

GRADES K-2

# Step Up to Writing®



*Step Up to Writing, Grades K-2*

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

September 2016

**Step Up to Writing®**, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two

South Carolina College- and Career-Ready Standards and Indicators for Grade K	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
<b>Inquiry-Based Literacy Standards (I)</b>	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate "I wonders" about ideas of interest.	
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	<b>Section 1:</b> B1-15 (34-36)
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	<b>Section 1:</b> B1-20 (45-46), B1-21 (47-49)
3.2 With guidance and support, select information, revise ideas, and record and communicate findings.	<b>Section 7:</b> B7-4 (526-527), B7-6 (529-530), B7-15 (549-550)
Standard 4: Synthesize information to share learning and/or take action.	
4.1 With guidance and support, discover relationships and patterns during the inquiry process.	<b>Section 7:</b> B7-3 (522-524), B7-10 (538-539)
4.2 With guidance and support, use tools to communicate findings.	<b>Section 7:</b> B7-15 (549-550) <b>Section 8:</b> B8-6 (573-575), B8-12 (586-587), B8-13 (588-589)
4.3 With guidance and support, reflect on findings.	<b>Section 7:</b> B7-9 (535-537)
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 With guidance and support, recognize the value individual and collective thinking.	<b>Section 8:</b> B8-16 (594-596), B8-17 (597-598)
5.2 With guidance and support, monitor and assess learning to guide inquiry.	<b>Section 8:</b> B8-18 (600-602) <b>Section 9:</b> B9-8 (626-627)
5.3 Articulate the thinking process.	<b>Section 1:</b> B1-14 (32-33) <b>Section 4:</b> B4-3 (293-294), B4-10 (309-310)
<b>Reading - Literary Text (RL)</b>	
<b>Principles of Reading</b>	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Follow words from left to right, top to bottom, and front to back.	
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	<b>Section 2:</b> B2-6 (127)
1.3 Understand that words are separated by spaces in print.	<b>Section 2:</b> B2-9 (133-134)
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	<b>Section 2:</b> B2-4 (123), B2-5 (124-126)
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Distinguish long from short vowels sounds in spoken single-syllable words.	<b>Section 2:</b> B2-8 (131-132)
2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	<b>Section 2:</b> B2-10 (135-136)
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<b>Section 2:</b> B2-10 (135-136)
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<b>Section 2:</b> B2-10 (135-136)

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade K	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1 Produce one-to-one sound correspondences for each consonant.	<b>Section 2:</b> B2-6 (127), B2-10 (135-136)
3.2 Associate long and short sounds of the five major vowels with their common spellings.	<b>Section 2:</b> B2-8 (131-132)
3.3 Read regularly spelled one-syllable words.	<b>Section 2:</b> B2-30 (182-183)
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	<b>Section 2:</b> B2-31 (183-185)
3.5 Read common high-frequency words.	<b>Section 2:</b> B2-30 (182-183)
3.6 Recognize grade-appropriate irregularly spelled words.	<b>Section 2:</b> B2-30 (182-183)
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read emergent-reader texts with purpose and understanding.	
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	
<b>Meaning and Context</b>	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	<b>Section 1:</b> B1-3 (11-12), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-11 (27-28), B1-23 (52-53), B1-24 (54-55), B1-27 (61-63), B1-31 (70-72), B1-34 (78-79), B1-36 (81-83), B1-37 (84-85), B1-38 (86), B1-41 (92-93), B1-42 (94-95), B1-43 (96-97), B1-44 (97-98) <b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-11 (469-470), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-21 (490-492) <b>Section 8:</b> B8-10 (581-582) <b>Section 9:</b> B9-3 (612-615)
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<b>Section 1:</b> B1-14 (32-33), B1-35 (80-81)
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Describe the relationship between the illustrations and the text.	<b>Section 1:</b> B1-1 (7-8), B1-35 (80-81)
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	<b>Section 1:</b> B1-7 (20-21), B1-12 (29-30), B1-28 (64-65), B1-29 (66-67), B1-31 (70-72), B1-32 (73-74), B1-33 (74-76), B1-39 (87-88), B1-41 (92-93), B1-42 (94-95), B1-43 (96-97), B1-46 (102-104) <b>Section 6:</b> B6-20 (488-489), B6-21 (490-492), B6-25 (500-502) <b>Section 8:</b> B8-10 (581-582)
7.2 Read or listen closely to compare familiar texts.	<b>Section 1:</b> B1-40 (89-91)
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 With guidance and support, read or listen closely to:	
a. describe characters' actions and feelings;	<b>Section 1:</b> B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-91); B1-41 (92-93); B1-43 (96) <b>Section 6:</b> B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492)

**Step Up to Writing®, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade K	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	<b>Section 8:</b> B8-10 (581-582)
b. compare characters' experiences to those of the reader;	<b>Section 1:</b> B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-91); B1-41 (92-93); B1-43 (96) <b>Section 6:</b> B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) <b>Section 8:</b> B8-10 (581-582)
c. describe setting;	<b>Section 1:</b> B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-91); B1-41 (92-93); B1-43 (96) <b>Section 6:</b> B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) <b>Section 8:</b> B8-10 (581-582)
d. identify the plot including problem and solution; and	<b>Section 1:</b> B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-91); B1-41 (92-93); B1-43 (96) <b>Section 6:</b> B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) <b>Section 8:</b> B8-10 (581-582)
e. identify the cause of an event.	<b>Section 1:</b> B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-91); B1-41 (92-93); B1-43 (96) <b>Section 6:</b> B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) <b>Section 8:</b> B8-10 (581-582)
<b>Language, Craft, and Structure</b>	
Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 With guidance and support, identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.	<b>Section 10:</b> B10-13 (662-664)
9.2 With guidance and support, identify how the author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	<b>Section 3:</b> B3-15 (258-260), B3-21 (272-273) <b>Section 10:</b> B10-13 (662-664)
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
10.1 With guidance and support, ask and answer questions about known and unknown words.	<b>Section 3:</b> B3-23 (278-280)
10.2 With guidance and support, identify new meanings for familiar words and apply them accurately	<b>Section 3:</b> B3-3 (232-233), B3-10 (247-248), B3-12 (251-253), B3-13 (254-255)
10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	<b>Section 3:</b> B3-19 (267-269)
10.4 With guidance and support, identify the individual words used to form a compound word.	<b>Section 3:</b> B3-17 (263-264)
10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	<b>Section 3:</b> B3-2 (230-231), B3-3 (232-233), B3-19 (267-269), B4-31 (362-364)

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade K	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
10.6 With guidance and support, use words or phrases acquired through talk and text; explore nuances of words and phrases.	<b>Section 3:</b> B3-15 (258-260), B3-16 (261-262)
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shapes content, meaning, and style.	
11.1 Identify the author and illustrator and define the role of each.	<b>Section 1:</b> B1-1 (7-8)
11.2 Identify who is telling the story, the narrator or characters.	<b>Section 1:</b> B1-1 (7-8)
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Recognize and sort types of literary texts.	<b>Section 2:</b> B2-2 (116-118) <b>Section 6:</b> B6-1 (449-450)
12.2 Recognize the crafted text structures of recurring phrases.	<b>Section 1:</b> B1-39 (87-88)
<b>Range and Complexity</b>	
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	
13.1 Engage in whole and small group reading with purpose and understanding.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25; B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
13.2 Read independently for sustained periods of time to build stamina.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25; B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
13.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25; B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36) <b>Section 10:</b> B10-11 (658-659)
<b>Reading - Informational Text (RI)</b>	
<b>Principles of Reading</b>	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Follow words from left to right, top to bottom, and front to back.	
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	<b>Section 2:</b> B2-6 (127)
1.3 Understand that words are separated by spaces in print.	<b>Section 2:</b> B2-9 (133-134)
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	<b>Section 2:</b> B2-4 (123), B2-5 (124-126)
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Recognize and produce rhyming words.	
2.2 Count, pronounce, blend, and segment syllables in spoken words.	
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	
2.4 Isolate and pronounce initial, medial, and final sounds in spoken a three-phoneme word.	<b>Section 2:</b> B2-10 (135-136)
2.5 Add or substitute individual sounds in simple, single-syllable words to make new words.	
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1 Produce one-to-one sound correspondences for each consonant.	<b>Section 2:</b> B2-6 (127), B2-10 (135-136)

**Step Up to Writing®**, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two

South Carolina College- and Career-Ready Standards and Indicators for Grade K	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
3.2 Associate long and short sounds of the five major vowels with their common spellings.	<b>Section 2:</b> B2-8 (131-132)
3.3 Read regularly spelled one-syllable words.	<b>Section 2:</b> B2-30 (182-183)
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	<b>Section 2:</b> B2-31 (183-185)
3.5 Read common high-frequency words.	<b>Section 2:</b> B2-30 (182-183)
3.6 Recognize grade-appropriate irregularly spelled words.	<b>Section 2:</b> B2-30 (182-183)
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read emergent-reader texts with purpose and understanding.	
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	
<b>Meaning and Context</b>	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; refer to key details to make inferences and draw conclusions in texts heard or read.	<b>Section 1:</b> B1-3 (11-12), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-11 (27-28), B1-22 (50-51), B1-24 (54-55), B1-25 (56-58), B1-27 (61-63), B1-31 (70-72), B1-34 (78-79), B1-36 (81-83), B1-37 (84-85), B1-38 (86), B1-41 (92-93), B1-42 (94-95), B1-43 (96-97), B1-44 (97-98) <b>Section 6:</b> B6-1 (449-450), B6-10 (466-468) <b>Section 7:</b> B7-7 (531-532) <b>Section 8:</b> B8-10 (581-582) <b>Section 9:</b> B9-3 (612-615), B9-4 (616-618)
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<b>Section 1:</b> B1-34 (78-79)
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 With guidance and support, retell the central idea and key details to summarize a text heard, read, or viewed.	<b>Section 1:</b> B1-7 (20-21), B1-10 (25-26), B1-12 (29-30), B1-16 (37-38), B1-17 (39), B1-18 (40-41), B1-19 (42-43), B1-20 (45-46), B1-21 (47-49), B1-22 (50-51), B1-24 (54-55), B1-25 (56-58), B1-26 (59-60), B1-27 (61-63), B1-28 (64-65), B1-31 (70-72), B1-32 (73-74), B1-33 (74-76), B1-39 (87-88), B1-41 (92-93), B1-43 (96-97), B1-45 (100-102), B1-47 (105-106) <b>Section 4:</b> B4-1 (287-289), B4-7 (303-304), B4-12 (313-314), B4-13 (315-318), B4-14 (320-321), B4-21 (336-337), B4-24 (343-344), B4-25 (345-346), B4-31 (362-364), B4-32 (365-366) <b>Section 5:</b> B5-9 (400-402), B5-18 (422-424) <b>Section 7:</b> B7-3 (522-524), B7-7 (531-532) <b>Section 8:</b> B8-10 (581-582)
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 With guidance and support, compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.	<b>Section 1:</b> B1-35 (80-81), B1-40 (89-91) <b>Section 4:</b> B4-29 (355-358)
<b>Language, Craft, and Structure</b>	
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade K	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	<b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-7 (531-532)
8.2 With guidance and support, use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	<b>Section 1:</b> B1-2 (9-10) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-7 (531-532), B7-8 (533-534)
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 With guidance and support, ask and answer questions about known and unknown words in a text.	<b>Section 3:</b> B3-23 (278-280)
9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	<b>Section 2:</b> B2-5 (124-126), B2-17 (150-152) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548) <b>Section 10:</b> B10-12 (660-661)
9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	<b>Section 3:</b> B3-18 (265-266), B3-19 (267-269)
9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.	<b>Section 3:</b> B3-1 (228-229), B3-2 (230-231), B3-3 (232-233), B3-7 (242-244), B3-19 (267-269) <b>Section 4:</b> B4-31 (362-364)
9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	<b>Section 3:</b> B3-15 (258-260), B3-16 (261-262)
Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.	
10.1 With guidance and support, identify the author and illustrator and define the role of each.	<b>Section 1:</b> B1-1 (7-8) <b>Section 7:</b> B7-7 (531-532)
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 With guidance and support, explore informational text structures within texts heard or read.	<b>Section 1:</b> B1-39 (87-88)
11.2 With guidance and support, identify the reasons an author gives to support a position.	<b>Section 5:</b> B5-2 (385-386), B5-6 (394-395), B5-8 (398-399), B5-9 (400-402), B5-16 (418-420), B5-17 (421), B5-18 (422-424)
<b>Range and Complexity</b>	
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25), B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
12.2 Read independently for a sustained period of time.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25), B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25), B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
<b>Writing (W)</b>	
<b>Meaning, Context, and Craft</b>	

