GRADES 6-8





Step Up to Writing, Grades 6-8

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

September 2016



Inquiry-Based Literacy Standards (I) Standard 1: Formulate relevant, self-generated questions investigated. 1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper	based on interests and/or needs that can be
investigated. 1.1 Develop questions to broaden thinking on a specific	based on interests and/or needs that can be
1.1 Develop questions to broaden thinking on a specific	
idea that frames inquiry for new learning and deeper	Section 7: S7-4 (630-631), S7-5 (632)
understanding.	
Standard 2: Transact with texts to formulate questions, p	ropose explanations, and consider alternative views and
multiple perspectives.	
2.1 Transact with text in order to formulate logical	Section 7: S7-9 (640-642), S7-10 (643-644)
questions based on evidence, generate explanations, propose and present conclusions, and consider multiple	
perspectives.	
Standard 3: Construct knowledge, applying disciplinary co	have and tools to build deeper understanding of the
world through exploration, collaboration, and analysis.	incepts and tools, to build deeper understanding of the
3.1 Develop a plan of action by using appropriate	Section 7: \$7-3 (626-629)
discipline-specific strategies.	
3.2 Examine historical, social, cultural, or political	Section 7: \$7-5 (632), \$7-8 (638-639)
context to broaden inquiry.	
3.3 Gather information from a variety of primary and	Section 7: S7-7 (636-637), S7-9 (640-642), S7-10 (643-
secondary sources and evaluate sources for perspective,	644)
validity, and bias.	
3.4 Organize and categorize important information,	Section 7: S7-11 (645-647), S7-12 (648-649), S7-16
revise ideas, and report relevant findings.	(658)
Standard 4: Synthesize integrated information to share le	arning and/or take action.
4.1 Employ a critical stance to demonstrate that	Section 7: S7-7 (636-637), S7-8 (638-639), S7-9 (640-
relationships and patterns of evidence lead to logical	642), S7-10 (643-644), S7-12 (648-649)
conclusions, while acknowledging alternative views.	
4.2 Determine appropriate disciplinary tools and	Section 7: S7-13 (650-651)
develop a plan to communicate findings and/or take	
informed action.	
4.3 Reflect on findings and pose appropriate questions	Section 7: S7-19 (666-668)
for further inquiry.	
Standard 5: Reflect throughout the inquiry process to ass	ess metacognition, broaden understanding, and guide
actions, both individually and collaboratively.	
5.1 Acknowledge and value individual and collective	Section 7: S7-19 (666-668), S7-20 (669-671)
thinking; use feedback from peers and adults to guide	Section 8: S8-17 (720-721)
the inquiry process.	
5.2 Employ past and present learning in order to	Section 7: S7-19 (666-668), S7-20 (669-671)
monitor and guide inquiry.	Section 8: S8-17 (720-721)
5.3 Assess the processes to revise strategies, address	Section 7: S7-19 (666-668), S7-20 (669-671)
misconceptions, anticipate and overcome obstacles, and	Section 8: S8-17 (720-721)
reflect on completeness of the inquiry.	
Reading - Literary Text (RL)	
Principles of Reading	
Standard 1: Demonstrate understanding of the	
organization and basic features of print. Standard 2: Demonstrate understanding of spoken	
words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and	
word analysis skills in decoding words.	
Standard 4: Read with sufficient accuracy and fluency to	
support comprehension.	
Meaning and Context	
Standard 5: Determine meaning and develop logical inter	nretations by making predictions inferring drawing
conclusions, analyzing, synthesizing, providing evidence, a	

