# **GRADES K-2**





Step Up to Writing, Grades K-2

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

September 2016



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



South Carolina College- and Career-Ready Standards	Strategy (and Page Number) in Step Up to Writing®
and Indicators for Grade K	where Standard is Addressed
Standard 3: Know and apply grade-level phonics and word	
3.1 Produce one-to-one sound correspondences for each consonant.	Section 2: B2-6 (127), B2-10 (135-136)
3.2 Associate long and short sounds of the five major	Section 2: B2-8 (131-132)
vowels with their common spellings.	Section 2. 52 6 (151 152)
3.3 Read regularly spelled one-syllable words.	Section 2: B2-30 (182-183)
3.4 Distinguish between similarly spelled consonant-	Section 2: B2-31 (183-185)
vowel-consonant patterned words by identifying the	
sounds of the letters that differ.	
3.5 Read common high-frequency words.	Section 2: B2-30 (182-183)
3.6 Recognize grade-appropriate irregularly spelled	Section 2: B2-30 (182-183)
words.	
Standard 4: Read with sufficient accuracy and fluency to s	upport comprehension.
4.1 Read emergent-reader texts with purpose and	
understanding.	
4.2 Read emergent-reader texts orally with accuracy,	
appropriate rate, and expression.	
Meaning and Context	
Standard 5: Determine meaning and develop logical interp	pretations by making predictions, inferring, drawing
conclusions, analyzing, synthesizing, providing evidence, a	and investigating multiple interpretations.
5.1 With guidance and support, ask and answer who,	Section 1: B1-3 (11-12), B1-5 (15-16), B1-6 (17-19), B1-
what, when, where, why, and how questions about a	7 (20-21), B1-11 (27-28), B1-23 (52-53), B1-24 (54-55),
text; refer to key details to make inferences and draw	B1-27 (61-63), B1-31 (70-72), B1-34 (78-79), B1-36 (81-
conclusions in texts heard or read.	83), B1-37 (84-85), B1-38 (86), B1-41 (92-93), B1-42
	(94-95), B1-43 (96-97), B1-44 (97-98)
	Section 6: 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)
	Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615)
5.2 With guidance and support, ask and answer	Section 1: B1-14 (32-33), B1-35 (80-81)
questions to make predictions using prior knowledge,	
pictures, illustrations, title, and information about author and illustrator.	
Standard 6: Summarize key details and ideas to support a	nalucia of thematic development
6.1 Describe the relationship between the illustrations	Section 1: B1-1 (7-8), B1-35 (80-81)
and the text. Standard 7: Analyze the relationship among ideas, themes	cortonics in multiple modial formats, and in visual
auditory, and kinesthetic modalities.	s, or topics in multiple media, formats, and in visual,
7.1 With guidance and support, retell a familiar text;	Section 1: B1-7 (20-21), B1-12 (29-30), B1-28 (64-65),
identify beginning, middle, and end in a text heard or	B1-29 (66-67), B1-31 (70-72), B1-32 (73-74), B1-33 (74-
read.	76), B1-39 (87-88), B1-41 (92-93), B1-42 (94-95), B1-43
	(96-97), B1-46 (102-104)
	Section 6: B6-20 (488-489), B6-21 (490-492), B6-25
	(500-502)
	Section 8: B8-10 (581-582)
7.2 Read or listen closely to compare familiar texts.	Section 1: B1-40 (89-91)
Standard 8: Analyze characters, settings, events, and idea	
8.1 With guidance and support, read or listen closely to:	,
a. describe characters' actions and feelings;	Section 1: B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-
	23 (52-53); BT-57 (01-03); BT-58 (04-05); BT-54 (00-07);
	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-
	B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-

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South Carolina College- and Career-Ready Standards and Indicators for Grade K	s Strategy (and Page Number) in Step Up to Writing® where Standard is Addressed
	Section 8: B8-10 (581-582)
<ul> <li>compare characters' experiences to those of the reader;</li> </ul>	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) Section 6: B6-18 (484-485); B6-19 (486-487); B6-20
	(488-489); B6-21 (490-492)
a describe setting	Section 8: B8-10 (581-582)
c. describe setting;	Section 1: 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) Section 6: B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492) Section 8: B8-10 (581-582)
d. identify the plot including problem and solution; and	Section 1: 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)           Section 6: B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492)           Section 8: B8-10 (581-582)
e. identify the cause of an event.	Section 1: 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)           Section 6: B6-18 (484-485); B6-19 (486-487); B6-20 (488-489); B6-21 (490-492)           Section 8: B8-10 (581-582)
Language, Craft, and Structure	
	words, phrases, and conventions, and how their relationships
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.	Section 10: 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.	Section 3: B3-15 (258-260), B3-21 (272-273) Section 10: B10-13 (662-664)
Standard 10: Apply a range of strategies to determine meaning words, phrases, and jargon; acquire and use g	and deepen the meaning of known, unknown, and multiple- general academic and domain-specific vocabulary.
10.1 With guidance and support, ask and answer questions about known and unknown words.	Section 3: B3-23 (278-280)
10.2 With guidance and support, identify new meaning for familiar words and apply them accurately	gs <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.	Section 3: B3-19 (267-269)
10.4 With guidance and support, identify the individua words used to form a compound word.	Il Section 3: B3-17 (263-264)
10.5 With guidance and support, use print and multimedia resources to explore word relationships an nuances in word meanings.	<b>Section 3:</b> B3-2 (230-231), B3-3 (232-233), B3-19 (267- 269), B4-31 (362-364)



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
10.6 With guidance and support, use words or phrases acquired through talk and text; explore nuances of words and phrases.	Section 3: B3-15 (258-260), B3-16 (261-262)
Standard 11: Analyze and provide evidence of how the au shapes content, meaning, and style.	· · · · · · · ·
11.1 Identify the author and illustrator and define the role of each.	Section 1: B1-1 (7-8)
11.2 Identify who is telling the story, the narrator or characters.	Section 1: B1-1 (7-8)
Standard 12: Analyze and critique how the author uses st and impact the reader.	ructures in print and multimedia texts to shape meaning
12.1 Recognize and sort types of literary texts.	Section 2: B2-2 (116-118) Section 6: B6-1 (449-450)
12.2 Recognize the crafted text structures of recurring phrases.	Section 1: B1-39 (87-88)
Range and Complexity	
Standard 13: Read independently and comprehend a variation	
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.	Section 1: 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.	Section 1: 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.	Section 1: 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) Section 10: B10-11 (658-659)
Reading - Informational Text (RI)	
Principles of Reading	
Standard 1: Demonstrate understanding of the organizati	on 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.	Section 2: B2-6 (127)
1.3 Understand that words are separated by spaces in print.	Section 2: B2-9 (133-134)
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	Section 2: 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.	Section 2: 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	d analysis skills in decoding words.
3.1 Produce one-to-one sound correspondences for	Section 2: B2-6 (127), B2-10 (135-136)



