e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;	Section 6: S6-4 (533-534), S6-5 (535-536), S6-9 (543-544), S6-24 (575-576), S6-25 (577-578)
f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	Section 6: S6-5 (535-536), S6-6 (537-538), S6-8 (541-542), S6-10 (545), S6-22 (546), S6-22 (571-572), S6-28 (584), S6-29 (585-587), S6-31 (590-591), S6-32 (592-594)
g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and	Section 6: S6-7 (539-540), S6-10 (545), S6-19 (564-565), S6-20 (566-568), S6-23 (573-574), S6-26 (579-580), S6-28 (584), S6-31 (590-591)
h. provide a conclusion that follows from and reflects on the narrated experiences or events.	Section 6: S6-5 (535-536), S6-9 (543-544), S6-26 (579-580), S6-27 (581-582)
Language	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.1 When writing:	

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 6	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
a. ensure that subjective, objective, and possessive pronouns are in the proper case;	Section 2: S2-32 (170-171)
b. use intensive pronouns;	Section 2: S2-32 (170-171)
c. recognize and use appropriate continuity and shifts in pronoun number and person;	Section 2: S2-33 (172-174) Section 6: S6-13 (550-551)
d. recognize and correct pronouns with unclear or ambiguous antecedents;	Section 2: S2-34 (175-176)
e. recognize variations from standard English in one's own and others' writing; and	Section 2: S2-10 (111-113)
f. identify and use strategies to improve expression in conventional language.	Section 2: S2-12 (118-119), S2-14 (122-123), S2-18 (132-133), S2-40 (191-193), S2-42 (198-199), S2-43 (200-204) Section 4: S4-12 (294-298), S4-21 (316-317), S4-22 (318-320), S4-45 (364-366), S4-60 (398-399) Section 5: S5-14 (450-451), S5-17 (456-458), S5-30 (486-488) S6-5 (535-536), S6-14 (552-553), S6-17 (560-561), S6-32 (592-594) Section 7: S7-15 (656-657), S7-16 (658), S7-19 (666-668) Section 9: S9-5 (759-561)
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 5.2 Use: a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and b. semicolons to connect main clauses and colons to introduce a list or quotation.	Section 2: S2-20 (137-139), S2-41 (194-196)
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 over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	Section 1: S1-40 (80-82) Section 4: S4-61 (401-403), S4-62 (404-408) Section 5: S5-40 (513-516), S5-41 (517-520) Section 6: S6-5 (535-536), S6-37 (605-607), S6-38 (609-611), S6-39 (612-616) Section 7: S7-21 (673-676) Section 9: S9-1 (748-749), S9-2 (750), S9-3 (751-754), S9-4 (755-758), S9-5 (759-561), S9-6 (762-763), S9-7 (764-767), S9-8 (768-769)
Communication (C)	
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 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.	Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-19 (726-727), S8-21 (731-734)
1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.	Section 1: S1-1 (6), S1-2 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-6 (13), S1-7 (14-15), S1-11 (21), S1-12 (22-23), S1-14 (26), S1-15 (27-28), S1-16 (29-30), S1-17 (31-33), S1-20 (37), S1-21 (38-39), S1-22 (40-41), S1-24 (44-46), S1-25 (47-48), S1-26 (49-50), S1-27 (51-52), S1-28

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 6	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
	<p>(53-54), S1-29 (55-57), S1-30 (58-59), S1-33 (64-66), S1-35 (70-71), S1-36 (72-73), S1-37 (74), S1-38 (75-76)</p> <p>Section 2: S2-1 (88-90), S2-3 (93-94), S2-6 (100-102), S2-12 (118-119), S2-13 (120-121), S2-14 (122-123), S2-15 (124-125), S2-16 (126-128), S2-17 (129-131), S2-19 (134-136), S2-20 (137-139), S2-21 (141-142), S2-22 (143-144), S2-23 (145-147), S2-25 (150-152), S2-26 (153-154), S2-27 (155-156), S2-28 (157-159), S2-29 (160-162), S2-30 (164-165)</p> <p>Section 3: S3-1 (209-211), S3-2 (212-213), S3-3 (214-215), S3-4 (216-218), S3-12 (234-235), S3-13 (234-235), S3-14 (237-238), S3-15 (239-240), S3-16 (241-242)</p> <p>Section 4: S4-2 (270-271), S4-3 (272-273), S4-4 (274-276), S4-5 (277-278), S4-6 (279-280), S4-7 (281-282), S4-8 (283-285), S4-9 (286-288), S4-10 (290-291), S4-11 (292-293), S4-12 (294-298), S4-13 (299-300), S4-14 (301-302), S4-15 (303-305), S4-16 (307-308), S4-17 (309), S4-18 (310-311), S4-19 (312-313), S4-20 (314-315), S4-21 (316-317), S4-22 (318-320), S4-23 (321-322), S4-30 (333-334), S4-32 (337-338), S4-33 (339-340), S4-34 (341-342), S4-35 (343-344), S4-36 (345-346), S4-37 (347-348), S4-40 (355-357), S4-41 (358), S4-46 (367), S4-47 (368-369), S4-49 (372-374), S4-50 (376-377), S4-51 (378-379), S4-52 (380-381), S4-53 (382-384), S4-54 (385-386), S4-55 (387-388)</p> <p>Section 5: S5-1 (415-416), S5-3 (420-421), S5-4 (422-424), S5-5 (425-427), S5-6 (428-430), S5-7 (431-433), S5-8 (434-436), S5-9 (438-439), S5-10 (440-441), S5-11 (442-443), S5-12 (444-445), S5-13 (446-448), S5-14 (450-451), S5-15 (452-453), S5-16 (454-455), S5-17 (456-458), S5-18 (459-460), S5-19 (461-462), S5-20 (463-465), S5-24 (473-474) ; S5-25 (475-476), S5-26 (477-479), S5-27 (481), S5-28 (482-483), S5-31 (489-490), S5-33 (493-495), S5-34 (497-499), S5-35 (500-501), S5-36 (502-503), S5-37 (504-506), S5-38 (507-508), S5-39 (509-511)</p> <p>Section 6: S6-1 (527-528), S6-2 (529-530), S6-3 (531-532), S6-4 (533-534), S6-6 (537-538), S6-7 (539-540), S6-8 (541-542), S6-9 (543-544), S6-10 (545), S6-11 (546), S6-12 (547-549), S6-13 (550-551), S6-14 (552-553), S6-15 (554-555), S6-16 (556-558), S6-17 (560-561), S6-18 (562-563), S6-19 (564-565), S6-21 (569-570), S6-22 (571-572), S6-23 (573-574), S6-24 (575-576), S6-25 (577-578), S6-26 (579-580), S6-27 (581-582), S6-28 (584), S6-30 (588-589), S6-33 (596-597), S6-34 (598-599), S6-35 (600-602), S6-36 (603-604), S6-37 (605-607)</p> <p>Section 7: S7-1 (621-622), S7-2 (623-625), S7-3 (626-629), S7-4 (630-631), S7-5 (632), S7-6 (633-635), S7-7 (636-637), S7-8 (638-639), S7-9 (640-642), S7-10 (643-644), S7-11 (645-647), S7-12 (648-649), S7-13 (650-651), S7-14 (653-655), S7-15 (656-657), S7-16 (658), S7-17 (659-661), S7-18 (662-665), S7-19 (666-668)</p> <p>Section 8: S8-1 (682), S8-2 (683-685), S8-3 (686-687), S8-4 (688-689), S8-5 (690-692), S8-6 (693-694), S8-20 (728-730)</p>

