



Literacy and Intervention

COMMON CORE STATE STANDARDS



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



Grade K



S.P.I.R.E.® 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade Kindergarten

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

College and Career Readiness Anchor Standards for Reading

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

Key Ideas and Details

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

<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Reinforcing Lessons, Step 6- Reading Comprehension WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 89, 92, 97-98, 101 TG2: Reinforcing Lessons, Step 6 - Reading Comprehension WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p>
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<i>Craft and Structure</i>	
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>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5</p> <p>TG1: Step 6 - Reading Comprehension</p> <p>R1: All selections in this level can be used to meet standard</p> <p>TG2:: Step 6 - Reading Comprehension</p> <p>R2:: All selections in this level can be used to meet standard</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>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5</p> <p>TG1: Reinforcing Lessons, Step 6 - Reading Comprehension</p> <p>BLM1: 68-70</p> <p>TG2:: Reinforcing Lessons Step 6 - Reading Comprehension</p> <p>BLM2: 44-47</p>
6. Assess how point of view or purpose shapes the content and style of a text.	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5</p> <p>TG1: Reinforcing Lessons, Step 5 - Prereading: Introducing the Story; 183</p> <p>TG2:: Reinforcing Lessons, Step 5 - Prereading: Introducing the Story</p>
<i>Integration of Knowledge and Ideas</i>	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	The CD-ROM of the Blackline Masters can be used on an Interactive Whiteboard to enhance student activities with the Phoneme Segmentation Sheet, the Phoneme-Grapheme Sheet, Word Finds, and the graphic organizers for Comprehension Activities in Step 6.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	n/a
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	n/a
<i>Range and Level of Text Complexity</i>	

<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>There are no informational texts for students to read in Level 1 of SPIRE. Students do not read connected text in <i>Sounds Sensible</i>, Pre-Level One.</p> <p>TG1: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 22, 39, 173, 178, 258, 347, 377</p> <p>R1: All selections in this level can be used to meet the literary standard.</p> <p>TG2: Reinforcing Lessons, Step 6 - Reading Comprehension, e.g., 25, 69, 147, 191, 210, 272, 279, 368-369, 375</p> <p>R2: All selections in this level can be used to meet standard.</p>
<p>Reading Standards for Literature K–5</p> <p>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
<p>Key Ideas and Details</p>	
<p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5</p> <p>TG1: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: e.g., 68, 88, 112, 124, 225, 291, 341</p> <p>WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p> <p>TG2:, Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: e.g., 63, 136, 167, 211, 273, 297, 335</p> <p>WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p>
<p>2. With prompting and support, retell familiar stories, including key details.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5</p> <p>TG1: Independent Work, e.g., 29, 40, 53, 70, 90, 108, 132</p> <p>WB1: 5, 10, 12, 18, 22, 28, 34</p> <p>TG2: Independent Work activities , e.g., 22, 53, 92, 104, 149, 181, 193</p> <p>WB2: 12, 17, 25, 29, 36, 42, 45</p>

<p>3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 14, 94, 130, 160, 225, 291, 341 WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 BLM1: 68, 70 TG2:, Reinforcing Lessons: Step 6 - Reading Comprehension, e.g. 12, 19, 89, 148, 191, 204, 303 WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM2: 44, 46</p>
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Craft and Structure

<p>4. Ask and answer questions about unknown words in a text.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Step 4 – Decoding and Sentence Reading – Vocabulary Development. e.g., 3, 43, 80, 116, 152, 190, 216, 243, 270 ; Step 5 – Introducing the Story: Vocabulary, e.g., 26, 32, 38, 62, 93, 99 TG2: Step 4 – Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 10, 42, 48, 120, 126, 159, 197, 234, 241; Step 5 – Introducing the Story: Vocabulary, e.g., 127, 215, R2: 117</p>
<p>5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 111; all other selections in Level 1 are stories. R1: 33 TG2: 75, 127-128, 302-303, 309-310, 368, 374-375; all other selections in Level 2 are stories. R2: Poem: 22, 37, 86, 117; Article: 115; Story, e.g., 3, 7, 14, 20, 33, 43, 50, 59, 91, 112</p>
<p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 The SPIRE Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated.</p>