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade K	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.	<p><b>Section 2:</b> B2-2 (116-118), B2-45 (211-212)</p> <p><b>Section 5:</b> B5-1 (383-384), B5-2 (385-386), B5-3 (387-389), B5-4 (390-391), B5-5 (392-393), B5-6 (394-395), B5-7 (396-397), B5-8 (398-399), B5-9 (400-402), B5-10 (403-404), B5-11 (405-407), B5-12 (408-410), B5-13 (411-412), B5-14 (413-415), B5-15 (416-417), B5-16 (418-420), B5-17 (421), B5-18 (422-424), B5-19 (425-426), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434), B5-23 (437-442)</p> <p><b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p> <p><b>Section 10:</b> B10-5 (648-649), B10-11 (658-659), B10-14 (665-666), B10-15 (667-668)</p>
1.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	<p><b>Section 2:</b> B2-3 (119-121), B2-14 (144), B2-15 (145-146), B2-16 (147-149), B2-17 (150-152), B2-18 (153-154), B2-36 (193-194), B2-37 (195-196), B2-40 (200-201), B2-41 (202-203), B2-42 (204-206), B2-43 (207-208), B2-44 (209-210), B2-45 (211-212), B2-47 (215-216), B2-49 (220-222)</p> <p><b>Section 3:</b> B3-21 (272-273), B3-22 (274-276)</p> <p><b>Section 4:</b> B4-2 (290-292), B4-3 (293-294), B4-5 (297-299), B4-7 (303-304), B4-9 (307-308), B4-10 (309-310), B4-12 (313-314), B4-13 (315-318), B4-14 (320-321), B4-20 (333-335), B4-22 (338-340), B4-23 (341-342), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-351), B4-28 (352-354), B4-30 (359-361), B4-31 (362-364), B4-33 (367-369)</p> <p><b>Section 5:</b> B5-3 (387-389), B5-4 (390-391), B5-5 (392-393), B5-6 (394-395), B5-7 (396-397), B5-9 (400-402), B5-10 (403-404), B5-14 (413-415), B5-17 (421), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434)</p> <p><b>Section 6:</b> B6-5 (456-457), B6-7 (460-461), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-12 (471-472), B6-13 (473-474), B6-14 (475-476), B6-15 (477-478), B6-22 (493-494), B6-23 (496-497), B6-25 (500-502)</p> <p><b>Section 7:</b> B7-4 (526-527), B7-5 (528), B7-11 (540-542), B7-13 (545-546), B7-14 (547-548)</p> <p><b>Section 9:</b> B9-8 (626-627), B9-9 (628-630)</p> <p><b>Section 10:</b> B10-1 (636), B10-2 (637-638), B10-3 (639-640), B10-4 (641-643), B10-5 (648-649), B10-9 (654), B10-10 (655-657), B10-12 (660-661), B10-13 (662-664), B10-15 (667-668)</p>
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.	<p><b>Section 1:</b> B1-25 (56-58)</p> <p><b>Section 2:</b> B2-2 (116-118), B2-45 (211-212)</p> <p><b>Section 4:</b> B4-1 (287-289), B4-2 (290-292), B4-3 (293-294), B4-4 (295-296), B4-5 (297-299), B4-6 (300-302), B4-7 (303-304), B4-8 (305-306), B4-9 (307-308), B4-10 (309-310), B4-11 (311-312), B4-12 (313-314), B4-13 (315-318), B4-14 (320-321), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-332), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-342), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-351), B4-28</p>



**Step Up to Writing®**, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two

South Carolina College- and Career-Ready Standards and Indicators for Grade K	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	<p>(352-354), B4-29 (355-358), B4-30 (359-361), B4-31 (362-364), B4-32 (365-366), B4-33 (367-369), B4-34 (372-276)</p> <p><b>Section 7:</b> B7-1 (518-519), B7-2 (520-521), B7-3 (522-524), B7-4 (526-527), B7-5 (528), B7-6 (529-530), B7-7 (531-532), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-542), B7-12 (543-544), B7-13 (545-546), B7-14 (547-548), B7-16 (553-556)</p> <p><b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p> <p><b>Section 10:</b> B10-1 (636), B10-2 (637-638), B10-3 (639-640), B10-4 (641-643), B10-5 (648-649), B10-6 (648-649), B10-7 (650-651), B10-8 (652-653), B10-10 (655-657), B10-14 (665-666), B10-15 (667-668)</p>
<p>2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p>	<p><b>Section 1:</b> B1-25 (56-58)</p> <p><b>Section 2:</b> B2-2 (116-118), B2-45 (211-212)</p> <p><b>Section 4:</b> B4-1 (287-289), B4-2 (290-292), B4-3 (293-294), B4-4 (295-296), B4-5 (297-299), B4-6 (300-302), B4-7 (303-304), B4-8 (305-306), B4-9 (307-308), B4-10 (309-310), B4-11 (311-312), B4-12 (313-314), B4-13 (315-318), B4-14 (320-321), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-332), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-342), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-351), B4-28 (352-354), B4-29 (355-358), B4-30 (359-361), B4-31 (362-364), B4-32 (365-366), B4-33 (367-369), B4-34 (372-276)</p> <p><b>Section 7:</b> B7-1 (518-519), B7-2 (520-521), B7-3 (522-524), B7-4 (526-527), B7-5 (528), B7-6 (529-530), B7-7 (531-532), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-542), B7-12 (543-544), B7-13 (545-546), B7-14 (547-548), B7-16 (553-556)</p> <p><b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p> <p><b>Section 10:</b> B10-1 (636), B10-2 (637-638), B10-3 (639-640), B10-4 (641-643), B10-5 (648-649), B10-6 (648-649), B10-7 (650-651), B10-8 (652-653), B10-10 (655-657), B10-14 (665-666), B10-15 (667-668)</p>
<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.</p>	
<p>3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely inked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.</p>	<p><b>Section 2:</b> B2-2 (116-118), B2-45 (211-212)</p> <p><b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-3 (453-454), B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-7 (460-461), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-14 (475-476), B6-15 (477-478), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-21 (490-492), B6-22 (493-494), B6-23 (496-497), B6-24 (498-499), B6-25 (500-502), B6-26 (505-508), B6-27 (509-512)</p> <p><b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p> <p><b>Section 10:</b> B10-14 (665-666), B10-15 (667-668)</p>

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade K	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
4.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	<b>Section 2:</b> B2-2 (116-118), B2-45 (211-212) <b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-3 (453-454), B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-7 (460-461), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-14 (475-476), B6-15 (477-478), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-21 (490-492), B6-22 (493-494), B6-23 (496-497), B6-24 (498-499), B6-25 (500-502), B6-26 (505-508), B6-27 (509-512) <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) <b>Section 10:</b> B10-14 (665-666), B10-15 (667-668)
<b>Language</b>	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.1 With guidance and support, use nouns.	<b>Section 2:</b> B2-17 (150-152), B2-21 (159-161), B2-42 (204-206) <b>Section 3:</b> B3-5 (238-239), B3-12 (251-253), B3-13 (254-255) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548) <b>Section 10:</b> B10-12 (660-661)
4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	<b>Section 2:</b> B2-17 (150-152), B2-21 (159-162), B2-42 (204-206) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548)
4.3 With guidance and support, understand and use interrogatives.	<b>Section 2:</b> B2-38 (197-198), B2-39 (199), B2-48 (218-219) <b>Section 4:</b> B4-16 (324-326) <b>Section 5:</b> B5-11 (405-407) <b>Section 9:</b> B9-2 (610-611)
4.4 With guidance and support, use verbs.	<b>Section 2:</b> B2-17 (150-152), B2-23 (165-167), B2-42 (204-206) <b>Section 3:</b> B3-5 (238-239), B3-12 (251-253), B3-13 (254-255) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548) <b>Section 10:</b> B10-12 (660-661)
4.5 With guidance and support, use adjectives.	<b>Section 2:</b> B2-24 (168-169)
4.6 With guidance and support, use prepositional phrases.	<b>Section 2:</b> B2-27 (175-176)
4.7 With guidance and support, use conjunctions.	<b>Section 2:</b> B2-26 (173-174)
4.8 Produce and expand complete sentences.	<b>Section 2:</b> B2-16 (147-149), B2-32 (187), B2-33 (188-189), B2-34 (190-191), B2-35 (192-193), B2-36 (193-194), B2-37 (195-196), B2-38 (197-198), B2-39 (199), B2-40 (200-201), B2-41 (202-203), B2-43 (207-208), B2-44 (209-210), B2-45 (211-212), B2-46 (213-214), B2-47 (215-216), B2-48 (218-219), B2-49 (220-222) <b>Section 3:</b> B3-5 (238-239), B3-6 (240-241)

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade K	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
	<p><b>Section 4:</b> B4-14 (320-321), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-342), B4-27 (350-351), B4-28 (352-354), B4-33 (367-369)</p> <p><b>Section 5:</b> B5-10 (403-404), B5-11 (405-407), B5-12 (408-410), B5-13 (411-412), B5-14 (413-415), B5-16 (418-420), B5-19 (425-426), B5-20 (427-428), B5-22 (432-434)</p> <p><b>Section 6:</b> B6-14 (475-476), B6-15 (477-478), B6-16 (479-481), B6-25 (500-502)</p> <p><b>Section 7:</b> B7-14 (547-548)</p> <p><b>Section 8:</b> B8-8 (577-578)</p> <p><b>Section 9:</b> B9-2 (610-611)</p> <p><b>Section 10:</b> B10-7 (650-651)</p>
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize the first word of a sentence and the pronoun I.	<p><b>Section 2:</b> B2-17 (150-152), B2-18 (153-154)</p> <p><b>Section 4:</b> B4-33 (367-369)</p> <p><b>Section 5:</b> B5-22 (432-434)</p> <p><b>Section 6:</b> B6-25 (500-502)</p> <p><b>Section 7:</b> B7-14 (547-548)</p> <p><b>Section 10:</b> B10-12 (660-661)</p>
5.2 Recognize and name end punctuation.	<p><b>Section 2:</b> B2-17 (150-152), B2-18 (153-154), B2-32 (187), B2-33 (188-189), B2-34 (190-191), B2-35 (192-193), B2-37 (195-196), B2-38 (197-198), B2-39 (199), B2-40 (200-201), B2-43 (207-208), B2-45 (211-212), B2-48 (218-219), B2-49 (220-222)</p> <p><b>Section 4:</b> B4-33 (367-369)</p> <p><b>Section 5:</b> B5-22 (432-434)</p> <p><b>Section 6:</b> B6-15 (477-478), B6-25 (500-502)</p> <p><b>Section 7:</b> B7-14 (547-548)</p> <p><b>Section 9:</b> B9-2 (610-611)</p> <p><b>Section 10:</b> B10-12 (660-661)</p>
5.3 Write letter(s) for familiar consonant and vowel sounds.	<b>Section 2:</b> B2-6 (127)
5.4 Spell simple words phonetically.	<b>Section 2:</b> B2-10 (135-136), B2-18 (153-154), B2-31 (183-186)
5.5 Consult print and multimedia resources to check and correct spellings.	<b>Section 3:</b> B3-2 (230-231), B3-4 (234-236)
<b>Range and Complexity</b>	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	<p><b>Section 1:</b> B1-25 (56-58)</p> <p><b>Section 2:</b> B2-2 (116-118), B2-45 (211-212)</p> <p><b>Section 4:</b> B4-1 (287-289), B4-2 (290-292), B4-3 (293-294), B4-4 (295-296), B4-5 (297-299), B4-6 (300-302), B4-7 (303-304), B4-8 (305-306), B4-9 (307-308), B4-10 (309-310), B4-11 (311-312), B4-12 (313-314), B4-13 (315-318), B4-14 (320-321), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-332), B4-20 (333-335), B4-19 (331-332), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-342), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-351), B4-28 (352-354), B4-29</p>