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 6	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
	Section 9: S9-1 (748-749), S9-4 (755-758), S9-6 (762-763), S9-8 (768-769), S9-10 (772-774)
1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.	Section 2: S2-10 (111-113), S2-22 (143-144) Section 8: S8-5 (690-692), S8-6 (693-694), S8-7 (696), S8-8 (697-699), S8-9 (700-701), S8-10 (702-703), S8-11 (704-706), S8-12 (707-708), S8-13 (709-712), S8-15 (715-717)
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 to clarify thinking and express new thoughts.	Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727), S8-21 (731-734)
1.5 Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives.	Section 1: S1-12 (22-23) Section 2: S2-7 (103-105), S4-46 (367) Section 5: S5-31 (489-490) Section 6: S6-30 (588-589) Section 8: S8-5 (690-692), S8-18 (722-725), S8-19 (726-727), S8-20 (728-730), S8-21 (731-734), S8-22 (735-737)
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.	Section 1: S1-23 (42-43), S1-26 (49-50) Section 4: S4-39 (351-354) Section 7: S7-20 (669-671) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727)
2.2 Distinguish between credible and non-credible sources of information.	Section 5: S5-34 (497-499) Section 8: S8-17 (720-721); S8-19 (726-727)
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Section 1: S1-31 (60-61) Section 5: S5-35 (500-501) Section 8: S8-1 (682), S8-2 (683-685), S8-3 (686-687), S8-4 (688-689), S8-6 (693-694), S8-7 (696), S8-8 (697-699), S8-9 (700-701), S8-10 (702-703), S8-11 (704-706), S8-12 (707-708), S8-13 (709-712), S8-14 (714), S8-23 (739)
2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	Section 2: S2-10 (111-113), S2-22 (143-144) Section 8: S8-5 (690-692), S8-6 (693-694), S8-7 (696), S8-8 (697-699), S8-9 (700-701), S8-10 (702-703), S8-11 (704-706), S8-12 (707-708), S8-13 (709-712), S8-15 (715-717)
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Analyze the impact of selected media and formats on meaning.	Section 8: S8-17 (720-721)
3.2 Utilize multimedia to enrich presentations.	Section 4: S4-38 (349-350), S4-39 (351-354) Section 6: S6-5 (535-536) Section 7: S7-20 (669-671) Section 8: S8-13 (709-712), S8-16 (718-719)
Language, Craft, and Structure	
Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.	
4.1 Determine the effectiveness of a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Section 5: S5-34 (497-499) Section 8: S8-17 (720-721); S8-19 (726-727)

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 6	Strategy (and Page Number) in <i>Step Up to Writing</i> ® where Standard is Addressed
4.2 Identify the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	Section 8: S8-17 (720-721), S8-23 (739)
4.3 Determine how the speaker: <ul style="list-style-type: none"> a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience. 	Section 8: S8-5 (690-692), S8-7 (696), S8-11 (704-706), S8-16 (718-719), S8-12 (707-708)
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Consider audience when selecting presentation types.	Section 8: S8-5 (690-692)
5.2 Select and integrate craft techniques to impact audience.	Section 8: S8-4 (688-689), S8-15 (715-717)

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 7	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 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	Section 7: S7-4 (630-631), S7-5 (632)
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.	Section 7: S7-9 (640-642), S7-10 (643-644)
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 by using appropriate discipline-specific strategies.	Section 7: S7-3 (626-629)
3.2 Examine historical, social, cultural, or political context to broaden inquiry.	Section 7: S7-5 (632), S7-8 (638-639)
3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.	Section 7: S7-7 (636-637), S7-9 (640-642), S7-10 (643-644)
3.4 Organize and categorize important information, revise ideas, and report relevant findings.	Section 7: S7-11 (645-647), S7-12 (648-649), S7-16 (658)
Standard 4: Synthesize integrated information to share learning and/or take action.	
4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	Section 7: S7-7 (636-637), S7-8 (638-639), S7-9 (640-642), S7-10 (643-644), S7-12 (648-649)
4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.	Section 7: S7-13 (650-651)
4.3 Reflect on findings and pose appropriate questions for further inquiry.	Section 7: S7-19 (666-668)
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; use feedback from peers and adults to guide the inquiry process.	Section 7: S7-19 (666-668), S7-20 (669-671) Section 8: S8-17 (720-721)
5.2 Employ past and present learning in order to monitor and guide inquiry.	Section 7: S7-19 (666-668), S7-20 (669-671) Section 8: S8-17 (720-721)
5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.	Section 7: S7-19 (666-668), S7-20 (669-671) Section 8: S8-17 (720-721)
Reading - Literary Text (RL)	
Principles of Reading	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
Meaning and Context	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Section 1: S1-1 (6), S1-2 (7-8), S1-3 (9), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23), S1-13 (24-25), S1-17 (31-33), S1-19 (35-36), S1-20 (37), S1-25 (47-48), S1-26 (49-50), S1-28 (53-54), S1-29 (55-57), S1-30 (58-59), S1-31 (60-61), S1-32 (62-63), S1-35 (70-71), S1-36 (72-73), S1-37 (74), S1-39 (78-79) Section 5: S5-39 (509-511) Section 6: S6-1 (527-528), S6-2 (529-530), S6-3 (531-532), S6-22 (571-572), S6-25 (577-578) Section 9: S9-3 (751-754)
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Determine one or more themes and analyze the development; provide an objective summary.	Section 1: S1-1 (6), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-13 (24-25), S1-17 (31-33), S1-19 (35-36), S1-23 (42-43), S1-24 (44-46), S1-26 (49-50), S1-27 (51-52), S1-28 (53-54), S1-30 (58-59), S1-32 (62-63), S1-35 (70-71), S1-36 (72-73), S1-39 (78-79) Section 6: S6-3 (531-532), S6-4 (533-534), S6-9 (543-544), S6-34 (598-599), S6-35 (600-602)
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Interpret how a literary text relates to diverse media with an emphasis on the effect various media techniques have on ideas, themes, and topics.	
7.2 Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.	Section 1: S1-34 (67-69)
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.	Section 6: S6-9 (543-544)
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 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.	Section 1: S1-30 (58-59) Section 3: S3-16 (241-242), S3-17 (243-346), S3-19 (249-251), S3-21 (256-260)
9.2 Analyze the impact of the author's choice of words, word phrases, and conventions on meaning and tone.	Section 1: S1-30 (58-59) Section 3: S3-16 (241-242), S3-17 (243-346), S3-19 (249-251), S3-21 (256-260)
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
10.1 Use context clues to determine the meanings of words and phrases.	Section 3: S3-5 (220-221), S3-6 (222-223), S3-7 (224-225), S3-9 (228-229), S3-10 (230), S3-11 (231-233), S3-20 (252-254), S3-21 (256-260) Section 4: S4-44 (362-363)
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 Analyze how an author develops and contrasts points of view to impact content, meaning, and style.	Section 6: S6-3 (531-532), S6-13 (550-551)
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
12.1 Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.	Section 6: S6-9 (543-544)
12.2 Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.	Section 1: S1-33 (64-66), S1-34 (67-69)
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 through teacher modeling and gradual release of responsibility.	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23)
13.2 Read independently for sustained periods of time to build stamina.	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23)
13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23) Section 6: S6-1 (527-528)
Reading - Informational Text (RI)	
Principles of Reading	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level text with purpose and understanding.	
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
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 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Section 1: S1-1 (6), S1-2 (7-8), S1-4 (10), S1-5 (11-12), S1-6 (13), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23), S1-13 (24-25), S1-14 (26), S1-15 (27-28), S1-16 (29-30), S1-17 (31-33), S1-18 (34), S1-20 (37), S1-21 (38-39), S1-22 (40-41), S1-26 (49-50), S1-28 (53-54), S1-29 (55-57), S1-30 (58-59), S1-31 (60-61), S1-32 (62-63), S1-33 (64-66), S1-35 (70-71), S1-36 (72-73), S1-37 (74), S1-39 (78-79) Section 5: S5-23 (470-472) S5: 470-472 Section 6: S6-1 (527-528), S6-3 (531-532), S6-22 (571-572), S6-23 (573-574), S6-25 (577-578) Section 7: S7-11 (645-647) Section 9: S9-1 (748-749), S9-3 (751-754), S9-7 (764-767)
Standard 6: Summarize key details and ideas to support analysis of central ideas.	

