



Literacy and Intervention

COMMON CORE STATE STANDARDS



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



Grade 3



S.P.I.R.E.® 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade 3

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.

TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 96, 114, 153, 216, 335, 375

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: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 30, 91, 161, 195, 207, 290

WB3: All sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87

BLM3: 57-59

TG4: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 50, 92, 85, 131, 151, 164, 191

WB4: All sentence exercises in the workbook meet standard, e.g., 12-13, 23, 21, 22, 40, 44, 50

BLM4: 53-55

<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>TG2: Reading Comprehension: Step 6 - Reading Comprehension: Comprehension Activity, e.g.,204, 303 WB2: 47, 70 BLM2: 45 TG3: Reading Comprehension: Step 6 - Reading Comprehension: Comprehension Activity, e.g.,47, 64, 97, 245 WB3: 20, 22, 36, 96 BLM3: 58 TG4: Reading Comprehension: Step 6 - Reading Comprehension: Comprehension Activity, e.g.,225, 231, 250, 265 WB4: 59, 61, 65, 69 BLM4: 54</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>TG2: Reinforcing Lessons: 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: Reinforcing Lessons: 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 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 118, 225, 231, 250, 265 WB3: All sentence exercises in the workbook meet standard, e.g., 16, 31, 59, 61, 65, 69 BLM3: 53-55</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>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 TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 9, 41, 69, 102, 136, 169, 210; Step 6 - Reading Comprehension R4: 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>TG2: Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 69, 147, 191, 210, 272, 279 BLM2: 44-47 TG3: Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 77, 84, 189, 223, 277 BLM3: 57-59 TG4: Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 57, 64, 118, 145, 250, 265 BLM4: 53-55</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>TG2: Step 5 - Prereading: Introducing the Story, e.g., 68, 95, 152, 203, 271, 327, 374 TG3: Step 5 - Prereading: Introducing the Story/Poem/Article, e.g., 10, 42, 96, 166, 206, 275, 288 TG4: Step 5 - Prereading: Introducing the Story/Poem/Article, e.g., 116, 122, 129, 150, 183, 217, 249</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>TG2: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 69, 147, 191, 210, 272, 279</p> <p>R2: All selections in this level can be used to meet standard</p> <p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 43, 76, 110, 167, 207, 222, 244</p> <p>R3: All selections in this level can be used to meet standard</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 22, 56, 109, 163, 197, 231, 257</p> <p>R4: 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 to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>TG2: Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 63, 136, 167, 211, 273, 297, 335</p> <p>WB2: 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: Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 91, 168, 189, 201, 277</p> <p>WB3: 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>TG4: Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 37, 57, 64, 185, 225, 231</p> <p>WB4: Sentence exercises in the workbook meet standard, e.g., 14, 16, 19, 21, 23, 29, 48</p> <p>BLM4: 53-55</p>
<p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text</p>	<p>TG2: Independent Work, e.g., 22, 53, 92, 104, 149, 181, 193</p> <p>WB2: 12, 17, 25, 29, 36, 42, 45</p> <p>TG3: Independent Work, e.g., 65, 79, 156, 197, 239, 279, 299</p> <p>WB3: 22, 26, 59, 72, 91, 104, 112</p> <p>TG4: Independent Work, e.g., 79, 93, 153, 187, 220, 252, 260, 267</p> <p>WB4: 19, 23, 41, 48, 57, 65, 67</p>
<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>TG2: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 12, 19, 191, 279, 310 316</p> <p>BLM2: 44</p> <p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 44, 77, 189</p> <p>BLM3: 57</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 64, 118</p> <p>WB4: 16, 31, 57</p> <p>BLM4: 54</p>
<p><i>Craft and Structure</i></p>	