And indicators for Grade 9 Write's structure 3 Faduresseu 5.1 Cite textual evidence to support analysis of what the text sey explicitly as well as inferences drawn from the structure 15:11-16, 51-12 (19-20), 51-11 (13-13), 51-12 (13-36), 51-12 (13-36), 51-32 (13-35), 51-32 (13-35), 51-32 (13-36), 51-32 (South Carolina College- and Career-Ready Standards	Strategy (and Page Number) in Step Up to Writing®
text says explicitly as well as inferences drawn from the text.51-8 (16), 51-9 (17-18), 51-10 (19-20), 51-11 (21), 51-12 (22-23), 51-13 (24-24), 51-12 (21-33), 51-19 (35-36), 51- 20 (37), 51-25 (47-48), 51-26 (49-50), 51-23 (25-75), 51-30 (28-95), 51-31 (00-61), 51-32 (22-73), 51-36 (72-73), 51-36 (72-73), 51-37 (24), 51-39 (72-73), 51-67 (73), 51-36 (72-73), 51-37 (24), 51-39 (72-73), 52 (571-573)Standard 5: Summarize key details and ideas to support analysis of thematic development.5.00 (37), 51-25 (27-578), 52 (571-578) 52 (571-578) 5	and Indicators for Grade 6	where Standard is Addressed
S1-35 (70-71), S1-36 (72-73), S1-37 (74), S1-39 (78-79) Section 5: S5-39 (500-511) Section 6: S6-1 (527-528), S6-2 (527-578) Standard 6: Summarize key details and ideas to support analysis of thematic development. 6.1 Determine a there of a text and how it is conveyed Section 9: S0-31 (571-574) Section 9: S0-31 (571-574) Section 9: S0-31 (500-511) Section 9: S0-31 (500-511) Section 1: S1-16(), S1-10 (19-10) Section 1: S1-16(), S1-10 (19-10) Section 1: S1-16(), S1-10 (19-10) Section 1: S1-16(), S1-10 (19-50) Section 1: S1-16() (S1-90) Section 1: S1-30 (S8-59) Section 3: S3-16 (241-242), S3-17 (243-346), S3-19 </td <td>text says explicitly as well as inferences drawn from the</td> <td>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-</td>	text says explicitly as well as inferences drawn from the	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-
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	Section 7: S7-8 (638-639), S7-17 (659-661)
Standard 11: Analyze and provide evidence of how the auto	thor'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	Section 6: S6-3 (531-532), S6-13 (550-551)
of view of the narrator or speaker impacts content,	
meaning, and style.	ustures in print and multimedia touts to shape meaning
Standard 12: Analyze and critique how the author uses str and impact the reader.	uctures in print and multimedia texts to shape meaning
12.1 Analyze how a particular sentence, chapter, scene,	Section 6: S6-9 (543-544)
or stanza fits into the overall structure of a text and	
contributes to the development of the theme, setting,	
or plot.	
12.2 Compare and contrast how different text structures	Section 1: S1-33 (64-66), S1-34 (67-69)
contribute to meaning and impact the reader.	
Range and Complexity	
Standard 13: Read independently and comprehend a varie	
acquiring new learning, and building stamina; reflect on a	
13.1 Engage in whole and small group reading with	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5
purpose and understanding through teacher modeling	(11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-
and gradual release of responsibility.	20), S1-11 (21), S1-12 (22-23)
13.2 Read independently for sustained periods of time	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5
to build stamina.	(11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19- 20), S1 11 (21), S1 12 (22, 22)
13.3 Read and respond to grade level text to become	20), S1-11 (21), S1-12 (22-23) Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5
self-directed, critical readers, and thinkers.	(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 su	upport 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.	
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and Indicators for Grade 6	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 interp		
conclusions, analyzing, synthesizing, providing evidence and		
5.1 Cite textual evidence to support analysis of what the	Section 1: S1-1 (6), S1-2 (7-8), S1-4 (10), S1-5 (11-12),	
text says explicitly as well as inferences drawn from the	S1-6 (13), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10	
text.	(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 an		
6.1 Provide an objective summary of a text with two or	Section 1: S1-1 (6), S1-5 (11-12), S1-8 (16), S1-9 (17-	
more central ideas; cite key supporting details.	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)	
	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	
Chandrad 7. December works to sign ideas or second to the	(658), S7-17 (659-661)	
Standard 7: Research events, topics, ideas, or concepts the and kinesthetic modalities.	rough multiple media, formats, and in visual, auditory,	
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 pr		
8.1 Determine figurative, connotative, and technical	Section 1: S1-21 (38-39)	
meanings of words and phrases used in a text; analyze	Section 3: \$3-12 (234-235), \$3-13 (234-235), \$3-16	
the impact of specific word choice on meaning and	(241-242), S3-19 (249-251)	
tone.		
8.2 Identify text features and structures that support an	Section 1: S1-6 (13), S1-8 (16), S1-33 (64-66), S1-34	
author's ideas or claim.	(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 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	Section 3: S3-8 (226-227), S3-12 (234-235)	
the overall meaning of a text or a word's position or		
function.		
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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	Section 1: S1-34 (67-69) Section 5: S5-36 (502-503)	
the perspective represented. Standard 11: Analyze and critique how the author uses str	uctures 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 varie acquiring new learning, and building stamina; reflect on a		
12.1 Engage in whole and small group reading with	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5	
purpose and understanding.	(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)	
 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-	



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		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)
		ne and convey complex ideas and information clearly and
	ly through the effective selection, organization, a	nd analysis of content.
	e informative/explanatory texts that:	Section 4: S4-1 (268-269), S4-2 (270-271), S4-3 (272-
a.	introduce a focused topic;	Section 4: 54-1 (268-269), 54-2 (270-271), 54-3 (272- 273), 54-4 (274-276), 54-5 (277-278), 54-6 (279-280), 54-9 (286-288), 54-10 (290-291), 54-11 (292-293), 54- 12 (294-298), 54-13 (299-300), 54-14 (301-302), 54-15 (303-305)
b.	use relevant information from multiple print and multimedia sources;	Section 4: S422 (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: S422 (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	Section 4: S4-22 (318-320) Section 7: S7-15 (656-657), S7-16 (658)
	plagiarism;	Section 7. 57-15 (050-057), 57-10 (058)



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		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	Section 4: S4-3 (272-273), S4-21 (316-317), S4-35 (343-
κ.	vocabulary to inform or explain the topic;	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)
Ι.	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)
	I 3: Write narratives to develop real or imagined e letails, and well- structured event sequences.	experiences or events using effective techniques, well-
	er ideas from texts, multimedia, and personal exp	erience 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)
Languag	e	
Standard	4: Demonstrate command of the conventions of	standard English grammar and usage when writing or
speaking		
4.1 Whe	n writing:	