**Step Up to Writing®**, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two

South Carolina College- and Career-Ready Standards and Indicators for Grade K	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	<p>(355-358), B4-30 (359-361), B4-31 (362-364), B4-32 (365-366), B4-33 (367-369), B4-34 (372-276)</p> <p><b>Section 5:</b> B5-1 (383-384), B5-2 (385-386), B5-3 (387-389), B5-4 (390-391), B5-5 (392-393), B5-6 (394-395), B5-7 (396-397), B5-8 (398-399), B5-9 (400-402), B5-10 (403-404), B5-11 (405-407), B5-12 (408-410), B5-13 (411-412), B5-14 (413-415), B5-15 (416-417), B5-16 (418-420), B5-17 (421), B5-18 (422-424), B5-19 (425-426), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434), B5-23 (437-442)</p> <p><b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-3 (453-454), B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-7 (460-461), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-14 (475-476), B6-15 (477-478), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-21 (490-492), B6-22 (493-494), B6-23 (496-497), B6-24 (498-499), B6-25 (500-502), B6-26 (505-508), B6-27 (509-512)</p> <p><b>Section 7:</b> B7-1 (518-519), B7-2 (520-521), B7-3 (522-524), B7-4 (526-527), B7-5 (528), B7-6 (529-530), B7-7 (531-532), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-542), B7-12 (543-544), B7-13 (545-546), B7-14 (547-548), B7-16 (553-556)</p> <p><b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p> <p><b>Section 10:</b> B10-1 (636), B10-2 (637-638), B10-3 (639-640), B10-4 (641-643), B10-5 (648-649), B10-6 (648-649), B10-7 (650-651), B10-8 (652-653), B10-10 (655-657), B10-14 (665-666), B10-15 (667-668)</p>
6.2 Print upper- and lower-case letters.	<b>Section 2:</b> B2-5 (124-126)
6.3 Recognize that print moves from left to right and that there are space between words.	<b>Section 1:</b> B1-1 (7-8), B2-1 (114-115)
6.4 Locate letter keys on an electronic device.	<b>Section 2:</b> B2-12 (138-140)
<b>Communication</b>	
<b>Meaning and Context</b>	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Explore and create meaning through play, conversation, drama, and story-telling.	<p><b>Section 4:</b> B4-1 (287-289), B4-32 (365-366)</p> <p><b>Section 5:</b> B5-2 (385-386)</p> <p><b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-10 (466-468), B6-20 (488-489)</p> <p><b>Section 7:</b> B7-9 (535-537)</p> <p><b>Section 8:</b> B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602)</p> <p><b>Section 9:</b> B9-6 (621-623)</p>
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	<p><b>Section 8:</b> B8-6 (573-575), B8-7 (576), B8-8 (577-578), B8-9 (579-580), B8-10 (581-582), B8-11 (583-585), B8-14 (590-592), B8-15 (593), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602)</p> <p><b>Section 9:</b> B9-6 (621-623)</p>
1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	<p><b>Section 4:</b> B4-3 (293-294), B4-5 (297-299), B4-6 (300-302), B4-9 (307-308), B4-11 (311-312), B4-13 (315-318), B4-20 (333-335), B5-1 (383-384), B6-3 (453-454)</p>

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade K	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
	<p><b>Section 6:</b> B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-14 (475-476), B6-18 (484-485), B6-19 (486-487)</p> <p><b>Section 8:</b> B8-2 (564-566), B8-3 (567-568), B8-4 (569-570), B8-5 (572), B8-6 (573-575), B8-7 (576), B8-9 (579-580), B8-10 (581-582), B8-11 (583-585), B8-12 (586-587), B8-12 (588-589), B8-18 (600-602)</p>
<p>1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.</p>	<p><b>Section 1:</b> B1-3 (11-12), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-14 (32-33), B1-16 (37-38), B1-17 (39), B1-18 (40-41), B1-19 (42-43), B1-33 (74-76)</p> <p><b>Section 2:</b> B2-3 (119-121), B2-14 (144), B2-15 (145-146), B2-16 (147-149), B2-19 (155-156), B2-20 (158), B2-21 (47-49), B2-22 (162-164), B2-23 (165-167), B2-24 (168-169), B2-25 (170-172), B2-26 (173-174), B2-27 (175-176), B2-28 (64-65), B2-29 (66-67), B2-46 (213-214), B2-49 (220-222)</p> <p><b>Section 3:</b> B3-1 (228-229), B3-3 (232-233), B3-4 (234-236), B3-5 (238-239), B3-6 (240-241), B3-11 (249-250), B3-12 (251-253), B3-13 (254-255), B3-14 (256-257), B3-18 (265-266), B3-19 (267-269), B3-20 (270-271), B3-21 (272-273), B3-22 (274-276)</p> <p><b>Section 4:</b> B4-1 (287-289), B4-2 (290-292), B4-3 (293-294), B4-4 (295-296), B4-5 (297-299), B4-6 (300-302), B4-7 (303-304), B4-8 (305-306), B4-9 (307-308), B4-10 (309-310), B4-11 (311-312), B4-12 (313-314), B4-13 (315-318), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-332), B4-20 (333-335), B4-21 (336-337), B4-23 (341-342), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-30 (359-361), B4-31 (362-364), B4-32 (365-366), B4-33 (367-369)</p> <p><b>Section 5:</b> B5-1 (383-384), B5-3 (387-389), B5-4 (390-391), B5-5 (392-393), B5-6 (394-395), B5-7 (396-397), B5-8 (398-399), B5-9 (400-402), B5-10 (403-404), B5-11 (405-407), B5-12 (408-410), B5-13 (411-412), B5-15 (416-417), B5-17 (421), B5-18 (422-424), B5-21 (429-431), B5-22 (432-434)</p> <p><b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-3 (453-454), B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-7 (460-461), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-23 (496-497), B6-24 (498-499), B6-25 (500-502)</p> <p><b>Section 7:</b> B7-1 (518-519), B7-2 (520-521), B7-3 (522-524), B7-9 (535-537), B7-12 (543-544), B7-13 (545-546), B7-14 (547-548), B7-16 (553-556)</p> <p><b>Section 8:</b> B8-1 (562-563), B8-2 (564-566), B8-3 (567-568), B8-4 (569-570)</p> <p><b>Section 9:</b> B9-3 (612-615), B9-5 (619-620)</p> <p><b>Section 10:</b> B10-6 (648-649), B10-10 (655-657), B10-11 (658-659)</p>
<p>1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.</p>	<p><b>Section 8:</b> B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602)</p>

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade K	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
	<b>Section 9:</b> B9-6 (621-623)
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.	<b>Section 4:</b> B4-1 (287-289), B4-32 (365-366) <b>Section 5:</b> B5-2 (385-386) <b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-10 (466-468), B6-20 (488-489) <b>Section 7:</b> B7-9 (535-537) <b>Section 8:</b> B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.	<b>Section 7:</b> B7-9 (535-537), B7-15 (549-550)
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Explore how ideas and topics are depicted in a variety of media and formats.	<b>Section 1:</b> B1-40 (89-91) <b>Section 7:</b> B7-4 526-527)
3.2 Use appropriate props, images, or illustrations to support verbal communication.	<b>Section 2:</b> B2-1 (114-115) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-15 (549-550) <b>Section 8:</b> B8-1 (562-563), B8-11 (583-585), B8-12 (586-587), B8-12 (588-589), B8-18 (600-602)
<b>Language, Craft, and Structure</b>	
Standard 4: Critique how a speaker addresses content and uses craft techniques to inform, engage, and impact audience and convey messages.	
4.1 Identify speaker's purpose.	<b>Section 8:</b> B8-15 (593)
4.2 Identify the introduction and conclusion of a presentation.	<b>Section 8:</b> B8-5 (572), B8-18 (600-602)
4.3 Identify when the speaker uses intonation and word stress.	<b>Section 8:</b> B8-18 (600-602)
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Use voice inflection, expression, rhythm, and rhyme when presenting poems, short stories, role-plays, or songs.	<b>Section 8:</b> B8-11 (583-585)
5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.	<b>Section 8:</b> B8-11 (583-585)

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
<b>Inquiry-Based Literacy Standards (I)</b>	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Translate "wonderings" into questions that lead to group conversations, explorations, and investigations.	
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	<b>Section 1:</b> B1-15 (34-36)
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	<b>Section 1:</b> B1-20 (45-46), B1-21 (47-49)
3.2 Select the most important information, revise ideas, and record and communicate findings.	<b>Section 7:</b> B7-4 (526-527), B7-6 (529-530), B7-15 (549-550)
Standard 4: Synthesize information to share learning and/or take action.	
4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.	<b>Section 7:</b> B7-3 (522-524), B7-10 (538-539)
4.2 Determine appropriate tools to communicate findings.	<b>Section 7:</b> B7-15 (549-550) <b>Section 8:</b> B8-6 (573-575), B8-12 (586-587), B8-13 (588-589)
4.3 Reflect on findings and take action.	<b>Section 7:</b> B7-9 (535-537)
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 Recognize the value individual and collective thinking.	<b>Section 8:</b> B8-16 (594-596), B8-17 (597-598)
5.2 Monitor and assess learning to guide inquiry.	<b>Section 8:</b> B8-18 (600-602) <b>Section 9:</b> B9-8 (626-627)
5.3 Articulate the thinking process.	<b>Section 1:</b> B1-14 (32-33) <b>Section 4:</b> B4-3 (293-294), B4-10 (309-310)
<b>Reading - Literary Text (RL)</b>	
<b>Principles of Reading</b>	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Recognize the distinguishing features of a sentence.	<b>Section 2:</b> B2-32 (187), B2-32 (190-191), B2-35 (192-193), B2-43 (207-208)
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Distinguish long from short vowels sounds in spoken single-syllable words.	<b>Section 2:</b> B2-8 (131-132)
2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	<b>Section 2:</b> B2-10 (135-136)
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<b>Section 2:</b> B2-10 (135-136)
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<b>Section 2:</b> B2-10 (135-136)
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	<b>Section 2:</b> B2-6 (127), B2-10 (135-136)
3.2 Use knowledge that every syllables must have a vowel sound to determine the number of syllables in words.	<b>Section 2:</b> B2-31 (183-186)
3.3 Read a two-syllable word by breaking the word into syllables.	<b>Section 2:</b> B2-31 (183-186)

