



Literacy and Intervention

COMMON CORE STATE STANDARDS



**Intensive, Multisensory Reading Intervention
with Proven Results**



Grade 1



S.P.I.R.E.® 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade 1

TG = Teacher's Guide; WB = Workbook; BLM = Blackline Master; R = Reader; N/A = Not Applicable; SS = *Sounds Sensible*, Pre-Level One.

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Step 6 - Reading Comprehension: Comprehension Activity WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 BLM1: 68-70 TG2: Step 6 - Reading Comprehension: Comprehension Activity WB1: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM2: 44-47
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 14, 94, 142, 237, 285 TG2: 204, 303 WB2: 47, 70 BLM2: 45 WB1: 2, 24, 36-38, 72-73, 84, 86-87, 89, 92, 97-98, 101 BLM1: 69

<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 14, 94, 142, 160, 237, 285, 341 WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 89, 92, 97-98, 101 BLM1: 68-70 TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g. 12, 19, 89, 148, 191, 204, 303 WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM2: 44-47</p>
<i>Craft and Structure</i>	
<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 43, 116, 152, 216, 243, 270, 365; Step 6 - Reading Comprehension R1: All selections in this level can be used to meet standard TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 197, 234, 241, 247, 253, 259, 264; Step 6 – Reading Comprehension R2: All selections in this level can be used to meet standard</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 27, 51, 124, 199, 205, 231, 279, 341, 396, 402 BLM1: 68-70 TG2: Reinforcing Lessons Step 6 - Reading Comprehension, e.g., 25, 69, 147, 191, 210, 272, 279, 316, 335, 342 BLM2: 44-46</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Step 5 - Prereading: Introducing the Story, e.g., 26, 56, 105, 165, 183, 224, 264, 377, 401 TG2: Step 5 - Prereading: Introducing the Story, e.g., 68, 95, 127, 152, 203, 221, 271, 327, 374</p>
<i>Integration of Knowledge and Ideas</i>	

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	The CD-ROM of the Blackline Masters can be used on an Interactive Whiteboard to enhance student activities with the Phoneme Segmentation Sheet, the Phoneme-Grapheme Sheet, Word Finds, and the graphic organizers for Comprehension Activities in Step 6.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	n/a
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	n/a
Range and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts independently and proficiently.	<p>There are no informational texts for students to read in Level 1 of SPIRE. Students do not read connected text in <i>Sounds Sensible</i>, Pre-Level One.</p> <p>TG1: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 22, 39, 173, 178, 258, 347, 377</p> <p>R1: All selections in this level can be used to meet the literary standard.</p> <p>TG2: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 25, 69, 147, 191, 210, 272, 279, 368-369, 375</p> <p>R2: All selections in this level can be used to meet standard.</p>
<p>Reading Standards for Literature K–5</p> <p>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
Key Ideas and Details	

<p>1. Ask and answer questions about key details in a text.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: e.g., 68, 88, 112, 124, 225, 291, 341 WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 TG2:, Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: e.g., 63, 136, 167, 211, 273, 297, 335 WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p>
<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Independent Work, e.g., 29, 40, 53, 70, 90, 108, 132 WB1: 5, 10, 12, 18, 22, 28, 34 TG2: Independent Work activities , e.g., 22, 53, 92, 104, 149, 181, 193 WB2: 12, 17, 25, 29, 36, 42, 45</p>
<p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 14, 94, 130, 160, 225, 291, 341 WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 BLM1: 68, 70 TG2: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g. 12, 19, 89, 148, 191, 204, 303 WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM2: 44, 46</p>
<i>Craft and Structure</i>	
<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>TGK: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 112, 135, 198, 205, 237 TG2: 75, 129, 342, 354, 375 R2: 117</p>