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	<p>Section 1: S1-1 (6), S1-5 (11-12), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-13 (24-25), S1-14 (26), S1-15 (27-28), S1-16 (29-30), S1-17 (31-33), S1-18 (34), S1-21 (38-39), S1-22 (40-41), S1-23 (42-43), S1-24 (44-46), S1-26 (49-50), S1-27 (51-52), S1-28 (53-54), S1-30 (58-59), S1-32 (62-63), S1-33 (64-66), S1-35 (70-71), S1-36 (72-73), S1-39 (78-79)</p> <p>Section 4: S4-31 (335-336), S4-56 (389-391)</p> <p>Section 6: S6-3 (531-532), S6-4 (533-534), S6-9 (543-544)</p> <p>Section 7: S7-11 (645-647), S7-13 (650-651), S7-16 (658), S7-17 (659-661)</p>
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	
Language, Craft, and Structure	
Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.	<p>Section 1: S1-21 (38-39)</p> <p>Section 3: S3-12 (234-235), S3-13 (234-235), S3-16 (241-242), S3-19 (249-251)</p>
8.2 Determine the impact of text features and structures on the author's ideas or claim.	<p>Section 1: S1-6 (13), S1-8 (16), S1-33 (64-66), S1-34 (67-69)</p> <p>Section 5: S5-16 (454-455), S5-34 (497-499), S5-35 (500-501)</p>
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.	<p>Section 1: S1-21 (38-39), S1-25 (47-48)</p> <p>Section 2: S2-1 (88-90), S2-3 (93-94), S2-5 (98-99), S2-12 (118-119), S2-14 (122-123), S2-16 (126-128), S2-19 (134-136), S2-26 (153-154), S2-28 (157-159), S2-29 (160-162), S2-30 (164-165), S2-31 (166-169), S2-32 (170-171), S2-33 (172-174), S2-35 (177-178), S2-36 (179-180), S2-37 (181-184), S2-40 (191-193), S2-42 (198-199)</p> <p>Section 3: S3-1 (209-211), S3-2 (212-213), S3-3 (214-215), S3-4 (216-218), S3-5 (220-221), S3-6 (222-223), S3-7 (224-225), S3-8 (226-227), S3-9 (228-229), S3-10 (230), S3-11 (231-233), S3-12 (234-235), S3-14 (237-238), S3-15 (239-240), S3-17 (243-346), S3-18 (247-248), S3-19 (249-251), S3-20 (252-254), S3-21 (256-260)</p> <p>Section 4: S4-41 (358), S4-44 (362-363), S4-47 (368-369), S4-49 (372-374), S4-55 (387-388), S4-57 (392-393), S4-58 (394-395)</p> <p>Section 5: S5-28 (482-483), S5-33 (493-495), S5-35 (500-501)</p> <p>Section 6: S6-3 (531-532), S6-24 (575-576), S6-25 (577-578)</p> <p>Section 7: S7-8 (638-639), S7-17 (659-661)</p>
Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.	
10.1 Determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.	<p>Section 4: S4-48 (370-371)</p> <p>Section 5: S5-34 (497-499), S5-35 (500-501)</p> <p>Section 6: S6-3 (531-532), S6-13 (550-551)</p>

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 7	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 Determine the impact of text features and structures that support an author’s idea or claim.	Section 1: S1-6 (13), S1-8 (16), S1-33 (64-66), S1-34 (67-69) Section 5: S5-16 (454-455), S5-34 (497-499), S5-35 (500-501)
11.2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Section 1: S1-6 (13), S1-8 (16) Section 5: S5-16 (454-455), S5-34 (497-499), S5-35 (500-501)
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: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23)
12.2 Read independently for a sustained period of time.	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23)
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23) Section 7: S7-1 (621-622)
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 claims, acknowledge alternate or opposing claims, and organize reasons and evidence logically;	Section 1: S1-6 (13), S1-32 (62-63) Section 5: S5-1 (415-416), S5-3 (420-421), S5-4 (422-424), S5-5 (425-427), S5-7 (431-433), S5-8 (434-436), S5-9 (438-439), S5-10 (440-441), S5-11 (442-443), S5-12 (444-445), S5-13 (446-448), S5-14 (450-451), S5-15 (452-453), S5-16 (454-455), S5-18 (459-460), S5-19 (461-462), S5-20 (463-465), S5-34 (497-499), S5-35 (500-501), S5-36 (502-503), S5-37 (504-506), S5-38 (507-508) Section 7: S7-13 (650-651)
b. use relevant information from multiple print and multimedia sources;	Section 5: S5-4 (422-424), S5-5 (425-427), S5-7 (431-433), S5-8 (434-436), S5-10 (440-441), S5-15 (452-453), S5-16 (454-455), S5-17 (456-458), S5-18 (459-460), S5-19 (461-462), S5-20 (463-465), S5-34 (497-499), S5-35 (500-501), S5-38 (507-508) Section 7: S7-13 (650-651)
c. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;	Section 5: S5-4 (422-424), S5-5 (425-427), S5-7 (431-433), S5-8 (434-436), S5-10 (440-441), S5-15 (452-453), S5-16 (454-455), S5-17 (456-458), S5-18 (459-460), S5-19 (461-462), S5-20 (463-465), S5-34 (497-499), S5-35 (500-501), S5-38 (507-508) Section 7: S7-13 (650-651)
d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;	Section 1: S1-6 (13) Section 5: S5-8 (434-436), S5-21 (466-467), S5-22 (468-469), S5-23 (470-472), S5-27 (481), S5-28 (482-483), S5-36 (502-503), S5-37 (504-506), S5-38 (507-508) Section 7: S7-13 (650-651)

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
e. develop the claim providing credible evidence and data for each;	Section 5: S5-4 (422-424), S5-7 (431-433), S5-8 (434-436), S5-16 (454-455), S5-21 (466-467), S5-22 (468-469), S5-23 (470-472), S5-27 (481), S5-28 (482-483), S5-19 (484-485), S5-30 (486-488), S5-31 (489-490)
f. develop and strengthen writing as needed by planning, revising, editing, rewriting;	Section 5: S5-15 (452-453), S5-17 (456-458)
g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;	Section 5: S5-9 (438-439), S5-10 (440-441), S5-27 (481), S5-28 (482-483), S5-33 (493-495)
h. establish and maintain a formal style and objective tone; and	Section 5: S5-7 (431-433), S5-24 (473-474), S5-25 (475-476), S5-26 (477-479)
i. provide a conclusion statement or section that follows from and supports the argument.	Section 1: S1-6 (13), S1-32 (62-63) Section 5: S5-1 (415-416), S5-3 (420-421), S5-4 (422-424), S5-5 (425-427), S5-7 (431-433), S5-8 (434-436), S5-9 (438-439), S5-10 (440-441), S5-11 (442-443), S5-12 (444-445), S5-13 (446-448), S5-14 (450-451), S5-15 (452-453), S5-16 (454-455), S5-18 (459-460), S5-19 (461-462), S5-20 (463-465), S5-34 (497-499), S5-35 (500-501), S5-36 (502-503), S5-37 (504-506), S5-38 (507-508) Section 7: S7-13 (650-651)
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, previewing what is to follow;	Section 4: S4-1 (268-269), S4-2 (270-271), S4-3 (272-273), S4-4 (274-276), S4-5 (277-278), S4-6 (279-280), S4-9 (286-288), S4-10 (290-291), S4-11 (292-293), S4-12 (294-298), S4-13 (299-300), S4-14 (301-302), S4-15 (303-305)
b. use relevant information from multiple print and multimedia sources;	Section 4: S4--22 (318-320), S4-23 (321-322)
c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;	Section 4: S4-50 (376-377), S4-51 (378-379), S4-52 (380-381), S4-53 (382-384), S4-54 (385-386) Section 6: S7-13 (650-651)
d. use credible sources;	Section 4: S4--22 (318-320), S4-23 (321-322)
e. include formatting, graphics, and multimedia to aid comprehension;	Section 4: S4-37 (347-348), S4-38 (349-350), S4-39 (351-353)
f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;	Section 4: S4-3 (272-273), S4-4 (274-276), S4-5 (277-278), S4-8 (283-285), S4-9 (286-288), S4-16 (307-308), S4-17 (309), S4-18 (310-311), S4-19 (312-313), S4-20 (314-315), S4-21 (316-317), S4-22 (318-320), S4-23 (321-322), S4-41 Getting Caught in the Things Trap: Using Precise Words; S4-43 (361), S4-47 (368-369), S4-50 (376-377), S4-51 (378-379), S4-52 (380-381), S4-53 (382-384), S4-54 (385-386) Section 7: S7-11 (645-647), S7-13 (650-651), S7-15 (656-657), S7-18 (662-665)
g. develop and strengthen writing as needed by planning, revising, editing, rewriting;	Section 4: S4-3 (272-273), S4-4 (274-276), S4-5 (277-278), S4-8 (283-285), S4-9 (286-288), S4-16 (307-308), S4-17 (309), S4-36 (345-346), S4-41 (358), S4-42 (359-360), S4-44 (362-363), S4-45 (364-366), S4-46 (367), S4-48 (370-371)
h. paraphrase, quote, and summarize to avoid plagiarism;	Section 4: S4-22 (318-320) Section 7: S7-15 (656-657), S7-16 (658)