**Step Up to Writing®**, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two

South Carolina College- and Career-Ready Standards and Indicators for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
3.4 Use final-e and common vowel team conventions to read words with long vowel sounds.	<b>Section 2:</b> B2-31 (183-186)
3.5 Read words with inflectional endings.	<b>Section 2:</b> B2-23 (165-167), B2-42 (204-206)
3.6 Recognize and read grade-appropriate irregularly spelled words.	<b>Section 2:</b> B2-30 (182-183)
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level texts with purpose and understanding.	
4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	
<b>Meaning and Context</b>	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	<b>Section 1:</b> B1-3 (11-12), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-11 (27-28), B1-23 (52-53), B1-24 (54-55), B1-27 (61-63), B1-31 (70-72), B1-34 (78-79), B1-36 (81-83), B1-37 (84-85), B1-38 (86), B1-41 (92-93), B1-42 (94-95), B1-43 (96-97), B1-44 (97-98) <b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-11 (469-470), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-21 (490-492) <b>Section 8:</b> B8-10 (581-582) <b>Section 9:</b> B9-3 (612-615)
5.2 Make predictions using prior knowledge, pictures, illustrations and draw conclusions in texts heard or read.	<b>Section 1:</b> B1-14 (32-33), B1-35 (80-81)
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Describe the relationship between the illustrations and the characters, setting, or events.	<b>Section 1:</b> B1-1 (7-8), B1-35 (80-81)
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	<b>Section 1:</b> B1-7 (20-21), B1-12 (29-30), B1-28 (64-65), B1-29 (66-67), B1-31 (70-72), B1-32 (73-74), B1-33 (74-76), B1-39 (87-88), B1-41 (92-93), B1-42 (94-95), B1-43 (96-97), B1-46 (102-104) <b>Section 6:</b> B6-20 (488-489), B6-21 (490-492), B6-25 (500-502) <b>Section 8:</b> B8-10 (581-582)
7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	<b>Section 1:</b> B1-40 (89-91)
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Read or listen closely to:	
a. describe characters' actions and feelings;	<b>Section 1:</b> B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-91); B1-41 (92-93); B1-43 (96) <b>Section 6:</b> B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) <b>Section 8:</b> B8-10 (581-582)
b. compare and contrast characters' experiences to those of the reader;	<b>Section 1:</b> B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-91); B1-41 (92-93); B1-43 (96) <b>Section 6:</b> B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492)



**Step Up to Writing®, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	<b>Section 8:</b> B8-10 (581-582)
c. describe setting;	<b>Section 1:</b> B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-91); B1-41 (92-93); B1-43 (96) <b>Section 6:</b> B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) <b>Section 8:</b> B8-10 (581-582)
d. identify the plot including problem and solution; and	<b>Section 1:</b> B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-91); B1-41 (92-93); B1-43 (96) <b>Section 6:</b> B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) <b>Section 8:</b> B8-10 (581-582)
e. describe cause and effect relationships.	<b>Section 1:</b> B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-91); B1-41 (92-93); B1-43 (96) <b>Section 6:</b> B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) <b>Section 8:</b> B8-10 (581-582)
<b>Language, Craft, and Structure</b>	
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.	<b>Section 10:</b> B10-13 (662-664)
9.2 Explain how the author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	<b>Section 3:</b> B3-15 (258-260), B3-21 (272-273) <b>Section 10:</b> B10-13 (662-664)
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
10.1 Ask and answer questions about known and unknown words.	<b>Section 3:</b> B3-23 (278-280)
10.2 Identify new meanings for familiar words and apply them accurately	<b>Section 3:</b> B3-3 (232-233), B3-10 (247-248), B3-12 (251-253), B3-13 (254-255)
10.3 Use inflectional endings and affixes to determine the meaning of unknown words.	<b>Section 3:</b> B3-19 (267-269)
10.4 Identify the individual words used to form a compound word.	<b>Section 3:</b> B3-17 (263-264)
10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.	<b>Section 3:</b> B3-2 (230-231), B3-3 (232-233), B3-19 (267-269), B4-31 (362-364)
10.6 Use words or phrases acquired through talk and text; explore nuances of words and phrases.	<b>Section 3:</b> B3-15 (258-260), B3-16 (261-262)
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shapes content, meaning, and style.	
11.1 Identify the author's purpose—to explain, entertain, inform, or convince.	<b>Section 6:</b> B6-1 (449-450) <b>Section 10:</b> B10-3 (639-640); B10-4 (641-643), B10-10 (655-657)
11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.	
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
12.1 Classify literary texts according to characteristics of a genre	<b>Section 6:</b> B6-1 (449-450)
12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue.	<b>Section 1:</b> B1-39 (87-88) <b>Section 6:</b> B6-13 (473-474)
<b>Range and Complexity</b>	
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	
13.1 Engage in whole and small group reading with purpose and understanding.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25); B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
13.2 Read independently for sustained periods of time to build stamina.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25); B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
13.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25); B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36) <b>Section 10:</b> B10-11 (658-659)
<b>Reading - Informational Text (RI)</b>	
<b>Principles of Reading</b>	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Recognize the distinguishing features of a sentence.	<b>Section 2:</b> B2-32 (187), B2-32 (190-191), B2-35 (192-193), B2-43 (207-208)
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<b>Section 2:</b> B2-8 (131-132)
2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.	<b>Section 2:</b> B2-10 (135-136)
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<b>Section 2:</b> B2-10 (135-136)
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<b>Section 2:</b> B2-10 (135-136)
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	<b>Section 2:</b> B2-6 (127), B2-10 (135-136)
3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	<b>Section 2:</b> B2-31 (183-186)
3.3 Read a two-syllable word by breaking the word into syllables.	<b>Section 2:</b> B2-31 (183-186)
3.4 Use final-e and common vowel team conventions to read words with long vowel sounds.	<b>Section 2:</b> B2-31 (183-186)
3.5 Read words with inflectional endings.	<b>Section 2:</b> B2-23 (165-167), B2-42 (204-206)
3.6 Recognize and read grade-appropriate irregularly spelled words.	<b>Section 2:</b> B2-30 (182-183)
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level texts orally with purpose and understanding.	
4.2 Read grade-level texts 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.	<b>Section 3:</b> B3-10 (247-248), B3-12 (251-253), B3-13 (254-255), B3-14 (256-257)

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
<b>Meaning and Context</b>	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	<b>Section 1:</b> B1-3 (11-12), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-11 (27-28), B1-22 (50-51), B1-24 (54-55), B1-25 (56-58), B1-27 (61-63), B1-31 (70-72), B1-34 (78-79), B1-36 (81-83), B1-37 (84-85), B1-38 (86), B1-41 (92-93), B1-42 (94-95), B1-43 (96-97), B1-44 (97-98) <b>Section 6:</b> B6-1 (449-450), B6-10 (466-468) <b>Section 7:</b> B7-7 (531-532) <b>Section 8:</b> B8-10 (581-582) <b>Section 9:</b> B9-3 (612-615), B9-4 (616-618)
5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<b>Section 1:</b> B1-34 (78-79)
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.	<b>Section 1:</b> B1-7 (20-21), B1-10 (25-26), B1-12 (29-30), B1-16 (37-38), B1-17 (39), B1-18 (40-41), B1-19 (42-43), B1-20 (45-46), B1-21 (47-49), B1-22 (50-51), B1-24 (54-55), B1-25 (56-58), B1-26 (59-60), B1-27 (61-63), B1-28 (64-65), B1-31 (70-72), B1-32 (73-74), B1-33 (74-76), B1-39 (87-88), B1-41 (92-93), B1-43 (96-97), B1-45 (211-212), B1-47 (105-106) <b>Section 4:</b> B4-1 (287-289), B4-7 (303-304), B4-12 (313-314), B4-13 (315-318), B4-14 (320-321), B4-21 (336-337), B4-24 (343-344), B4-25 (345-346), B4-31 (362-364), B4-32 (365-366) <b>Section 5:</b> B5-9 (400-402), B5-18 (422-424) <b>Section 7:</b> B7-3 (522-524), B7-7 (531-532) <b>Section 8:</b> B8-10 (581-582)
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.	<b>Section 1:</b> B1-35 (80-81), B1-40 (89-91) <b>Section 4:</b> B4-29 (355-358)
<b>Language, Craft, and Structure</b>	
Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Identify words, phrases, illustrations, and photographs used to provide information.	<b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-7 (531-532)
8.2 Use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	<b>Section 1:</b> B1-2 (9-10) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-7 (531-532), B7-8 (533-534)
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 Ask and answer questions about known and unknown words in a text.	<b>Section 3:</b> B3-23 (278-280)
9.2 Identify new meanings for familiar words and apply them accurately.	<b>Section 2:</b> B2-5 (124-126), B2-17 (150-152) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548) <b>Section 10:</b> B10-12 (660-661)

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
9.3 Use inflectional endings and affixes to determine the meaning of unknown words.	<b>Section 3:</b> B3-18 (265-266), B3-19 (267-269)
9.4 Use print and multimedia resources to explore word relationships and meanings.	<b>Section 3:</b> B3-2 (230-231), B3-3 (232-233), B3-19 (267-269), B4-31 (362-364)
9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	<b>Section 3:</b> B3-15 (258-260), B3-16 (261-262)
Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.	
10.1 Identify the author's purpose - to explain, entertain, inform, or convince.	<b>Section 6:</b> B6-1 (449-450) <b>Section 10:</b> B10-3 (639-640; B10-4 (641-643), B10-10 (655-657)
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	<b>Section 1:</b> B1-39 (87-88)
11.2 Identify the reasons an author gives to support a position.	<b>Section 5:</b> B5-2 (385-386), B5-6 (394-395), B5-8 (398-399), B5-9 (400-402), B5-16 (418-420), B5-17 (421), B5-18 (422-424)
<b>Range and Complexity</b>	
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25; B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
12.2 Read independently for a sustained period of time.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25; B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25; B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
<b>Writing (W)</b>	
<b>Meaning, Context, and Craft</b>	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reasons for the opinion, and provide a sense of closure.	<b>Section 2:</b> B2-2 (116-118), B2-45 (211-212) <b>Section 5:</b> B5-1 (383-384), B5-2 (385-386), B5-3 (387-389), B5-4 (390-391), B5-5 (392-393), B5-6 (394-395), B5-7 (396-397), B5-8 (398-399), B5-9 (400-402), B5-10 (403-404), B5-11 (405-407), B5-12 (408-410), B5-13 (411-412), B5-14 (413-415), B5-15 (416-417), B5-16 (418-420), B5-17 (421), B5-18 (422-424), B5-19 (425-426), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434), B5-23 (437-442) <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) <b>Section 10:</b> B10-5 (648-649), B10-11 (658-659), B10-14 (665-666), B10-15 (667-668)
1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	<b>Section 2:</b> B2-2 (116-118), B2-45 (211-212) <b>Section 5:</b> B5-1 (383-384), B5-2 (385-386), B5-3 (387-389), B5-4 (390-391), B5-5 (392-393), B5-6 (394-395), B5-7 (396-397), B5-8 (398-399), B5-9 (400-402), B5-10 (403-404), B5-11 (405-407), B5-12 (408-410), B5-13 (411-412), B5-14 (413-415), B5-15 (416-417), B5-16