<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>TG2: Step 5 – Prereading: Introducing the Poem, e.g., 74, 302, 374 R2: 22, 86, 117 TG3: Step 5 – Prereading: Introducing the Story, e.g., 117-118 R3: 40 TG4: Step 5 – Prereading: Introducing the poem, e.g., 97, 123, 129; Reinforcing Lesson: Step 6 – Comprehension Activity, e.g., 97 R4: 44, 58</p>
<p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>TG2: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 75, 128, 190, 222, 228 WB2: 22, 37, 56, 65, 67 TG3: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 30, 57, 110, 153, 167, 188 WB3: 11, 19, 38, 47, 52, 58 TG4: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 97, 131, 163, 204, 250, 258 WB4: 44, 60-62, 76, 92, 107, 110</p>
<p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Teacher can use <i>Reading Comprehension</i> activities to teach standard, e.g., TG2: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 63, 136, 167, 211, 273, 297, 335 TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 91, 168, 189, 201, 277 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 37, 57, 64, 185, 225, 231</p>
Integration of Knowledge and Ideas	
<p>7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>The SPIRE Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated. 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 TG4: Independent Work, e.g., 26, 52, 59, 66, 79, 87, 93, 113 WB4: 5, 12, 14, 16, 19, 21, 23, 29</p>
<p>8. (Not applicable to literature)</p>	

9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	n/a
Range and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<p>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</p> <p>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>TG4: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 22, 49, 76, 144, 204, 249, 257; Step 9 - Spelling; Step 10 - Sentence Dictation R4: 4, 16, 40, 66, 92, 107, 110</p>
Reading Standards for Informational Text K-5	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>TG2: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 369 WB2: 97 BLM2: 45</p> <p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 57-59</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231 WB4: 33, 59, 61 BLM3: 53-55</p>

<p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>TG2: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 369 WB2: 97 BLM2: 45 TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 58 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231 WB4: 59, 61 BLM4: 54, 61</p>
<p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>n/a</p>
Craft and Structure	
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p>TG2: Step 5 - Prereading, e.g., 368 TG3: Step 5 - Prereading, e.g., 62, 96, 243 TG4: Step 5 – Prereading, e.g., 122, 224, 230</p>
<p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>n/a</p>
<p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>Teacher can use <i>Reading Comprehension</i> activities to teach standard, e.g., TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 368 TG3: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 TG4: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231</p>
Integration of Knowledge and Ideas	

<p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>TG2: Independent Work, pp. 370 WB2: 97 BLM2: 45 BLM3: 58 TG4: Independent Work, pp. 227, 233 WB4: 59, 61 BLM4: 54, 61</p>
<p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>n/a</p>
<p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>n/a</p>
<p>Range and Level of Text Complexity</p>	
<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>TG2: Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, e.g., 369 R2: 115 TG3: Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 R3: 21, 34, 78 TG4: Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231 R4: 58, 99, 102</p>
<p>Reading Standards: Foundational Skills (K–5)</p>	
<p>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.</p>	
<p>Phonics and Word Recognition</p>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>a. Identify and know the meaning of the most common prefixes and derivational 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 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work</p>

b. Decode words with common Latin suffixes.	n/a
c. Decode multisyllable words.	<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>TG4: Step 1 – Phonogram Cards, e.g., 40 ; Step 2 – Phonological Awareness: Sound Providing, e.g., 40, 46, 61; Step 2 – Phonological Awareness: Segmentation, e.g., 46, 54, 121, 195, 202; Step 3 – Word Building, e.g., 41, 47, 121, 195; Step 4 – Decoding and Sentence Reading, e.g., 41, 47</p>
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	<p>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</p> <p>R2: All selections are emergent-reader texts.</p> <p>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</p> <p>R3: All selections are emergent-reader texts.</p> <p>TG4: 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., 109, 130, 156, 183, 225, 231, 249</p> <p>R4: All selections can be used to practice fluency</p>

<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>TG2: All lessons in which students read selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency, e.g., 64, 136, 167, 211, 273, 297, 335 R2: All selections can be used to practice fluency (except pg. 365) TG3: All lessons in which students read fiction selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency; Step 6 – Reading Comprehension, e.g., 31, 77, 119, 154, 202, 224, 245 R3: 3, 16, 54, 58, 69, 75, 272 TG4: All lessons in which students read fiction selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency; e.g., 24, 50, 78, 145, 205, 251, 258 R4: 10, 44-45, 54, 76, 85, 92-93, 114</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 197, 234, 241, 247, 253, 259, 264 TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 132, 139, 145, 181, 214, 250, 256 TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 9, 41, 69, 102, 136, 169</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	n/a
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection	<p>TG3: 127 WB3: 50 TG4: 38 WB4: 9</p>
3. Write narratives to develop real or imagined experiences or events using effective technique	<p>TG3: 232 WB3: 86</p>
<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 TG4: 38 WB4: 9
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	n/a
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	n/a
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.	n/a
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.	n/a
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	n/a
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.	TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9 Comprehension questions and writing exercises in the student workbook 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 on topics or texts, supporting a point of view with reasons.	