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
i. follow a standard format for citation;	Section 4: S4-22 (318-320) Section 7: S7-15 (656-657), S7-18 (662-665)
j. use appropriate transitions to clarify the relationships among ideas and concepts;	Section 4: S4-9 (286-288), S4-20 (314-315), S4-24 (324), S4-25 (325-326), S4-26 (327), S4-27 (328-329), S4-28 (330), S4-29 (331-332), S4-30 (333-334), S4-31 (335-336) Section 7: S7-13 (650-651)
k. use precise language and domain-specific vocabulary to inform or explain the topic;	Section 4: S4-3 (272-273), S4-21 (316-317), S4-35 (343-344), S4-41 Getting Caught in the Things Trap: Using Precise Words; S4-42 Revising Verbs in Informative/Explanatory Text; S4-43 (361), S4-44 (362-363), S4-47 (368-369), S4-48 (370-371), S4-49 (372-374), S4-50 (376-377), S4-51 (378-379), S4-52 (380-381), S4-53 (382-384), S4-54 (385-386)
l. establish and maintain a style and tone authentic to the purpose; and	Section 4: S4-10 (290-291), S4-48 (370-371), S4-49 (372-374)
m. provide a concluding statement or section that follows the information or explanation presented.	Section 4: S4-1 (268-269), S4-32 (337-338), S4-33 (339-340), S4-34 (341-342), S4-35 (343-344), S4-36 (345-346)
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 technique, relevant descriptive details, and well- structured event sequences;	Section 6: S6-1 (527-528), S6-2 (529-530), S6-22 (571-572), S6-29 (585-587), S6-32 (592-594), S6-33 (596-597), S6-34 (598-599), S6-35 (600-602), S6-36 (603-604), S6-38 (609-611), S6-39 (612-616) Section 9: S9-6 (762-763)
b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;	Section 6: S6-4 (533-534), S6-5 (535-536), S6-7 (539-540), S6-8 (541-542), S6-9 (543-544), S6-10 (545), S6-11 (546), S6-12 (547-549), S6-13 (550-551), S6-14 (552-553), S6-15 (554-555), S6-16 (556-558)
c. organize an event sequence that unfolds naturally and logically;	Section 6: S6-9 (543-544), S6-19 (564-565)
d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;	Section 6: S6-8 (541-542), S6-10 (545), S6-11 (546), S6-14 (552-553), S6-17 (560-561), S6-18 (562-563), S6-19 (564-565), S6-20 (566-568), S6-21 (569-570), S6-23 (573-574)
e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;	Section 6: S6-4 (533-534), S6-5 (535-536), S6-9 (543-544), S6-24 (575-576), S6-25 (577-578)
f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	Section 6: S6-5 (535-536), S6-6 (537-538), S6-8 (541-542), S6-10 (545), S6-22 (546), S6-22 (571-572), S6-28 (584), S6-29 (585-587), S6-31 (590-591), S6-32 (592-594)
g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and	Section 6: S6-7 (539-540), S6-10 (545), S6-19 (564-565), S6-20 (566-568), S6-23 (573-574), S6-26 (579-580), S6-28 (584), S6-31 (590-591)
h. provide a conclusion that follows from and reflects on the	Section 6: S6-5 (535-536), S6-9 (543-544), S6-26 (579-580), S6-27 (581-582)
Language	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.1 When writing:	

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
a. show knowledge of the function of phrases and clauses in general and their function in specific sentences;	Section 2: S2-31 (166-169), S2-35 (177-178)
b. choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and	Section 2: S2-16 (126-128), S2-17 (129-131)
c. use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Section 2: S2-36 (179-180) Section 4: S4-45 (364-366)
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 5.2 Use: a. a comma to separate coordinate adjectives; and b. a comma after introductory subordinate clauses.	Section 2: S2-20 (137-139), S2-41 (194-196)
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 over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	Section 1: S1-40 (80-82) Section 4: S4-61 (401-403), S4-62 (404-408) Section 5: S5-40 (513-516), S5-41 (517-520) Section 6: S6-5 (535-536), S6-37 (605-607), S6-38 (609-611), S6-39 (612-616) Section 7: S7-21 (673-676) Section 9: S9-1 (748-749), S9-2 (750), S9-3 (751-754), S9-4 (755-758), S9-5 (759-561), S9-6 (762-763), S9-7 (764-767), S9-8 (768-769)
Communication (C)	
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 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.	Section 1: S1-34 (67-69) Section 2: S2-7 (103-105) Section 8: S8-21 (731-734), S8-22 (735-737), S8-24 (740-742)
1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.	Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727), S8-21 (731-734)
1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks.	Section 2: S2-10 (111-113), S2-22 (143-144) Section 8: S8-5 (690-692), S8-6 (693-694), S8-7 (696), S8-8 (697-699), S8-9 (700-701), S8-10 (702-703), S8-11 (704-706), S8-12 (707-708), S8-13 (709-712), S8-15 (715-717)
1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.	Section 1: S1-1 (6), S1-2 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-6 (13), S1-7 (14-15), S1-11 (21), S1-12 (22-23), S1-14 (26), S1-15 (27-28), S1-16 (29-30), S1-17 (31-33), S1-20 (37), S1-21 (38-39), S1-22 (40-41), S1-24 (44-46), S1-25 (47-48), S1-26 (49-50), S1-27 (51-52), S1-28 (53-54), S1-29 (55-57), S1-30 (58-59), S1-33 (64-66), S1-35 (70-71), S1-36 (72-73), S1-37 (74), S1-38 (75-76) Section 2: S2-1 (88-90), S2-3 (93-94), S2-6 (100-102), S2-12 (118-119), S2-13 (120-121), S2-14 (122-123), S2-15 (124-125), S2-16 (126-128), S2-17 (129-131), S2-19

