



*Literacy and Intervention*

## COMMON CORE STATE STANDARDS



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



**Grade 5**



# S.P.I.R.E.® 3<sup>rd</sup> Edition

correlated to

## Common Core State Standards Initiative English Language Arts Grade 5

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.

**TG4:** Reinforcing Lessons: 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

**TG5:** Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 12, 51, 116, 136, 168, 222, 299

**WB5:** All sentence exercises in the workbook meet standard, e.g., 3, 14, 31, 36, 45, 60, 84

**BLM5:** 64-67

**TG6:** Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 97, 170, 233, 302

**WB6:** All sentence exercises in the workbook meet standard, e.g., 15, 27, 45, 63, 80

**BLM6:** 76-79

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| <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> | <p><b>TG4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231, 250, 265<br/> <b>WB4:</b> 59, 61, 65, 69<br/> <b>BLM4:</b> 54</p> <p><b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 42, 235, 272, 324, 331<br/> <b>WB5:</b> 38, 64, 75, 90, 92<br/> <b>BLM5:</b> 65</p> <p><b>TG6:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 26, 47, 77, 17, 203, 240, 260<br/> <b>WB6:</b> 5, 11, 21, 47, 54, 65, 69<br/> <b>BLM6:</b> 77</p>   |
| <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>                         | <p><b>TG4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 118, 225, 231, 250, 265<br/> <b>WB3:</b> All sentence exercises in the workbook meet standard, e.g., 16, 31, 59, 61, 65, 69<br/> <b>BLM3:</b> 53-55</p> <p><b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 58, 208, 286<br/> <b>WB5:</b> All sentence exercises in the workbook meet standard, e.g., 12, 18, 44, 52, 56, 78, 189<br/> <b>BLM5:</b> 64-67</p> <p><b>TG6:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 136, 225, 267, 344<br/> <b>WB6:</b> All sentence exercises in the workbook meet standard, e.g., 7, 9, 34, 36, 60, 71, 89<br/> <b>BLM6:</b> 76-79</p> |
| <p><b>Craft and Structure</b></p>  |   |

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| <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><b>TG4:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 9, 41, 69, 102, 136, 169</p> <p><b>R4:</b> All selections in this level can be used to meet standard</p> <p><b>TG5:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 36, 63, 69, 75, 81, 87, 93</p> <p><b>R5:</b> All selections in this level can be used to meet standard</p> <p><b>TG6:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 52, 114, 215, 251, 306, 334</p> <p><b>R6:</b> 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><b>TG4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 57, 64, 118, 145, 250, 265</p> <p><b>BLM4:</b> 53-55</p> <p><b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 31, 44, 148, 182, 189, 216</p> <p><b>BLM5:</b> 64-67</p> <p><b>TG6:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 136, 143, 163, 210, 225, 287</p> <p><b>BLM6:</b> 76-79</p>   |
| <p>6. Assess how point of view or purpose shapes the content and style of a text.</p>  | <p><b>TG4:</b> Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 116, 122, 129, 150, 183, 217, 249</p> <p><b>TG5:</b> Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 18, 43, 101, 167, 207, 228, 259</p> <p><b>TG6:</b> Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 24, 32, 45, 127, 161, 202, 238; Step 6 – Reading Comprehension: Comprehension Activity, e.g., 103, 196</p>   |
| <b><i>Integration of Knowledge and Ideas</i></b>   |  |
| <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.</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>  |

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| 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.  | <b>TG5:</b> 286, 292<br><b>WB5:</b> 79, 82<br><b>TG6:</b> 25-26, 32-33  |
| <b>Range and Level of Text Complexity</b>   |   |
| 10. Read and comprehend complex literary and informational texts independently and proficiently.  | <b>TG4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 22, 56, 109, 163, 197, 231, 257<br><b>R4:</b> All selections in this level can be used to meet standard<br><b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 22, 11, 51, 101, 181, 234, 271<br><b>R5:</b> All selections in this level can be used to meet standard<br><b>TG6:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 60, 128, 169, 239, 293, 350<br><b>R6:</b> All selections in this level can be used to meet standard |
| <b>Reading Standards for Literature K–5</b><br>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> |   |
| <b>Key Ideas and Details</b>  |   |