<p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 111; all other selections in Level 1 are stories. R1: 33 TG2: 75, 127-128, 302-303, 309-310, 368, 374-375; all other selections in Level 2 are stories. R2: Poem: 22, 37, 86, 117; Article: 115; Story, e.g., 3, 7, 14, 20, 33, 43, 50, 59, 91, 112</p>
<p>6. Identify who is telling the story at various points in a text.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 205 TG2: 31, 89</p>
<i>Integration of Knowledge and Ideas</i>	
<p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 The SPIRE Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated. TG1: Teacher can use Independent Work activities (using Decodable Readers) to meet standard, e.g., 29, 40, 53, 70, 90, 108, 132 WB1: 6, 10, 12, 18, 22, 39, 42, 43 TG2: Teacher can use Independent Work activities(using Decodable Readers) to meet standard, e.g., 21, 53, 92, 104, 149, 181, 193 WB2: 6, 17, 25, 28, 29, 36, 42, 45</p>
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 63, 211, 279, 384 BLM1: 68 TG2: 12, 19, 191, 279, 310 316 BLM2: 44</p>
<i>Range and Level of Text Complexity</i>	
<p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>TG1: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension; Step 9 - Spelling; Step 10 - Sentence Dictation R1: All of the selections in this level can be used to meet this standard. TG2: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension; Step 9 - Spelling; Step 10 - Sentence Dictation R2: All of the selections in this level can be used to meet this standard.</p>

Reading Standards for Informational Text K-5	
<i>Key Ideas and Details</i>	
1. Ask and answer questions about key details in a text.	There are no informational texts in Level 1. TG2: 369 WB2: 97 BLM2: 45
2. Identify the main topic and retell key details of a text.	TG2: 369 WB2: 97 BLM2: 45
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 There are no informational texts in Level 1.
<i>Craft and Structure</i>	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	TG2: 369 WB2: 97 BLM2: 45
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	n/a
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 Levels 1-8: none of the Readers are illustrated. Only the ancillary products, Decodable Readers Sets A & B are illustrated.
<i>Integration of Knowledge and Ideas</i>	
7. Use the illustrations and details in a text to describe its key ideas.	None of the stories in the SPIRE Readers are illustrated. TG2: 370 WB2: 97
8. Identify the reasons an author gives to support points in a text.	Teacher can use <i>Reading Comprehension</i> activities to teach standard, e.g., TG2: 369
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	n/a

Range and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1.	TG2: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 368-369 R2: 115
Reading Standards: Foundational Skills (K–5)	
These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print..	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TG1: Step 4 - Decoding and Sentence Reading; Step 10 - Sentence Dictation WB1: (<i>comprehension questions and writing exercises can help student meet this standard</i>). 85, 92, 94, 95, 98, 100, 101, 102, 103, 106, 107, 109, 110 TG2: Step 4 - Decoding and Sentence Reading; Step 10 - Sentence Dictation WB2: (<i>comprehension questions and writing exercises can help student meet this standard</i>). 9, 10, 12, 14, 17, 30, 34, 51, 65, 78
Phonological Awareness	
1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	