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
	(418-420), B5-17 (421), B5-18 (422-424), B5-19 (425-426), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434), B5-23 (437-442) <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) <b>Section 10:</b> B10-5 (648-649), B10-11 (658-659), B10-14 (665-666), B10-15 (667-668)
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.	<b>Section 1:</b> B1-25 (56-58) <b>Section 2:</b> B2-2 (116-118), B2-45 (211-212) <b>Section 4:</b> B4-1 (287-289), B4-2 (290-292), B4-3 (293-294), B4-4 (295-296), B4-5 (297-299), B4-6 (300-302), B4-7 (303-304), B4-8 (305-306), B4-9 (307-308), B4-10 (309-310), B4-11 (311-312), B4-12 (313-314), B4-13 (315-318), B4-14 (320-321), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-332), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-342), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-351), B4-28 (352-354), B4-29 (355-358), B4-30 (359-361), B4-31 (362-364), B4-32 (365-366), B4-33 (367-369), B4-34 (372-276) <b>Section 7:</b> B7-1 (518-519), B7-2 (520-521), B7-3 (522-524), B7-4 (526-527), B7-5 (528), B7-6 (529-530), B7-7 (531-532), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-542), B7-12 (543-544), B7-13 (545-546), B7-14 (547-548), B7-16 (553-556) <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) <b>Section 10:</b> B10-1 (636), B10-2 (637-638), B10-3 (639-640), B10-4 (641-643), B10-5 (648-649), B10-6 (648-649), B10-7 (650-651), B10-8 (652-653), B10-10 (655-657), B10-14 (665-666), B10-15 (667-668)
2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	<b>Section 1:</b> B1-25 (56-58) <b>Section 2:</b> B2-2 (116-118), B2-45 (211-212) <b>Section 4:</b> B4-1 (287-289), B4-2 (290-292), B4-3 (293-294), B4-4 (295-296), B4-5 (297-299), B4-6 (300-302), B4-7 (303-304), B4-8 (305-306), B4-9 (307-308), B4-10 (309-310), B4-11 (311-312), B4-12 (313-314), B4-13 (315-318), B4-14 (320-321), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-332), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-342), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-351), B4-28 (352-354), B4-29 (355-358), B4-30 (359-361), B4-31 (362-364), B4-32 (365-366), B4-33 (367-369), B4-34 (372-276) <b>Section 7:</b> B7-1 (518-519), B7-2 (520-521), B7-3 (522-524), B7-4 (526-527), B7-5 (528), B7-6 (529-530), B7-7 (531-532), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-542), B7-12 (543-544), B7-13 (545-546), B7-14 (547-548), B7-16 (553-556) <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)

**Step Up to Writing®, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	<b>Section 10:</b> B10-1 (636), B10-2 (637-638), B10-3 (639-640), B10-4 (641-643), B10-5 (648-649), B10-6 (648-649), B10-7 (650-651), B10-8 (652-653), B10-10 (655-657), B10-14 (665-666), B10-15 (667-668)
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.	
3.1 Explore multiple texts to write narratives recount two or more sequenced events; include details, use temporal words to signal event order, and provide a sense of closure.	<b>Section 2:</b> B2-2 (116-118), B2-45 (211-212) <b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-3 (453-454), B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-7 (460-461), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-14 (475-476), B6-15 (477-478), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-21 (490-492), B6-22 (493-494), B6-23 (496-497), B6-24 (498-499), B6-25 (500-502), B6-26 (505-508), B6-27 (509-512) <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) <b>Section 10:</b> B10-14 (665-666), B10-15 (667-668)
4.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	<b>Section 2:</b> B2-2 (116-118), B2-45 (211-212) <b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-3 (453-454), B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-7 (460-461), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-14 (475-476), B6-15 (477-478), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-21 (490-492), B6-22 (493-494), B6-23 (496-497), B6-24 (498-499), B6-25 (500-502), B6-26 (505-508), B6-27 (509-512) <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) <b>Section 10:</b> B10-14 (665-666), B10-15 (667-668)
<b>Language</b>	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.1 Use common, proper, and possessive nouns.	<b>Section 2:</b> B2-17 (150-152), B2-21 (159-161), B2-42 (204-206) <b>Section 3:</b> B3-5 (238-239), B3-12 (251-253), B3-13 (254-255) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548) <b>Section 10:</b> B10-12 (660-661)
4.2 Use singular and plural nouns with matching verbs in basic sentences.	<b>Section 2:</b> B2-17 (150-152), B2-21 (159-161), B2-42 (204-206), B2-48 (218-219) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548)
4.3 Use personal, possessive, and indefinite pronouns.	<b>Section 2:</b> B2-17 (150-152), B2-22 (162-164) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548)

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
4.4 Use verbs to convey a sense of past, present, and future.	<b>Section 2:</b> B2-17 (150-152), B2-23 (165-167), B2-48 (218-219) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548)
4.5 Use adjectives and adverbs.	<b>Section 2:</b> B2-24 (168-169), B2-25 (170-172)
4.6 Use prepositional phrases.	<b>Section 2:</b> B2-27 (175-176)
4.7 Use conjunctions.	<b>Section 2:</b> B2-26 (173-174), B2-40 (200-201), B2-41 (202-203) <b>Section 4:</b> B4-16 (324-326) <b>Section 5:</b> B5-11 (405-407)
4.8 Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences.	<b>Section 2:</b> B2-16 (147-149), B2-32 (187), B2-33 (188-189), B2-34 (190-191), B2-35 (192-193), B2-36 (193-194), B2-37 (195-196), B2-38 (197-198), B2-39 (199), B2-40 (200-201), B2-41 (202-203), B2-43 (207-208), B2-44 (209-210), B2-45 (211-212), B2-46 (213-214), B2-47 (215-216), B2-48 (218-219), B2-49 (220-222) <b>Section 3:</b> B3-5 (238-239), B3-6 (240-241) <b>Section 4:</b> B4-14 (320-321), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-342), B4-27 (350-351), B4-28 (352-354), B4-33 (367-369) <b>Section 5:</b> B5-10 (403-404), B5-11 (405-407), B5-12 (408-410), B5-13 (411-412), B5-14 (413-415), B5-16 (418-420), B5-19 (425-426), B5-20 (427-428), B5-22 (432-434) <b>Section 6:</b> B6-14 (475-476), B6-15 (477-478), B6-16 (479-481), B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548) <b>Section 8:</b> B8-8 (577-578) <b>Section 9:</b> B9-2 (610-611) <b>Section 10:</b> B10-7 (650-651)
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I.	<b>Section 2:</b> B2-17 (150-152), B2-18 (153-154) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548) <b>Section 10:</b> B10-12 (660-661)
5.2 Use:	
a. periods, question marks, and exclamation marks at the end of sentences; and	<b>Section 2:</b> B2-17 (150-152); B2-18 (153-154); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-43 (207-208); B2-45 (211-212); B2-48 (218-219); B2-49 (220-222) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548) <b>Section 9:</b> B9-2 (610-611) <b>Section 10:</b> B10-12 (660-661)

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
<p>b. commas in dates and to separate items in a series.</p>	<p><b>Section 2:</b> B2-17 (150-152); B2-18 (153-154); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-43 (207-208); B2-45 (211-212); B2-48 (218-219); B2-49 (220-222)  <b>Section 4:</b> B4-33 (367-369)  <b>Section 5:</b> B5-22 (432-434)  <b>Section 6:</b> B6-25 (500-502)  <b>Section 7:</b> B7-14 (547-548)  <b>Section 9:</b> B9-2 (610-611)  <b>Section 10:</b> B10-12 (660-661)</p>
<p>5.3 Use conventional spelling for words with common spelling patterns.</p>	<p><b>Section 2:</b> B2-10 (135-136), B2-18 (153-154), B2-31 (183-186)</p>
<p>5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.</p>	<p><b>Section 2:</b> B2-10 (135-136), B2-18 (153-154), B2-31 (183-186)</p>
<p>5.5 Consult print and multimedia resources to check and correct spellings.</p>	<p><b>Section 3:</b> B3-2 (230-231), B3-4 (234-236)</p>
<p><b>Range and Complexity</b></p>	
<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>	
<p>6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.</p>	<p><b>Section 1:</b> B1-25 (56-58)  <b>Section 2:</b> B2-2 (116-118), B2-45 (211-212)  <b>Section 4:</b> B4-1 (287-289), B4-2 (290-292), B4-3 (293-294), B4-4 (295-296), B4-5 (297-299), B4-6 (300-302), B4-7 (303-304), B4-8 (305-306), B4-9 (307-308), B4-10 (309-310), B4-11 (311-312), B4-12 (313-314), B4-13 (315-318), B4-14 (320-321), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-332), B4-20 (333-335), B4-19 (331-332), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-342), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-351), B4-28 (352-354), B4-29 (355-358), B4-30 (359-361), B4-31 (362-364), B4-32 (365-366), B4-33 (367-369), B4-34 (372-276)  <b>Section 5:</b> B5-1 (383-384), B5-2 (385-386), B5-3 (387-389), B5-4 (390-391), B5-5 (392-393), B5-6 (394-395), B5-7 (396-397), B5-8 (398-399), B5-9 (400-402), B5-10 (403-404), B5-11 (405-407), B5-12 (408-410), B5-13 (411-412), B5-14 (413-415), B5-15 (416-417), B5-16 (418-420), B5-17 (421), B5-18 (422-424), B5-19 (425-426), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434), B5-23 (437-442)  <b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-3 (453-454), B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-7 (460-461), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-14 (475-476), B6-15 (477-478), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-21 (490-492), B6-22 (493-494), B6-23 (496-497), B6-24 (498-499), B6-25 (500-502), B6-26 (505-508), B6-27 (509-512)  <b>Section 7:</b> B7-1 (518-519), B7-2 (520-521), B7-3 (522-524), B7-4 (526-527), B7-5 (528), B7-6 (529-530), B7-7 (531-532), B7-8 (533-534), B7-9 (535-537), B7-10 (538-</p>



**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
	539), B7-11 (540-542), B7-12 (543-544), B7-13 (545-546), B7-14 (547-548), B7-16 (553-556) <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) <b>Section 10:</b> B10-1 (636), B10-2 (637-638), B10-3 (639-640), B10-4 (641-643), B10-5 (648-649), B10-6 (648-649), B10-7 (650-651), B10-8 (652-653), B10-10 (655-657), B10-14 (665-666), B10-15 (667-668)
6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	<b>Section 2:</b> B2-5 (124-126)
6.3 Write left to right leaving space between words.	<b>Section 1:</b> B1-1 (7-8), B2-1 (114-115)
6.4 Locate letter keys on an electronic device to type simple messages.	<b>Section 2:</b> B2-12 (138-140)
<b>Communication</b>	
<b>Meaning and Context</b>	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.	<b>Section 4:</b> B4-1 (287-289), B4-32 (365-366) <b>Section 5:</b> B5-2 (385-386) <b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-10 (466-468), B6-20 (488-489) <b>Section 7:</b> B7-9 (535-537) <b>Section 8:</b> B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	<b>Section 8:</b> B8-6 (573-575), B8-7 (576), B8-8 (577-578), B8-9 (579-580), B8-10 (581-582), B8-11 (583-585), B8-14 (590-592), B8-15 (593), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.	<b>Section 4:</b> B4-3 (293-294), B4-5 (297-299), B4-6 (300-302), B4-9 (307-308), B4-11 (311-312), B4-13 (315-318), B4-20 (333-335), B5-1 (383-384), B6-3 (453-454) <b>Section 6:</b> B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-14 (475-476), B6-18 (484-485), B6-19 (486-487) <b>Section 8:</b> B8-2 (564-566), B8-3 (567-568), B8-4 (569-570), B8-5 (572), B8-6 (573-575), B8-7 (576), B8-9 (579-580), B8-10 (581-582), B8-11 (583-585), B8-12 (586-587), B8-12 (588-589), B8-18 (600-602)
1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.	<b>Section 1:</b> B1-3 (11-12), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-14 (32-33), B1-16 (37-38), B1-17 (39), B1-18 (40-41), B1-19 (42-43), B1-33 (74-76) <b>Section 2:</b> B2-3 (119-121), B2-14 (144), B2-15 (145-146), B2-16 (147-149), B2-19 (155-156), B2-20 (158), B2-21 (47-49), B2-22 (162-164), B2-23 (165-167), B2-24 (168-169), B2-25 (170-172), B2-26 (173-174), B2-27 (175-176), B2-28 (64-65), B2-29 (66-67), B2-46 (213-214), B2-49 (220-222) <b>Section 3:</b> B3-1 (228-229), B3-3 (232-233), B3-4 (234-236), B3-5 (238-239), B3-6 (240-241), B3-11 (249-250), B3-12 (251-253), B3-13 (254-255), B3-14 (256-257), B3-

