



Literacy and Intervention

COMMON CORE STATE STANDARDS



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



Grade 2



S.P.I.R.E.[®] 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade 2

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.

<i>Key Ideas and Details</i>	
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.	<p>TG1: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 22, 39, 173, 178, 258, 347, 377</p> <p>WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p> <p>BLM1: 68-70</p> <p>TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 96, 114, 153, 216, 335, 375</p> <p>WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p> <p>BLM2: 44-47</p> <p>TG3: Step 6 - Reading Comprehension: Comprehension Activity, 25, 30, 91, 161, 195, 207.290</p> <p>WB3: All sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87</p> <p>BLM3: 57-59</p>

<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>TG1: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 14, 94, 142, 237, 285 WB1: 2, 24, 37, 38, 86 BLM1: 69 TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 204, 303 WB2: 47, 70 BLM2: 45 TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 47, 64, 97, 245 WB3: 20, 22, 36, 96 BLM3: 58</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>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, 14, 16, 18, 20 BLM1: 68-70 TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g. 12, 19, 89, 148, 191, 204, 303 WB1: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM2: 44-47 TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 44, 77, 84, 119, 169, 189, 223 WB3: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM3: 57-59</p>
<p><i>Craft and Structure</i></p>	

<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>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 TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 132, 139, 145, 181, 214, 250, 256; Step 6 - Reading Comprehension R3: 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>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 TG3: Reinforcing Lessons Step 6 - Reading Comprehension, e.g., 19, 44, 77, 84, 118, 153, 189, 223, 277, 289 BLM3: 57-59</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>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 TG3: Step 5 - Prereading: Introducing the Story/Poem/Article, e.g., 10, 42, 96, 117, 166, 206, 229, 275, 288</p>
Integration of Knowledge and Ideas	
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>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. 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>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.</p>	<p>n/a</p>

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>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>TG3: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 11, 43, 90, 167, 189, 201, 222, 237, 289, 296</p> <p>R3: All selections in this level can be used to meet standard, e.g., 43, 76, 110, 167, 207, 222, 244</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 such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>TG1: Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons, 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 BLM1: 68-70 TG2: Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons, 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 BLM2: 44-47 TG3: Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 91, 168, 189, 201, 277 WB3: All sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87 BLM3: 57-59</p>
<p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</p>	<p>TG1: Independent Work, e.g., 29, 40, 53, 70, 90, 108, 132 WB1: 5, 10, 12, 18, 22, 28, 34 TG2: Independent Work, e.g., 22, 53, 92, 104, 149, 181, 193 WB2: 12, 17, 25, 29, 36, 42, 45 TG3: Independent Work, e.g., 65, 79, 156, 197, 239, 279, 299 WB3: 22, 26, 59, 72, 91, 104, 112</p>
<p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>TG1: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 63, 211, 279, 384 BLM1: 68 TG2: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 12, 19, 191, 279, 310 316 BLM2: 44 TG3: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 44, 77, 189 BLM3: 57</p>
<p><i>Craft and Structure</i></p>	

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	TG2: 74, 127, 302, 374 R2: 22, 72, 86, 117 TG3: 29, 56 R3: 11, 19
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	n/a
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	TG1: 205 TG2: 31, 89 R3: Selections using dialogue can be used to meet this standard, e.g., 5, 14, 30-31, 43-44, 54-55, 63, 75-76
Integration of Knowledge and Ideas	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	The SPIRE Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated. TG1: Independent Work, e.g., 29, 40, 53, 70, 90, 108, 132 WB1: 6, 11, 13, 19, 23, 40, 42 TG2: Independent Work, e.g., 21, 53, 92, 104, 149, 181, 193 WB2: 6, 17, 25, 29, 36, 42, 45 TG3: Independent Work, e.g., 46, 85 WB3: 15, 27
8. (Not applicable to literature)	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	n/a
Range and Level of Text Complexity	