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
	<p>(134-136), S2-20 (137-139), S2-21 (141-142), S2-22 (143-144), S2-23 (145-147), S2-25 (150-152), S2-26 (153-154), S2-27 (155-156), S2-28 (157-159), S2-29 (160-162), S2-30 (164-165)</p> <p>Section 3: S3-1 (209-211), S3-2 (212-213), S3-3 (214-215), S3-4 (216-218), S3-12 (234-235), S3-13 (234-235), S3-14 (237-238), S3-15 (239-240), S3-16 (241-242)</p> <p>Section 4: S4-2 (270-271), S4-3 (272-273), S4-4 (274-276), S4-5 (277-278), S4-6 (279-280), S4-7 (281-282), S4-8 (283-285), S4-9 (286-288), S4-10 (290-291), S4-11 (292-293), S4-12 (294-298), S4-13 (299-300), S4-14 (301-302), S4-15 (303-305), S4-16 (307-308), S4-17 (309), S4-18 (310-311), S4-19 (312-313), S4-20 (314-315), S4-21 (316-317), S4-22 (318-320), S4-23 (321-322), S4-30 (333-334), S4-32 (337-338), S4-33 (339-340), S4-34 (341-342), S4-35 (343-344), S4-36 (345-346), S4-37 (347-348), S4-40 (355-357), S4-41 (358), S4-46 (367), S4-47 (368-369), S4-49 (372-374), S4-50 (376-377), S4-51 (378-379), S4-52 (380-381), S4-53 (382-384), S4-54 (385-386), S4-55 (387-388)</p> <p>Section 5: S5-1 (415-416), S5-3 (420-421), S5-4 (422-424), S5-5 (425-427), S5-6 (428-430), S5-7 (431-433), S5-8 (434-436), S5-9 (438-439), S5-10 (440-441), S5-11 (442-443), S5-12 (444-445), S5-13 (446-448), S5-14 (450-451), S5-15 (452-453), S5-16 (454-455), S5-17 (456-458), S5-18 (459-460), S5-19 (461-462), S5-20 (463-465), S5-24 (473-474) ; S5-25 (475-476), S5-26 (477-479), S5-27 (481), S5-28 (482-483), S5-31 (489-490), S5-33 (493-495), S5-34 (497-499), S5-35 (500-501), S5-36 (502-503), S5-37 (504-506), S5-38 (507-508), S5-39 (509-511)</p> <p>Section 6: S6-1 (527-528), S6-2 (529-530), S6-3 (531-532), S6-4 (533-534), S6-6 (537-538), S6-7 (539-540), S6-8 (541-542), S6-9 (543-544), S6-10 (545), S6-11 (546), S6-12 (547-549), S6-13 (550-551), S6-14 (552-553), S6-15 (554-555), S6-16 (556-558), S6-17 (560-561), S6-18 (562-563), S6-19 (564-565), S6-21 (569-570), S6-22 (571-572), S6-23 (573-574), S6-24 (575-576), S6-25 (577-578), S6-26 (579-580), S6-27 (581-582), S6-28 (584), S6-30 (588-589), S6-33 (596-597), S6-34 (598-599), S6-35 (600-602), S6-36 (603-604), S6-37 (605-607)</p> <p>Section 7: S7-1 (621-622), S7-2 (623-625), S7-3 (626-629), S7-4 (630-631), S7-5 (632), S7-6 (633-635), S7-7 (636-637), S7-8 (638-639), S7-9 (640-642), S7-10 (643-644), S7-11 (645-647), S7-12 (648-649), S7-13 (650-651), S7-14 (653-655), S7-15 (656-657), S7-16 (658), S7-17 (659-661), S7-18 (662-665), S7-19 (666-668)</p> <p>Section 8: S8-1 (682), S8-2 (683-685), S8-3 (686-687), S8-4 (688-689), S8-5 (690-692), S8-6 (693-694), S8-20 (728-730)</p> <p>Section 9: S9-1 (748-749), S9-4 (755-758), S9-6 (762-763), S9-8 (768-769), S9-10 (772-774)</p>
1.5 Consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue.	<p>Section 1: S1-12 (22-23)</p> <p>Section 2: S2-7 (103-105)</p> <p>Section 4: S4-46 (367)</p>

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 7	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
	Section 5: S5-31 (489-490) Section 6: S6-30 (588-589) Section 8: S8-5 (690-692), S8-18 (722-725), S8-19 (726-727), S8-20 (728-730), S8-21 (731-734), S8-22 (735-737)
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Gather information from diverse print and multimedia sources to articulate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts and details.	Section 1: S1-23 (42-43), S1-26 (49-50) Section 4: S4-39 (351-354) Section 7: S7-20 (669-671) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727)
2.2 Analyze and evaluate the credibility of information and accuracy of findings.	Section 5: S5-34 (497-499) Section 7: S7-9 (640-642), S7-10 (643-644) Section 8: S8-17 (720-721); S8-19 (726-727)
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism following a standard format for citation.	Section 1: S1-31 (60-61) Section 5: S5-35 (500-501) Section 8: S8-1 (682), S8-2 (683-685), S8-3 (686-687), S8-4 (688-689), S8-6 (693-694), S8-7 (696), S8-8 (697-699), S8-9 (700-701), S8-10 (702-703), S8-11 (704-706), S8-12 (707-708), S8-13 (709-712), S8-14 (714), S8-23 (739)
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.2 Utilize multimedia to clarify information and strengthen claims or evidence.	Section 4: S4-38 (349-350), S4-39 (351-354) Section 6: S6-5 (535-536) Section 7: S7-20 (669-671) Section 8: S8-13 (709-712), S8-16 (718-719)
Language, Craft, and Structure	
Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.	
4.1 Determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Section 5: S5-34 (497-499) Section 8: S8-17 (720-721); S8-19 (726-727)
4.2 Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	Section 8: S8-17 (720-721), S8-23 (739)
4.3 Analyze the presentation to determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience.	Section 8: S8-5 (690-692), S8-7 (696), S8-11 (704-706), S8-16 (718-719), S8-12 (707-708)
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Consider audience when selecting presentation types.	Section 8: S8-5 (690-692)
5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.	Section 8: S8-4 (688-689), S8-15 (715-717)

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 8	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 Develop a range of questions to frame inquiry for new learning and deeper understanding.	Section 7: S7-4 (630-631), S7-5 (632)
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.	Section 7: S7-9 (640-642), S7-10 (643-644)
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 by using appropriate discipline-specific strategies.	Section 7: S7-3 (626-629)
3.2 Examine historical, social, cultural, or political context to broaden inquiry.	Section 7: S7-5 (632), S7-8 (638-639)
3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.	Section 7: S7-7 (636-637), S7-9 (640-642), S7-10 (643-644), S7-12 (648-649)
3.4 Organize and categorize important information, revise ideas, and report relevant findings.	Section 7: S7-11 (645-647), S7-12 (648-649), S7-16 (658)
Standard 4: Synthesize integrated information to share learning and/or take action.	
4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	Section 7: S7-7 (636-637), S7-8 (638-639), S7-9 (640-642), S7-10 (643-644), S7-12 (648-649)
4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.	Section 7: S7-13 (650-651)
4.3 Reflect on findings and pose appropriate questions for further inquiry.	Section 7: S7-19 (666-668)
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; use feedback from peers and adults to guide the inquiry process.	Section 7: S7-19 (666-668), S7-20 (669-671) Section 8: S8-17 (720-721)
5.2 Employ past and present learning in order to monitor and guide inquiry.	Section 7: S7-19 (666-668), S7-20 (669-671) Section 8: S8-17 (720-721)
5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.	Section 7: S7-19 (666-668), S7-20 (669-671) Section 8: S8-17 (720-721)
Reading - Literary Text (RL)	
Principles of Reading	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
Meaning and Context	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Section 1: S1-1 (6), S1-2 (7-8), S1-3 (9), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23), S1-13 (24-25), S1-17 (31-33), S1-19 (35-36), S1-20 (37), S1-25 (47-48), S1-26 (49-50), S1-28 (53-54), S1-29 (55-57), S1-30 (58-59), S1-31 (60-61), S1-32 (62-63), S1-35 (70-71), S1-36 (72-73), S1-37 (74), S1-39 (78-79) Section 5: S5-39 (509-511) Section 6: S6-1 (527-528), S6-2 (529-530), S6-3 (531-532), S6-22 (571-572), S6-25 (577-578) Section 9: S9-3 (751-754)
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.	Section 1: S1-1 (6), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-13 (24-25), S1-17 (31-33), S1-19 (35-36), S1-23 (42-43), S1-24 (44-46), S1-26 (49-50), S1-27 (51-52), S1-28 (53-54), S1-30 (58-59), S1-32 (62-63), S1-35 (70-71), S1-36 (72-73), S1-39 (78-79) Section 6: S6-3 (531-532), S6-4 (533-534), S6-9 (543-544), S6-34 (598-599), S6-35 (600-602)
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.	
7.2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.	Section 1: S1-34 (67-69)
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot, and characters.	Section 6: S6-9 (543-544)
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 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Section 1: S1-30 (58-59) Section 3: S3-16 (241-242), S3-17 (243-346), S3-19 (249-251), S3-21 (256-260)
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
10.1 Use context clues to determine the meanings of words and phrases.	Section 3: S3-5 (220-221), S3-6 (222-223), S3-7 (224-225), S3-9 (228-229), S3-10 (230), S3-11 (231-233), S3-20 (252-254), S3-21 (256-260) Section 4: S4-44 (362-363)
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 Analyze how an author's development of perspectives of the characters and the reader create suspense or humor	Section 6: S6-3 (531-532), S6-13 (550-551)
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze	Section 6: S6-9 (543-544)