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
	<p>18 (265-266), B3-19 (267-269), B3-20 (270-271), B3-21 (272-273), B3-22 (274-276)</p> <p><b>Section 4:</b> B4-1 (287-289), B4-2 (290-292), B4-3 (293-294), B4-4 (295-296), B4-5 (297-299), B4-6 (300-302), B4-7 (303-304), B4-8 (305-306), B4-9 (307-308), B4-10 (309-310), B4-11 (311-312), B4-12 (313-314), B4-13 (315-318), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-332), B4-20 (333-335), B4-21 (336-337), B4-23 (341-342), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-30 (359-361), B4-31 (362-364), B4-32 (365-366), B4-33 (367-369)</p> <p><b>Section 5:</b> B5-1 (383-384), B5-3 (387-389), B5-4 (390-391), B5-5 (392-393), B5-6 (394-395), B5-7 (396-397), B5-8 (398-399), B5-9 (400-402), B5-10 (403-404), B5-11 (405-407), B5-12 (408-410), B5-13 (411-412), B5-15 (416-417), B5-17 (421), B5-18 (422-424), B5-21 (429-431), B5-22 (432-434)</p> <p><b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-3 (453-454), B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-7 (460-461), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-23 (496-497), B6-24 (498-499), B6-25 (500-502)</p> <p><b>Section 7:</b> B7-1 (518-519), B7-2 (520-521), B7-3 (522-524), B7-9 (535-537), B7-12 (543-544), B7-13 (545-546), B7-14 (547-548), B7-16 (553-556)</p> <p><b>Section 8:</b> B8-1 (562-563), B8-2 (564-566), B8-3 (567-568), B8-4 (569-570)</p> <p><b>Section 9:</b> B9-3 (612-615), B9-5 (619-620)</p> <p><b>Section 10:</b> B10-6 (648-649), B10-10 (655-657), B10-11 (658-659)</p>
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	<p><b>Section 8:</b> B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602)</p> <p><b>Section 9:</b> B9-6 (621-623)</p>
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.	<p><b>Section 4:</b> B4-1 (287-289), B4-32 (365-366)</p> <p><b>Section 5:</b> B5-2 (385-386)</p> <p><b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-10 (466-468), B6-20 (488-489)</p> <p><b>Section 7:</b> B7-9 (535-537)</p> <p><b>Section 8:</b> B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602)</p> <p><b>Section 9:</b> B9-6 (621-623)</p>
2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.	<b>Section 7:</b> B7-9 (535-537), B7-15 (549-550)
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Explain and compare how ideas and topics are depicted in a variety of media and formats.	<p><b>Section 1:</b> B1-40 (89-91)</p> <p><b>Section 7:</b> B7-4 (526-527)</p>
3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	<p><b>Section 2:</b> B2-1 (114-115)</p> <p><b>Section 4:</b> B4-29 (355-358)</p> <p><b>Section 7:</b> B7-15 (549-550)</p>

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 1	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
	<b>Section 8:</b> B8-1 (562-563), B8-11 (583-585), B8-12 (586-587), B8-12 (588-589), B8-18 (600-602)
<b>Language, Craft, and Structure</b>	
Standard 4: Critique how a speaker addresses content and uses craft techniques to inform, engage, and impact audience and convey messages.	
4.1 Identify speaker's purpose and details that keep the listener engaged.	<b>Section 8:</b> B8-15 (593)
4.2 Identify the introduction, body, and conclusion of a presentation.	<b>Section 8:</b> B8-5 (572), B8-18 (600-602)
4.3 Identify when the speaker uses intonation and word stress and includes media.	<b>Section 8:</b> B8-18 (600-602)
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.	<b>Section 8:</b> B8-11 (583-585)
5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.	<b>Section 8:</b> B8-11 (583-585)

**Step Up to Writing®**, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two

South Carolina College- and Career-Ready Standards and Indicators for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
<b>Inquiry-Based Literacy Standards (I)</b>	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.	<b>Section 8:</b> B8-16 (594-596)
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Explore in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.	<b>Section 1:</b> B1-15 (34-36)
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.	<b>Section 1:</b> B1-20 (45-46), B1-21 (47-49)
3.2 Select the most important information, revise ideas, and record and communicate findings.	<b>Section 7:</b> B7-4 (526-527), B7-6 (529-530), B7-15 (549-550)
Standard 4: Synthesize information to share learning and/or take action.	
4.1 Interpret relationships and patterns discovered during the inquiry process.	<b>Section 7:</b> B7-3 (522-524), B7-10 (538-539)
4.2 Use appropriate tools to communicate findings and/or take informed action.	<b>Section 7:</b> B7-15 (549-550) <b>Section 8:</b> B8-6 (573-575), B8-12 (586-587), B8-13 (588-589)
4.3 Reflect on findings and pose new questions for further inquiry.	<b>Section 7:</b> B7-9 (535-537)
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 Acknowledge and value individual and collective thinking.	<b>Section 8:</b> B8-16 (594-596), B8-17 (597-598)
5.2 Monitor and assess learning to guide inquiry.	<b>Section 8:</b> B8-18 (600-602) <b>Section 9:</b> B9-8 (626-627)
5.3 Articulate the process of learning and seek appropriate help.	<b>Section 1:</b> B1-14 (32-33) <b>Section 4:</b> B4-3 (293-294), B4-10 (309-310)
<b>Reading - Literary Text (RL)</b>	
<b>Principles of Reading</b>	
Standard 1: Demonstrate understanding of the organization and basic features of print.	<b>Section 2:</b> B2-9 (133-134), B2-32 (187), B2-32 (190-191), B2-35 (192-193), B2-43 (207-208)
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	<b>Section 2:</b> B2-10 (135-136)
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1 Use knowledge of r-controlled vowels to read.	
3.2 Use knowledge of how syllables work to read multisyllabic words.	<b>Section 2:</b> B2-31 (183-186)
3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	<b>Section 2:</b> B2-31 (183-186)
3.4 Use and apply knowledge of vowel diphthongs.	
3.5 Use and apply knowledge of how inflectional endings change words.	<b>Section 2:</b> B2-23 (165-167), B2-42 (204-206)
3.6 Recognize and read grade-appropriate irregularly spelled words.	<b>Section 2:</b> B2-30 (182-183)
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read-grade level texts with purpose and understanding.	

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	
<b>Meaning and Context</b>	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	<p><b>Section 1:</b> B1-3 (11-12), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-11 (27-28), B1-23 (52-53), B1-24 (54-55), B1-27 (61-63), B1-31 (70-72), B1-34 (78-79), B1-36 (81-83), B1-37 (84-85), B1-38 (86), B1-41 (92-93), B1-42 (94-95), B1-43 (96-97), B1-44 (97-98)</p> <p><b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-11 (469-470), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-21 (490-492)</p> <p><b>Section 8:</b> B8-10 (581-582)</p> <p><b>Section 9:</b> B9-3 (612-615)</p>
5.2 Make predictions before and during reading; confirm or modify thinking.	<b>Section 1:</b> B1-14 (32-33), B1-35 (80-81)
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.	<b>Section 1:</b> B1-1 (7-8), B1-35 (80-81)
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.	<p><b>Section 1:</b> B1-7 (20-21), B1-12 (29-30), B1-28 (64-65), B1-29 (66-67), B1-31 (70-72), B1-32 (73-74), B1-33 (74-76), B1-39 (87-88), B1-41 (92-93), B1-42 (94-95), B1-43 (96-97), B1-46 (102-104)</p> <p><b>Section 6:</b> B6-20 (488-489), B6-21 (490-492), B6-25 (500-502)</p> <p><b>Section 8:</b> B8-10 (581-582)</p>
7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.	<b>Section 1:</b> B1-40 (89-91)
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Read or listen closely to:	
a. compare and contrast characters' actions, feelings, and responses to major events or challenges;	<p><b>Section 1:</b> B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-91); B1-41 (92-93); B1-43 (96)</p> <p><b>Section 6:</b> B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492)</p> <p><b>Section 8:</b> B8-10 (581-582)</p>
b. describe how cultural context influences characters, setting, and the development of the plot; and	<p><b>Section 1:</b> B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-91); B1-41 (92-93); B1-43 (96)</p> <p><b>Section 6:</b> B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492)</p> <p><b>Section 8:</b> B8-10 (581-582)</p>
c. explain how cause and effect relationships affect the development of plot.	<p><b>Section 1:</b> B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67); B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-91); B1-41 (92-93); B1-43 (96)</p> <p><b>Section 6:</b> B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492)</p>

**Step Up to Writing®**, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two

South Carolina College- and Career-Ready Standards and Indicators for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	<b>Section 8:</b> B8-10 (581-582)
<b>Language, Craft, and Structure</b>	
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.	<b>Section 10:</b> B10-13 (662-664)
9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.	<b>Section 3:</b> B3-15 (258-260), B3-21 (272-273) <b>Section 10:</b> B10-13 (662-664)
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
10.1 Use context to determine the meaning of words or phrases.	<b>Section 3:</b> B3-10 (247-248), B3-12 (251-253), B3-13 (254-255), B3-14 (256-257)
10.2 Determine the meaning of a newly formed word when a known affix is added to a known word.	<b>Section 3:</b> B3-19 (267-269)
10.3 Use a base word to determine the meaning of an unknown word with the same base.	<b>Section 3:</b> B3-18 (265-266)
10.4 Use the meanings of individual words to predict the meaning of compound words.	<b>Section 3:</b> B3-17 (263-264)
10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.	<b>Section 3:</b> B3-2 (230-231), B3-3 (232-233), B3-19 (267-269) <b>Section 4:</b> B4-31 (362-364)
10.6 Use general academic and domain-specific words or phrases acquired through talk and text; explore nuances of words and phrases.	<b>Section 3:</b> B3-15 (258-260), B3-16 (261-262)
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shapes content, meaning, and style.	
11.1 Identify and analyze the author's purpose.	<b>Section 6:</b> B6-1 (449-450) <b>Section 10:</b> B10-3 (639-640; B10-4 (641-643), B10-10 (655-657)
11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.	
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.	<b>Section 6:</b> B6-1 (449-450)
12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.	<b>Section 1:</b> B1-39 (87-88) <b>Section 6:</b> B6-13 (473-474)
<b>Range and Complexity</b>	
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	
13.1 Engage in whole and small group reading with purpose and understanding.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25; B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
13.2 Read independently for sustained periods of time to build stamina.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25; B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
13.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25; B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
	<b>Section 10:</b> B10-11 (658-659)
<b>Reading - Informational Text (RI)</b>	
<b>Principles of Reading</b>	
Standard 1: Demonstrate understanding of the organization and basic features of print.	<b>Section 2:</b> B2-9 (133-134), B2-32 (187), B2-32 (190-191), B2-35 (192-193), B2-43 (207-208)
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	<b>Section 2:</b> B2-10 (135-136)
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1 Use knowledge of r-controlled vowels to read.	
3.2 Use knowledge of how syllables work to read multisyllabic words.	<b>Section 2:</b> B2-31 (183-186)
3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	<b>Section 2:</b> B2-31 (183-186)
3.4 Use and apply knowledge of vowel diphthongs.	
3.5 Use and apply knowledge of how inflectional endings change words.	<b>Section 2:</b> B2-23 (165-167), B2-42 (204-206)
3.6 Recognize and read grade-appropriate irregularly spelled words.	<b>Section 2:</b> B2-30 (182-183)
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level texts orally with purpose and understanding.	
4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	
<b>Meaning and Context</b>	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	<b>Section 1:</b> B1-3 (11-12), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-11 (27-28), B1-22 (50-51), B1-24 (54-55), B1-25 (56-58), B1-27 (61-63), B1-31 (70-72), B1-34 (78-79), B1-36 (81-83), B1-37 (84-85), B1-38 (86), B1-41 (92-93), B1-42 (94-95), B1-43 (96-97), B1-44 (97-98) <b>Section 6:</b> B6-1 (449-450), B6-10 (466-468), B7-7 (531-532), B8-10 (581-582) <b>Section 9:</b> B9-3 (612-615), B9-4 (616-618)
5.2 Make predictions before and during reading; confirm or modify thinking.	<b>Section 1:</b> B1-34 (78-79)
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.	<b>Section 1:</b> B1-7 (20-21), B1-10 (25-26), B1-12 (29-30), B1-16 (37-38), B1-17 (39), B1-18 (40-41), B1-19 (42-43), B1-20 (45-46), B1-21 (47-49), B1-22 (50-51), B1-24 (54-55), B1-25 (56-58), B1-26 (59-60), B1-27 (61-63), B1-28 (64-65), B1-31 (70-72), B1-32 (73-74), B1-33 (74-76), B1-39 (87-88), B1-41 (92-93), B1-43 (96-97), B1-45 (211-212), B1-47 (105-106) <b>Section 4:</b> B4-1 (287-289), B4-7 (303-304), B4-12 (313-314), B4-13 (315-318), B4-14 (320-321), B4-21 (336-337), B4-24 (343-344), B4-25 (345-346), B4-31 (362-364), B4-32 (365-366) <b>Section 5:</b> B5-9 (400-402), B5-18 (422-424) <b>Section 7:</b> B7-3 (522-524), B7-7 (531-532) <b>Section 8:</b> B8-10 (581-582)
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	