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| <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>   | <p><b>TG4:</b> Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 37, 57, 64, 185, 225, 231</p> <p><b>WB4:</b> Sentence exercises in the workbook meet standard, e.g., 14, 16, 19, 21, 23, 29, 48</p> <p><b>BLM4:</b> 53-55</p> <p><b>TG5:</b> Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 51, 108, 115, 260, 253, 316</p> <p><b>WB5:</b> Sentence exercises in the workbook meet standard, e.g., 3, 26, 45, 50, 56, 58, 84</p> <p><b>BLM5:</b> 64-67</p> <p><b>TG6:</b> Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 97, 103, 143, 163, 170, 196</p> <p><b>WB6:</b> Sentence exercises in the workbook meet standard, e.g., 15, 27, 29, 38, 43, 45, 52</p> <p><b>BLM6:</b> 76-79</p> |
| <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> | <p><b>TG4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231</p> <p><b>WB4:</b> 59, 231</p> <p><b>BLM4:</b> 54, 61</p> <p><b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 58, 208, 286</p> <p><b>WB5:</b> 18, 56, 78</p> <p><b>BLM5:</b> 65</p> <p><b>TG6:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 103, 195</p> <p><b>WB6:</b> 29, 52</p> <p><b>BLM6:</b> 77</p>  |

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| <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> | <p><b>TG4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 64, 118<br/> <b>WB4:</b> 16, 31, 57<br/> <b>BLM4:</b> 54<br/> <b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 58, 208, 286<br/> <b>WB5:</b> 18, 56, 79<br/> <b>BLM5:</b> 64<br/> <b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 33<br/> <b>WB6:</b> 5, 7<br/> <b>BLM6:</b> 76</p>  |
| <b><i>Craft and Structure</i></b>  |   |
| <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>                            | <p><b>TG4:</b> Step 5 – Prereading: Introducing the poem, e.g., 97, 123, 129; Reinforcing Lesson: Step 6 – Comprehension Activity, e.g., 97<br/> <b>R4:</b> 44, 58<br/> <b>TG5:</b> Step 5 – Prereading: Introducing the poem, e.g., 252; Reinforcing Lesson: Step 6 – Comprehension Activity, e.g., 261<br/> <b>R5:</b> 131, 138<br/> <b>TG6:</b> Step 6 - Reading Comprehension: Comprehension Activity, e.g., 90, 194, 351<br/> <b>WB6:</b> 24, 90</p>   |
| <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>                     | <p>Teacher can expand upon comprehension activities to teach standard, e.g.,<br/> <b>TG4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 30, 37, 57, 77, 111, 145<br/> <b>WB4:</b> 5, 7, 9, 14, 19, 29, 38<br/> <b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 216<br/> <b>WB5:</b> 58<br/> <b>TG6:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 143, 163<br/> <b>WB6:</b> 38, 43</p> |

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| <p>6. Describe how a narrator's or speaker's point of view influences how events are described.</p>  | <p><b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 286, 292<br/> <b>WB5:</b> 79, 82<br/> <b>TG6:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 103, 196<br/> <b>WB6:</b> 29, 52</p>  |
| <b><i>Integration of Knowledge and Ideas</i></b>   |  |
| <p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>       | <p>n/a</p>   |
| <p>8. (Not applicable to literature)</p>   |  |
| <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>   | <p><b>BLM4:</b> 53<br/> <b>BLM5:</b> 64<br/> <b>BLM6:</b> 76</p>   |
| <b><i>Range and Level of Text Complexity</i></b>   |  |
| <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> | <p><b>TG4:</b> 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<br/> <b>R4:</b> 4, 16, 40, 66, 92, 107, 110<br/> <b>TG5 :</b> Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 51, 108, 167, 215, 253, 316; Step 9 - Spelling; Step 10 - Sentence Dictation<br/> <b>R5:</b> 11, 51, 57, 101, 108, 115, 260, 316<br/> <b>TG6:</b> Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 60, 88, 96, 142, 169, 195, 350; Step 9 - Spelling; Step 10 - Sentence Dictation<br/> <b>R6:</b> 28, 47, 55, 78, 92, 103, 178</p> |
| <b>Reading Standards for Informational Text K-5</b>  |  |
| <b><i>Key Ideas and Details</i></b>  |  |