<p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>SSTG: Step 4 – Phoneme/Grapheme Relationships: Activity 31, pp. 82-84 (only short a is taught at this level)</p> <p>TG1: Short vowel sounds are taught at this level, pp.1-186. Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work</p> <p>BLM1: Key Word Concept Sheet, pp. 3-7; Word Find Sheet, pp. 46</p> <p>WB1: p. 67</p> <p>TG2: Long vowels are taught at the end of Level 2, pp 232-377; Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work</p> <p>WB2: 60, 71, 93, 94</p> <p>BLM2: Key Word Concept Sheet, pp. 9-10; Word Find Sheet, pp. 29</p>
<p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>SSTG: Step 2 – Rhyming: Thumbs Up for Blending, pp. 8-11</p> <p>SSBLM: Phoneme Segmentation Sheet, pp. 46</p> <p>TG1: Step 2 - Phonological Awareness; Step 3 - Word Building</p> <p>BLM1: Phoneme Segmentation Sheet, pp. 25</p> <p>TG2: Step 2 - Phonological Awareness; Step 3 - Word Building</p> <p>BLM2: Phoneme Segmentation Sheet, pp. 11</p>
<p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>SSTG: Step 3 – Segmentation: Activity 6: Phoneme Segmentation, pp. 33-34</p> <p>SSTG: Step 3 – Segmentation: Activity 7: Phoneme Segmentation with Words, pp. 35</p> <p>SSTG: Step 3 – Segmentation: Activity 7: Word Segmentation with Deletions, pp. 36</p> <p>SSBLM: Phoneme Segmentation Sheet, pp. 46</p> <p>TG1: Step 2 - Phonological Awareness; Step 3 - Word Building; Step 5 - Prereading – Phoneme Grapheme Analysis; Step 8 - Prespelling</p> <p>TG2: Step 2 - Phonological Awareness; Step 3 - Word Building; Step 5 - Prereading – Phoneme Grapheme Analysis; Step 8 - Prespelling</p>

<p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>SSTG: Step 3 – Segmentation: Activity 6: Phoneme Segmentation, pp. 33-34 SSTG: Step 3 – Segmentation: Activity 7: Phoneme Segmentation with Words, pp. 35 SSTG: Step 3 – Segmentation: Activity 7: Word Segmentation with Deletions, pp. 36 SSBLM: Phoneme Segmentation Sheet, pp. 46 TG1: Step 2 - Phonological Awareness, e.g., 19, 55, 61, 84, 92, 164, 221, 339; Step 3 - Word Building; Step 5 - Prereading – Phoneme Grapheme Analysis; Step 8 - Prespelling BLM1: Phoneme Segmentation Sheet, pp. 25 TG2: 4 Step 2 - Phonological Awareness, e.g., 1, 94, 171, 208, 263, 313, 359; Step 3 - Word Building; Step 5 - Prereading – Phoneme Grapheme Analysis; Step 8 - Prespelling BLM2: Phoneme Segmentation Sheet, pp. 13</p>
Phonics and Word Recognition	
<p>2. Know and apply grade-level phonics and word analysis skills in decoding words</p>	
<p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>TG1: Step 8 – Prespelling, e.g., 200, 206, 212, 218, 226, 236, 245, 265, 280-281, 292; Step 9 – Spelling, e.g, 200, 206, 212, 218, 226, 236, 245, 265, 280-281, 292 BLM1: Decoding Assessments, 121-127 TG2: Step 8 – Prespelling, e.g., 60, 168, 174, 180, 186, 192, 198; Step 9 – Spelling, e.g, 60, 168, 174, 180, 186, 192, 198 BLM2: Decoding Assessments: pp. 94-95</p>
<p>b. Decode regularly spelled one-syllable words</p>	<p>TG1: Step 4 - Decoding and Sentence Reading; Reinforcing Lesson, Step 7 – Sound Dictation; Reinforcing Lessons – Step 8 - Prespelling BLM1: Sight Word and Decodable Word Cards: pp. 26-41 TG2: Step 4 - Decoding and Sentence Reading; Reinforcing Lesson, Step 7 – Sound Dictation; Reinforcing Lessons – Step 8 - Prespelling BLM2: Sight Word and Decodable Word Cards: pp. 13-24</p>
<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>TG2: Lessons 7-12; Steps 1 – 4, 7-10 BLM2: Key Word Concept Sheets: pp. 9-10; Decoding Assessment Forms A & B: pp. 98-100</p>
<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>TG2: Step 3 – Word Building, pg. 146, 215, 360, 366</p>