**Step Up to Writing®**, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two

South Carolina College- and Career-Ready Standards and Indicators for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.	<b>Section 1:</b> B1-35 (80-81), B1-40 (89-91) <b>Section 4:</b> B4-29 (355-358)
<b>Language, Craft, and Structure</b>	
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.	<b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-7 (531-532)
8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.	<b>Section 1:</b> B1-2 (9-10) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-7 (531-532), B7-8 (533-534)
Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
9.1 Use context to determine the meaning of words or phrases.	<b>Section 3:</b> B3-10 (247-248), B3-12 (251-253), B3-13 (254-255), B3-14 (256-257)
9.2 Determine the meaning of a newly formed word when and known affix is added to the word.	<b>Section 3:</b> B3-19 (267-269)
9.3 Use a base word to determine the meaning of an unknown word with the same base.	<b>Section 3:</b> B3-18 (265-266)
9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.	<b>Section 3:</b> B3-17 (263-264)
9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.	<b>Section 3:</b> B3-2 (230-231), B3-3 (232-233), B3-19 (267-269), B4-31 (362-364)
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 Identify and analyze the author's purpose.	<b>Section 6:</b> B6-1 (449-450) <b>Section 10:</b> B10-3 (639-640; B10-4 (641-643), B10-10 (655-657)
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.	<b>Section 1:</b> B1-39 (87-88)
11.2 Identify the structures an author uses to support specific points.	<b>Section 5:</b> B5-2 (385-386), B5-6 (394-395), B5-8 (398-399), B5-9 (400-402), B5-16 (418-420), B5-17 (421), B5-18 (422-424)
<b>Range and Complexity</b>	
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25; B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
12.2 Read independently for a sustained period of time.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25; B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
12.3 Read and respond according to task and purpose to become self- directed, critical readers and thinkers.	<b>Section 1:</b> B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4 (13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-9 (24-25; B1-10 (25-26), B1-11 (27-28), B1-12 (29-30), B1-13 (31), B1-14 (32-33), B1-15 (34-36)
<b>Writing (W)</b>	
<b>Meaning, Context, and Craft</b>	



**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 2	Strategy (and Page Number) in Step Up to Writing <sup>®</sup> where Standard is Addressed
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.	<p><b>Section 2:</b> B2-2 (116-118), B2-45 (211-212)</p> <p><b>Section 5:</b> B5-1 (383-384), B5-2 (385-386), B5-3 (387-389), B5-4 (390-391), B5-5 (392-393), B5-6 (394-395), B5-7 (396-397), B5-8 (398-399), B5-9 (400-402), B5-10 (403-404), B5-11 (405-407), B5-12 (408-410), B5-13 (411-412), B5-14 (413-415), B5-15 (416-417), B5-16 (418-420), B5-17 (421), B5-18 (422-424), B5-19 (425-426), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434), B5-23 (437-442)</p> <p><b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p> <p><b>Section 10:</b> B10-5 (648-649), B10-11 (658-659), B10-14 (665-666), B10-15 (667-668)</p>
1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	<p><b>Section 2:</b> B2-2 (116-118), B2-45 (211-212)</p> <p><b>Section 5:</b> B5-1 (383-384), B5-2 (385-386), B5-3 (387-389), B5-4 (390-391), B5-5 (392-393), B5-6 (394-395), B5-7 (396-397), B5-8 (398-399), B5-9 (400-402), B5-10 (403-404), B5-11 (405-407), B5-12 (408-410), B5-13 (411-412), B5-14 (413-415), B5-15 (416-417), B5-16 (418-420), B5-17 (421), B5-18 (422-424), B5-19 (425-426), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434), B5-23 (437-442)</p> <p><b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p> <p><b>Section 10:</b> B10-5 (648-649), B10-11 (658-659), B10-14 (665-666), B10-15 (667-668)</p>
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce the topic, use facts and definitions to develop points, and provide a concluding statement or section.	<p><b>Section 1:</b> B1-25 (56-58)</p> <p><b>Section 2:</b> B2-2 (116-118), B2-45 (211-212)</p> <p><b>Section 4:</b> B4-1 (287-289), B4-2 (290-292), B4-3 (293-294), B4-4 (295-296), B4-5 (297-299), B4-6 (300-302), B4-7 (303-304), B4-8 (305-306), B4-9 (307-308), B4-10 (309-310), B4-11 (311-312), B4-12 (313-314), B4-13 (315-318), B4-14 (320-321), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-332), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-342), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-351), B4-28 (352-354), B4-29 (355-358), B4-30 (359-361), B4-31 (362-364), B4-32 (365-366), B4-33 (367-369), B4-34 (372-276)</p> <p><b>Section 7:</b> B7-1 (518-519), B7-2 (520-521), B7-3 (522-524), B7-4 (526-527), B7-5 (528), B7-6 (529-530), B7-7 (531-532), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-542), B7-12 (543-544), B7-13 (545-546), B7-14 (547-548), B7-16 (553-556)</p> <p><b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p> <p><b>Section 10:</b> B10-1 (636), B10-2 (637-638), B10-3 (639-640), B10-4 (641-643), B10-5 (648-649), B10-6 (648-649), B10-7 (650-651), B10-8 (652-653), B10-10 (655-657), B10-14 (665-666), B10-15 (667-668)</p>

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
<p>2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.</p>	<p><b>Section 1:</b> B1-25 (56-58)  <b>Section 2:</b> B2-2 (116-118), B2-45 (211-212)  <b>Section 4:</b> B4-1 (287-289), B4-2 (290-292), B4-3 (293-294), B4-4 (295-296), B4-5 (297-299), B4-6 (300-302), B4-7 (303-304), B4-8 (305-306), B4-9 (307-308), B4-10 (309-310), B4-11 (311-312), B4-12 (313-314), B4-13 (315-318), B4-14 (320-321), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-332), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-342), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-351), B4-28 (352-354), B4-29 (355-358), B4-30 (359-361), B4-31 (362-364), B4-32 (365-366), B4-33 (367-369), B4-34 (372-276)  <b>Section 7:</b> B7-1 (518-519), B7-2 (520-521), B7-3 (522-524), B7-4 (526-527), B7-5 (528), B7-6 (529-530), B7-7 (531-532), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-542), B7-12 (543-544), B7-13 (545-546), B7-14 (547-548), B7-16 (553-556)  <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)  <b>Section 10:</b> B10-1 (636), B10-2 (637-638), B10-3 (639-640), B10-4 (641-643), B10-5 (648-649), B10-6 (648-649), B10-7 (650-651), B10-8 (652-653), B10-10 (655-657), B10-14 (665-666), B10-15 (667-668)</p>
<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.</p>	
<p>3.1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.</p>	<p><b>Section 2:</b> B2-2 (116-118), B2-45 (211-212)  <b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-3 (453-454), B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-7 (460-461), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-14 (475-476), B6-15 (477-478), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-21 (490-492), B6-22 (493-494), B6-23 (496-497), B6-24 (498-499), B6-25 (500-502), B6-26 (505-508), B6-27 (509-512)  <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)  <b>Section 10:</b> B10-14 (665-666), B10-15 (667-668)</p>
<p>4.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.</p>	<p><b>Section 2:</b> B2-2 (116-118), B2-45 (211-212)  <b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-3 (453-454), B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-7 (460-461), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-14 (475-476), B6-15 (477-478), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-21 (490-492), B6-22 (493-494), B6-23 (496-497), B6-24 (498-499), B6-25 (500-502), B6-26 (505-508), B6-27 (509-512)  <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)  <b>Section 10:</b> B10-14 (665-666), B10-15 (667-668)</p>
<p><b>Language</b></p>	
<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	

**Step Up to Writing®**, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two

South Carolina College- and Career-Ready Standards and Indicators for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing</i> ® where Standard is Addressed
4.1 Use collective nouns.	<b>Section 2:</b> B2-21 (47-49) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548)
4.2 Form and use frequently occurring irregular plural nouns.	<b>Section 2:</b> B2-17 (150-152), B2-21 (47-49) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548)
4.3 Use reflexive pronouns.	<b>Section 2:</b> B2-22 (162-164)
4.4 Form and use the past tense of frequently occurring irregular verbs.	<b>Section 2:</b> B2-17 (150-152), B2-18 (153-154), B2-23 (165-167) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548)
4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.	<b>Section 2:</b> B2-24 (168-169), B2-25 (170-172), B2-34 (190-191)
4.6 Use positional, time, and place prepositional phrases.	<b>Section 2:</b> B2-27 (175-176)
4.7 Use conjunctions.	<b>Section 2:</b> B2-26 (173-174), B2-40 (200-201), B2-41 (202-203) <b>Section 4:</b> B4-16 (324-326) <b>Section 5:</b> B5-11 (405-407)
4.8 Produce, expand, and rearrange complete simple and compound sentences.	<b>Section 2:</b> B2-16 (147-149), B2-32 (187), B2-33 (188-189), B2-34 (190-191), B2-35 (192-193), B2-36 (193-194), B2-37 (195-196), B2-38 (197-198), B2-39 (199), B2-40 (200-201), B2-41 (202-203), B2-43 (207-208), B2-44 (209-210), B2-45 (211-212), B2-46 (213-214), B2-47 (215-216), B2-48 (218-219), B2-49 (220-222) <b>Section 3:</b> B3-5 (238-239), B3-6 (240-241) <b>Section 4:</b> B4-14 (320-321), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-342), B4-27 (350-351), B4-28 (352-354), B4-33 (367-369) <b>Section 5:</b> B5-10 (403-404), B5-11 (405-407), B5-12 (408-410), B5-13 (411-412), B5-14 (413-415), B5-16 (418-420), B5-19 (425-426), B5-20 (427-428), B5-22 (432-434) <b>Section 6:</b> B6-14 (475-476), B6-15 (477-478), B6-16 (479-481), B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548) <b>Section 8:</b> B8-8 (577-578) <b>Section 9:</b> B9-2 (610-611) <b>Section 10:</b> B10-7 (650-651)
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.	<b>Section 2:</b> B2-17 (150-152), B2-18 (153-154) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548) <b>Section 10:</b> B10-12 (660-661)
5.2 Use:	