<p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>TG1: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading/Reading Comprehension, e.g., 87, 100, 111, 165, 205, 231, 329 ; Step 9 - Spelling; Step 10 - Sentence Dictation R1: 25, 29, 33, 49, 60, 67, 88 TG2: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 25, 69, 147, 191, 210, 272, 279; Step 9 - Spelling; Step 10 - Sentence Dictation R2: 7, 20, 43, 56, 61, 75, 77 TG3: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 43, 76, 110, 167, 207, 222, 244; Step 9 - Spelling; Step 10 - Sentence Dictation R3: 14, 24, 38, 52, 65, 69, 78</p>
<p>Reading Standards for Informational Text K-5</p>	
<p><i>Key Ideas and Details</i></p>	
<p>1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 369 WB2: 97 BLM2: 45 TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 57-59</p>
<p>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>TG2: 369 WB2: 97 BLM2: 45 TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 58</p>
<p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>n/a</p>
<p><i>Craft and Structure</i></p>	
<p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>TG2: Step 5 - Prereading, e.g., 368 TG3: Step 5 - Prereading, e.g., 62, 96, 243</p>

5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	n/a
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	TG2: 369 WB2: 97 BLM2: 45 TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 58
Integration of Knowledge and Ideas	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	n/a
8. Describe how reasons support specific points the author makes in a text.	Teacher can use <i>Reading Comprehension</i> activities to teach standard, e.g., TG2: 369 TG3: 64, 97, 245
9. Compare and contrast the most important points presented by two texts on the same topic.	n/a
Range and Level of Text Complexity	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TG2: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 368-369 R2: 115 TG3: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 63-64, 97, 244-245 R3: 21, 34, 78
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.	
Phonics and Word Recognition	
1. Know and apply grade-level phonics and word analysis skills in decoding words	

<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</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>WB: 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. Know spelling-sound correspondences for additional common vowel teams.</p>	<p>TG3: Lessons 10-13: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 4 – Decoding and Sentence Reading; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work</p>
<p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p>TG3: Step 1 – Phonogram Cards, e.g., 178, 186, 193, 199, 211, 228, 235; Step 2 – Phonological Awareness: Sound Providing, e.g., 73, 88, 108, 199, 205, 219, 235; Step 2 – Phonological Awareness: Segmentation, e.g., 158, 179, 212; Step 3 – Word Building, e.g., 74, 81, 89, 95, 193, 213, 220; Step 4 – Decoding and Sentence Reading, e.g., 68, 180</p>
<p>d. Decode words with common prefixes and suffixes.</p>	<p>TG3: Lessons 4-7; Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 4 – Decoding and Sentence Reading; Step 5 – Prereading; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 – Spelling; Step 10 – Sentence Dictation; Independent Work</p>
<p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>TG1: 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</p> <p>TG2: 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</p> <p>TG3: 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</p>

<p>f. 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 TG3: Reinforcing Lessons, Step 1; Step 4 Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work R3: 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, 22, 36, 45, 56, 67,81; sight words are included on decoding/sentence reading pages, e.g., 2, 13, 23, 37, 46, 57, 68, 82 BLM3: Sight Word and Decodable Word Cards, pp. 18-38, Quick Checks; 115-125; Decoding Assessment Forms A & B: 91-114, 133; Post-Level Assessment pp. 126-127</p>
<p>Fluency</p>	
<p>1. 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. TG3: 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., 30, 76, 118, 153, 201, 222, 244 R3: 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. TG3: 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., 30, 76, 118, 153, 201, 222, 244 R3: All selections are emergent-reader texts.</p>
<p>c. 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 TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 35, 68, 103, 132, 139, 145</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.