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and Indicators for Grade K	where Standard is Addressed
3.2 Associate long and short sounds of the five major	Section 2: B2-8 (131-132)
vowels with their common spellings.	
3.3 Read regularly spelled one-syllable words.	Section 2: B2-30 (182-183)
3.4 Distinguish between similarly spelled consonant-	Section 2: B2-31 (183-185)
vowel-consonant patterned words by identifying the	
sounds of the letters that differ.	Continue 2, D2 20 (402 402)
3.5 Read common high-frequency words.	Section 2: B2-30 (182-183) Section 2: 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 s	upport 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.	
Meaning and Context	
Standard 5: Determine meaning and develop logical interp	
conclusions, analyzing, synthesizing, providing evidence a	
5.1 With guidance and support, ask and answer who,	Section 1: B1-3 (11-12), B1-5 (15-16),
what, when, where, why, and how questions to	B1-6 (17-19), B1-7 (20-21), B1-11 (27-28), B1-22 (50-
demonstrate understanding of a text; refer to key details to make inferences and draw conclusions in texts	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),
heard or read.	(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),
	B1-38 (80), B1-41 (32-33), B1-42 (34-33), B1-43 (30-37), B1-44 (97-98)
	Section 6: B6-1 (449-450), B6-10 (466-468)
	Section 7: B7-7 (531-532)
	Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615), B9-4 (616-618)
5.2 With guidance and support, ask and answer	Section 1: B1-34 (78-79)
questions to make predictions using prior knowledge,	
pictures, illustrations, title, and information about	
author and illustrator.	
Standard 6: Summarize key details and ideas to support and	
6.1 With guidance and support, retell the central idea	Section 1: B1-7 (20-21), B1-10 (25-26), B1-12 (29-30),
and key details to summarize a text heard, read, or	B1-16 (37-38), B1-17 (39), B1-18 (40-41), B1-19 (42-43),
viewed.	B1-20 (45-46), B1-21 (47-49), B1-22 (50-51), B1-24 (54- 55), B1-25 (56, 59), B1-26 (50, 60), B1-27 (61, 62), B1-28
	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)
	Section 4: 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)
	Section 5: B5-9 (400-402), B5-18 (422-424)
	Section 7: B7-3 (522-524), B7-7 (531-532)
	Section 8: B8-10 (581-582)
Standard 7: Research events, topics, ideas, or concepts th	rough multiple media, formats, and in visual, auditory,
and kinesthetic modalities. 7.1 With guidance and support, compare and contrast	Section 1: B1-35 (80-81), B1-40 (89-91)
topics or ideas within a thematic or author study heard,	Section 1: B1-35 (80-81), B1-40 (89-91) Section 4: B4-29 (355-358)
read, or viewed.	Junion 4, DF 23 (333 330)
Language, Craft, and Structure	
Standard 8: Interpret and analyze the author's use of work	ds. phrases, text features, conventions, and structures
and how their relationships shape meaning and tone in pr	
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South Carolina College- and Career-Ready Standards	Strategy (and Page Number) in Step Up to Writing®
and Indicators for Grade K	where Standard is Addressed
8.1 With guidance and support, identify words, phrases,	Section 4: B4-29 (355-358)
illustrations, and photographs used to provide	Section 7: B7-7 (531-532)
information.	
8.2 With guidance and support, use front cover, title	Section 1: B1-2 (9-10)
page, illustrations/photographs, fonts, glossary, and	Section 4: B4-29 (355-358)
table of contents to locate and describe key facts or	Section 7: B7-7 (531-532), B7-8 (533-534)
information; describe the relationship between these	
features and the text.	
Standard 9: Apply a range of strategies to determine the	
words, phrases, and jargon; acquire and use general acad	
9.1 With guidance and support, ask and answer	Section 3: B3-23 (278-280)
questions about known and unknown words in a text.	
9.2 With guidance and support, identify new meanings	Section 2: B2-5 (124-126), B2-17 (150-152)
for familiar words and apply them accurately.	Section 4: B4-33 (367-369)
	Section 5: B5-22 (432-434)
	Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
	Section 10: B10-12 (660-661)
9.3 With guidance and support, use inflectional endings	Section 3: B3-18 (265-266), B3-19 (267-269)
and affixes to determine the meaning of unknown	
words.	<b>Continue 2</b> : D2 1 (220 220) D2 2 (220 221) D2 2 (222
9.4 With guidance and support, use print and	Section 3: B3-1 (228-229), B3-2 (230-231), B3-3 (232-
multimedia resources to explore word relationships and	233), B3-7 (242-244), B3-19 (267-269)
meanings. 9.5 With guidance and support, use words and phrases	Section 4: B4-31 (362-364) Section 3: B3-15 (258-260), B3-16 (261-262)
	<b>Section 5.</b> BS-15 (258-200), BS-10 (201-202)
acquired through talk and text; explore nuances of words and phrases.	
	uthor's choice of purpose and perspective shapes content,
meaning, and style.	ation's choice of purpose and perspective shapes content,
10.1 With guidance and support, identify the author	Section 1: B1-1 (7-8)
and illustrator and define the role of each.	Section 7: B7-7 (531-532)
Standard 11: Analyze and critique how the author uses si	
informational and argument writing.	· · · · · · · · · · · · · · · · · · ·
11.1 With guidance and support, explore informational	Section 1: B1-39 (87-88)
text structures within texts heard or read.	
11.2 With guidance and support, identify the reasons an	Section 5: B5-2 (385-386), B5-6 (394-395), B5-8 (398-
author gives to support a position.	399), B5-9 (400-402), B5-16 (418-420), B5-17 (421), B5-
	18 (422-424)
Range and Complexity	
Standard 12: Read independently and comprehend a var	iety of texts for the purposes of reading for enjoyment,
acquiring new learning, and building stamina; reflect on a	and respond to increasingly complex text over time.
12.1 Engage in whole and small group reading with	Section 1: B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4
purpose and understanding.	(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.	Section 1: 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	Section 1: B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4
to become self- directed, critical readers and thinkers.	(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)
Writing (W)	
Meaning, Context, and Craft	



and Indicators for Grade K         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.         Section 2: B2-2 (116-118), B2-45 (211-212)           Section 5: B5-1 (383-384), B5-2 (385-386), B5-3         389), B5-4 (390-391), B5-5 (392-393), B5-6 (394)         B5-7 (396-397), B5-8 (398-399), B5-9 (400-402)           (403-404), B5-11 (405-407), B5-12 (408-410), B         (411-412), B5-14 (413-415), B5-15 (416-417), B         (411-412), B5-14 (413-415), B5-15 (416-417), B           (418-420), B5-17 (421), B5-18 (422-424), B5-19         426), B5-20 (427-428), B5-21 (429-431), B5-22         434), B5-23 (437-442)           Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (623), B9-7 (624-625), B9-8 (626-627), B9-9 (623)         Section 10: B10-5 (648-649), B10-11 (658-659)           (655 666) B10 15: 667 668)         B10-15 (648-649), B10-11 (658-659)         (655 666)         B10 15: 667 668)	3 (387-	
1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.       Section 2: B2-2 (116-118), B2-45 (211-212)         Section 5: B5-1 (383-384), B5-2 (385-386), B5-3 (389, B5-4 (390-391), B5-5 (392-393), B5-6 (394), B5-7 (396-397), B5-8 (398-399), B5-9 (400-402) (403-404), B5-11 (405-407), B5-12 (408-410), B (411-412), B5-14 (413-415), B5-15 (416-417), B (418-420), B5-17 (421), B5-18 (422-424), B5-19 (418-420), B5-17 (421), B5-18 (422-424), B5-19 (426), B5-20 (427-428), B5-21 (429-431), B5-22 (434), B5-23 (437-442)         Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (623), B9-7 (624-625), B9-8 (626-627), B9-9 (623), B9-7 (624-624), B10-11 (658-659)	3 (387-	
to state the topic and communicate an opinion about it. Section 5: B5-1 (383-384), B5-2 (385-386), B5-3 (389, B5-4 (390-391), B5-5 (392-393), B5-6 (394), B5-7 (396-397), B5-8 (398-399), B5-9 (400-402) (403-404), B5-11 (405-407), B5-12 (408-410), B (411-412), B5-14 (413-415), B5-15 (416-417), B (418-420), B5-17 (421), B5-18 (422-424), B5-19 (426), B5-20 (427-428), B5-21 (429-431), B5-22 (434), B5-23 (437-442) (434-420), B9-4 (616-618), B9-5 (619-620), B9-6 (623), B9-7 (624-625), B9-8 (626-627), B9-9 (624) (623), B9-7 (624-625), B9-8 (626-627), B9-9 (624) (526-627), B9-9 (624) (526-627), B10-11 (658-659) (526-627) (526-627), B10-11 (528-659) (526-627	3 (387-	
B5-7 (396-397), B5-8 (398-399), B5-9 (400-402)         (403-404), B5-11 (405-407), B5-12 (408-410), B         (411-412), B5-14 (413-415), B5-15 (416-417), B         (418-420), B5-17 (421), B5-18 (422-424), B5-19         426), B5-20 (427-428), B5-21 (429-431), B5-22         434), B5-23 (437-442)         Section 9: B9-4 (616-618), B9-5 (619-620), B9-6         623), B9-7 (624-625), B9-8 (626-627), B9-9 (628         Section 10: B10-5 (648-649), B10-11 (658-659)	,007	
(403-404), B5-11 (405-407), B5-12 (408-410), B (411-412), B5-14 (413-415), B5-15 (416-417), B (418-420), B5-17 (421), B5-18 (422-424), B5-19 426), B5-20 (427-428), B5-21 (429-431), B5-22 434), B5-23 (437-442) <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 623), B9-7 (624-625), B9-8 (626-627), B9-9 (628 <b>Section 10:</b> B10-5 (648-649), B10-11 (658-659)		
(411-412), B5-14 (413-415), B5-15 (416-417), B (418-420), B5-17 (421), B5-18 (422-424), B5-19 426), B5-20 (427-428), B5-21 (429-431), B5-22 434), B5-23 (437-442) <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 623), B9-7 (624-625), B9-8 (626-627), B9-9 (628 <b>Section 10:</b> B10-5 (648-649), B10-11 (658-659)		
(418-420), B5-17 (421), B5-18 (422-424), B5-19 426), B5-20 (427-428), B5-21 (429-431), B5-22 434), B5-23 (437-442) <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 623), B9-7 (624-625), B9-8 (626-627), B9-9 (628 <b>Section 10:</b> B10-5 (648-649), B10-11 (658-659)		
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434), B5-23 (437-442) <b>Section 9:</b> B9-4 (616-618), B9-5 (619-620), B9-6 623), B9-7 (624-625), B9-8 (626-627), B9-9 (623 <b>Section 10:</b> B10-5 (648-649), B10-11 (658-659)		
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Section 10: B10-5 (648-649), B10-11 (658-659)		
	<i>,</i> B10-14	
(665-666), B10-15 (667-668)		
1.2 With guidance and support, plan, revise, and edit Section 2: B2-3 (119-121), B2-14 (144), B2-15 (		
building on personal ideas and the ideas of others to 146), B2-16 (147-149), B2-17 (150-152), B2-18		
strengthen writing. 154), B2-36 (193-194), B2-37 (195-196), B2-40 201), B2-41 (202-203), B2-42 (204-206), B2-43		
201), B2-41 (202-203), B2-42 (204-206), B2-43 208), B2-44 (209-210), B2-45 (211-212), B2-47		
216), 82-49 (220-222)	(215	
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Section 4: B4-2 (290-292), B4-3 (293-294), B4-5	5 (297-	
299), B4-7 (303-304), B4-9 (307-308), B4-10 (30	09-310),	
B4-12 (313-314), B4-13 (315-318), B4-14 (320-	321) <i>,</i> B4-	
20 (333-335), B4-22 (338-340), B4-23 (341-342	• ·	
(343-344), B4-25 (345-346), B4-26 (347-349), B		
(350-351), B4-28 (352-354), B4-30 (359-361), B	4-31	
(362-364), B4-33 (367-369)	- (202	
<b>Section 5:</b> B5-3 (387-389), B5-4 (390-391), B5-5 393), B5-6 (394-395), B5-7 (396-397), B5-9 (400		
B5-10 (403-404), B5-14 (413-415), B5-17 (421),		
(427-428), B5-21 (429-431), B5-22 (432-434)		
Section 6: B6-5 (456-457), B6-7 (460-461), B6-8	3 (462-	
463), B6-9 (464-465), B6-10 (466-468), B6-12 (4	471-472),	
B6-13 (473-474), B6-14 (475-476), B6-15 (477-		
22 (493-494), B6-23 (496-497), B6-25 (500-502		
Section 7: B7-4 (526-527), B7-5 (528), B7-11 (5	40-542),	
B7-13 (545-546), B7-14 (547-548)		
Section 9: B9-8 (626-627), B9-9 (628-630) Section 10: B10-1 (636), B10-2 (637-638), B10-	2 (620	
640), B10-4 (641-643), B10-5 (648-649), B10-9	•	
B10-10 (655-657), B10-12 (660-661), B10-13 (6		
B10-15 (667-668)		
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information cl	early and	
accurately through the effective selection, organization, and analysis of content.		
2.1 Use a combination of drawing, dictating, and writing Section 1: B1-25 (56-58)		
to compose informative/explanatory texts that name Section 2: B2-2 (116-118), B2-45 (211-212)		
and supply information about the topic. <b>Section 4:</b> B4-1 (287-289), B4-2 (290-292), B4-3		
294), B4-4 (295-296), B4-5 (297-299), B4-6 (300		
B4-7 (303-304), B4-8 (305-306), B4-9 (307-308)		
(309-310), B4-11 (311-312), B4-12 (313-314), B (315-318), B4-14 (320-321), B4-15 (322-323), B		
(313-318), B4-14 (320-321), B4-15 (322-323), B (324-326), B4-17 (327-328), B4-18 (329-330), B		
(324-320), B4-17 (327-328), B4-18 (325-330), B (331-332), B4-20 (333-335), B4-21 (336-337), B		
(338-340), B4-23 (341-342), B4-24 (343-344), B		
(345-346), B4-26 (347-349), B4-27 (350-351), B		

