



Correlation of *S.P.I.R.E.*, 3<sup>rd</sup> Edition by *EPS* to

# TEXAS KNOWLEDGE AND SKILLS

## English Language Arts and Reading

### Grades K–5



Intensive, Multisensory Reading Intervention with Proven Results



**Texas Essential Knowledge and Skills; English Language Arts and Reading: Grades K-5,  
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The following references are examples from the Teacher’s Manual and appropriate components in the *S.P.I.R.E.* program that align to the **Texas Essential Knowledge and Skills English Language Arts and Reading**. This correlation is intended to illustrate the program’s approach to these standards. (TM = Teacher’s Manual; WB = Workbook; BLM = Blackline Masters; RDR = Reader; N/A = Not Applicable) Examples are assumed to be at Level unless specifically stated otherwise for each component.

Texas Essential Knowledge and Skills – English Language Arts and Reading	S.P.I.R.E. Page Citations
<b>§110.2. English Language Arts and Reading, Kindergarten</b>	
<b>(b) Knowledge and skills.</b>	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively and ask questions to understand information and answer questions using multi-word responses;	<b>TM:</b> Step 1 – Listening: Activity 2, pp. 4-5
(B) restate and follow oral directions that involve a short, related sequence of actions;	<b>TM:</b> Step 1 – Listening: Activity 2, pp. 4-5
(C) share information and ideas by speaking audibly and clearly using the conventions of language;	<b>TM:</b> Step 1 – Listening: Activity 2, pp. 4-5
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	<b>TM:</b> Step 1 – Listening: Activity 2, pp. 4-5
(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	<b>TM:</b> Step 1 – Listening: Activity 2, pp. 4-5
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate phonological awareness by:	
(i) identifying and producing rhyming words;	<b>TM:</b> Step 2 – Rhyming: Activity 1 – Introduction to Rhyme: pp. 7-12; Activity 2 – Matching Rhymes: pp. 13-15; Activity 3 – Rhyme Providing: p. 16; Activity 4 – Rhyme Categorization: pp. 17-24 <b>BLM:</b> Introduction to Rhyme Sheets, pp. 1-3
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	<b>TM:</b> Step 4 - Phoneme/Grapheme: Lessons 1–41, pp. 37-101 <b>BLM:</b> Key Word Concept Sheets, pp. 4-24; Key Word Cards, pp. 25-45
(iii) identifying the individual words in a spoken sentence;	<b>TM:</b> Step 3 – Segmentation: Activity 1 – Sentence Segmentation: pp. 30-31

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(iv) identifying syllables in spoken words;	<b>TM:</b> Step 3 – Segmentation: Activity 3 – Syllable Segmentation: Compound words: p. 31; Step 4 – Syllable Segmentation: p. 32
(v) blending syllables to form multisyllabic words;	<b>TM:</b> Step 3 – Segmentation: Activity 4- Syllable Segmentation, p. 32
(vi) segmenting multisyllabic words into syllables;	<b>TM:</b> Step 3 – Segmentation: Activity 2 - Compound words: p. 31; Activity 4 – Syllable Segmentation: p. 32
(vii) blending spoken onsets and rimes to form simple words;	<b>TM:</b> Step 2 – Rhyming: Activity 5 – Onset and Rime: pp. 25-28
(viii) blending spoken phonemes to form one-syllable words;	<b>TM:</b> Step 2 – Rhyming: Activity 5 – Onset and Rime: pp. 25–28
(ix) manipulating syllables within a multisyllabic word; and	<b>TM:</b> Step 3 – Segmentation: Activity 3 – Syllable Segmentation: Compound words: p. 31; Step 4 – Syllable Segmentation: p. 32
(x) segmenting spoken one-syllable words into individual phonemes;	<b>TM:</b> Step 3 – Segmentation: Activity 6 - Phoneme Segmentation, pp. 33-34; Activity 7 - Phoneme Segmentation with Words, p. 35 <b>BLM:</b> Phoneme Segmentation Sheet, p. 46
(B) demonstrate and apply phonetic knowledge by:	
(i) identifying and matching the common sounds that letters represent;	<b>TM:</b> - Step 4 - Phoneme/Grapheme Relationships, pp. 37–104 <b>BLM:</b> Key Word Concept Sheets, pp. 4-24; Key Word Cards, pp. 25-45
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	See <i>S.P.I.R.E.</i> Level 1
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and	<b>TM:</b> Step 2 – Rhyming: Activity 5 – Onset and Rime, pp. 25–28; Activity 8 – Word Segmentation with Deletions, p. 36
(iv) identifying and reading at least 25 high-frequency words from a research-based list;	See <i>S.P.I.R.E.</i> Level 1
(C) demonstrate and apply spelling knowledge by:	
(i) spelling words with VC, CVC, and CCVC;	See <i>S.P.I.R.E.</i> Level 1
(ii) spelling words using sound-spelling patterns; and	See <i>S.P.I.R.E.</i> Level 1
(iii) spelling high-frequency words from a research-based list;	See <i>S.P.I.R.E.</i> Level 1
(D) demonstrate print awareness by:	
(i) identifying the front cover, back cover, and title page of a book;	<b>TM:</b> Step 1 – Listening: Activity 2, pp. 4-5
(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	<b>TM:</b> Step 1 – Listening: Activity 2, pp. 4-5