<i>Text Types and Purposes</i>	
1. Write arguments to support claims in an analysis of substantive topics or texts	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection	TG3: 127 WB3: 50
3. Write narratives to develop real or imagined experiences or events using effective technique	TG3: 232 WB3: 86
<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	TG3: 127, 232 WB3: 50, 86
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
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.
<i>Research to Build Knowledge</i>	
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.
<i>Range of Writing</i>	

<p>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.</p>	<p>TG3: 127, 232 WB3: 50, 86 Comprehension questions and writing exercises in the student workbook can be used by teacher to help meet this standard</p>
<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>	
<p>Text Types and Purposes</p>	
<p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</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 in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>TG3: 127 WB3: 50</p>
<p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>TG3: 232 WB3: 86</p>
<p>Production and Distribution of Writing</p>	
<p>4. (Begins in grade 3)</p>	
<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>Research to Build Knowledge</p>	
<p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>

8. 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 WB3: 3, 9, 23, 34, 64, 69, 74, 80, 83, 107
9. (Begins in grade 4)	
Range of Writing	
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.	
Comprehension and Collaboration	
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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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. The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	n/a
Presentation of Knowledge and Ideas	
4. 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.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108 WB2: 23, 31, 37, 43, 75, 79, 102 WB3: 3, 9, 23, 34, 64, 69, 74, 80, 83, 107
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Levels 1-8: Reinforcing Lessons, Step 5 - Prereading; 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.

Speaking and Listening Standards K-5

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. *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.*

Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups	
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b. Build on others' talk in conversations by linking their comments to the remarks of others.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<p>TG1: Step 6 Reading Comprehension: Comprehension Activity, e.g., 68, 88, 112, 124, 225, 291, 341</p> <p>WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p> <p>TG2: Step 6 Reading Comprehension: Comprehension Activity, e.g., 63, 136, 167, 211, 273, 297, 335</p> <p>WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p> <p>TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 91, 168, 189, 201, 277</p> <p>WB3: All sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87</p>
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
Presentation of Knowledge and Ideas	

<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>TG1: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension TG2: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension TG3: Reinforcing Lessons, Step 5 - Prereading; 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>
<p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>n/a</p>
<p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	<p>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 TG3: 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>
<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.</p>	
<p><i>Conventions in Writing and Speaking</i></p>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>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.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>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.</p>
<p><i>Knowledge of Language</i></p>	

<p>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.</p>	<p>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</p> <p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 68, 95, 152, 203, 271, 327, 374; Step 6 - Reading Comprehension</p> <p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 17, 42, 82, 117, 159, 172, 194, 243, 295; Step 6 - Reading Comprehension</p>
Vocabulary Acquisition and Use	
<p>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.</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 43, 80, 116, 152, 190, 216, 243; Reinforcing Lessons, Prereading: Step 5</p> <p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 42, 82, 120, 159, 197, 234; Reinforcing Lessons, Prereading: Step 5</p> <p>TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 35, 68, 103, 132, 139, 145; Reinforcing Lessons, Prereading: Step 5</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 216, 243, 270, 297, 303, 309, 315; Reinforcing Lessons, Prereading: Step 5</p> <p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 197, 234, 241, 247, 253, 259, 264; Reinforcing Lessons, Prereading: Step 5</p> <p>TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 132, 139, 145, 181, 214, 250, 256; Reinforcing Lessons, Prereading: Step 5</p>
<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>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</p> <p>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> <p>TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 103, 132, 139, 145, 181, 214, 250; Reinforcing Lessons, Prereading: Step 5 - Reinforcing Lessons, Step 6 – Reading Comprehension</p>

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	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Use collective nouns (e.g., <i>group</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Teacher can use comprehension exercises in the Student Workbook to meet standard
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	TG1: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation TG2: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation TG3: 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 holidays, product names, and geographic names. .	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Use commas in greetings and closings of letters.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Use an apostrophe to form contractions and frequently occurring possessives.	Teacher can use comprehension exercises in the Student Workbook to meet standard

<p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<p>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 TG3: Step 3 - Word Building; Step 5: Prereading; Step 8 -Prespelling; Step 9 - Spelling</p>
<p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson.</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>a. Compare formal and informal uses of English.</p>	<p>n/a</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>	
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>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 TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5</p>
<p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>	<p>n/a</p>
<p>c. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>	<p>n/a</p>
<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p>WP3: 29</p>

<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson.</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>	<p>TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG3: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>
<p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</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 TG3: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 116, 152, 190, 216, 243, 270, 297; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 120, 159, 197, 234, 241, 247, 253; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 103, 132, 139, 145, 181, 214, 250; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension 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>