<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>SSTG: Step 3 – Segmentation: Activity 2, pp. 31–33 SSTG: Step 3 – Segmentation: Activity 3, pp. 32 SSTG: Step 3 – Segmentation: Activity 4, pp. 32 SSTG: Step 3 – Segmentation: Activity 5, pp. 33 TG1: 139, 145, 176, 196, 229, 256, 275, 283 TG2: 81, 88, 134, 146, 190, 215, 221, 340, 360, 366-367</p>
<p>f. Read words with inflectional endings.</p>	<p>Taught in Level 3 Lessons 4 and 5</p>
<p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>TG1: Reinforcing Lessons, Step 1; Step 4 Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work R1: All reading selections contain sight words (non-decodable words); all Sight Words are included on the sound introduction page for every lesson, e.g., 1, 12, 34, 45, 56, 63, 70, 77, 84, 95; sight words are included on decoding/sentence reading pages, e.g., 2, 13, 35, 46, 57, 71, 78, 85, 95 BLM1: Sight Word and Decodable Word Cards, pp. 26, Quick Checks; 133; Decoding Assessment Forms A & B:111-119, 133; Post-Level Assessment 149-150 TG2: Reinforcing Lessons, Step 1; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work R2: All reading selections contain sight words (non-decodable words) all Sight Words are included on the sound introduction page for every lesson, e.g. , 1, 12, 23, 35, 46, 57, 73, 84, 92, 101, 110; sight words are included on decoding/sentence reading pages, e.g., 2, 13, 24, 36, 47, 58, 74, 85, 93, 102, 111 BLM2: Sight Word and Decodable Word Cards, pp. 13; Quick Checks: 102-116; Decoding Assessment Forms A & B: 86-101; Post-Level Assessment: 117-120</p>
Fluency	
<p>3. Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>a. Read on-level text with purpose and understanding.</p>	<p>TG1: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 68, 88, 112, 124, 225, 291, 341 R1: All selections are emergent-reader texts.. TG2: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 63, 136, 167, 211, 273, 297, 335 R2: All selections are emergent-reader texts.</p>

<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>TG1: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 68, 88, 112, 124, 225, 291, 341 R1: All selections are emergent-reader texts.. TG2: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 63, 136, 167, 211, 273, 297, 335 R2: All selections are emergent-reader texts.</p>
<p>a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 43, 80, 116, 152, 190, 216, 243 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 42, 82, 120, 159, 197, 234</p>

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<p>Text Types and Purposes</p>	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>Production and Distribution of Writing</p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
Research to Build Knowledge	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	WB1: Comprehension questions and writing exercises can be used by teacher to help meet this standard WB2: Comprehension questions and writing exercises can be used by teacher to help meet this standard
College and Career Readiness Anchor Standards for Writing	
The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
Text Types and Purposes	
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<i>Production and Distribution of Writing</i>	
4. (Begins in grade 3)	
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<i>Research to Build Knowledge</i>	
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108 WB2: 23, 31, 37, 43, 75, 79, 102
9. (Begins in grade 4)	
<i>Range of Writing</i>	
10. (Begins in grade 3)	
College and Career Readiness Anchor Standards for Speaking and Listening	
The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
<i>Comprehension and Collaboration</i>	
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Print is the primary media in which SPIRE is presented. Some activities, e.g., Phoneme Segmentation Sheet, Phoneme-Grapheme Sheet, and Step 6: Word Finds and Reinforcing Lessons can be used with an Interactive Whiteboard.</p> <p>The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>n/a</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>4. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108 WB2: 23, 31, 37, 43, 75, 79, 102</p>
<p>5. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 Levels 1-8: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>Speaking and Listening Standards K–5</p> <p>The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
<p>Comprehension and Collaboration</p>	
<p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p>	
<p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>