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 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	Section 2: S2-33 (172-174)
shifts in pronoun number and person;	Section 6: S6-13 (550-551)
 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	Section 2: S2-12 (118-119), S2-14 (122-123), S2-18
expression in conventional language.	(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), \$4-45 (364-366), \$4-60 (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	Section 2: S2-20 (137-139), S2-41 (194-196)
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.	
Range and Complexity	
Standard 6: Write independently, legibly, and routinely for and extended time frames.	r a variety of tasks, purposes, and audiences over short
6.1 Write routinely and persevere in writing tasks over	Section 1: S1-40 (80-82)
short and extended time frames, for a range of domain	Section 4: S4-61 (401-403), S4-62 (404-408)
specific tasks, and for a variety of purposes and	Section 5: S5-40 (513-516), S5-41 (517-520)
audiences.	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 conc	
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,	Section 2: S2-7 (103-105)
reflecting, and formulating questions; support others to	Section 8: S8-17 (720-721), S8-19 (726-727), S8-21
reach common understandings of concepts, ideas, and	(731-734)
text.	
1.2 Participate in discussions; ask and respond to	Section 1: S1-1 (6), S1-2 (7-8), S1-3 (9), S1-4 (10), S1-5
probing questions to acquire and confirm information	(11-12), S1-6 (13), S1-7 (14-15), S1-11 (21), S1-12 (22-
concerning a topic, text, or issue.	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

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	(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
	(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)
	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)
	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), \$4-18 (310-311), \$4-19 (312-313), \$4-20 (314-
	315), \$4-21 (316-317), \$4-22 (318-320), \$4-23 (321-
	322), \$4-30 (333-334), \$4-32 (337-338), \$4-33 (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)
	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), \$5-15 (452-453), \$5-16 (454-455), \$5-17
	(456-458), \$5-18 (459-460), \$5-19 (461-462), \$5-20
	(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)
	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)
	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)
	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)



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. 1.5 Review and reflect upon the main ideas expressed to 	Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727), S8-21 (731-734) Section 1: S1-12 (22-23)
demonstrate an understanding of diverse perspectives.	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 credible evidence from sources.	logical sequence using information, findings, and
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 u	ise 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 inform, engage, and impact audience and convey message	
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)



South Carolina College- and Career-Ready Standards and Indicators for Grade 6	Strategy (and Page Number) in Step Up to Writing® where Standard is Addressed	
4.2 Identify the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast	Section 8: S8-17 (720-721), S8-23 (739)	
relationships to convey messages.		
4.3 Determine how the speaker:	Section 8: S8-5 (690-692), S8-7 (696), S8-11 (704-706),	
a. articulates a clear message;	S8-16 (718-719), S8-12 (707-708)	
b. monitors audience awareness;		
c. addresses possible misconceptions or		
objections;		
d. chooses appropriate media; and		
e. uses an appropriate style for the audience.		
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.		
5.1 Consider audience when selecting presentation	Section 8: S8-5 (690-692)	
types.		
5.2 Select and integrate craft techniques to impact	Section 8: S8-4 (688-689), S8-15 (715-717)	
audience.		



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 investigated.	based on interests and/or needs that can be
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, pr multiple perspectives.	opose explanations, and consider alternative views and
2.1 Formulate logical questions based on evidence,	Section 7: S7-9 (640-642), S7-10 (643-644)
generate explanations, propose and present conclusions, and consider multiple perspectives.	
Standard 3: Construct knowledge, applying disciplinary co world through exploration, collaboration, and analysis.	ncepts and tools, to build deeper understanding of the
3.1 Develop a plan of action by using appropriate discipline-specific strategies.	Section 7: S7-3 (626-629)
3.2 Examine historical, social, cultural, or political	Section 7: S7-5 (632), S7-8 (638-639)
context to broaden inquiry. 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 le	
4.1 Employ a critical stance to demonstrate that	Section 7: S7-7 (636-637), S7-8 (638-639), S7-9 (640-
relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	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 asso actions, both individually and collaboratively.	ess metacognition, broaden understanding, and guide
5.1 Acknowledge and value individual and collective	Section 7: S7-19 (666-668), S7-20 (669-671)
thinking; use feedback from peers and adults to guide the inquiry process.	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	Section 7: S7-19 (666-668), S7-20 (669-671)
misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.	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 inter	
conclusions, analyzing, synthesizing, providing evidence, a	and investigating multiple interpretations.