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| <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p><b>TG4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231<br/> <b>WB4:</b> 33, 59, 61<br/> <b>BLM3:</b> 53-55<br/> <b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 142, 175, 229, 235, 272, 324, 331<br/> <b>WB5:</b> 38, 47, 62, 64, 75, 90, 92<br/> <b>BLM5:</b> 64-67<br/> <b>TG6:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 210, 273, 287<br/> <b>WB6:</b> 18, 57, 73, 76<br/> <b>BLM6:</b> 76-79</p> |
| <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>     | <p><b>TG4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231<br/> <b>WB4:</b> 59, 61<br/> <b>BLM4:</b> 54, 61<br/> <b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 142, 235, 272, 324, 331<br/> <b>WB5:</b> 38, 64, 75, 90, 92<br/> <b>BLM5:</b> 65<br/> <b>TG6:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 26, 47, 77, 177, 203, 240, 260<br/> <b>WB6:</b> 5, 11, 21, 47, 54, 65, 69<br/> <b>BLM6:</b> 77</p>         |

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| <p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> | <p><b>TG4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 118<br/> <b>WB4:</b> 16, 31<br/> <b>BLM4:</b> 53<br/> <b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 175, 229, 286, 293<br/> <b>WB5:</b> 47, 162, 79, 82<br/> <b>BLM5:</b> 64<br/> <b>TG6:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 267, 344<br/> <b>WB6:</b> 7, 9, 34, 71, 89<br/> <b>BLM6:</b> 76</p> |
| <b><i>Craft and Structure</i></b>   |  |
| <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>   | <p><b>TG4:</b> Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 122, 224, 230<br/> <b>TG5:</b> Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 18, 122, 174, 228, 271, 285, 322<br/> <b>TG6:</b> Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 24, 68, 127, 175, 238, 271</p>  |
| <p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>                      | <p><b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 31, 44, 148, 175, 189, 229, 293<br/> <b>TG6:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 70, 136, 210, 225, 344</p>   |
| <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>  | <p>n/a</p>   |
| <b><i>Integration of Knowledge and Ideas</i></b>  |  |
| <p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>                              | <p>n/a</p>   |

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| <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>   | <p>Teacher can use program components to teach this standard using the Student Reader and Workbook, e.g.,</p> <p><b>TG4:</b> Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231</p> <p><b>R4:</b> 58, 99, 102</p> <p><b>WB4:</b> 33, 59, 61</p> <p><b>TG5:</b> Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 18, 44, 122, 188, 234, 285, 322</p> <p><b>R5:</b> 6, 21, 57, 99, 124, 154, 176</p> <p><b>WB5:</b> 5, 12, 52, 64, 79, 90</p> <p><b>TG6:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 70, 210, 287</p> <p><b>R6:</b> 41, 113, 155</p> <p><b>WB6:</b> 18, 57, 76</p> |
| <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p>  | <p><b>TG5:</b> 286</p> <p><b>WB5:</b> 79</p> <p><b>TG6:</b> 25-26, 32-33</p> <p><b>WB6:</b> 5, 7</p>  |
| <b><i>Range and Level of Text Complexity</i></b>   |   |
| <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 4–5 text complexity band independently and proficiently.</p> | <p><b>TG4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231</p> <p><b>R4:</b> 58, 99, 102</p> <p><b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 18, 44, 122, 188, 234, 285, 322</p> <p><b>R5:</b> 6, 21, 57, 99, 124, 154, 176</p> <p><b>TG6:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 76, 204, 224, 259, 293, 342</p> <p><b>R6:</b> 5, 41, 109, 120, 139, 161, 173</p>   |