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
how the differing structure of each contributes to meaning.	
12.2 Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.	Section 1: S1-33 (64-66), S1-34 (67-69)
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 through teacher modeling and gradual release of responsibility.	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23)
13.2 Read independently for sustained periods of time to build stamina.	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23)
13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23) Section 6: S6-1 (527-528)
Reading - Informational Text (RI)	
Principles of Reading	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level text with purpose and understanding.	
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
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 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Section 1: S1-1 (6), S1-2 (7-8), S1-4 (10), S1-5 (11-12), S1-6 (13), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23), S1-13 (24-25), S1-14 (26), S1-15 (27-28), S1-16 (29-30), S1-17 (31-33), S1-18 (34), S1-20 (37), S1-21 (38-39), S1-22 (40-41), S1-26 (49-50), S1-28 (53-54), S1-29 (55-57), S1-30 (58-59), S1-31 (60-61), S1-32 (62-63), S1-33 (64-66), S1-35 (70-71), S1-36 (72-73), S1-37 (74), S1-39 (78-79) Section 5: S5-23 (470-472) S5: 470-472 Section 6: S6-1 (527-528), S6-3 (531-532), S6-22 (571-572), S6-23 (573-574), S6-25 (577-578) Section 7: S7-11 (645-647) Section 9: S9-1 (748-749), S9-3 (751-754), S9-7 (764-767)
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	Section 1: S1-1 (6), S1-5 (11-12), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-13 (24-25), S1-14 (26), S1-15 (27-28), S1-16 (29-30), S1-17 (31-33), S1-18 (34), S1-21 (38-39),

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
	S1-22 (40-41), S1-23 (42-43), S1-24 (44-46), S1-26 (49-50), S1-27 (51-52), S1-28 (53-54), S1-30 (58-59), S1-32 (62-63), S1-33 (64-66), S1-35 (70-71), S1-36 (72-73), S1-39 (78-79) Section 4: S4-31 (335-336), S4-56 (389-391) Section 6: S6-3 (531-532), S6-4 (533-534), S6-9 (543-544) Section 7: S7-11 (645-647), S7-13 (650-651), S7-16 (658), S7-17 (659-661)
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	
Language, Craft, and Structure	
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.	Section 1: S1-21 (38-39) Section 3: S3-12 (234-235), S3-13 (234-235), S3-16 (241-242), S3-19 (249-251)
8.2 Analyze the impact of text features and structures on the author’s similar ideas or claims about the same topic.	Section 1: S1-6 (13), S1-8 (16), S1-33 (64-66), S1-34 (67-69) Section 5: S5-16 (454-455), S5-34 (497-499), S5-35 (500-501)
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.	Section 1: S1-21 (38-39), S1-25 (47-48) Section 2: S2-1 (88-90), S2-3 (93-94), S2-5 (98-99), S2-12 (118-119), S2-14 (122-123), S2-16 (126-128), S2-19 (134-136), S2-26 (153-154), S2-28 (157-159), S2-29 (160-162), S2-30 (164-165), S2-31 (166-169), S2-32 (170-171), S2-33 (172-174), S2-35 (177-178), S2-36 (179-180), S2-37 (181-184), S2-40 (191-193), S2-42 (198-199) Section 3: S3-1 (209-211), S3-2 (212-213), S3-3 (214-215), S3-4 (216-218), S3-5 (220-221), S3-6 (222-223), S3-7 (224-225), S3-8 (226-227), S3-9 (228-229), S3-10 (230), S3-11 (231-233), S3-12 (234-235), S3-14 (237-238), S3-15 (239-240), S3-17 (243-346), S3-18 (247-248), S3-19 (249-251), S3-20 (252-254), S3-21 (256-260) Section 4: S4-41 (358), S4-44 (362-363), S4-47 (368-369), S4-49 (372-374), S4-55 (387-388), S4-57 (392-393), S4-58 (394-395) Section 5: S5-28 (482-483), S5-33 (493-495), S5-35 (500-501) Section 6: S6-3 (531-532), S6-24 (575-576), S6-25 (577-578) Section 7: S7-8 (638-639), S7-17 (659-661)
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 Determine an author’s perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.	Section 4: S4-48 (370-371) Section 5: S5-34 (497-499), S5-35 (500-501) Section 6: S6-3 (531-532), S6-13 (550-551)
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Analyze the impact of text features and structures on authors’ similar ideas or claims about the same topic.	Section 1: S1-6 (13), S1-8 (16), S1-33 (64-66), S1-34 (67-69)

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
	Section 5: S5-16 (454-455), S5-34 (497-499), S5-35 (500-501)
11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Section 1: S1-6 (13), S1-8 (16) Section 5: S5-16 (454-455), S5-34 (497-499), S5-35 (500-501)
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: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23)
12.2 Read independently for a sustained period of time.	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23)
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12 (22-23) Section 7: S7-1 (621-622)
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 claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize reasons and evidence logically;	Section 1: S1-6 (13), S1-32 (62-63) Section 5: S5-1 (415-416), S5-3 (420-421), S5-4 (422-424), S5-5 (425-427), S5-7 (431-433), S5-8 (434-436), S5-9 (438-439), S5-10 (440-441), S5-11 (442-443), S5-12 (444-445), S5-13 (446-448), S5-14 (450-451), S5-15 (452-453), S5-16 (454-455), S5-18 (459-460), S5-19 (461-462), S5-20 (463-465), S5-34 (497-499), S5-35 (500-501), S5-36 (502-503), S5-37 (504-506), S5-38 (507-508) Section 7: S7-13 (650-651)
b. use relevant information from multiple print and multimedia sources;	Section 5: S5-4 (422-424), S5-5 (425-427), S5-7 (431-433), S5-8 (434-436), S5-10 (440-441), S5-15 (452-453), S5-16 (454-455), S5-17 (456-458), S5-18 (459-460), S5-19 (461-462), S5-20 (463-465), S5-34 (497-499), S5-35 (500-501), S5-38 (507-508) Section 7: S7-13 (650-651)
c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;	Section 5: S5-4 (422-424), S5-5 (425-427), S5-7 (431-433), S5-8 (434-436), S5-10 (440-441), S5-15 (452-453), S5-16 (454-455), S5-17 (456-458), S5-18 (459-460), S5-19 (461-462), S5-20 (463-465), S5-34 (497-499), S5-35 (500-501), S5-38 (507-508) Section 7: S7-13 (650-651)
d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;	Section 1: S1-6 (13) Section 5: S5-8 (434-436), S5-21 (466-467), S5-22 (468-469), S5-23 (470-472), S5-27 (481), S5-28 (482-483), S5-36 (502-503), S5-37 (504-506), S5-38 (507-508) Section 7: S7-13 (650-651)
e. develop the claim and counterclaims providing credible evidence and data for each;	Section 5: S5-4 (422-424), S5-7 (431-433), S5-8 (434-436), S5-16 (454-455), S5-21 (466-467), S5-22 (468-469), S5-23 (470-472), S5-27 (481), S5-28 (482-483), S5-19 (484-485), S5-30 (486-488), S5-31 (489-490)