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	(362-364), B4-32 (365-366), B4-33 (367-369), B4-34
	(372-276)
	Section 7: 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)
	Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621- 623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)
	Section 10: 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	Section 1: B1-25 (56-58)
the ideas of others to strengthen writing.	Section 2: B2-2 (116-118), B2-45 (211-212)
	Section 4: 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
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	(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), B4-28
	(362-364), B4-32 (365-366), B4-33 (367-369), B4-34
	(372-276)
	Section 7: 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)
	Section 9: 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-
	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	
chosen details, and well- structured event sequences.	
3.1 Use a combination of drawing, dictating, and writing	Section 2: B2-2 (116-118), B2-45 (211-212)
to narrate a single event or several loosely inked events,	Section 6: B6-1 (449-450), B6-2 (451-452), B6-3 (453-
to tell about the events in the order in which they	454), B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-7
occurred, and to provide a reaction to what happened.	(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)
	Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621- 623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)
	Section 10: B10-14 (665-666), B10-15 (667-668)

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4.2 With guidance and support, plan, revise, and edit	Section 2: B2-2 (116-118), B2-45 (211-212)
building on personal ideas and the ideas of others to	Section 6: B6-1 (449-450), B6-2 (451-452), B6-3 (453-
strengthen writing.	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-
	497), B6-23 (496-497), B6-24 (498-499), B6-25 (500-
	502), B6-26 (505-508), B6-27 (509-512)
	Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621-
	623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)
	Section 10: B10-14 (665-666), B10-15 (667-668)
Language	
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)
	Section 3: B3-5 (238-239), B3-12 (251-253), B3-13 (254- 255)
	Section 4: B4-33 (367-369
	Section 5: B5-22 (432-434)
	Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
	Section 10: B10-12 (660-661)
4.2 With guidance and support, form regular plural	Section 2: B2-17 (150-152), B2-21 (159-162), B2-42
nouns orally by adding /s/ or /es/.	(204-206)
	Section 4: B4-33 (367-369) Section 5: B5-22 (432-434)
	Section 5: B5-22 (432-434) Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
4.3 With guidance and support, understand and use	Section 2: B2-38 (197-198), B2-39 (199), B2-48 (218-
interrogatives.	219)
	Section 4: B4-16 (324-326)
	Section 5: B5-11 (405-407)
	Section 9: B9-2 (610-611)
4.4 With guidance and support, use verbs.	Section 2: B2-17 (150-152), B2-23 (165-167), B2-42
	(204-206)
	Section 3: B3-5 (238-239), B3-12 (251-253), B3-13 (254-
	255) <b>Section 4:</b> B4-33 (367-369
	Section 4: B4-33 (307-309 Section 5: B5-22 (432-434)
	Section 5: B5-22 (432-434) Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
	Section 10: B10-12 (660-661)
4.5 With guidance and support, use adjectives.	Section 2: B2-24 (168-169)
4.6 With guidance and support, use prepositional	Section 2: B2-27 (175-176)
phrases.	
4.7 With guidance and support, use conjunctions.	Section 2: B2-26 (173-174)
4.8 Produce and expand complete sentences.	Section 2: 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) Section 3: B3-5 (238-239), B3-6 (240-241)
	JCUIUI J. DJ-J (230-237), DJ-U (240-241)



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	(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)
	Section 5: 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)
	Section 6: B6-14 (475-476), B6-15 (477-478), B6-16 (479-481), B6-25 (500-502)
	Section 7: B7-14 (547-548)
	Section 8: B8-8 (577-578)
	Section 9: B9-2 (610-611)
	Section 10: B10-7 (650-651)
Standard 5: Demonstrate command of the conventions of	
spelling when writing.	<b>3 1 7 1</b>
5.1 Capitalize the first word of a sentence and the	Section 2: B2-17 (150-152), B2-18 (153-154)
pronoun I.	Section 4: B4-33 (367-369)
	Section 5: B5-22 (432-434)
	Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
	Section 10: B10-12 (660-661)
5.2 Recognize and name end punctuation.	Section 2: 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) Section 4: B4-33 (367-369)
	Section 5: B5-22 (432-434)
	Section 6: B6-15 (477-478), B6-25 (500-502)
	Section 7: B7-14 (547-548)
	Section 9: B9-2 (610-611)
	Section 10: B10-12 (660-661)
5.3 Write letter(s) for familiar consonant and vowel	Section 2: B2-6 (127)
sounds.	
5.4 Spell simple words phonetically.	Section 2: B2-10 (135-136), B2-18 (153-154), B2-31
	(183-186)
5.5 Consult print and multimedia resources to check	Section 3: B3-2 (230-231), B3-4 (234-236)
and correct spellings.	
Range and Complexity	
Standard 6: Write independently, legibly, and routinely fo and extended time frames.	r a variety of tasks, purposes, and audiences over short
6.1 With guidance and support, write routinely and	Section 1: B1-25 (56-58)
persevere in writing tasks for a variety of purposes and	Section 2: B2-2 (116-118), B2-45 (211-212)
audiences.	Section 4: 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



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	Section 6: 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) Section 8: 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-
1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.	<ul> <li>587), B8-12 (588-589), B8-18 (600-602)</li> <li>Section 1: 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)</li> <li>Section 2: 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)</li> <li>Section 3: 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)</li> <li>Section 4: 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)</li> <li>Section 5: 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)</li> <li>Section 6: 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)</li> <li>Section 7: B7-1 (518-519), B7-2 (520-521), B7-3 (522- 524), B7-9 (535-577)</li> <li>Section 7: B7-1 (518-519),</li></ul>
	<b>Section 10:</b> B10-6 (648-649), B10-10 (655-657), B10-11 (658-659)
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.	<b>Section 8:</b> B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602)



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	Section 9: 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	Section 4: B4-1 (287-289), B4-32 (365-366)
experiences or gather information from sources to ask	Section 5: B5-2 (385-386)
and answer questions.	Section 6: B6-1 (449-450), B6-2 (451-452), B6-10 (466-
	468), B6-20 (488-489)
	Section 7: B7-9 (535-537)
	Section 8: B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602)
	Section 9: B9-6 (621-623)
2.2 With guidance and support, participate in shared	Section 7: B7-9 (535-537), B7-15 (549-550)
research exploring a variety of texts; express opinions	
and talk about findings.	
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	Section 1: B1-40 (89-91)
variety of media and formats.	Section 7: B7-4 526-527)
3.2 Use appropriate props, images, or illustrations to	Section 2: B2-1 (114-115)
support verbal communication.	Section 4: B4-29 (355-358)
	Section 7: B7-15 (549-550)
	Section 8: B8-1 (562-563), B8-11 (583-585), B8-12 (586-
	587), B8-12 (588-589), B8-18 (600-602)
Language, Craft, and Structure	
Standard 4: Critique how a speaker addresses content and audience and convey messages.	d uses craft techniques to inform, engage, and impact
4.1 Identify speaker's purpose.	Section 8: B8-15 (593)
4.2 Identify the introduction and conclusion of a	Section 8: B8-5 (572), B8-18 (600-602)
presentation.	
4.3 Identify when the speaker uses intonation and word	Section 8: B8-18 (600-602)
stress.	
Standard 5: Incorporate craft techniques to engage and in	npact audience and convey messages.
5.1 Use voice inflection, expression, rhythm, and rhyme	Section 8: B8-11 (583-585)
when presenting poems, short stories, role-plays, or	
songs.	
5.2 Employ repetitive language, onomatopoeia, and/or	Section 8: B8-11 (583-585)
alliteration to impact the audience.	