Integration of Knowledge and Ideas

<p>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 The SPIRE Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated. TG1: Teacher can use Independent Work activities (using Decodable Readers) to meet standard, e.g., 29, 40, 53, 70, 90, 108, 132 WB1: 6, 10, 12, 18, 22, 39, 42, 43 TG2: Teacher can use Independent Work activities(using Decodable Readers) to meet standard, e.g., 21, 53, 92, 104, 149, 181, 193 WB2: 6, 17, 25, 28, 29, 36, 42, 45</p>
<p>8. (Not applicable to literature)</p>	
<p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: 63, 211, 279, 384 BLM1: 68 TG2: 12, 19, 191, 279, 310 316 BLM2: 44</p>
<p>Range and Level of Text Complexity</p>	
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>TG1: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension; Step 9 - Spelling; Step 10 - Sentence Dictation TG2: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension; Step 9 - Spelling; Step 10 - Sentence Dictation R1: All of the selections in this level can be used to meet this standard. R2: All of the selections in this level can be used to meet this standard.</p>
<p>Reading Standards for Informational Text K-5</p>	
<p>Key Ideas and Details</p>	
<p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>There are no informational texts in Level 1. TG2: 369 WB2: 97 BLM2: 45</p>
<p>2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>TG2: 369 WB2: 97 BLM2: 45</p>

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 There are no informational texts in Level 1.
<i>Craft and Structure</i>	
4. With prompting and support, ask and answer questions about unknown words in a text.	TG2:: 369 WB2: 97 BLM2: 45
5. Identify the front cover, back cover, and title page of a book.	SS TG: Step 1 – Listening: Activity 2 , pp. 4-5 Levels 1-8: all Readers are contained in one book per level. Only the ancillary products, Decodable Readers Sets A & B have separate components such as front and back covers and title pages.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 Levels 1-8: none of the Readers are illustrated. Only the ancillary products, Decodable Readers Sets A & B are illustrated.
<i>Integration of Knowledge and Ideas</i>	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	None of the stories in the SPIRE Readers are illustrated. TG2: 370 WB2: 97
8. With prompting and support, identify the reasons an author gives to support points in a text.	n/a
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	n/a
<i>Range and Level of Text Complexity</i>	
10. Actively engage in group reading activities with purpose and understanding.	TG1: Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension; Step 10 - Sentence Dictation TG2: Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension; Step 10 - Sentence Dictation

Reading Standards: Foundational Skills (K–5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.	
a. Follow words from left to right, top to bottom, and page by page.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading
b. Recognize that spoken words are represented in written language by specific sequences of letters.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5 SSTG: Step3 – Sentence Segmentation, pp. 30 TG1: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Step 9 - Spelling TG2: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Step 9 - Spelling
c. Understand that words are separated by spaces in print.	SSTG: Step 1 – Listening: Activity 2 , pp. 4-5
d. Recognize and name all upper- and lowercase letters of the alphabet.	SSTG: Step 4 - Phoneme/Grapheme Relationships, pp. 37–104 (All lowercase consonants (except <i>q</i>) as well as lowercase vowel <i>a</i> are taught.) SSBLM: Key Word Concept Sheets, pp. 4-24; Key Word Cards, pp. 25-25 TG1: All consonants except for <i>q(u)</i> are reviewed and all short vowels are taught in Level 1. BLM1: Small Letters, pp. 41-45 TG 2: Consonant <i>q(u)</i> , or <i>qu</i> , is taught starting on p. 117. BLM2: Small Letters, pp. 25-28

Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Recognize and produce rhyming words.	<p>SSTG: Step 2 – Rhyming: Activity 1, pp. 7-12, 13-16, 16-17</p> <p>SSBLM: Introduction to rhyme Sheets, pp. 1-3</p> <p>TG1: Step 2 - Phonological Awareness: Rhyme Providing, e.g., 9, 31, 37, 202, 275, 333, 400</p> <p>TG2: Step 2 - Phonological Awareness: Rhyme Providing, e.g., 9, 17, 35, 47, 55, 61, 67</p>
b. Count, pronounce, blend, and segment syllables in spoken words.	<p>SSTG: Step 3 – Segmentation: Activity 2, pp. 31–33</p> <p>SSTG: Step 3 – Segmentation: Activity 3, pp. 32</p> <p>SSTG: Step 3 – Segmentation: Activity 4, pp. 32</p> <p>SSTG: Step 3 – Segmentation: Activity 5, pp. 33</p> <p>TG1: 139, 145, 176, 196, 229, 255, 265, 275, 283</p> <p>TG2: 81, 88, 134, 146, 190, 215, 221, 340, 360, 366-367</p>
c. Blend and segment onsets and rimes of single-syllable spoken words.	<p>SSTG: Step 2 – Rhyming: Activity 5, pp. 25–28</p> <p>TG1: Step 2 - Phonological Awareness; Step 3 - Word Building</p> <p>TG2: Step 2 - Phonological Awareness; Step 3 - Word Building</p>
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	<p>SSTG: Step 3 – Segmentation: Activity 6: Phoneme Segmentation, pp. 33-34</p> <p>SSTG: Step 3 – Segmentation: Activity 7: Phoneme Segmentation with Words, pp. 35</p> <p>SSTG: Step 3 – Segmentation: Activity 7: Word Segmentation with Deletions, pp. 36</p> <p>SSBLM: Phoneme Segmentation Sheet, pp. 46</p> <p>TG1: Step 2 - Phonological Awareness; Step 3 - Word Building; Step 5 - Prereading – Phoneme Grapheme Analysis; Step 8 - Prespelling</p> <p>BLM1: Phoneme Segmentation Sheet, pp. 25</p> <p>TG2: Step 2 - Phonological Awareness; Step 3 - Word Building; Step 5 - Prereading – Phoneme Grapheme Analysis; Step 8 - Prespelling</p> <p>BLM2: Phoneme Segmentation Sheet, pp. 11</p>

<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>SSTG: Step 3 – Segmentation: Activity 6: Phoneme Segmentation, pp. 33-34 SSTG: Step 3 – Segmentation: Activity 7: Phoneme Segmentation with Words, pp. 35 SSTG: Step 3 – Segmentation: Activity 7: Word Segmentation with Deletions, pp. 36 SSBLM: Phoneme Segmentation Sheet, pp. 46 TG1: Step 2 - Phonological Awareness: Substitution, e.g., 25, 55, 61, 72, 128, 176, 195, 203, 327; Step 2 – Segmentation using the Phoneme Segmentation Sheet, e.g. 84, 92, 104, 134, 164, 289, ; Step 3 - Word Building: 276, 284, 289, 320, 328; at the end of Step 5 – Phoneme-Grapheme Analysis, e.g. 12, 62, 99, 135, 165, 197, 270, 328 BLM1: Phoneme Segmentation Sheet, pp. 25 TG2: Step 2 - Phonological Awareness: Substitution, e.g., 332; Step 2 – Segmentation using the Phoneme Segmentation Sheet, e.g. 3, 41, 80, 94, 119, 133, 151, 157, 208, 301 ; Step 3 - Word Building:10, 41, 81, 87, 112, 164, 196, 264, 270, 289 ; at the end of Step 5 – Phoneme-Grapheme Analysis, e.g. 5, 11, 18, 24, 30, 113, 172, 271, 327 BLM2: Phoneme Segmentation Sheet, pp. 11</p>
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Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words</p>	
<p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>	<p>SSTG: Step 4 - Phoneme/Grapheme: Lessons 1–30, pp. 37–79, Lessons 33–41 pp. 85–101; <i>Sounds Sensible</i>, Pre-Level One teaches all the single consonants except <i>q</i>. TG1: Step 1 - Phonogram Cards; Step 2: Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling BLM1: Key Word Concept Sheets, pp. 3-7; Key Word Cards, pp. 14-24 TG2: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling BLM1: Key Word Concept Sheets, pp. 3-10</p>