**Step Up to Writing®**, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two

South Carolina College- and Career-Ready Standards and Indicators for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
a. periods, question marks, or exclamation marks at the end of sentences;	<b>Section 2:</b> B2-17 (150-152); B2-18 (153-154); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-43 (207-208); B2-45 (211-212); B2-48 (218-219); B2-49 (220-222) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548) <b>Section 9:</b> B9-2 (610-611) <b>Section 10:</b> B10-12 (660-661)
b. commas in greetings and closings of letters, dates, and to separate items in a series; and	<b>Section 2:</b> B2-17 (150-152); B2-18 (153-154); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-43 (207-208); B2-45 (211-212); B2-48 (218-219); B2-49 (220-222) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548) <b>Section 9:</b> B9-2 (610-611) <b>Section 10:</b> B10-12 (660-661)
c. apostrophes to form contractions and singular possessive nouns.	<b>Section 2:</b> B2-17 (150-152); B2-18 (153-154); B2-32 (187); B2-33 (188-189); B2-34 (190-191); B2-35 (192); B2-37 (195-196); B2-38 (197-198); B2-39 (199); B2-40 (200-201); B2-43 (207-208); B2-45 (211-212); B2-48 (218-219); B2-49 (220-222) <b>Section 4:</b> B4-33 (367-369) <b>Section 5:</b> B5-22 (432-434) <b>Section 6:</b> B6-25 (500-502) <b>Section 7:</b> B7-14 (547-548) <b>Section 9:</b> B9-2 (610-611) <b>Section 10:</b> B10-12 (660-661)
5.3 Generalize learned spelling patterns and word families.	<b>Section 2:</b> B2-10 (135-136), B2-18 (153-154), B2-31 (183-186)
5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high-frequency words.	<b>Section 2:</b> B2-10 (135-136), B2-18 (153-154), B2-31 (183-186)
5.5 Consult print and multimedia resources to check and correct spellings.	<b>Section 3:</b> B3-2 (230-231), B3-4 (234-236)
<b>Range and Complexity</b>	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	<b>Section 1:</b> B1-25 (56-58) <b>Section 2:</b> B2-2 (116-118), B2-45 (211-212) <b>Section 4:</b> B4-1 (287-289), B4-2 (290-292), B4-3 (293-294), B4-4 (295-296), B4-5 (297-299), B4-6 (300-302), B4-7 (303-304), B4-8 (305-306), B4-9 (307-308), B4-10 (309-310), B4-11 (311-312), B4-12 (313-314), B4-13 (315-318), B4-14 (320-321), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-332), B4-20 (333-335), B4-19 (331-332), B4-20 (333-335), B4-21 (336-337), B4-22 (338-340), B4-23 (341-342), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-27 (350-351), B4-28 (352-354), B4-29

**Step Up to Writing®**, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two

South Carolina College- and Career-Ready Standards and Indicators for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing®</i> where Standard is Addressed
	<p>(355-358), B4-30 (359-361), B4-31 (362-364), B4-32 (365-366), B4-33 (367-369), B4-34 (372-276)</p> <p><b>Section 5:</b> B5-1 (383-384), B5-2 (385-386), B5-3 (387-389), B5-4 (390-391), B5-5 (392-393), B5-6 (394-395), B5-7 (396-397), B5-8 (398-399), B5-9 (400-402), B5-10 (403-404), B5-11 (405-407), B5-12 (408-410), B5-13 (411-412), B5-14 (413-415), B5-15 (416-417), B5-16 (418-420), B5-17 (421), B5-18 (422-424), B5-19 (425-426), B5-20 (427-428), B5-21 (429-431), B5-22 (432-434), B5-23 (437-442)</p> <p><b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-3 (453-454), B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-7 (460-461), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-14 (475-476), B6-15 (477-478), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-21 (490-492), B6-22 (493-494), B6-23 (496-497), B6-24 (498-499), B6-25 (500-502), B6-26 (505-508), B6-27 (509-512)</p> <p><b>Section 7:</b> B7-1 (518-519), B7-2 (520-521), B7-3 (522-524), B7-4 (526-527), B7-5 (528), B7-6 (529-530), B7-7 (531-532), B7-8 (533-534), B7-9 (535-537), B7-10 (538-539), B7-11 (540-542), B7-12 (543-544), B7-13 (545-546), B7-14 (547-548), B7-16 (553-556)</p> <p><b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)</p> <p><b>Section 10:</b> B10-1 (636), B10-2 (637-638), B10-3 (639-640), B10-4 (641-643), B10-5 (648-649), B10-6 (648-649), B10-7 (650-651), B10-8 (652-653), B10-10 (655-657), B10-14 (665-666), B10-15 (667-668)</p>
6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.	<b>Section 2:</b> B2-5 (124-126)
6.4 Begin to develop efficient keyboarding skills.	<b>Section 2:</b> B2-12 (138-140)
6.5 Begin to develop cursive writing.	Teachers could use various writing opportunities to develop cursive writing skills.
<b>Communication</b>	
<b>Meaning and Context</b>	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.	<p><b>Section 4:</b> B4-1 (287-289), B4-32 (365-366)</p> <p><b>Section 5:</b> B5-2 (385-386)</p> <p><b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-10 (466-468), B6-20 (488-489)</p> <p><b>Section 7:</b> B7-9 (535-537)</p> <p><b>Section 8:</b> B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602)</p> <p><b>Section 9:</b> B9-6 (621-623)</p>
1.2 Apply the skills of taking turns, listening to others, and speaking clearly.	<p><b>Section 8:</b> B8-6 (573-575), B8-7 (576), B8-8 (577-578), B8-9 (579-580), B8-10 (581-582), B8-11 (583-585), B8-14 (590-592), B8-15 (593), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602)</p> <p><b>Section 9:</b> B9-6 (621-623)</p>
1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	<p><b>Section 4:</b> B4-3 (293-294), B4-5 (297-299), B4-6 (300-302), B4-9 (307-308), B4-11 (311-312), B4-13 (315-318), B4-20 (333-335), B5-1 (383-384), B6-3 (453-454)</p>

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
	<p><b>Section 6:</b> B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-14 (475-476), B6-18 (484-485), B6-19 (486-487)</p> <p><b>Section 8:</b> B8-2 (564-566), B8-3 (567-568), B8-4 (569-570), B8-5 (572), B8-6 (573-575), B8-7 (576), B8-9 (579-580), B8-10 (581-582), B8-11 (583-585), B8-12 (586-587), B8-12 (588-589), B8-18 (600-602)</p>
<p>1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.</p>	<p><b>Section 1:</b> B1-3 (11-12), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-14 (32-33), B1-16 (37-38), B1-17 (39), B1-18 (40-41), B1-19 (42-43), B1-33 (74-76)</p> <p><b>Section 2:</b> B2-3 (119-121), B2-14 (144), B2-15 (145-146), B2-16 (147-149), B2-19 (155-156), B2-20 (158), B2-21 (47-49), B2-22 (162-164), B2-23 (165-167), B2-24 (168-169), B2-25 (170-172), B2-26 (173-174), B2-27 (175-176), B2-28 (64-65), B2-29 (66-67), B2-46 (213-214), B2-49 (220-222)</p> <p><b>Section 3:</b> B3-1 (228-229), B3-3 (232-233), B3-4 (234-236), B3-5 (238-239), B3-6 (240-241), B3-11 (249-250), B3-12 (251-253), B3-13 (254-255), B3-14 (256-257), B3-18 (265-266), B3-19 (267-269), B3-20 (270-271), B3-21 (272-273), B3-22 (274-276)</p> <p><b>Section 4:</b> B4-1 (287-289), B4-2 (290-292), B4-3 (293-294), B4-4 (295-296), B4-5 (297-299), B4-6 (300-302), B4-7 (303-304), B4-8 (305-306), B4-9 (307-308), B4-10 (309-310), B4-11 (311-312), B4-12 (313-314), B4-13 (315-318), B4-15 (322-323), B4-16 (324-326), B4-17 (327-328), B4-18 (329-330), B4-19 (331-332), B4-20 (333-335), B4-21 (336-337), B4-23 (341-342), B4-24 (343-344), B4-25 (345-346), B4-26 (347-349), B4-30 (359-361), B4-31 (362-364), B4-32 (365-366), B4-33 (367-369)</p> <p><b>Section 5:</b> B5-1 (383-384), B5-3 (387-389), B5-4 (390-391), B5-5 (392-393), B5-6 (394-395), B5-7 (396-397), B5-8 (398-399), B5-9 (400-402), B5-10 (403-404), B5-11 (405-407), B5-12 (408-410), B5-13 (411-412), B5-15 (416-417), B5-17 (421), B5-18 (422-424), B5-21 (429-431), B5-22 (432-434)</p> <p><b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-3 (453-454), B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-7 (460-461), B6-8 (462-463), B6-9 (464-465), B6-10 (466-468), B6-11 (469-470), B6-12 (471-472), B6-13 (473-474), B6-16 (479-481), B6-17 (482-483), B6-18 (484-485), B6-19 (486-487), B6-20 (488-489), B6-23 (496-497), B6-24 (498-499), B6-25 (500-502)</p> <p><b>Section 7:</b> B7-1 (518-519), B7-2 (520-521), B7-3 (522-524), B7-9 (535-537), B7-12 (543-544), B7-13 (545-546), B7-14 (547-548), B7-16 (553-556)</p> <p><b>Section 8:</b> B8-1 (562-563), B8-2 (564-566), B8-3 (567-568), B8-4 (569-570)</p> <p><b>Section 9:</b> B9-3 (612-615), B9-5 (619-620)</p> <p><b>Section 10:</b> B10-6 (648-649), B10-10 (655-657), B10-11 (658-659)</p>

**Step Up to Writing<sup>®</sup>, Grades K-2 correlated to the South Carolina College- And Career-Ready Standards and Indicators for Kindergarten through Grade Two**

South Carolina College- and Career-Ready Standards and Indicators for Grade 2	Strategy (and Page Number) in <i>Step Up to Writing<sup>®</sup></i> where Standard is Addressed
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	<b>Section 8:</b> B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Articulate ideas and information gathered from print and multimedia sources in a concise manner that maintains a clear focus.	<b>Section 4:</b> B4-1 (287-289), B4-32 (365-366) <b>Section 5:</b> B5-2 (385-386) <b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-10 (466-468), B6-20 (488-489) <b>Section 7:</b> B7-9 (535-537) <b>Section 8:</b> B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602) <b>Section 9:</b> B9-6 (621-623)
2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.	<b>Section 7:</b> B7-9 (535-537), B7-15 (549-550)
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Explain how ideas and topics are depicted in a variety of media and formats.	<b>Section 1:</b> B1-40 (89-91) <b>Section 7:</b> B7-4 526-527)
3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.	<b>Section 2:</b> B2-1 (114-115) <b>Section 4:</b> B4-29 (355-358) <b>Section 7:</b> B7-15 (549-550) <b>Section 8:</b> B8-1 (562-563), B8-11 (583-585), B8-12 (586-587), B8-12 (588-589), B8-18 (600-602)
<b>Language, Craft, and Structure</b>	
Standard 4: Critique how a speaker addresses content and uses craft techniques to inform, engage, and impact audience and convey messages.	
4.1 Identify speaker's purpose and details that keep the listener engaged.	<b>Section 8:</b> B8-15 (593)
4.2 Determine if the presentation has a logical introduction, body, and conclusion.	<b>Section 8:</b> B8-5 (572), B8-18 (600-602)
4.3 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.	<b>Section 8:</b> B8-18 (600-602)
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.	<b>Section 8:</b> B8-11 (583-585)
5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.	<b>Section 8:</b> B8-11 (583-585)