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



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3.4 Use final-e and common vowel team conventions to	Section 2: B2-31 (183-186)
read words with long vowel sounds.	Section 2. 52 51 (105 100)
3.5 Read words with inflectional endings.	Section 2: B2-23 (165-167), B2-42 (204-206)
3.6 Recognize and read grade-appropriate irregularly	Section 2: B2-30 (182-183)
spelled words.	
Standard 4: Read with sufficient accuracy and fluency to s	upport 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.	
Meaning and Context	
Standard 5: Determine meaning and develop logical inter	pretations by making predictions inferring drawing
conclusions, analyzing, synthesizing, providing evidence, a	
5.1 Ask and answer who, what, when, where, why, and	Section 1: B1-3 (11-12), B1-5 (15-16), B1-6 (17-19), B1-
how questions to demonstrate understanding of a text;	7 (20-21), B1-11 (27-28), B1-23 (52-53), B1-24 (54-55),
use key details to make inferences and draw	B1-27 (61-63), B1-31 (70-72), B1-34 (78-79), B1-36 (81-
conclusions in texts heard or read.	83), B1-37 (84-85), B1-38 (86), B1-41 (92-93), B1-42
	(94-95), B1-43 (96-97), B1-44 (97-98)
	Section 6: 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) Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615)
5.2 Make predictions using prior knowledge, pictures,	Section 1: B1-14 (32-33), B1-35 (80-81)
illustrations and draw conclusions in texts heard or	
read.	
Standard 6: Summarize key details and ideas to support a	nalysis of thematic development.
6.1 Describe the relationship between the illustrations	Section 1: B1-1 (7-8), B1-35 (80-81)
and the characters, setting, or events.	
Standard 7: Analyze the relationship among ideas, themes auditory, and kinesthetic modalities.	s, or topics in multiple media, formats, and in visual,
7.1 Retell text, including beginning, middle, and end;	Section 1: B1-7 (20-21), B1-12 (29-30), B1-28 (64-65),
use key details to determine the theme in a text heard	B1-29 (66-67), B1-31 (70-72), B1-32 (73-74), B1-33 (74-
or read.	76), B1-39 (87-88), B1-41 (92-93), B1-42 (94-95), B1-43
	(96-97), B1-46 (102-104)
	Section 6: B6-20 (488-489), B6-21 (490-492), B6-25 (500-502)
	(500-502) Section 8: B8-10 (581-582)
7.2 Read or listen closely to compare and contrast	Section 1: B1-40 (89-91)
familiar texts and texts in author and genre studies.	
Standard 8: Analyze characters, settings, events, and idea	s as they develop and interact within a particular context.
8.1 Read or listen closely to:	· · · ·
a. describe characters' actions and feelings;	Section 1: 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)
	Section 6: B6-18 (484-485); B6-19 (486-487); B6-20
	(488-489); B6-21 (490-492)
b. compare and contrast characters' experiences	Section 8: B8-10 (581-582) Section 1: B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-
to those of the reader;	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)
	Section 6: B6-18 (484-485); B6-19 (486-487); B6-20
	(488-489); B6-21 (490-492)
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	Section 8: B8-10 (581-582)
c. describe setting;	Section 1: 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) Section 6: B6-18 (484-485); B6-19 (486-487); B6-20
	(488-489); B6-21 (490-492)
	Section 8: B8-10 (581-582)
d. identify the plot including problem and	Section 1: B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-
solution; and	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)
	Section 6: B6-18 (484-485); B6-19 (486-487); B6-20
	(488-489); B6-21 (490-492)
e. describe cause and effect relationships.	Section 8: B8-10 (581-582) Section 1: B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-
e. describe cause and effect relationships.	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)
	Section 6: B6-18 (484-485); B6-19 (486-487); B6-20
	(488-489); B6-21 (490-492)
	Section 8: B8-10 (581-582)
Language, Craft, and Structure	
Standard 9: Interpret and analyze the author's use of wor	ds, phrases, and conventions, and how their relationships
shape meaning and tone in print and multimedia texts.	
9.1 Identify the literary devices of rhythm, repetitive	Section 10: B10-13 (662-664)
language, and simile and sound devices of rhyme,	
onomatopoeia, and alliteration; explain how the author uses each.	
9.2 Explain how the author's choice of words, phrases,	Section 3: B3-15 (258-260), B3-21 (272-273)
conventions, and illustrations suggest feelings, appeal	Section 10: B10-13 (662-664)
to the senses, and contribute to meaning.	
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 gen	eral academic and domain-specific vocabulary.
10.1 Ask and answer questions about known and unknown words.	Section 3: B3-23 (278-280)
10.2 Identify new meanings for familiar words and apply	Section 3: B3-3 (232-233), B3-10 (247-248), B3-12 (251-
them accurately	253), B3-13 (254-255)
10.3 Use inflectional endings and affixes to determine	Section 3: B3-19 (267-269)
the meaning of unknown words.	
10.4 Identify the individual words used to form a compound word.	Section 3: B3-17 (263-264)
10.5 Use print and multimedia resources to explore	Section 3: B3-2 (230-231), B3-3 (232-233), B3-19 (267-
word relationships and nuances in word meanings.	269), B4-31 (362-364)
10.6 Use words or phrases acquired through talk and text; explore nuances of words and phrases.	Section 3: B3-15 (258-260), B3-16 (261-262)
Standard 11: Analyze and provide evidence of how the au shapes content, meaning, and style.	thor's choice of point of view, perspective, and purpose
11.1 Identify the author's purpose—to explain,	Section 6: B6-1 (449-450)
entertain, inform, or convince.	Section 10: 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 str	uctures in print and multimedia texts to shape meaning
and impact the reader.	
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12.1 Classify literary texts according to characteristics of a genre	Section 6: B6-1 (449-450)
12.2 Recognize how the author uses crafted text	Section 1: B1-39 (87-88)
structures of recurring phrases and dialogue.	Section 6: B6-13 (473-474)
Range and Complexity	
Standard 13: Read independently and comprehend a vari	ety of texts for the purposes of reading for enjoyment,
acquiring new learning, and building stamina; reflect and	
13.1 Engage in whole and small group reading with purpose and understanding.	Section 1: 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.	Section 1: 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.	Section 1: 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) Section 10: B10-11 (658-659)
Reading - Informational Text (RI)	
Principles of Reading	
Standard 1: Demonstrate understanding of the organizati	
1.1 Recognize the distinguishing features of a sentence.	Section 2: 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.	Section 2: B2-8 (131-132)
2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.	Section 2: B2-10 (135-136)
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	Section 2: B2-10 (135-136)
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	Section 2: B2-10 (135-136)
Standard 3: Know and apply grade-level phonics and work	d analysis skills in decoding words.
3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	Section 2: 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.	Section 2: B2-31 (183-186)
3.3 Read a two-syllable word by breaking the word into syllables.	Section 2: B2-31 (183-186)
3.4 Use final-e and common vowel team conventions to read words with long vowel sounds.	Section 2: B2-31 (183-186)
3.5 Read words with inflectional endings.	Section 2: B2-23 (165-167), B2-42 (204-206)
3.6 Recognize and read grade-appropriate irregularly spelled words.	Section 2: B2-30 (182-183)
Standard 4: Read with sufficient accuracy and fluency to s	L 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	Section 3: B3-10 (247-248), B3-12 (251-253), B3-13
recognition and understanding rereading as necessary.	(254-255), B3-14 (256-257)