**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.

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| <b>Phonics and Word Recognition</b>   |   |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words.   |   |
| <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <p><b>TG4:</b> (Syllable) 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> <p><b>TG5:</b> (Syllable) Step 2 – Phonological Awareness: Sound Providing, e.g., 62 ;Step 2 – Phonological Awareness: Syllabication, e.g., 23, 146, 152, 328; Step 2 – Phonological Awareness: Segmentation, e.g., 29, 35, 49, 55, 68, 113,164, 186, 213, 250; Step 3 – Word Building, e.g., 55, 63, 68, 121, 164, 269, 284</p> <p><b>TG6:</b> (Syllable); Step 2 – Phonological Awareness: Syllable Providing, e.g., 37, 51, 94, 153, 201, 214, 221, 237; Step 2 – Phonological Awareness: Segmentation, e.g., 30, 44, 66 ; Step 3 – Word Building, e.g., 74, 94, 120, 126,133,154 Step 5 – Phoneme-Grapheme Analysis, e.g., 127, 134, 187, 216, 278</p> <p><b>TG6:</b> (Affixes) Lessons 1-3, 17-21: Step 1 – Phonogram Cards; Step 3 – Word Building; Step 4 – Decoding and Sentence Reading; Step 5 – Phoneme-Grapheme Analysis</p> <p><b>BLM6:</b> (Affixes)3, 4, 5 (Syllables) 17, 18</p> |
| <b>Fluency</b>  |   |
| 4. Read with sufficient accuracy and fluency to support comprehension.  |   |

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| <p>a. Read on-level text with purpose and understanding.</p>   | <p><b>TG4:</b> 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<br/> <b>R4:</b> All selections can be used to practice fluency<br/> <b>TG5:</b> 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., 26, 103, 154, 209, 235, 279, 293<br/> <b>R5:</b> All selections can be used to practice fluency<br/> <b>TG6:</b> All lessons in which students read selections instruct students to read meet standard; Step 6 – Reading Comprehension, e.g., 25, 88, 162, 204, 232, 259, 350,<br/> <b>R6:</b> 5, 47, 86, 109, 126, 139, 178,</p> |
| <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> | <p><b>TG4:</b> 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<br/> <b>R4:</b> 10, 44-45, 54, 76, 85, 92-93, 114<br/> <b>TG5:</b> 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<br/> <b>R5:</b> 4, 25, 29, 80, 83, 131, 163<br/> <b>TG6:</b> All lessons in which students read fiction selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency; e.g., 60, 88, 96, 142, 162, 169, 350<br/> <b>R6:</b> 28, 47, 55, 78, 86, 92, 178</p>   |
| <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>           | <p><b>TG4:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 9, 41, 69, 102, 136, 169<br/> <b>TG5:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 81, 128, 159, 239, 265, 309<br/> <b>TG5:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 52, 114, 148, 215, 278, 313, 334</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.

| <b><i>Text Types and Purposes</i></b>  |   |
|--|---|
| 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                                    | <b>TG4:</b> 38<br><b>WB4:</b> 9<br><b>WB6:</b> 34                       |
| 3. Write narratives to develop real or imagined experiences or events using effective technique  | Covered in Level 3:<br><b>TG3:</b> 232<br><b>WB3:</b> 86                |
| <b><i>Production and Distribution of Writing</i></b>   |   |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  | <b>TG4:</b> 38<br><b>WB4:</b> 9<br><b>WB5:</b> 15, 18<br><b>WB6:</b> 34 |
| 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   |
| <b><i>Research to Build Knowledge</i></b>  |   |
| 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   |

| <b>Range of Writing</b>  |   |
|--|---|
| 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.  | <b>TG4:</b> 38<br><b>WB4:</b> 9<br><b>WB5:</b> 15, 18<br><b>WB6:</b> 34 |
| <b>Writing Standards K–5</b><br>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. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <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> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C. |   |
| <b>Text Types and Purposes</b>   |   |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   |   |
| a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.   | n/a   |
| b. Provide logically ordered reasons that are supported by facts and details.  | n/a   |
| c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ).  | n/a   |
| d. Provide a concluding statement or section related to the opinion presented.   | n/a   |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |   |
| a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  | <b>TG4:</b> 38<br><b>WB4:</b> 9<br><b>WB6:</b> 34                       |