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	Section 1: S1-1 (6), S1-2 (7-8), S1-3 (9), S1-7 (14-15), S1-		
text says explicitly as well as inferences drawn from the	8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12		
text.	(22-23), S1-13 (24-25), S1-17 (31-33), S1-19 (35-36), S1-		
text.	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, 72), S1 37 (74), S1 30 (78, 70)		
	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 an			
6.1 Determine one or more themes and analyze the	Section 1: S1-1 (6), S1-8 (16), S1-9 (17-18), S1-10 (19-		
development; provide an objective summary.	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 auditory, and kinesthetic modalities.	s, or topics in multiple media, formats, and in visual,		
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,	Section 1: S1-34 (67-69)		
place, or character to a historical account of the same	· · · · ·		
period to understand how authors use or alter history			
for rhetorical effect.			
Standard 8: Analyze characters, settings, events, and idea	s as they develop and interact within a particular context.		
8.1 Analyze how setting shapes the characters and/or	Section 6: S6-9 (543-544)		
plot and how particular elements of a narrative or			
drama interact; determine the impact of contextual			
influences on setting, plot, and characters.			
Language, Craft, and Structure			
Standard 9: Interpret and analyze the author's use of wor	ds. phrases, and conventions, and how their relationships		
shape meaning and tone in print and multimedia texts.			
9.1 Determine the figurative and connotative meaning	Section 1: S1-30 (58-59)		
of words and phrases as they are used in text; analyze	Section 3: S3-16 (241-242), S3-17 (243-346), S3-19		
the impact of rhymes and other repetitions of sounds	(249-251), \$3-21 (256-260)		
on specific verses or stanzas of poems or sections of			
narrative or drama.			
9.2 Analyze the impact of the author's choice of words,	Section 1: S1-30 (58-59)		
word phrases, and conventions on meaning and tone.	Section 3: S3-16 (241-242), S3-17 (243-346), S3-19		
word phrases, and conventions on meaning and tone.	(249-251), \$3-21 (256-260)		
Standard 10: Apply a range of strategies to determine and			
meaning words, phrases, and jargon; acquire and use gen			
10.1 Use context clues to determine the meanings of	Section 3: S3-5 (220-221), S3-6 (222-223), S3-7 (224-		
words and phrases.	225), S3-9 (228-229), S3-10 (230), S3-11 (231-233), S3-		
words and prirases.			
	20 (252-254), S3-21 (256-260) Section 4: S4-44 (362-363)		
Standard 11: Analyze and provide evidence of how the au			
shape content, meaning, and style.	and a choice of point of view, perspective, and purpose		
11.1 Analyze how an author develops and contrasts	Section 6: S6-3 (531-532), S6-13 (550-551)		
points of view to impact content, meaning, and style.			
and impact the reader.	Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.		



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,	Section 6: S6-9 (543-544)
drama, and poetry contribute to development of	
theme, setting, or plot.	
12.2 Analyze the author's choice of structures within	Section 1: S1-33 (64-66), S1-34 (67-69)
the text and draw conclusions about how they impact	
meaning.	
Range and Complexity	
Standard 13: Read independently and comprehend a varie	
acquiring new learning, and building stamina; reflect on a	nd respond to increasingly complex text over time.
13.1 Engage in whole and small group reading with	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5
purpose and understanding through teacher modeling	(11-12), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10 (19-
and gradual release of responsibility.	20), \$1-11 (21), \$1-12 (22-23)
13.2 Read independently for sustained periods of time	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5
to build stamina.	(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	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5
self-directed, critical readers, and thinkers.	(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 s	upport 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 inter	
conclusions, analyzing, synthesizing, providing evidence a	nd investigating multiple interpretations.
5.1 Cite multiple examples of textual evidence to	Section 1: S1-1 (6), S1-2 (7-8), S1-4 (10), S1-5 (11-12),
support analysis of what the text says explicitly as well	S1-6 (13), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10
as inferences drawn from the text.	(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), \$1-20 (37), \$1-21 (38-39), \$1-22 (40-41), \$1-26 (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-
Chandrad C. Commencies have been been been been been been been be	767)
Standard 6: Summarize key details and ideas to support a	nalysis of central ideas.

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.	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) 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 (CF0) S7 47 (CF0 CG1)
Standard 7: Research events, topics, ideas, or concepts the and kinesthetic modalities.	(658), S7-17 (659-661) rough multiple media, formats, and in visual, auditory,
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 word and how their relationships shape meaning and tone in pr	int 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.	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 Determine the impact of text features and structures on the author's ideas 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)
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 au meaning, and style.	
10.1 Determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.	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)

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 strinformational and argument writing.	ructures in print and multimedia texts to craft
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 varie acquiring new learning, and building stamina; reflect on a	nd 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: \$1-6 (13), \$1-32 (62-63) Section 5: \$5-1 (415-416), \$5-3 (420-421), \$5-4 (422- 424), \$5-5 (425-427), \$5-7 (431-433), \$5-8 (434-436), \$5-9 (438-439), \$5-10 (440-441), \$5-11 (442-443), \$5-12 (444-445), \$5-13 (446-448), \$5-14 (450-451), \$5-15 (452-453), \$5-16 (454-455), \$5-18 (459-460), \$5-19 (461-462), \$5-20 (463-465), \$5-34 (497-499), \$5-35 (500-501), \$5-36 (502-503), \$5-37 (504-506), \$5-38 (507-508) Section 7: \$7-13 (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)
 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)
 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)

South C	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)
		ne and convey complex ideas and information clearly and
	ly through the effective selection, organization, a	nd analysis of content.
	e 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: S422 (318-320), S4-23 (321-322)
С.	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: S422 (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)



South C	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)	
k.	use precise language and domain-specific vocabulary to inform or explain the topic;	Section 7: S7-13 (650-651) 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)	
I.	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.		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)	
	I 3: Write narratives to develop real or imagined eletails, and well- structured event sequences.	experiences or events using effective techniques, well-	
	er ideas from texts, multimedia, and personal exp	perience to write parratives that:	
a.	develop real or imagined experiences or	Section 6: S6-1 (527-528), S6-2 (529-530), S6-22 (571-	
u.	events using effective technique, relevant	572), S6-29 (585-587), S6-32 (592-594), S6-33 (596-	
	descriptive details, and well- structured event sequences;	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	Section 6: S6-4 (533-534), S6-5 (535-536), S6-7 (539-	
	a context and point of view and introducing a narrator and/or characters;	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)	
С.	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)	
Languag			
	Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or		
speaking			
4.1 Whe	n writing:		