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Meaning and Context		
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.		
5.1 Ask and answer who, what, when, where, why, and	Section 1: B1-3 (11-12), B1-5 (15-16),	
how questions to demonstrate understanding of a text;	B1-6 (17-19), B1-7 (20-21), B1-11 (27-28), B1-22 (50-	
use key details to make inferences and draw	51), B1-24 (54-55), B1-25 (56-58), B1-27 (61-63), B1-31	
conclusions in texts heard or read.	(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)	
	Section 6: B6-1 (449-450), B6-10 (466-468)	
	Section 7: B7-7 (531-532)	
	Section 8: B8-10 (581-582)	
	Section 9: B9-3 (612-615), B9-4 (616-618)	
5.2 Make predictions using prior knowledge, pictures,	Section 1: B1-34 (78-79)	
illustrations, title, and information about author and		
illustrator.		
Standard 6: Summarize key details and ideas to support a		
6.1 Retell the central idea and key details to summarize	Section 1: B1-7 (20-21), B1-10 (25-26), B1-12 (29-30),	
a text heard, read, or viewed.	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)	
	Section 4: 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)	
	Section 5: B5-9 (400-402), B5-18 (422-424)	
	Section 7: B7-3 (522-524), B7-7 (531-532)	
	Section 8: B8-10 (581-582)	
Standard 7: Research events, topics, ideas, or concepts th and kinesthetic modalities.	rough multiple media, formats, and in visual, auditory,	
7.1 Compare and contrast topics or ideas within a	Section 1: B1-35 (80-81), B1-40 (89-91)	
thematic or author study heard, read, or viewed.	Section 4: B4-29 (355-358)	
Language, Craft, and Structure		
Standard 8: Interpret and analyze the author's use of wor	ds, phrases, text features, conventions, and structures,	
and how their relationships shape meaning and tone in p	int and multimedia texts.	
8.1 Identify words, phrases, illustrations, and	Section 4: B4-29 (355-358)	
photographs used to provide information.	Section 7: B7-7 (531-532)	
8.2 Use front cover, title page,	Section 1: B1-2 (9-10)	
illustrations/photographs, fonts, glossary, and table of	Section 4: B4-29 (355-358)	
contents to locate and describe key facts or	Section 7: B7-7 (531-532), B7-8 (533-534)	
information; describe the relationship between these		
features and the text.		
Standard 9: Apply a range of strategies to determine the r		
words, phrases, and jargon; acquire and use general acad		
9.1 Ask and answer questions about known and unknown words in a text.	Section 3: B3-23 (278-280)	
9.2 Identify new meanings for familiar words and apply	Section 2: B2-5 (124-126), B2-17 (150-152)	
them accurately.	Section 2: B2-5 (124-126), B2-17 (150-152) Section 4: B4-33 (367-369)	
them accurately.	Section 4: B4-33 (307-309) Section 5: B5-22 (432-434)	
	Section 5: B5-22 (432-434) Section 6: B6-25 (500-502)	
	Section 7: B7-14 (547-548)	
	Section 10: B10-12 (660-661)	
	Jection 10. D10 12 (000 001)	



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9.3 Use inflectional endings and affixes to determine the meaning of unknown words.	Section 3: B3-18 (265-266), B3-19 (267-269)	
9.4 Use print and multimedia resources to explore word relationships and meanings.	Section 3: 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.	Section 3: B3-15 (258-260), B3-16 (261-262)	
Standard 10: Analyze and provide evidence of how the au meaning, and style.	thor's choice of purpose and perspective shapes content,	
10.1 Identify the author's purpose - to explain,	Section 6: B6-1 (449-450)	
entertain, inform, or convince.	Section 10: 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.	Section 1: B1-39 (87-88)	
11.2 Identify the reasons an author gives to support a position.	Section 5: 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)	
Range and Complexity		
Standard 12: Read independently and comprehend a varie	ety of texts for the purposes of reading for enjoyment,	
acquiring new learning, and building stamina; reflect on a		
12.1 Engage in whole and small group reading with	Section 1: B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4	
purpose and understanding.	(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.	Section 1: 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	Section 1: B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4	
to become self- directed, critical readers and thinkers.	(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)	
Writing (W)		
Meaning, Context, and Craft		
Standard 1: Write arguments to support claims with clear		
1.1 Explore print and multimedia sources to write	Section 2: B2-2 (116-118), B2-45 (211-212)	
opinion pieces that introduce the topic, state an	Section 5: B5-1 (383-384), B5-2 (385-386), B5-3 (387-	
opinion, give a reasons for the opinion, and provide a	389), B5-4 (390-391), B5-5 (392-393), B5-6 (394-395),	
sense of closure.	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)	
	Section 10: B10-5 (648-649), B10-11 (658-659), B10-14	
1.2 Plan rovice and edit building on nerround ideas and	(665-666), B10-15 (667-668)	
1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Section 2: B2-2 (116-118), B2-45 (211-212) Section 5: B5-1 (383-384), B5-2 (385-386), B5-3 (387-	
נווב ועבמג טו טנוובוג נט גנובווצנוופוו שוונוווצ.	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	
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	(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)
	Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621-
	623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)
	Section 10: B10-5 (648-649), B10-11 (658-659), B10-14 (665-666), B10-15 (667-668)
Standard 2: Write informative/explanatory texts to examin	
accurately through the effective selection, organization, ar	
2.1 Explore print and multimedia sources to write	Section 1: B1-25 (56-58)
informative/explanatory texts that name a topic, supply	Section 2: B2-2 (116-118), B2-45 (211-212)
facts about the topic, and provide a sense of closure.	Section 4: 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)
	Section 7: 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)
	Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621- 623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)
	Section 10: 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	Section 1: B1-25 (56-58)
the ideas of others to strengthen writing.	Section 2: B2-2 (116-118), B2-45 (211-212)
	Section 4: 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)
	Section 7: 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-
	539), B7-11 (540-542), B7-12 (543-544), B7-13 (545- 546), B7-14 (547-548), B7-16 (553-556)
	Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621-
	623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)

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	Section 10: 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 chosen details, and well- structured event sequences.	experiences or events using effective techniques, well-
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.	Section 2: B2-2 (116-118), B2-45 (211-212) Section 6: 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) Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621- 623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)
4.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Section 10: B10-14 (665-666), B10-15 (667-668) Section 2: B2-2 (116-118), B2-45 (211-212) Section 6: 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) Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621- 623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) Section 10: B10-14 (665-666), B10-15 (667-668)
Language Standard 4: Demonstrate command of the conventions of	
speaking. 4.1 Use common, proper, and possessive nouns.	Section 2: B2-17 (150-152), B2-21 (159-161), B2-42           (204-206)           Section 3: B3-5 (238-239), B3-12 (251-253), B3-13 (254-255)           Section 4: B4-33 (367-369           Section 5: B5-22 (432-434)           Section 6: B6-25 (500-502)           Section 7: B7-14 (547-548)           Section 10: B10-12 (660-661)
4.2 Use singular and plural nouns with matching verbs in basic sentences.	Section 2: B2-17 (150-152), B2-21 (47-49), B2-42 (204- 206), B2-48 (218-219) Section 4: B4-33 (367-369) Section 2: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)
4.3 Use personal, possessive, and indefinite pronouns.	Section 2: B2-17 (150-152), B2-22 (162-164) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548)

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4 Use verbs to convey a sense of past, present, and	Section 2: B2-17 (150-152), B2-23 (165-167), B2-48
	(218-219)
	Section 4: B4-33 (367-369)
	Section 5: B5-22 (432-434)
	Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
	Section 2: B2-24 (168-169), B2-25 (170-172) Section 2: B2-27 (175-176)
o ose prepositional prirases.	<b>Section 2</b> . B2-27 (175-176)
	Section 2: B2-26 (173-174), B2-40 (200-201), B2-41
	(202-203)
	Section 4: B4-16 (324-326)
	Section 5: B5-11 (405-407) Section 2: 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)
	Section 3: B3-5 (238-239), B3-6 (240-241)
	Section 4: 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)
	Section 5: 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)
	Section 7: B7-14 (547-548)
	Section 8: B8-8 (577-578)
	Section 9: B9-2 (610-611)
	Section 10: B10-7 (650-651)
andard 5: Demonstrate command of the conventions of s elling when writing.	tandard English capitalization, punctuation, and
	Section 2: B2-17 (150-152), B2-18 (153-154)
	Section 2: B2-17 (130-132), B2-18 (133-134) Section 4: B4-33 (367-369)
	Section 5: B5-22 (432-434)
	Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
	Section 10: B10-12 (660-661)
2 Use:	
	<b>Section 2:</b> B2-17 (150-152); B2-18 (153-154); B2-32 (187); B2-32 (188, 180); B2-34 (100, 101); B2-35 (102);
	(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
	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)
	Section 4: B4-33 (367-369)
	Section 5: B5-22 (432-434)
	Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
	Section 9: B9-2 (610-611)



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b. commas in dates and to separate items in a series.	Section 2: 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) Section 4: B4-33 (367-369) Section 5: B5-22 (432-434) Section 6: B6-25 (500-502) Section 7: B7-14 (547-548) Section 9: B9-2 (610-611) Section 10: B10-12 (660-661)
5.3 Use conventional spelling for words with common	Section 2: B2-10 (135-136), B2-18 (153-154), B2-31
spelling patterns. 5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.	(183-186) Section 2: B2-10 (135-136), B2-18 (153-154), B2-31 (183-186)
5.5 Consult print and multimedia resources to check and correct spellings.	Section 3: B3-2 (230-231), B3-4 (234-236)
Range and Complexity	
Standard 6: Write independently, legibly, and routinely for and extended time frames.	r a variety of tasks, purposes, and audiences over short
6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.	Section 1: B1-25 (56-58) Section 2: B2-2 (116-118), B2-45 (211-212) Section 4: 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) Section 5: 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) Section 6: 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), B6-21 (490-492), B6-25 (500- 502), B6-26 (505-508), B6-27 (509-512) Section 7: 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-