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| b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                          | <b>TG4:</b> 38<br><b>WB4:</b> 9<br><b>WB6:</b> 34        |
| c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).                         | <b>TG4:</b> 38<br><b>WB4:</b> 9<br><b>WB6:</b> 34        |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic.   | <b>TG4:</b> 38<br><b>WB4:</b> 9<br><b>WB6:</b> 34        |
| e. Provide a concluding statement or section related to the information or explanation presented.  | <b>TG4:</b> 38<br><b>WB4:</b> 9<br><b>WB6:</b> 34        |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.             |  |
| a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally..           | Covered in Level 3:<br><b>TG3:</b> 232<br><b>WB3:</b> 86 |
| b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | Covered in Level 3:<br><b>TG3:</b> 232<br><b>WB3:</b> 86 |
| c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.   | Covered in Level 3:<br><b>TG3:</b> 232<br><b>WB3:</b> 86 |
| d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  | Covered in Level 3:<br><b>TG3:</b> 232<br><b>WB3:</b> 86 |
| e. Provide a conclusion that follows from the narrated experiences or events.  | Covered in Level 3:<br><b>TG3:</b> 232<br><b>WB3:</b> 86 |
| <b><i>Production and Distribution of Writing</i></b>   |  |



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| <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>   | <p><b>TG4:</b> 38<br/> <b>WB4:</b> 9<br/> <b>WB5:</b> 15, 18<br/> <b>WB6:</b> 34</p> <p>Comprehension questions and writing exercises in the student workbook can be used by teacher to help meet this standard</p> |
| <p>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 5 on pages 28 and 29.)</p>                   | <p>n/a</p>  |
| <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> | <p>n/a</p>  |
| <p><b>Research to Build Knowledge</b></p>  |   |
| <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>   | <p>n/a</p>  |
| <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>   | <p>n/a</p>  |
| <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>  |   |
| <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>  | <p>n/a</p>  |
| <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>   | <p>n/a</p>  |

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| <b>Range of Writing</b>   |   |
| 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.   | <b>TG4:</b> 38<br><b>WB4:</b> 9<br><b>WB5:</b> 15, 18<br><b>WB6:</b> 34<br>Comprehension questions and writing exercises in the student workbook can also be used by teacher to help meet this standard   |
| <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>   |   |
| 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. |   |
| <b>Comprehension and Collaboration</b>  |   |
| 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.<br>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   |
| <b>Presentation of Knowledge and Ideas</b>  |   |
| 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   |

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| 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. |
| <b>Speaking and Listening Standards K–5</b><br>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> |   |
| <b>Comprehension and Collaboration</b>  |   |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.   |   |
| 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.   | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook. |
| b. Follow agreed-upon rules for discussions and carry out assigned roles.   | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook. |
| c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on 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. |
| d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.   | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook. |
| 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   | <b>WB6:</b> 34  |
| 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  | n/a   |
| <b>Presentation of Knowledge and Ideas</b>  |   |
| 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  | n/a   |

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| 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  | n/a   |
| 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)   | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.   |
| <b>College and Career Readiness Anchor Standards for Language</b>   |   |
| 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. |   |
| <b><i>Conventions in Writing and Speaking</i></b>   |   |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | All Lessons: Step 10 - Sentence Dictation<br>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.   | All Lessons: Step 10 - Sentence Dictation<br>Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.   |
| <b><i>Knowledge of Language</i></b>   |   |
| 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.  | <b>TG4:</b> 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<br><b>TG5:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 78, 81, 194, 239, 265, 304, 309; Step 6 - Reading Comprehension<br><b>TG6:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 108, 168, 215, 251, 313, 328, 334; Step 5 – Prereading, e.g., 45, 88, 127, 161, 202, 238, 349; Step 6 - Reading Comprehension |
| <b><i>Vocabulary Acquisition and Use</i></b>  |   |