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	Section 2: S2-31 (166-169), S2-35 (177-178)
and clauses in general and their function in	
specific sentences;	
b. choose among simple, compound, complex,	Section 2: S2-16 (126-128), S2-17 (129-131)
and compound-complex sentences to signal	
differing relationships among ideas; and	
c. use phrases and clauses within a sentence,	Section 2: S2-36 (179-180)
recognizing and correcting misplaced and	Section 4: S4-45 (364-366)
dangling modifiers.	
Standard 5: Demonstrate command of the conventions	Section 2: S2-20 (137-139), S2-41 (194-196)
of standard English capitalization, punctuation, and	
spelling when writing. 5.2 Use:	
a. a comma to separate coordinate adjectives;	
and contract of the second	
b. a comma after introductory subordinate	
clauses.	
Range and Complexity	r a variaty of tacks, numbers, and audiences over short
Standard 6: Write independently, legibly, and routinely fo and extended time frames.	r a variety of tasks, purposes, and audiences over short
6.1 Write routinely and persevere in writing tasks over	Section 1: S1-40 (80-82)
short and extended time frames, for a range of domain	Section 1: 51-40 (80-62) Section 4: 54-61 (401-403), 54-62 (404-408)
specific tasks, and for a variety of purposes and	Section 5: S5-40 (513-516), S5-41 (517-520)
audiences.	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 cond	cepts, communicate meaning, and develop logical
interpretations through collaborative conversations; build	l 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	Section 1: S1-34 (67-69)
1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and	Section 2: S2-7 (103-105)
	Section 2: S2-7 (103-105) Section 8: S8-21 (731-734), S8-22 (735-737), S8-24
complex concepts, ideas, and texts; share ideas and	Section 2: S2-7 (103-105)
complex concepts, ideas, and texts; share ideas and consider alternate viewpoints. 1.2 Participate in discussions; ask probing questions and	Section 2: S2-7 (103-105) Section 8: S8-21 (731-734), S8-22 (735-737), S8-24 (740-742) Section 2: S2-7 (103-105)
complex concepts, ideas, and texts; share ideas and consider alternate viewpoints. 1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of	Section 2: S2-7 (103-105) Section 8: S8-21 (731-734), S8-22 (735-737), S8-24 (740-742) Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19
complex concepts, ideas, and texts; share ideas and consider alternate viewpoints. 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: S8-21 (731-734), S8-22 (735-737), S8-24 (740-742) Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727), S8-21 (731-734)
 complex concepts, ideas, and texts; share ideas and consider alternate viewpoints. 1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion. 1.3 Apply effective communication techniques and the 	Section 2: S2-7 (103-105) Section 8: S8-21 (731-734), S8-22 (735-737), S8-24 (740-742) Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727), S8-21 (731-734) Section 2: S2-10 (111-113), S2-22 (143-144)
 complex concepts, ideas, and texts; share ideas and consider alternate viewpoints. 1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion. 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, 	Section 2: S2-7 (103-105) Section 8: S8-21 (731-734), S8-22 (735-737), S8-24 (740-742) Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727), S8-21 (731-734) Section 2: S2-10 (111-113), S2-22 (143-144) Section 8: S8-5 (690-692), S8-6 (693-694), S8-7 (696),
 complex concepts, ideas, and texts; share ideas and consider alternate viewpoints. 1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion. 1.3 Apply effective communication techniques and the 	Section 2: S2-7 (103-105) Section 8: S8-21 (731-734), S8-22 (735-737), S8-24 (740-742) Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727), S8-21 (731-734) 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
 complex concepts, ideas, and texts; share ideas and consider alternate viewpoints. 1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion. 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, 	Section 2: S2-7 (103-105) Section 8: S8-21 (731-734), S8-22 (735-737), S8-24 (740-742) Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727), S8-21 (731-734) 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
 complex concepts, ideas, and texts; share ideas and consider alternate viewpoints. 1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion. 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks. 	Section 2: S2-7 (103-105) Section 8: S8-21 (731-734), S8-22 (735-737), S8-24 (740-742) Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727), S8-21 (731-734) 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)
 complex concepts, ideas, and texts; share ideas and consider alternate viewpoints. 1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion. 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks. 1.4 Engage in a range of collaborative discussions about 	Section 2: S2-7 (103-105) Section 8: S8-21 (731-734), S8-22 (735-737), S8-24 (740-742) Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727), S8-21 (731-734) 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) Section 1: S1-1 (6), S1-2 (7-8), S1-3 (9), S1-4 (10), S1-5
 complex concepts, ideas, and texts; share ideas and consider alternate viewpoints. 1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion. 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks. 1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new 	Section 2: S2-7 (103-105) Section 8: S8-21 (731-734), S8-22 (735-737), S8-24 (740-742) Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727), S8-21 (731-734) 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) 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-
 complex concepts, ideas, and texts; share ideas and consider alternate viewpoints. 1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion. 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks. 1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary 	Section 2: S2-7 (103-105) Section 8: S8-21 (731-734), S8-22 (735-737), S8-24 (740-742) Section 2: S2-7 (103-105) Section 8: S8-17 (720-721), S8-18 (722-725), S8-19 (726-727), S8-21 (731-734) 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) 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-
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	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)
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	17 (659-661), \$7-18 (662-665), \$7-19 (666-668)
	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)
	Section 9: S9-1 (748-749), S9-4 (755-758), S9-6 (762- 763), S9-8 (768-769), S9-10 (772-774)
1.5 Consider new ideas and diverse perspectives of	Section 1: S1-12 (22-23)
others when forming opinions regarding a topic, text, or	Section 1: 51-12 (22-23) Section 2: 52-7 (103-105)
issue.	Section 2: 52-7 (103-103)