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5	539), B7-11 (540-542), B7-12 (543-544), B7-13 (545-
5	546), B7-14 (547-548), B7-16 (553-556)
S	Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621-
6	523), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)
S	Section 10: B10-1 (636), B10-2 (637-638), B10-3 (639-
6	540), B10-4 (641-643), B10-5 (648-649), B10-6 (648-
6	649), B10-7 (650-651), B10-8 (652-653), B10-10 (655-
6	657), B10-14 (665-666), B10-15 (667-668)
6.2 Print upper- and lower-case letters proportionally, <b>S</b> using appropriate handwriting techniques.	Section 2: B2-5 (124-126)
	Section 1: B1-1 (7-8), B2-1 (114-115)
	Section 2: B2-12 (138-140)
simple messages.	
Communication	
Meaning and Context	
Standard 1: Interact with others to explore ideas and concep	ots, communicate meaning, and develop logical
interpretations through collaborative conversations; build up	
views while respecting diverse perspectives.	· · · · · · · · · · · · · · · · · · ·
	Section 4: B4-1 (287-289), B4-32 (365-366)
	Section 5: B5-2 (385-386)
	Section 6: B6-1 (449-450), B6-2 (451-452), B6-10 (466-
	468), B6-20 (488-489)
	Section 7: B7-9 (535-537)
	Section 8: B8-14 (590-592), B8-16 (594-596), B8-17
	597-598), B8-18 (600-602)
	Section 9: B9-6 (621-623)
	Section 8: B8-6 (573-575), B8-7 (576), B8-8 (577-578),
	38-9 (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)
	Section 9: B9-6 (621-623)
	Section 4: B4-3 (293-294), B4-5 (297-299), B4-6 (300-
	302), B4-9 (307-308), B4-11 (311-312), B4-13 (315-318),
	34-20 (333-335), B5-1 (383-384), B6-3 (453-454)
	Section 6: B6-4 (455), B6-5 (456-457), B6-6 (458-459),
	36-8 (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)
	Section 8: B8-2 (564-566), B8-3 (567-568), B8-4 (569-
5	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-
5	587), B8-12 (588-589), B8-18 (600-602)
	Section 1: B1-3 (11-12), B1-5 (15-16),
	31-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-14 (32-33),
	31-16 (37-38), B1-17 (39), B1-18 (40-41), B1-19 (42-43),
	31-33 (74-76)
s	Section 2: B2-3 (119-121), B2-14 (144), B2-15 (145-
	146), B2-16 (147-149), B2-19 (155-156), B2-20 (158),
	32-21 (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)
	Section 3: B3-1 (228-229), B3-3 (232-233), B3-4 (234-
	236), B3-5 (238-239), B3-6 (240-241), B3-11 (249-250),
	33-12 (251-253), B3-13 (254-255), B3-14 (256-257), B3-

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	18 (265-266), B3-19 (267-269), B3-20 (270-271), B3-21
	(272-273), B3-22 (274-276)
	Section 4: 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)
	<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)
	Section 6: 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)
	Section 7: 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)
	<b>Section 8:</b> B8-1 (562-563), B8-2 (564-566), B8-3 (567-
	568), B8-4 (569-570) Section 9: B9-3 (612-615), B9-5 (619-620)
	Section 10: B10-6 (648-649), B10-10 (655-657), B10-11
	(658-659)
1.5 Explain personal ideas and build on the ideas of	Section 8: B8-14 (590-592), B8-16 (594-596), B8-17
others by responding and relating to comments made in	(597-598), B8-18 (600-602)
multiple exchanges.	Section 9: 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 Express ideas gathered from various print and	Section 4: B4-1 (287-289), B4-32 (365-366)
multimedia sources in a clear and concise manner.	Section 5: B5-2 (385-386)
	<b>Section 6:</b> B6-1 (449-450), B6-2 (451-452), B6-10 (466-
	468), B6-20 (488-489)
	Section 7: B7-9 (535-537)
	Section 8: B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602)
	Section 9: B9-6 (621-623)
2.2 Participate in shared research exploring a variety of	Section 7: B7-9 (535-537), B7-15 (549-550)
texts; express opinions and talk about findings.	
Standard 3: Communicate information through strategic u	use of multiple modalities and multimedia to enrich
understanding when presenting ideas and information.	
3.1 Explain and compare how ideas and topics are	Section 1: B1-40 (89-91)
depicted in a variety of media and formats.	Section 7: B7-4 526-527)
3.2 Use visual displays to support verbal communication	Section 2: B2-1 (114-115)
and clarify ideas, thoughts, and feelings.	Section 4: B4-29 (355-358)
	Section 7: B7-15 (549-550)



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



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Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions	based on interests and/or needs that can be
investigated.	
1.1 Ask self-generated questions that lead to group	Section 8: B8-16 (594-596)
conversations, explorations, and investigations.	
Standard 2: Transact with texts to formulate questions, p	ropose explanations, and consider alternative views and
multiple perspectives.	1
2.1 Explore in daily exploration to formulate questions	Section 1: B1-15 (34-36)
from texts and personal experiences; generate possible	
explanations and consider alternatives.	
Standard 3: Construct knowledge, applying disciplinary co	oncepts and tools, to build deeper understanding of the
world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant	Section 1: B1-20 (45-46), B1-21 (47-49)
information from multiple sources through play,	
observation, texts, websites, and conversations with	
adults/peers.	
3.2 Select the most important information, revise ideas,	Section 7: B7-4 (526-527), B7-6 (529-530), B7-15 (549-
and record and communicate findings.	550)
Standard 4: Synthesize information to share learning and	
4.1 Interpret relationships and patterns discovered	Section 7: B7-3 (522-524), B7-10 (538-539)
during the inquiry process.	
4.2 Use appropriate tools to communicate findings	Section 7: B7-15 (549-550)
and/or take informed action.	Section 8: B8-6 (573-575), B8-12 (586-587), B8-13 (588- 589)
4.3 Reflect on findings and pose new questions for further inquiry.	Section 7: B7-9 (535-537)
Standard 5: Reflect throughout the inquiry process to ass	ass motocognition, broaden understanding, and guide
actions, both individually and collaboratively.	ess metacognition, broaden understanding, and guide
5.1 Acknowledge and value individual and collective	Section 8: B8-16 594-596), B8-17 (597-598)
thinking.	Section 8. 08-10 394-390], 08-17 (397-398)
5.2 Monitor and assess learning to guide inquiry.	Section 8: B8-18 (600-602)
	Section 9: B9-8 (626-627)
5.3 Articulate the process of learning and seek	Section 1: B1-14 (32-33)
appropriate help.	Section 4: B4-3 (293-294), B4-10 (309-310)
Reading - Literary Text (RL)	
Principles of Reading	
Standard 1: Demonstrate understanding of the	Section 2: B2-9 (133-134), B2-32 (187), B2-32 (190-
organization and basic features of print.	191), B2-35 (192-193), B2-43 (207-208)
Standard 2: Demonstrate understanding of spoken	Section 2: B2-10 (135-136)
words, syllables, and sounds.	
Standard 3: Know and apply grade-level phonics and wor	d 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	Section 2: B2-31 (183-186)
multisyllabic words.	
3.3 Read irregularly spelled two-syllable words and	Section 2: B2-31 (183-186)
words with common prefixes and suffixes.	
3.4 Use and apply knowledge of vowel diphthongs.	
3.5 Use and apply knowledge of how inflectional	Section 2: B2-23 (165-167), B2-42 (204-206)
endings change words.	
3.6 Recognize and read grade-appropriate irregularly	Section 2: B2-30 (182-183)
spelled words.	
Standard 4: Read with sufficient accuracy and fluency to s	support comprehension.
4.1 Read-grade level texts with purpose and	
understanding.	
understanding.	



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4.2 Read grade-level texts orally with accuracy,	
appropriate rate, expression, intonation, and phrasing	
on successive readings.	
Meaning and Context	
Standard 5: Determine meaning and develop logical interp conclusions, analyzing, synthesizing, providing evidence, a	
5.1 Ask and answer literal and inferential questions to	Section 1: B1-3 (11-12), B1-5 (15-16), B1-6 (17-19), B1-7
demonstrate understanding of a text; use specific	(20-21), B1-11 (27-28), B1-23 (52-53), B1-24 (54-55),
details to make inferences and draw conclusions in	B1-27 (61-63), B1-31 (70-72), B1-34 (78-79), B1-36 (81-
texts heard or read.	83), B1-37 (84-85), B1-38 (86), B1-41 (92-93), B1-42
	(94-95), B1-43 (96-97), B1-44 (97-98)
	Section 6: 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)
	Section 8: B8-10 (581-582)
	Section 9: B9-3 (612-615)
5.2 Make predictions before and during reading;	Section 1: B1-14 (32-33), B1-35 (80-81)
confirm or modify thinking.	nalucia of thematic development
Standard 6: Summarize key details and ideas to support an 6.1 Use information gained from illustrations and words	Section 1: B1-1 (7-8), B1-35 (80-81)
in a print or multimedia text to demonstrate	<b>Section 1.</b> B1-1 (7-8), B1-35 (80-81)
understanding of its characters, setting, or plot.	
Standard 7: Analyze the relationship among ideas, themes	s, or topics in multiple media, formats, and in visual,
auditory, and kinesthetic modalities.	
7.1 Retell the sequence of major events using key	Section 1: B1-7 (20-21), B1-12 (29-30), B1-28 (64-65),
details; determine the theme in a text heard or read.	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) Section 8: B8-10 (581-582)
7.2 Read or listen closely to compare and contrast	Section 1: B1-40 (89-91)
multiple versions of the same story; compare and	
contrast texts in author and genre studies.	
Standard 8: Analyze characters, settings, events, and idea	s as they develop and interact within a particular context.
8.1 Read or listen closely to:	
a. compare and contrast characters' actions,	Section 1: B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-
feelings, and responses to major events or	23 (52-53); B1-27 (61-63); B1-28 (64-65); B1-29 (66-67);
challenges;	B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-
	91); B1-41 (92-93); B1-43 (96)
	Section 6: B6-18 (484-485); B6-19 (486-487); B6-20
	(488-489); B6-21 (490-492)
h describe how cultural contact influences	Section8: B8-10 (581-582) Section 1: B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-
<ul> <li>b. describe how cultural context influences characters, setting, and the development of</li> </ul>	<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);
the plot; and	B1-30 (68-69); B1-31 (70-72); B1-32 (73-74); B1-40 (89-
	91); B1-41 (92-93); B1-43 (96)
	Section 6: B6-18 (484-485); B6-19 (486-487); B6-20
	(488-489); B6-21 (490-492)
	Section8: B8-10 (581-582)
c. explain how cause and effect relationships	Section 1: B1-10 (25-26); B1-12 (29-30); B1-13 (31); B1-
affect the development of plot.	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)