<p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>SSTG: Step 4 – Phoneme/Grapheme Relationships: Activity 31, pp. 82-84 (only short a is taught at this level)</p> <p>TG1: Short vowel sounds are taught at this level, pp.1-186. Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work</p> <p>BLM1: Key Word Concept Sheet, pp. 3-7; Word Find Sheet, pp. 46</p> <p>WB: 67</p> <p>TG2: Long vowels are taught at the end of Level 2, pp 232-377; Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work</p> <p>WB2: 60, 71, 93, 94</p> <p>BLM2: Key Word Concept Sheet, pp. 9-10; Word Find Sheet, pp. 29</p>
<p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>TG1: Reinforcing Lessons, Step 1; Step 4 Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work</p> <p>R1: All reading selections contain sight words (non-decodable words); all Sight Words are included on the sound introduction page for every lesson, e.g., 1, 12, 34, 45, 56, 63, 70, 77, 84, 95; sight words are included on decoding/sentence reading pages, e.g., 2, 13, 35, 46, 57, 71, 78, 85, 95</p> <p>BLM1: Sight Word and Decodable Word Cards, pp. 26, Quick Checks; 133; Decoding Assessment Forms A & B:111-119, 133; Post-Level Assessment 149-150</p> <p>TG2: Reinforcing Lessons, Step 1; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work</p> <p>R2: All reading selections contain sight words (non-decodable words) all Sight Words are included on the sound introduction page for every lesson, e.g. , 1, 12, 23, 35, 46, 57, 73, 84, 92, 101, 110; sight words are included on decoding/sentence reading pages, e.g., 2, 13, 24, 36, 47, 58, 74, 85, 93, 102, 111</p> <p>BLM2: Sight Word and Decodable Word Cards, pp. 13; Quick Checks: 102-116; Decoding Assessment Forms A & B: 86-101; Post-Level Assessment: 117-120</p>

<p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>SSTG: Step 2 –Rhyming; Activity 4, pp. 17–25 SSBLM: Introduction to Rhyme Sheets, pp. 1-3 TG1: Step 2 - Phonological Awareness: Rhyme Providing, e.g., 9, 31, 37, 202, 275, 333, 400; Step 3 - Word Building, e.g. pp. 49, 55, 66, 79, 98, 122, 158, 230, 256, 296 TG2: Step 2 - Phonological Awareness: Rhyme Providing, e.g., 9, 17, 35, 47, 55, 61, 67; Step 3 - Word Building, e.g., 41, 48, 112, 214, 264, 283, 295,</p>
<p>Fluency</p>	
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>TG1: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 68, 88, 112, 124, 225, 291, 341 R1: All selections are emergent-reader texts.. TG2: In all Reinforcing Lessons ,students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 63, 136, 167, 211, 273, 297, 335 R2: All selections are emergent-reader texts.</p>
<p>College and Career Readiness Anchor Standards for Writing The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
<p>Text Types and Purposes</p>	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>
<p>Production and Distribution of Writing</p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.</p>

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

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108
<i>Production and Distribution of Writing</i>	
4. (Begins in grade 3)	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<i>Research to Build Knowledge</i>	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
5. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108 WB2: 23, 31, 37, 43, 75, 79, 102
8. (Begins in grade 4)	
<i>Range of Writing</i>	
9. 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.	TG1: Levels 1 and 2: Step 10: Sentence Dictation TG2: Levels 1 and 2: Step 10: Sentence Dictation WB1: Comprehension questions and writing exercises can be used by teacher to help meet this standard WB2: Comprehension questions and writing exercises can be used by teacher to help meet this standard