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	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 credible evidence from sources.	logical sequence using information, findings, and
2.1 Gather information from diverse print and	Section 1: S1-23 (42-43), S1-26 (49-50)
multimedia sources to articulate claims and findings,	Section 4: S4-39 (351-354)
emphasizing salient points in a focused, coherent	Section 7: S7-20 (669-671)
manner with pertinent descriptions facts and details.	Section 8: S8-17 (720-721), S8-18 (722-725), S8-19
	(726-727)
2.2 Analyze and evaluate the credibility of information	Section 5: S5-34 (497-499)
and accuracy of findings.	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	Section 1: S1-31 (60-61)
others while avoiding plagiarism following a standard	Section 5: S5-35 (500-501)
format for citation.	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 u	
understanding when presenting ideas and information.	
3.2 Utilize multimedia to clarify information and	Section 4: S4-38 (349-350), S4-39 (351-354)
strengthen claims or evidence.	Section 6: S6-5 (535-536)
strengthen dums of evidence.	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	duses craft techniques that stylistically and structurally
inform, engage, and impact audience and convey message	
4.1 Determine the effectiveness of a speaker's	Section 5: S5-34 (497-499)
argument and specific claims, evaluating the soundness	Section 8: S8-17 (720-721); S8-19 (726-727)
of the reasoning and the relevance and sufficiency of	
the evidence.	
4.2 Analyze the effectiveness of the speaker's use of	Section 8: S8-17 (720-721), S8-23 (739)
chronological, cause/effect, problem/solution, and	Section 6. 38-17 (720-721), 38-23 (735)
compare/contrast relationships to convey messages.	
4.3 Analyze the presentation to determine how the	Section 8: S8-5 (690-692), S8-7 (696), S8-11 (704-706),
speaker:	S8-16 (718-719), S8-12 (707-708)
 a. articulates a clear message; b. monitors audience awareness; 	
b. monitors audience awareness;	
c. addresses possible misconceptions or	
objections;	
d. chooses appropriate media; and	
e. uses an appropriate style for the audience.	
Standard 5: Incorporate craft techniques to engage and in	
5.1 Consider audience when selecting presentation	Section 8: S8-5 (690-692)
types.	
5.2 Select and employ a variety of craft techniques to	Section 8: S8-4 (688-689), S8-15 (715-717)
convey a message and impact the audience.	



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

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5.1 Cite the evidence that most strongly supports an	Section 1: S1-1 (6), S1-2 (7-8), S1-3 (9), S1-7 (14-15), S1-
analysis of what the text says explicitly as well as	8 (16), S1-9 (17-18), S1-10 (19-20), S1-11 (21), S1-12
inferences drawn from the text.	(22-23), S1-13 (24-25), S1-17 (31-33), S1-19 (35-36), S1- 20 (27), S1 25 (47,48), S1 26 (40,50), S1 28 (53,54), 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 a	
6.1 Determine one or more themes and analyze the	Section 1: S1-1 (6), S1-8 (16), S1-9 (17-18), S1-10 (19-
development and relationships to character, setting,	20), \$1-13 (24-25), \$1-17 (31-33), \$1-19 (35-36), \$1-23
and plot over the course of a text; provide an objective	(42-43), S1-24 (44-46), S1-26 (49-50), S1-27 (51-52), S1-
summary.	28 (53-54), S1-30 (58-59), S1-32 (62-63), S1-35 (70-71),
	S1-36 (72-73), S1-39 (78-79)
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Standard 7: Analyze the relationship among ideas, theme	544), S6-34 (598-599), S6-35 (600-602)
Standard 7: Analyze the relationship among ideas, theme auditory, and kinesthetic modalities.	s, or topics in multiple media, formats, and in visual,
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	Section 1: S1-34 (67-69)
themes, patterns of events, or character types from	
myths, traditional stories, or religious works, describing	
how the material is rendered new.	
Standard 8: Analyze characters, settings, events, and idea	
8.1 Analyze how dialogue and/or incidents propel the	Section 6: S6-9 (543-544)
action, reveal aspects of a character, or provoke a	
decision; determine the impact of contextual influences on setting, plot, and characters.	
Language, Craft, and Structure	
	ds, phrases, and conventions, and how their relationships
shape meaning and tone in print and multimedia texts.	
9.1 Determine the figurative and connotative meaning	Section 1: S1-30 (58-59)
of words and phrases as they are used in text; analyze	Section 3: S3-16 (241-242), S3-17 (243-346), S3-19
the impact of impact of specific word choices on	(249-251), S3-21 (256-260)
meaning and tone, including analogies or allusions to	
other texts.	
Standard 10: Apply a range of strategies to determine and meaning words, phrases, and jargon; acquire and use gen	
10.1 Use context clues to determine the meanings of	Section 3: S3-5 (220-221), S3-6 (222-223), S3-7 (224-
words and phrases.	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 au	
shape content, meaning, and style.	
11.1 Analyze how an author's development of	Section 6: S6-3 (531-532), S6-13 (550-551)
perspectives of the characters and the reader create	
suspense or humor	
Standard 12: Analyze and critique how the author uses stand impact the reader.	ructures in print and multimedia texts to shape meaning
12.1 Compare and contrast the structure of two or	Section 6: S6-9 (543-544)
more texts with similar topics or themes and analyze	Jeelon 0. 30-9 (343-344)
more texts with similar topics of themes and analyze	