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	Section8: B8-10 (581-582)	
Language, Craft, and Structure		
Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.		
9.1 Identify the literary devices of simile and metaphor	Section 10: B10-13 (662-664)	
and sound devices; explain how the author uses each.		
9.2 Explain how words, phrases, conventions, and	Section 3: B3-15 (258-260), B3-21 (272-273)	
illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.	Section 10: 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 gen		
10.1 Use context to determine the meaning of words or	Section 3: B3-10 (247-248), B3-12 (251-253), B3-13	
phrases.	(254-255), B3-14 (256-257)	
10.2 Determine the meaning of a newly formed word	Section 3: B3-19 (267-269)	
when a known affix is added to a known word.		
10.3 Use a base word to determine the meaning of an	Section 3: B3-18 (265-266)	
unknown word with the same base.		
10.4 Use the meanings of individual words to predict	Section 3: B3-17 (263-264)	
the meaning of compound words.		
10.5 Use print and multimedia resources to determine	Section 3: B3-2 (230-231), B3-3 (232-233), B3-19 (267-	
or clarify the precise meaning of words or phrases.	269)	
of clarify the precise meaning of words of privases.	Section 4: B4-31 (362-364)	
10.6 Use general academic and domain-specific words	Section 3: B3-15 (258-260), B3-16 (261-262)	
or phrases acquired through talk and text; explore	Section 5. B3-13 (238-200), B3-10 (201-202)	
nuances of words and phrases.		
Standard 11: Analyze and provide evidence of how the au	ther's shoise of point of view perspective, and purpose	
shapes content, meaning, and style.	thor s choice of point of view, perspective, and purpose	
11.1 Identify and analyze the author's purpose.	Section 6: B6-1 (449-450)	
11.1 identity and analyze the adthor's purpose.	Section 10: 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 st	I	
and impact the reader.		
12.1 Describe the overall structure of a narrative	Section 6: B6-1 (449-450)	
including how the beginning introduces and the ending		
concludes the action.		
12.2 Recognize characteristics of crafted text structures	Section 1: B1-39 (87-88)	
such as diary, seesaw texts, and circular texts.	Section 6: B6-13 (473-474)	
Range and Complexity		
Standard 13: Read independently and comprehend a vari	ety of texts for the nurnoses of reading for enjoyment	
acquiring new learning, and building stamina; reflect and		
13.1 Engage in whole and small group reading with	Section 1: B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4	
purpose and understanding.	(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	Section 1: B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4	
to build stamina.	(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	Section 1: B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4	
to become self-directed, critical readers, and thinkers.	(13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8	
to become sen-un ecteu, chilian reduers, and thinkers.	(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 (23 30), 01 13 (31), 01 14 (32 33), 01 13 (34 30)	



South Carolina College- and Career-Ready Standards and Indicators for Grade 2	Strategy (and Page Number) in Step Up to Writing® where Standard is Addressed
	Section 10: B10-11 (658-659)
Reading - Informational Text (RI)	
Principles of Reading	
Standard 1: Demonstrate understanding of the	Section 2: B2-9 (133-134), B2-32 (187), B2-32 (190-
organization and basic features of print.	191), B2-35 (192-193), B2-43 (207-208)
Standard 2: Demonstrate understanding of spoken	Section 2: B2-10 (135-136)
words, syllables, and sounds.	
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.	Section 2: B2-31 (183-186)
3.3 Read irregularly spelled two-syllable words and	Section 2: B2-31 (183-186)
words with common prefixes and suffixes.	· · · · ·
3.4 Use and apply knowledge of vowel diphthongs.	
3.5 Use and apply knowledge of how inflectional	Section 2: B2-23 (165-167), B2-42 (204-206)
endings change words.	· · ·
3.6 Recognize and read grade-appropriate irregularly spelled words.	Section 2: B2-30 (182-183)
Standard 4: Read with sufficient accuracy and fluency to s	upport comprehension.
4.1 Read grade-level texts orally with purpose and	able t
understanding.	
4.2 Read grade-level texts orally with accuracy,	
appropriate rate, expression, intonation, and phrasing	
on successive readings.	
Meaning and Context	
Standard 5: Determine meaning and develop logical inter	pretations by making predictions, inferring, drawing
conclusions, analyzing, synthesizing, providing evidence a	
5.1 Ask and answer literal and inferential questions to	Section 1: B1-3 (11-12), B1-5 (15-16),
demonstrate understanding of a text; use specific	B1-6 (17-19), B1-7 (20-21), B1-11 (27-28), B1-22 (50-
details to make inferences and draw conclusions in	51), B1-24 (54-55), B1-25 (56-58), B1-27 (61-63), B1-31
texts heard or read.	(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)
	Section 6: B6-1 (449-450), B6-10 (466-468), B7-7 (531- 532), B8-10 (581-582)
	Section 9: B9-3 (612-615), B9-4 (616-618)
5.2 Make predictions before and during reading;	Section 1: B1-34 (78-79)
confirm or modify thinking.	
Standard 6: Summarize key details and ideas to support a	nalvsis of central ideas.
6.1 Retell the central idea and key details from multi-	Section 1: B1-7 (20-21), B1-10 (25-26), B1-12 (29-30),
paragraph texts; summarize the text by stating the topic	B1-16 (37-38), B1-17 (39), B1-18 (40-41), B1-19 (42-43),
of each paragraph heard, read, or viewed.	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)
	Section 4: 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)
	Section 5: B5-9 (400-402), B5-18 (422-424)
	Section 7: B7-3 (522-524), B7-7 (531-532)
	Section 7: 87-3 (322-324), 87-7 (531-332) Section 8: 88-10 (581-582)

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.



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,	Section 1: B1-35 (80-81), B1-40 (89-91) Section 4: B4-29 (355-358)
read, or viewed.	
Language, Craft, and Structure	
Standard 8: Interpret and analyze the author's use of wor and how their relationships shape meaning and tone in pu	
8.1 Identify how the author uses words, phrases,	Section 4: B4-29 (355-358)
illustrations, and photographs to inform, explain, or	Section 7: B7-7 (531-532)
describe.	Section 7. B/-7 (331-332)
8.2 Use index, headings, bullets, and captions to locate	Section 1: B1-2 (9-10)
key facts and information; explain the relationship	Section 4: B4-29 (355-358)
between these features and the text.	Section 7: B7-7 (531-532), B7-8 (533-534)
Standard 9: Apply a range of strategies to determine the r	
words, phrases, and jargon; acquire and use general acad	
9.1 Use context to determine the meaning of words or	Section 3: B3-10 (247-248), B3-12 (251-253), B3-13
phrases.	(254-255), B3-14 (256-257)
9.2 Determine the meaning of a newly formed word	Section 3: B3-19 (267-269)
when and known affix is added to the word.	
9.3 Use a base word to determine the meaning of an unknown word with the same base.	Section 3: B3-18 (265-266)
9.4 Use print and multimedia resources to determine or	Section 3: B3-17 (263-264)
clarify the precise meaning of words and phrases.	
9.5 Acquire and use general academic and domain-	Section 3: B3-2 (230-231), B3-3 (232-233), B3-19 (267-
specific words and phrases acquired through talk and	269), B4-31 (362-364)
text; identify nuances of words and phrases.	
Standard 10: Analyze and provide evidence of how the au	thor's choice of purpose and perspective shapes content,
meaning, and style.	
10.1 Identify and analyze the author's purpose.	Section 6: B6-1 (449-450)
	Section 10: B10-3 (639-640; B10-4 (641-643), B10-10
	(655-657)
Standard 11: Analyze and critique how the author uses st	ructures in print and multimedia texts to craft
informational and argument writing.	Continue 4, D1 20 (07 00)
11.1 Identify sequential order, cause and effect	Section 1: B1-39 (87-88)
relationships, and compare and contrast structures	
within texts to locate information and gain meaning.	Section 5, DE 2 (205 200) DE C (204 205) DE 0 (200
11.2 Identify the structures an author uses to support	<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-
specific points.	
Range and Complexity	18 (422-424)
Standard 12: Read independently and comprehend a varie	aty of texts for the nurnoses of reading for enjoyment
acquiring new learning, and building stamina; reflect on a	
12.1 Engage in whole and small group reading with	Section 1: B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4
purpose and understanding.	(13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8
purpose and understanding.	(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.	Section 1: 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	Section 1: B1-1 (7-8), B1-2 (9-10), B1-3 (11-12), B1-4
to become self- directed, critical readers and thinkers.	(13-14), B1-5 (15-16), B1-6 (17-19), B1-7 (20-21), B1-8
to become sen uncereu, entital readers and thillikers.	(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)
Writing (W)	( 30), 81 13 (31), 81 14 (32 33), 81 13 (34 30)
Meaning, Context, and Craft	
ווויכמווווק, כטוונכת, מוע כומונ	