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	n/a
b. Provide reasons that support the opinion.	n/a
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	n/a
d. Provide a concluding statement or section.	n/a
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TG3: 127 WB3: 50 TG4: 38 WB4: 9
b. Develop the topic with facts, definitions, and details..	TG3: 127 WB3: 50 TG4: 38 WB4: 9
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	TG3: 127 WB3: 50 TG4: 38 WB4: 9
d. Provide a concluding statement or section.	TG3: 127 WB3: 50 TG4: 38 WB4: 9
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally	TG3: 232 WB3: 86

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	TG3: 232 WB3: 86
c. Use temporal words and phrases to signal event order.	TG3: 232 WB3: 86
d. Provide a sense of closure.	TG3: 232 WB3: 86
<i>Production and Distribution of Writing</i>	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	n/a
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	n/a
<i>Research to Build Knowledge</i>	
7. Conduct short research projects that build knowledge about a topic.	n/a
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	WB2: 23, 31, 37, 43, 75, 79, 102 WB3: 3, 9, 23, 34, 64, 69, 74, 80, 83, 107 WB4: 9
9. (Begins in grade 4)	
<i>Range of Writing</i>	
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 discipline-specific tasks, purposes, and audiences.	TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9, 35

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.	n/a
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	n/a
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Teacher can 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. <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>	
Comprehension and Collaboration	

<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	
<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas 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. 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).</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 check understanding of information presented, stay on topic, and link their comments to the remarks of others.</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>d. Explain their own ideas and understanding in light of the 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. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>TG2: Reinforcing Lessons: 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 TG3: 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 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 50, 57, 164, 185, 198, 205 WB4: All sentence exercises in the workbook meet standard, e.g., 5, 12, 14, 44, 48, 52, 54</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail</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>Presentation of Knowledge and Ideas</p>	

<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>TG2: Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension TG3: Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension TG4: 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 engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>n/a</p>
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>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 TG4: Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons: Step 6 – Reading Comprehension Teacher can 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>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> <p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 22, 55, 109, 150, 217, 257, 264; 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>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>TG4: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 102, 136, 169, 175, 210, 236, 242; Reinforcing Lessons: Prereading: Step 5</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TG4: 97, 124</p> <p>WB4: 33</p> <p>BLM4: 55</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>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> <p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; Reinforcing Lessons: Prereading: Step 5 - Reinforcing Lessons, Step 6 – Reading Comprehension</p>
<p>Language Standards K-5</p> <p>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. <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> 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.</p>	
Conventions of Standard English	

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Form and use regular and irregular plural nouns.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Use abstract nouns (e.g., <i>childhood</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Form and use regular and irregular verbs.	Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	Teacher can use comprehension exercises in the Student Workbook to meet standard
f. Ensure subject-verb and pronoun-antecedent agreement.*	Teacher can use comprehension exercises in the Student Workbook to meet standard
g. Form and use comparative and superlative 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
h. Use coordinating and subordinating conjunctions.	Teacher can use comprehension exercises in the Student Workbook to meet standard
i. Produce simple, compound, and complex sentences.	TG2: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation TG3: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation TG4: 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 appropriate words in titles.	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Use commas in addresses.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Use commas and quotation marks in dialogue.	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Form and use possessives.	Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	TG2: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG3: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG4: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	TG2: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG3: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG4: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<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.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases for effect.*	<p>TG2: Reinforcing Lessons: 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>TG3: Reinforcing Lessons: 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>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 50, 92, 85, 131, 151, 164, 191</p> <p>WB4: All sentence exercises in the workbook meet standard, e.g., 12-13, 23, 21, 22, 40, 44, 50</p>
b. Recognize and observe differences between the conventions of spoken and written standard English.	n/a
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	<p>TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5</p> <p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5</p> <p>TG4: 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 affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p>	<p>TG3: Levels 4-7, 14 - Step 4 – Decoding and Sentence Reading;</p>
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p>	<p>n/a</p>
<p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key 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. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p>TG4: 97, 124 WB4: 33 BLM4: 55</p>
<p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<p>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 TG4: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>
<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>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 TG4: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>

<p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>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</p> <p>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</p> <p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; 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>
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