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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	Section 1: S1-1 (6), S1-1 (7-8), S1-3 (9), S1-4 (10), S1-5
purpose and understanding through teacher modeling and gradual release of responsibility.	(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 s	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 inter	
conclusions, analyzing, synthesizing, providing evidence a	
	Section 1: S1-1 (6), S1-2 (7-8), S1-4 (10), S1-5 (11-12),
analysis of what the text says explicitly as well as	S1-6 (13), S1-7 (14-15), S1-8 (16), S1-9 (17-18), S1-10
inferences drawn from the text.	(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 (52,54), S1-29 (55,57), S1-20 (55,57), 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-
Standard 6: Summarize key details and ideas to support a	767)
Standard 6: Summarize key details and ideas to support a	
6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to	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),
analyze their development.	S1-16 (29-30), S1-17 (31-33), S1-18 (34), S1-21 (38-39),



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	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)
	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 th 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 wor and how their relationships shape meaning and tone in pr	
8.1 Determine figurative, connotative, and technical	Section 1: S1-21 (38-39)
meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.	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 au meaning, and style.	thor's choice of purpose and perspective shapes content,
10.1 Determine an author's perspective or purpose and	Section 4: S4-48 (370-371)
analyze how the author acknowledges or responds to conflicting evidence or viewpoints.	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 stu	
informational and argument writing.	
11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same	Section 1 : S1-6 (13), S1-8 (16), S1-33 (64-66), S1-34 (67- 69)
topic. Page 2	5. (22



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	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	Section 1: S1-6 (13), S1-8 (16) Section 5: S5-16 (454-455), S5-34 (497-499), S5-35
sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	(500-501)
Range and Complexity	
Standard 12: Read independently and comprehend a vari acquiring new learning, and building stamina; reflect on a	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	Section 1: S1-6 (13), S1-32 (62-63)
distinguish the claims from alternate or	Section 5: S5-1 (415-416), S5-3 (420-421), S5-4 (422-
opposing claims, and organize reasons and	424), \$5-5 (425-427), \$5-7 (431-433), \$5-8 (434-436),
evidence logically;	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)
b. use relevant information from multiple print	Section 7: S7-13 (650-651) Section 5: S5-4 (422-424), S5-5 (425-427), S5-7 (431-
and multimedia sources;	433), S5-8 (434-436), S5-10 (440-441), S5-15 (452-453),
and mainmedia sources,	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	Section 5: S5-4 (422-424), S5-5 (425-427), S5-7 (431-
variety of relevant evidence from accurate,	433), S5-8 (434-436), S5-10 (440-441), S5-15 (452-453),
verifiable sources;	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), \$5-38 (507-508)
	Section 7: S7-13 (650-651)
d. use an organizational structure that provides	Section 1: S1-6 (13)
unity and clarity among claims,	Section 5: S5-8 (434-436), S5-21 (466-467), S5-22 (468-
counterclaims, reasons, and evidence;	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	Section 5: S5-4 (422-424), S5-7 (431-433), S5-8 (434-
providing credible evidence and data for	436), S5-16 (454-455), S5-21 (466-467), S5-22 (468-
each;	469), S5-23 (470-472), S5-27 (481), S5-28 (482-483), S5-
	19 (484-485), S5-30 (486-488), S5-31 (489-490)



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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)
	1 2: Write informative/explanatory texts to exami ly through the effective selection, organization, a	ne and convey complex ideas and information clearly and ind analysis of content
	e 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: S422 (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: S422 (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

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		(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)
Ι.	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)
chosen d	letails, and well- structured event sequences.	experiences or events using effective techniques, well-
3.1 Gath	er ideas from texts, multimedia, and personal exp	
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)
С.	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	e	