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| <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><b>TG4:</b> Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 102, 136, 169, 175, 210, 236, 242; Reinforcing Lessons: Step 5 - Prereading</p> <p><b>TG5:</b> Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 36, 69, 75, 128, 200, 245, 304; Reinforcing Lessons: Step 5 - Prereading</p> <p><b>TG6:</b> Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 215, 245, 251, 278, 306, 313, 320, 328; Reinforcing Lessons: Step 5 - Prereading</p>   |
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>   | <p><b>TG4:</b> 97, 124</p> <p><b>WB4:</b> 33</p> <p><b>BLM4:</b> 55</p> <p><b>TG5:</b> 109, 124, 261, 278</p> <p><b>WB5:</b> 28, 33, 71, 72</p> <p><b>BLM5:</b> 66</p> <p><b>TG6:</b> 90, 351</p> <p><b>WB6:</b> 24, 90</p> <p><b>BLM6:</b> 78</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><b>TG4:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p><b>TG5:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p><b>TG6:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 10, 16, 52, 81, 108, 114, 120; Reinforcing Lessons: Step 5 – Prereading; 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.

| <b>Conventions of Standard English</b>   |  |
|--|--|
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |  |
| a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  | Teacher can use comprehension exercises in the Student Workbook to meet standard |
| b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i> ) verb tenses.   | Teacher can use comprehension exercises in the Student Workbook to meet standard |
| c. Use verb tense to convey various times, sequences, states, and conditions.  | Teacher can use comprehension exercises in the Student Workbook to meet standard |
| d. Recognize and correct inappropriate shifts in verb tense.*  | Teacher can use comprehension exercises in the Student Workbook to meet standard |
| e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).  | Teacher can use comprehension exercises in the Student Workbook to meet standard |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |  |
| a. Use punctuation to separate items in a series.*   | Teacher can use comprehension exercises in the Student Workbook to meet standard |
| b. Use a comma to separate an introductory element from the rest of the sentence.  | Teacher can use comprehension exercises in the Student Workbook to meet standard |
| c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ). | Teacher can use comprehension exercises in the Student Workbook to meet standard |
| d. Use underlining, quotation marks, or italics to indicate titles of works.   | Teacher can use comprehension exercises in the Student Workbook to meet standard |

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| <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>  | <p><b>TG4:</b> Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling<br/> <b>TG5:</b> Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling<br/> <b>TG6:</b> Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling</p>   |
| <b>Knowledge of Language</b>   |   |
| <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>   |   |
| <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>  | <p><b>TG4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 50, 92, 85, 131, 151, 164, 191<br/> <b>WB4:</b> All sentence exercises in the workbook meet standard, e.g., 12-13, 23, 21, 22, 40, 44, 50<br/> <b>TG5:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 12, 51, 102, 154, 182, 278, 299<br/> <b>WB5:</b> All sentence exercises in the workbook meet standard, e.g., 3, 14, 26, 42, 50, 72, 84<br/> <b>TG6:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 143, 163, 240, 260, 302<br/> <b>WB6:</b> All sentence exercises in the workbook meet standard, e.g., 7, 9, 34, 38, 43, 65, 69, 80</p> |
| <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems</p>  | <p>n/a</p>  |
| <b>Vocabulary Acquisition and Use</b>  |   |
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> |   |

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|---|--|
| <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>  | <p><b>TG4:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; ; Reinforcing Lessons: Step 5 - Prereading</p> <p><b>TG5:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 - Prereading</p> <p><b>TG6:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 154, 181, 187, 215, 245, 251, 278; ; Reinforcing Lessons: Step 5 - Prereading</p> |
| <p>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>   | <p>Affixes are taught extensively in Levels 7 and 8 though not distinguished as Greek or Latin.</p> <p><b>TG7:</b> Step 1 – Phonogram Cards</p> <p><b>TG7:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development, e.g., 57, 84, 123, 150, 177, 209, 237</p>   |
| <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and 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 figurative language, word relationships, and nuances in word meanings.</p>   |  |
| <p>a. Interpret figurative language, including similes and metaphors, in context.</p>   | <p><b>TG5:</b> 124, 261, 279</p> <p><b>WB5:</b> 33, 72</p> <p><b>TG6:</b> 90, 194, 351</p>   |
| <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>   | <p><b>TG6:</b> 350-351</p>   |
| <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>  | <p><b>TG4:</b> Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p> <p><b>TG5:</b> Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p> <p><b>TG6:</b> Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>  |



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| <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> | <p><b>TG4:</b> 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><b>TG5:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p><b>TG6:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 10, 16, 52, 81, 108, 114, 120; Step 6 - Reading Comprehension; 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> |
|--|---|