College and Career Readiness Anchor Standards for 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. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b. Continue a conversation through multiple exchanges.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5</p> <p>TG1: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension, e.g., 68, 88, 112, 124, 225, 291, 341</p> <p>WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p> <p>TG2: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension, e.g., 63, 136, 167, 211, 273, 297, 335</p> <p>WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p>
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5</p> <p>TG1: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 68, 88, 112, 124, 225, 291, 341</p> <p>WB1: All sentence exercises in the workbook meet standard, e.g., 2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p> <p>TG2: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 63, 136, 167, 211, 273, 297, 335</p> <p>WB2: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25</p>
Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5</p> <p>TG1: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TG2: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension</p>
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<p>WB1: 55, 59, 65, 69, 89, 91, 93, 105, 108</p> <p>WB2: 23, 31, 37, 43, 75, 79, 102</p>

<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 Levels 1-8: Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
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College and Career Readiness Anchor Standards for Language

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

Conventions in Writing and Speaking

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5; Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>

Knowledge of Language

<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>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Step 5 – Prereading, e.g., 26, 56, 105, 165, 224, 264, 377; Step 6 - Reading Comprehension TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Step 5 – Reinforcing Lessons, Prereading, e.g., 68, 95, 152, 203, 271, 327, 374; Step 6 - Reading Comprehension</p>
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Vocabulary Acquisition and Use

<p>3. 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>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 43, 80, 116, 152, 190, 216, 243; Reinforcing Lessons, Prereading: Step 5 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 42, 82, 120, 159, 197, 234; Reinforcing Lessons, Prereading: Step 5</p>
<p>4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development</p>
<p>5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 SSBLM: Key Word Concept Sheets, pp. 4-24 SSBLM: Key Word Cards, pp. 25-25 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5 - Reinforcing Lessons, Step 6 TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, Prereading: Step 5 - Reinforcing Lessons, Step 6</p>

Language Standards K–5

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

Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>a. Print many upper- and lowercase letters.</p>	<p>SSTG: - Step 4 - Phoneme/Grapheme Relationships, pp. 37–104 (All lowercase consonants (except q) as well as lowercase vowel a are taught.) Level 1: all short vowels SSBLM: Key Word Concept Sheets, pp. 4-24 SSBLM: Key Word Cards, pp. 25-25</p>
<p>b. Use frequently occurring nouns and verbs.</p>	<p>Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard</p>

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard Level 1:
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard
f. Produce and expand complete sentences in shared language activities.	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard TG1: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation TG2: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize the first word in a sentence and the pronoun I.	Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard: WB1: 85, 92, 94, 95, 98, 100, 101, 102, 103, 106, 107, 109, 110 WB2: 9, 10, 12, 14, 17, 30, 34, 51, 65, 78
b. Recognize and name end punctuation.	Levels 1 -2: Teacher can use comprehension exercises in the Student Workbook to meet standard WB1: 85, 92, 94, 95, 98, 100, 101, 102, 103, 106, 107, 109, 110 WB2: 9, 10, 12, 14, 17, 30, 34, 51, 65, 78
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	SSTG: Step 4 - Phoneme/Grapheme Relationships, pp. 37–104 (All lowercase consonants (except <i>q</i>) as well as lowercase vowel <i>a</i> are taught.) SSBLM: Key Word Concept Sheets, pp. 4-24 SSBLM: Key Word Cards, pp. 25-25
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships	TG1: Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 - Spelling TG2: Step 3 - Word Building; Step 5: Prereading; Step 8 -Prespelling; Step 9 - Spelling
Knowledge of Language	

3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>kindergarten reading and content</i> .	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	SSTG: Step 1 – Listening: Activity 2, pp. 4-5 TG1: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading TG2: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons Step 5 - Prereading
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	See Level 3 Lessons 4-7
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TG1: Teacher can use Step 1 – Phonogram Cards to teach skill TG2: Teacher can use Step 1 – Phonogram Cards to teach skill
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)	TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	TG1: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill Reinforcing Lessons Step 5 - Prereading TG2: Teacher can use Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill

<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>SSTG: Step 1 – Listening: Activity 2, pp. 4-5 Teacher can also use program components to practice this standard by having students engage in oral exercises and responding to text using the Student Reader and Workbook. Comprehension exercises in the Workbook can also be used.</p> <p>TG1: Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TG2: Reinforcing Lessons Step 5 - Prereading; Step 6 - Reading Comprehension</p>
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