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Standard	4: Demonstrate command of the conventions o	f standard English grammar and usage when writing or
speaking		
4.1 Whe	n writing:	
a.	show knowledge of the function of gerunds,	Section 2: S2-37 (181-184)
	participles, and infinitives and their functions	Section 4: S4-40 (355-357)
	in particular sentences;	
b.	form and use verbs in the active and passive	Section 4: S4-42 (359-360)
	voice;	Section 5: S5-29 (484-485)
		Section 6: S6-31 (590-591)
с.	form and use verbs in the indicative,	Section 2: S2-38 (185-187)
	imperative, interrogative, conditional, and	
d	subjunctive mood; and	Section 2: 52 20 (188 100)
d.	recognize and correct inappropriate shifts in verb voice and mood.	Section 2: S2-39 (188-190)
Standard	5: Demonstrate command of the conventions	Section 2: S2-20 (137-139), S2-41 (194-196)
	ard English capitalization, punctuation, and	Section 2. 32-20 (137-139), 32-41 (194-190)
	when writing. 5.2 Use:	
a.	commas, ellipses, and dashes to indicate a	
ч.	pause, break, or omission; and	
b.	an ellipsis to indicate an omission.	
Range an	nd Complexity	
		or a variety of tasks, purposes, and audiences over short
	nded time frames.	
	e routinely and persevere in writing tasks over	Section 1: S1-40 (80-82)
short and	d extended time frames, for a range of domain	Section 4: S4-61 (401-403), S4-62 (404-408)
specific t	asks, and for a variety of purposes and	Section 5: S5-40 (513-516), S5-41 (517-520)
audience	25.	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)
	nication (C)	
-	g and Context	
<u>-</u>		
	1: Interact with others to explore ideas and con	cepts, communicate meaning, and develop logical
interpret	1: Interact with others to explore ideas and con ations through collaborative conversations; build	cepts, communicate meaning, and develop logical d upon the ideas of others to clearly express one's own
interpret views wł	1: Interact with others to explore ideas and con tations through collaborative conversations; build hile respecting diverse perspectives.	d upon the ideas of others to clearly express one's own
interpret views wh 1.1 Prepa	I 1: Interact with others to explore ideas and con tations through collaborative conversations; build nile respecting diverse perspectives. are for and engage in conversations to explore	upon the ideas of others to clearly express one's own Section 1: S1-34 (67-69)
interpret views wh 1.1 Prepa complex	I 1: Interact with others to explore ideas and con tations through collaborative conversations; built nile respecting diverse perspectives. are for and engage in conversations to explore concepts, ideas, and texts; build coherent lines	Section 1: S1-34 (67-69) Section 2: S2-7 (103-105)
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interpret views wh 1.1 Prepa complex of thinkin 1.2 Partie supports several s evidence 1.3 Apply a variety 1.4 Enga grade ap	 d 1: Interact with others to explore ideas and contations through collaborative conversations; build content of the explore diverse perspectives. are for and engage in conversations to explore concepts, ideas, and texts; build coherent lines ng. cipate in discussions; share evidence that the topic, text, or issue; connect the ideas of peakers and respond with relevant ideas, e, and observations. y effective communication techniques based on of contexts and tasks. 	Section 1: \$1-34 (67-69) Section 2: \$2-7 (103-105) Section 8: \$8-21 (731-734), \$8-22 (735-737), \$8-24 (740-742) Section 2: \$2-7 (103-105) Section 8: \$8-21 (731-734), \$8-22 (735-737), \$8-24 (740-742) Section 2: \$2-7 (103-105) Section 8: \$8-17 (720-721), \$8-18 (722-725), \$8-19 (726-727), \$8-21 (731-734) Section 2: \$2-10 (111-113), \$2-22 (143-144) Section 8: \$8-5 (690-692), \$8-6 (693-694), \$8-7 (696), \$8-8 (697-699), \$8-9 (700-701), \$8-10 (702-703), \$8-11 (704-706), \$8-12 (707-708), \$8-13 (709-712), \$8-15 (715-717) Section 1: \$1-1 (6), \$1-2 (7-8), \$1-3 (9), \$1-4 (10), \$1-5



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	S6-8 (541-542), S6-9 (543-544), S6-10 (545), S6-11
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	(636-637), S7-8 (638-639), S7-9 (640-642), S7-10 (643-
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	Section 9: S9-1 (748-749), S9-4 (755-758), S9-6 (762- 763), S9-8 (768-769), S9-10 (772-774)
1.5 Consider new ideas and diverse perspectives of	Section 1: S1-12 (22-23)
others when forming opinions; qualify or justify views	Section 2: S2-7 (103-105)
based on evidence presented regarding a topic, text, or	Section 4: S4-46 (367)
issue.	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), \$8-20 (728-730), \$8-21 (731-734), \$8-22 (735-737)
Standard 2: Articulate ideas, claims, and perspectives in a credible evidence from sources.	
2.1 Gather relevant information from diverse print and	Section 1: S1-23 (42-43), S1-26 (49-50)
multimedia sources to develop ideas, claims and or	Section 4: S4-39 (351-354)
perspectives emphasizing salient points in a coherent,	Section 7: S7-20 (669-671)
concise, logical manner with relevant evidence and	Section 8: S8-17 (720-721), S8-18 (722-725), S8-19
well-chosen details.	(726-727)
2.2 Analyze and evaluate the credibility of information	Section 5: S5-34 (497-499)
and accuracy of findings.	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	Section 1: S1-31 (60-61) Section 5: S5-35 (500-501)
format for citation.	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 understanding when presenting ideas and information.	use of multiple modalities and multimedia to enrich
3.2 Utilize multimedia to clarify information and	Section 4: S4-38 (349-350), S4-39 (351-354)
emphasize salient points.	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 inform, engage, and impact audience and convey messag	
4.1 Determine the effectiveness of a speaker's	Section 5: S5-34 (497-499)
argument and specific claims, evaluating the soundness	Section 8: S8-17 (720-721; S8-19 (726-727)
of the reasoning and the relevance and sufficiency of	
the evidence and identifying when irrelevant evidence	
is introduced.	Continue 0: 50 47 (720 724) 50 22 (720)
4.2 Analyze the effectiveness of the speaker's use of	Section 8: S8-17 (720-721), S8-23 (739)
chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	
4.3 Analyze the presentation to determine how the	Section 8: S8-5 (690-692), S8-7 (696), S8-11 (704-706),
speaker:	S8-16 (718-719), S8-12 (707-708)
a. articulates a clear message;	
b. monitors audience awareness;	
c. addresses possible misconceptions or	
objections;	
 chooses appropriate media; and uses an appropriate style for the audience. 	
e. uses an appropriate style for the authence.	
Standard 5: Incorporate craft techniques to engage and ir	npact audience and convey messages.

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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)