<p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 68, 88, 112, 124, 225, 291, 341 WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 63, 136, 167, 211, 273, 297, 335 WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p>
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
Presentation of Knowledge and Ideas	
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension TG2: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension</p>
<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108 WB2: 23, 31, 37, 43, 75, 79, 102</p>
<p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons – Step 6 – Reading Comprehension TG2: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons – Step 6 – Reading Comprehension Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions in Writing and Speaking	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SSTG: Step 1 – Listening: Activity 2, pp. 4-5; Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
Knowledge of Language	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Step 5 – Prereading, e.g., 26, 56, 105, 165, 224, 264, 377; Step 6 - Reading Comprehension TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Step 5 – Reinforcing Lessons, Prereading, e.g., 68, 95, 152, 203, 271, 327, 374; Step 6 - Reading Comprehension
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 43, 80, 116, 152, 190, 216, 243; Reinforcing Lessons, Prereading: Step 5 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 42, 82, 120, 159, 197, 234; Reinforcing Lessons, Prereading: Step 5
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 216, 243, 270, 297, 303, 309, 315; Reinforcing Lessons, Prereading: Step 5 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 197, 234, 241, 247, 253, 259, 264; Reinforcing Lessons, Prereading: Step 5

<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 SSBLM: Key Word Concept Sheets, pp. 4-24 SSBLM: Key Word Cards, pp. 25-25 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 116, 152, 190, 216, 243, 270, 297; Reinforcing Lessons, Prereading: Step 5 - Reinforcing Lessons, Step 6 – Reading Comprehension TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 120, 159, 197, 234, 241, 247, 253; Reinforcing Lessons, Prereading: Step 5 - Reinforcing Lessons, Step 6 – Reading Comprehension</p>
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Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>a. Print all upper- and lowercase letters.</p>	<p>SSTG: - Step 4 - Phoneme/Grapheme Relationships, pp. 37–104 (All lowercase consonants (except <i>q</i>) as well as lowercase vowel <i>a</i> are taught.) Level 1: all short vowels SSBLM: Key Word Concept Sheets, pp. 4-24 SSBLM: Key Word Cards, pp. 25-25</p>
<p>a. Use common, proper, and possessive nouns</p>	<p>Teacher can use comprehension exercises in the Student Workbook to meet standard</p>
<p>b. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p>	<p>Teacher can use comprehension exercises in the Student Workbook to meet standard</p>
<p>c. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p>	<p>Teacher can use comprehension exercises in the Student Workbook to meet standard</p>

d. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Use frequently occurring adjectives.	Teacher can use comprehension exercises in the Student Workbook to meet standard
f. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
g. Use determiners (e.g., articles, demonstratives).	Teacher can use comprehension exercises in the Student Workbook to meet standard
h. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard TG1: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation TG2: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize dates and names of people.	Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard: WB1: 85, 92, 94, 95, 98, 100, 101, 102, 103, 106, 107, 109, 110 WB2: 9, 10, 12, 14, 17, 30, 34, 51, 65, 78
b. Use end punctuation for sentences.	Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard WB1: 85, 92, 94, 95, 98, 100, 101, 102, 103, 106, 107, 109, 110 WB2: 9, 10, 12, 14, 17, 30, 34, 51, 65, 78
c. Use commas in dates and to separate single words in a series.	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	TG1: Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 - Spelling TG2: Step 3 - Word Building; Step 5: Prereading; Step 8 -Prespelling; Step 9 - Spelling

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	TG1: Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 - Spelling TG2: Step 3 - Word Building; Step 5: Prereading; Step 8 -Prespelling; Step 9 - Spelling
Knowledge of Language	
3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 1 reading and content</i> .	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading
a. Use sentence-level context as a clue to the meaning of a word or phrase.	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5
a. Use frequently occurring affixes as a clue to the meaning of a word.	See Level 3 Lessons 4-7
b. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	See Level 3 Lessons 4-5
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings	
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	TG1: Teacher can use Step 1 – Phonogram Cards to teach skill TG2: Teacher can use Step 1 – Phonogram Cards to teach skill
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill

<p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<p>TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p>
<p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading</p>
<p>a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension TG2: Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>Teacher can also use program components to practice this standard by having students engage in oral exercises and responding to text using the Student Reader and Workbook. Comprehension exercises in the Workbook can also be used.</p>