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
f. develop and strengthen writing as needed by planning, revising, editing, rewriting;	Section 5: S5-15 (452-453), S5-17 (456-458)
g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;	Section 5: S5-9 (438-439), S5-10 (440-441), S5-27 (481), S5-28 (482-483), S5-33 (493-495)
h. establish and maintain a formal style and objective tone; and	Section 5: S5-7 (431-433), S5-24 (473-474), S5-25 (475-476), S5-26 (477-479)
i. provide a conclusion statement or section that follows from and supports the argument.	Section 1: S1-6 (13), S1-32 (62-63) Section 5: S5-1 (415-416), S5-3 (420-421), S5-4 (422-424), S5-5 (425-427), S5-7 (431-433), S5-8 (434-436), S5-9 (438-439), S5-10 (440-441), S5-11 (442-443), S5-12 (444-445), S5-13 (446-448), S5-14 (450-451), S5-15 (452-453), S5-16 (454-455), S5-18 (459-460), S5-19 (461-462), S5-20 (463-465), S5-34 (497-499), S5-35 (500-501), S5-36 (502-503), S5-37 (504-506), S5-38 (507-508) Section 7: S7-13 (650-651)
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;	Section 4: S4-1 (268-269), S4-2 (270-271), S4-3 (272-273), S4-4 (274-276), S4-5 (277-278), S4-6 (279-280), S4-9 (286-288), S4-10 (290-291), S4-11 (292-293), S4-12 (294-298), S4-13 (299-300), S4-14 (301-302), S4-15 (303-305)
b. use relevant information from multiple print and multimedia sources;	Section 4: S4--22 (318-320), S4-23 (321-322)
c. organize ideas, concepts, and information into broader categories;	Section 4: S4-50 (376-377), S4-51 (378-379), S4-52 (380-381), S4-53 (382-384), S4-54 (385-386) Section 6: S7-13 (650-651)
d. assess the credibility of each source;	Section 4: S4--22 (318-320), S4-23 (321-322)
e. include formatting, graphics, and multimedia to aid comprehension;	Section 4: S4-37 (347-348), S4-38 (349-350), S4-39 (351-353)
f. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;	Section 4: S4-3 (272-273), S4-4 (274-276), S4-5 (277-278), S4-8 (283-285), S4-9 (286-288), S4-16 (307-308), S4-17 (309), S4-18 (310-311), S4-19 (312-313), S4-20 (314-315), S4-21 (316-317), S4-22 (318-320), S4-23 (321-322), S4-41 Getting Caught in the Things Trap: Using Precise Words; S4-43 (361), S4-47 (368-369), S4-50 (376-377), S4-51 (378-379), S4-52 (380-381), S4-53 (382-384), S4-54 (385-386) Section 7: S7-11 (645-647), S7-13 (650-651), S7-15 (656-657), S7-18 (662-665)
g. develop and strengthen writing as needed by planning, revising, editing, rewriting;	Section 4: S4-3 (272-273), S4-4 (274-276), S4-5 (277-278), S4-8 (283-285), S4-9 (286-288), S4-16 (307-308), S4-17 (309), S4-36 (345-346), S4-41 (358), S4-42 (359-360), S4-44 (362-363), S4-45 (364-366), S4-46 (367), S4-48 (370-371)
h. paraphrase, quote, and summarize to avoid plagiarism;	Section 4: S4-22 (318-320) Section 7: S7-15 (656-657), S7-16 (658)
i. follow a standard format for citation;	Section 4: S4-22 (318-320) Section 7: S7-15 (656-657), S7-18 (662-665)
j. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;	Section 4: S4-9 (286-288), S4-20 (314-315), S4-24 (324), S4-25 (325-326), S4-26 (327), S4-27 (328-329), S4-28

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
	(330), S4-29 (331-332), S4-30 (333-334), S4-31 (335-336) Section 7: S7-13 (650-651)
k. use precise language and domain-specific vocabulary to inform or explain the topic;	Section 4: S4-3 (272-273), S4-21 (316-317), S4-35 (343-344), S4-41 Getting Caught in the Things Trap: Using Precise Words; S4-42 Revising Verbs in Informative/Explanatory Text; S4-43 (361), S4-44 (362-363), S4-47 (368-369), S4-48 (370-371), S4-49 (372-374), S4-50 (376-377), S4-51 (378-379), S4-52 (380-381), S4-53 (382-384), S4-54 (385-386)
l. establish and maintain a style and tone authentic to the purpose; and	Section 4: S4-10 (290-291), S4-48 (370-371), S4-49 (372-374)
m. provide a concluding statement or section that follows the information or explanation presented.	Section 4: S4-1 (268-269), S4-32 (337-338), S4-33 (339-340), S4-34 (341-342), S4-35 (343-344), S4-36 (345-346)
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 technique, relevant descriptive details, and well- structured event sequences;	Section 6: S6-1 (527-528), S6-2 (529-530), S6-22 (571-572), S6-29 (585-587), S6-32 (592-594), S6-33 (596-597), S6-34 (598-599), S6-35 (600-602), S6-36 (603-604), S6-38 (609-611), S6-39 (612-616) Section 9: S9-6 (762-763)
b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;	Section 6: S6-4 (533-534), S6-5 (535-536), S6-7 (539-540), S6-8 (541-542), S6-9 (543-544), S6-10 (545), S6-11 (546), S6-12 (547-549), S6-13 (550-551), S6-14 (552-553), S6-15 (554-555), S6-16 (556-558)
c. organize an event sequence that unfolds naturally and logically;	Section 6: S6-9 (543-544), S6-19 (564-565)
d. use dialogue, pacing, and manipulation of time, and reflection, to develop experiences, events, and/or characters;	Section 6: S6-8 (541-542), S6-10 (545), S6-11 (546), S6-14 (552-553), S6-17 (560-561), S6-18 (562-563), S6-19 (564-565), S6-20 (566-568), S6-21 (569-570), S6-23 (573-574)
e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationship among experiences and events;	Section 6: S6-4 (533-534), S6-5 (535-536), S6-9 (543-544), S6-24 (575-576), S6-25 (577-578)
f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	Section 6: S6-5 (535-536), S6-6 (537-538), S6-8 (541-542), S6-10 (545), S6-22 (546), S6-22 (571-572), S6-28 (584), S6-29 (585-587), S6-31 (590-591), S6-32 (592-594)
g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events, and develop characters; and	Section 6: S6-7 (539-540), S6-10 (545), S6-19 (564-565), S6-20 (566-568), S6-23 (573-574), S6-26 (579-580), S6-28 (584), S6-31 (590-591)
h. provide a conclusion that follows from and reflects on the narrated experiences or events.	Section 6: S6-5 (535-536), S6-9 (543-544), S6-26 (579-580), S6-27 (581-582)
Language	

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing</i> ® where Standard is Addressed
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 gerunds, participles, and infinitives and their functions in particular sentences;	Section 2: S2-37 (181-184) Section 4: S4-40 (355-357)
b. form and use verbs in the active and passive voice;	Section 4: S4-42 (359-360) Section 5: S5-29 (484-485) Section 6: S6-31 (590-591)
c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and	Section 2: S2-38 (185-187)
d. recognize and correct inappropriate shifts in verb voice and mood.	Section 2: S2-39 (188-190)
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 5.2 Use:	Section 2: S2-20 (137-139), S2-41 (194-196)
a. commas, ellipses, and dashes to indicate a pause, break, or omission; and	
b. an ellipsis to indicate an omission.	
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 over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	Section 1: S1-40 (80-82) Section 4: S4-61 (401-403), S4-62 (404-408) Section 5: S5-40 (513-516), S5-41 (517-520) Section 6: S6-5 (535-536), S6-37 (605-607), S6-38 (609-611), S6-39 (612-616) Section 7: S7-21 (673-676) Section 9: S9-1 (748-749), S9-2 (750), S9-3 (751-754), S9-4 (755-758), S9-5 (759-561), S9-6 (762-763), S9-7 (764-767), S9-8 (768-769)
Communication (C)	
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 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; build coherent lines of thinking.	Section 1: S1-34 (67-69) Section 2: S2-7 (103-105) Section 8: S8-21 (731-734), S8-22 (735-737), S8-24 (740-742)
1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.	Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727), S8-21 (731-734)
1.3 Apply effective communication techniques based on a variety of contexts and tasks.	Section 2: S2-10 (111-113), S2-22 (143-144) Section 8: S8-5 (690-692), S8-6 (693-694), S8-7 (696), S8-8 (697-699), S8-9 (700-701), S8-10 (702-703), S8-11 (704-706), S8-12 (707-708), S8-13 (709-712), S8-15 (715-717)
1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.	Section 1: S1-1 (6), S1-2 (7-8), S1-3 (9), S1-4 (10), S1-5 (11-12), S1-6 (13), S1-7 (14-15), S1-11 (21), S1-12 (22-23), S1-14 (26), S1-15 (27-28), S1-16 (29-30), S1-17 (31-33), S1-20 (37), S1-21 (38-39), S1-22 (40-41), S1-24 (44-45)