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
Standard 1: Write arguments to support claims with clear	
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.	Section 2: B2-2 (116-118), B2-45 (211-212) Section 5: 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) Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621- 623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) Section 10: B10-5 (648-649), B10-11 (658-659), B10-14 (665-666), B10-15 (667-668)
1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	Section 2: B2-2 (116-118), B2-45 (211-212) Section 5: 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) Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621- 623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) Section 10: B10-5 (648-649), B10-11 (658-659), B10-14 (665-666), B10-15 (667-668)
Standard 2: Write informative/explanatory texts to exami accurately through the effective selection, organization, a	ne and convey complex ideas and information clearly and
2.1 Explore print and multimedia sources to write	Section 1: B1-25 (56-58)
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.	Section 1: B1-25 (30-38) Section 2: B2-2 (116-118), B2-45 (211-212) Section 4: 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) Section 7: 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) Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621- 623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) Section 10: 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)



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2.2 Plan, revise, and edit, focusing on a topic while	where Standard is Addressed Section 1: B1-25 (56-58)
building on personal ideas and the ideas of others to	Section 2: B2-2 (116-118), B2-45 (211-212)
strengthen writing.	Section 4: B4-1 (287-289), B4-2 (290-292), B4-3 (293-
Stengthen writing.	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)
	Section 7: 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)
	Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621-
	623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)
	Section 10: 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 or chosen details, and well- structured event sequences.	experiences or events using effective techniques, well-
3.1 Explore multiple texts to write narratives that	Section 2: B2-2 (116-118), B2-45 (211-212)
recount a well-elaborated event or short sequence of	Section 6: B6-1 (449-450), B6-2 (451-452), B6-3 (453-
events; include details to describe actions, thoughts,	454), B6-4 (455), B6-5 (456-457), B6-6 (458-459), B6-7
and feelings; use temporal words to signal event order;	(460-461), B6-8 (462-463), B6-9 (464-465), B6-10 (466-
and provide a sense of closure.	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)
	Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621-
	623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)
	Section 10: B10-14 (665-666), B10-15 (667-668)
4.2 Plan, revise, and edit, focusing on a topic while	Section 2: B2-2 (116-118), B2-45 (211-212)
building on personal ideas and the ideas of others to	Section 6: B6-1 (449-450), B6-2 (451-452), B6-3 (453-
strengthen writing.	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)
	Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621-
	623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630)
	Section 10: B10-14 (665-666), B10-15 (667-668)
Language	
Standard 4: Demonstrate command of the conventions of	f standard English grammar and usage when writing or

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



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4.1 Use collective nouns.	Section 2: B2-21 (47-49)
	Section 4: B4-33 (367-369)
	Section 5: B5-22 (432-434)
	Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
4.2 Form and use frequently occurring irregular plural	Section 2: B2-17 (150-152), B2-21 (47-49)
nouns.	Section 4: B4-33 (367-369)
	Section 5: B5-22 (432-434)
	Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
4.3 Use reflexive pronouns.	Section 2: B2-22 (162-164)
4.4 Form and use the past tense of frequently occurring	Section 2: B2-17 (150-152), B2-18 (153-154), B2-23
irregular verbs.	(165-167)
	Section 4: B4-33 (367-369)
	Section 5: B5-22 (432-434)
	Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
4.5 Use adjectives and adverbs, and choose between	Section 2: B2-24 (168-169), B2-25 (170-172), B2-34
them depending on what is to be modified.	(190-191)
4.6 Use positional, time, and place prepositional	Section 2: B2-27 (175-176)
phrases.	Continue 2: D2 20 (472 474) D2 40 (200 204) D2 44
4.7 Use conjunctions.	Section 2: B2-26 (173-174), B2-40 (200-201), B2-41
	(202-203)
	Section 4: B4-16 (324-326)
	Section 5: B5-11 (405-407)
4.8 Produce, expand, and rearrange complete simple	Section 2: B2-16 (147-149), B2-32 (187), B2-33 (188-
and compound sentences.	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)
	Section 3: B3-5 (238-239), B3-6 (240-241)
	Section 4: 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)
	Section 5: 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)
	Section 6: B6-14 (475-476), B6-15 (477-478), B6-16
	(479-481), B6-25 (500-502)
	Section 7: B7-14 (547-548)
	Section 8: B8-8 (577-578)
	Section 9: B9-2 (610-611)
	Section 10: B10-7 (650-651)
Standard 5: Demonstrate command of the conventions of spelling when writing.	standard English capitalization, punctuation, and
5.1 Capitalize greetings, months, days of the week,	Section 2: B2-17 (150-152), B2-18 (153-154)
holidays, geographic names, and titles.	Section 4: B4-33 (367-369)
	Section 5: B5-22 (432-434)
	Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
	Section 10: B10-12 (660-661)
5.2 Use:	

5.2 Use:



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and Indicators for Grade 2	where Standard is Addressed
a. periods, question marks, or exclamation	Section 2: B2-17 (150-152); B2-18 (153-154); B2-32
marks at the end of sentences;	(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)
	Section 4: B4-33 (367-369)
	Section 5: B5-22 (432-434)
	Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
	Section 9: B9-2 (610-611)
	Section 10: B10-12 (660-661)
b. commas in greetings and closings of letters,	Section 2: B2-17 (150-152); B2-18 (153-154); B2-32
dates, and to separate items in a series; and	(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)
	Section 4: B4-33 (367-369)
	Section 5: B5-22 (432-434)
	Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
	Section 9: B9-2 (610-611)
	Section 10: B10-12 (660-661)
c. apostrophes to form contractions and singular	Section 2: B2-17 (150-152); B2-18 (153-154); B2-32
possessive nouns.	(187); B2-33 (188-189); B2-34 (190-191); B2-35 (192);
possessive nouris.	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)
	Section 4: B4-33 (367-369)
	Section 5: B5-22 (432-434)
	Section 6: B6-25 (500-502)
	Section 7: B7-14 (547-548)
	Section 9: B9-2 (610-611)
	Section 10: 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	Section 2: B2-10 (135-136), B2-18 (153-154), B2-31
sounds, r-controlled vowels, consonant-blend patterns,	(183-186)
and common irregularly-spelled grade-appropriate	
high-frequency words.	
5.5 Consult print and multimedia resources to check	Section 3: B3-2 (230-231), B3-4 (234-236)
and correct spellings.	
Range and Complexity	
Standard 6: Write independently, legibly, and routinely fo	r a variety of tasks, purposes, and audiences over short
and extended time frames.	
6.1 Write routinely and persevere in writing tasks over	Section 1: B1-25 (56-58)
short and extended time frames, for a range of domain-	Section 2: B2-2 (116-118), B2-45 (211-212)
specific tasks, and for a variety of purposes and	Section 4: B4-1 (287-289), B4-2 (290-292), B4-3 (293-
audiences.	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



#### South Carolina College- and Career-Ready Standards Strategy (and Page Number) in Step Up to Writing® and Indicators for Grade 2 where Standard is Addressed (355-358), B4-30 (359-361), B4-31 (362-364), B4-32 (365-366), B4-33 (367-369), B4-34 (372-276) Section 5: 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) Section 6: 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) Section 7: 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) Section 9: B9-4 (616-618), B9-5 (619-620), B9-6 (621-623), B9-7 (624-625), B9-8 (626-627), B9-9 (628-630) Section 10: 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 Section 2: B2-5 (124-126) using appropriate handwriting techniques. Section 2: B2-12 (138-140) 6.4 Begin to develop efficient keyboarding skills. 6.5 Begin to develop cursive writing. Teachers could use various writing opportunities to develop cursive writing skills. Communication Meaning and Context Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. 1.1 Explore and create meaning through conversation, Section 4: B4-1 (287-289), B4-32 (365-366) drama, questioning, and story-telling. Section 5: B5-2 (385-386) Section 6: B6-1 (449-450), B6-2 (451-452), B6-10 (466-468), B6-20 (488-489) Section 7: B7-9 (535-537) Section 8: B8-14 (590-592), B8-16 (594-596), B8-17 (597-598), B8-18 (600-602) Section 9: B9-6 (621-623) Section 8: B8-6 (573-575), B8-7 (576), B8-8 (577-578), 1.2 Apply the skills of taking turns, listening to others,

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 598), B8-18 (600-602)

 Section 9: B9-6 (621-623)

 1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.
 Section 4: 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)

and speaking clearly.



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-

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	<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)
	Section 8: 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	Section 1: B1-3 (11-12), B1-5 (15-16),
partners about focused grade level topics and texts in	B1-6 (17-19), B1-7 (20-21), B1-8 (22-23), B1-14 (32-33),
small and large groups.	B1-16 (37-38), B1-17 (39), B1-18 (40-41), B1-19 (42-43),
	B1-33 (74-76)
	Section 2: 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-
	(175170), B2-28 (64-65), B2-29 (66-67), B2-46 (213- 214), B2-49 (220-222)
	Section 3: 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)
	Section 4: 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)
	<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-
	(410-417), B5-17 (421), B5-18 (422-424), B5-21 (429- 431), B5-22 (432-434)
	<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)
	Section 7: 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)
	Section 8: B8-1 (562-563), B8-2 (564-566), B8-3 (567-
	568), B8-4 (569-570)
	Section 9: B9-3 (612-615), B9-5 (619-620)
	Section 10: B10-6 (648-649), B10-10 (655-657), B10-11
	(658-659)

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