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
	<p>46), S1-25 (47-48), S1-26 (49-50), S1-27 (51-52), S1-28 (53-54), S1-29 (55-57), S1-30 (58-59), S1-33 (64-66), S1-35 (70-71), S1-36 (72-73), S1-37 (74), S1-38 (75-76)</p> <p>Section 2: S2-1 (88-90), S2-3 (93-94), S2-6 (100-102), S2-12 (118-119), S2-13 (120-121), S2-14 (122-123), S2-15 (124-125), S2-16 (126-128), S2-17 (129-131), S2-19 (134-136), S2-20 (137-139), S2-21 (141-142), S2-22 (143-144), S2-23 (145-147), S2-25 (150-152), S2-26 (153-154), S2-27 (155-156), S2-28 (157-159), S2-29 (160-162), S2-30 (164-165)</p> <p>Section 3: S3-1 (209-211), S3-2 (212-213), S3-3 (214-215), S3-4 (216-218), S3-12 (234-235), S3-13 (234-235), S3-14 (237-238), S3-15 (239-240), S3-16 (241-242)</p> <p>Section 4: S4-2 (270-271), S4-3 (272-273), S4-4 (274-276), S4-5 (277-278), S4-6 (279-280), S4-7 (281-282), S4-8 (283-285), S4-9 (286-288), S4-10 (290-291), S4-11 (292-293), S4-12 (294-298), S4-13 (299-300), S4-14 (301-302), S4-15 (303-305), S4-16 (307-308), S4-17 (309), S4-18 (310-311), S4-19 (312-313), S4-20 (314-315), S4-21 (316-317), S4-22 (318-320), S4-23 (321-322), S4-30 (333-334), S4-32 (337-338), S4-33 (339-340), S4-34 (341-342), S4-35 (343-344), S4-36 (345-346), S4-37 (347-348), S4-40 (355-357), S4-41 (358), S4-46 (367), S4-47 (368-369), S4-49 (372-374), S4-50 (376-377), S4-51 (378-379), S4-52 (380-381), S4-53 (382-384), S4-54 (385-386), S4-55 (387-388)</p> <p>Section 5: S5-1 (415-416), S5-3 (420-421), S5-4 (422-424), S5-5 (425-427), S5-6 (428-430), S5-7 (431-433), S5-8 (434-436), S5-9 (438-439), S5-10 (440-441), S5-11 (442-443), S5-12 (444-445), S5-13 (446-448), S5-14 (450-451), S5-15 (452-453), S5-16 (454-455), S5-17 (456-458), S5-18 (459-460), S5-19 (461-462), S5-20 (463-465), S5-24 (473-474) ; S5-25 (475-476), S5-26 (477-479), S5-27 (481), S5-28 (482-483), S5-31 (489-490), S5-33 (493-495), S5-34 (497-499), S5-35 (500-501), S5-36 (502-503), S5-37 (504-506), S5-38 (507-508), S5-39 (509-511)</p> <p>Section 6: S6-1 (527-528), S6-2 (529-530), S6-3 (531-532), S6-4 (533-534), S6-6 (537-538), S6-7 (539-540), S6-8 (541-542), S6-9 (543-544), S6-10 (545), S6-11 (546), S6-12 (547-549), S6-13 (550-551), S6-14 (552-553), S6-15 (554-555), S6-16 (556-558), S6-17 (560-561), S6-18 (562-563), S6-19 (564-565), S6-21 (569-570), S6-22 (571-572), S6-23 (573-574), S6-24 (575-576), S6-25 (577-578), S6-26 (579-580), S6-27 (581-582), S6-28 (584), S6-30 (588-589), S6-33 (596-597), S6-34 (598-599), S6-35 (600-602), S6-36 (603-604), S6-37 (605-607)</p> <p>Section 7: S7-1 (621-622), S7-2 (623-625), S7-3 (626-629), S7-4 (630-631), S7-5 (632), S7-6 (633-635), S7-7 (636-637), S7-8 (638-639), S7-9 (640-642), S7-10 (643-644), S7-11 (645-647), S7-12 (648-649), S7-13 (650-651), S7-14 (653-655), S7-15 (656-657), S7-16 (658), S7-17 (659-661), S7-18 (662-665), S7-19 (666-668)</p>

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing</i> [®] where Standard is Addressed
	<p>Section 8: S8-1 (682), S8-2 (683-685), S8-3 (686-687), S8-4 (688-689), S8-5 (690-692), S8-6 (693-694), S8-20 (728-730)</p> <p>Section 9: S9-1 (748-749), S9-4 (755-758), S9-6 (762-763), S9-8 (768-769), S9-10 (772-774)</p>
<p>1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.</p>	<p>Section 1: S1-12 (22-23)</p> <p>Section 2: S2-7 (103-105)</p> <p>Section 4: S4-46 (367)</p> <p>Section 5: S5-31 (489-490)</p> <p>Section 6: S6-30 (588-589)</p> <p>Section 8: S8-5 (690-692), S8-18 (722-725), S8-19 (726-727), S8-20 (728-730), S8-21 (731-734), S8-22 (735-737)</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 Gather relevant information from diverse print and multimedia sources to develop ideas, claims and or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.</p>	<p>Section 1: S1-23 (42-43), S1-26 (49-50)</p> <p>Section 4: S4-39 (351-354)</p> <p>Section 7: S7-20 (669-671)</p> <p>Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727)</p>
<p>2.2 Analyze and evaluate the credibility of information and accuracy of findings.</p>	<p>Section 5: S5-34 (497-499)</p> <p>Section 8: S8-17 (720-721); S8-19 (726-727)</p>
<p>2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism following a standard format for citation.</p>	<p>Section 1: S1-31 (60-61)</p> <p>Section 5: S5-35 (500-501)</p> <p>Section 8: S8-1 (682), S8-2 (683-685), S8-3 (686-687), S8-4 (688-689), S8-6 (693-694), S8-7 (696), S8-8 (697-699), S8-9 (700-701), S8-10 (702-703), S8-11 (704-706), S8-12 (707-708), S8-13 (709-712), S8-14 (714), S8-23 (739)</p>
<p>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p>	
<p>3.2 Utilize multimedia to clarify information and emphasize salient points.</p>	<p>Section 4: S4-38 (349-350), S4-39 (351-354)</p> <p>Section 6: S6-5 (535-536)</p> <p>Section 7: S7-20 (669-671)</p> <p>Section 8: S8-13 (709-712), S8-16 (718-719)</p>
<p>Language, Craft, and Structure</p>	
<p>Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.</p>	
<p>4.1 Determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>Section 5: S5-34 (497-499)</p> <p>Section 8: S8-17 (720-721); S8-19 (726-727)</p>
<p>4.2 Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.</p>	<p>Section 8: S8-17 (720-721), S8-23 (739)</p>
<p>4.3 Analyze the presentation to determine how the speaker:</p> <ul style="list-style-type: none"> a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience. 	<p>Section 8: S8-5 (690-692), S8-7 (696), S8-11 (704-706), S8-16 (718-719), S8-12 (707-708)</p>
<p>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</p>	

Step Up to Writing, Grades 6-8 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Middle School

South Carolina College- and Career-Ready Standards and Indicators for Grade 8	Strategy (and Page Number) in <i>Step Up to Writing</i>[®] where Standard is Addressed
5.1 Consider audience when selecting presentation types.	Section 8: S8-5 (690-692)
5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.	Section 8: S8-4 (688-689), S8-15 (715-717)