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(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	<b>TM:</b> Step 3 – Segmentation: Activity 1 – Sentence Segmentation: pp. 30-31
(iv) recognizing the difference between a letter and a printed word; and	<b>TM:</b> Step 3 – Segmentation: Activity 7 – Phoneme Segmentation with Words, p. 35; Activity 8 – Word Segmentation with Deletions, p. 36
(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	<b>TM:</b> - 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.) <b>BLM:</b> Key Word Concept Sheets, pp. 4-24; Key Word Cards, pp. 25-45
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use a resource such as a picture dictionary or digital resource to find words;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts with adult assistance;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(C) make and confirm predictions using text features and structures with adult assistance;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(D) create mental images to deepen understanding with adult assistance;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(F) make inferences and use evidence to support understanding with adult assistance;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5

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(G) evaluate details to determine what is most important with adult assistance;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(H) synthesize information to create new understanding with adult assistance; and	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(B) provide an oral, pictorial, or written response to a text;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(C) use text evidence to support an appropriate response;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(D) retell texts in ways that maintain meaning;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(E) interact with sources in meaningful ways such as illustrating or writing; and	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(F) respond using newly acquired vocabulary as appropriate.	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) discuss topics and determine the basic theme using text evidence with adult assistance;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(B) identify and describe the main character(s);	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(D) describe the setting.	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.

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(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) discuss main characters in drama;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea and supporting evidence with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ii) titles and simple graphics to gain information; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iii) the steps in a sequence with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(F) recognize characteristics of multimodal and digital texts.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) discuss with adult assistance the author's purpose for writing text;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(D) discuss with adult assistance how the author uses words that help the reader visualize; and	<b>TM:</b> Step 1 – Listening: Activity 2: pp. 4-5
(E) listen to and experience first- and third-person texts.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan by generating ideas for writing through class discussions and drawings;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.

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(B) develop drafts in oral, pictorial, or written form by organizing ideas;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) revise drafts by adding details in pictures or words;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) edit drafts with adult assistance using standard English conventions, including:	
(i) complete sentences;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ii) verbs;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iii) singular and plural nouns;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iv) adjectives, including articles;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(v) prepositions;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(vi) pronouns, including subjective, objective, and possessive cases;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(vii) capitalization of the first letter in a sentence and name;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(viii) punctuation marks at the end of declarative sentences; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(E) share writing.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) dictate or compose literary texts, including personal narratives; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) dictate or compose informational texts.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	

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(A) generate questions for formal and informal inquiry with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) develop and follow a research plan with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) gather information from a variety of sources with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) demonstrate understanding of information gathered with adult assistance; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
<b>§110.3. English Language Arts and Reading, Grade 1, Adopted 2017</b>	
<b>(b) Knowledge and skills.</b>	
1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate phonological awareness by:	

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(i) producing a series of rhyming words;	<b>TM:</b> Step 2 - Phonological Awareness, Sounds are identified, Rhyming words made.
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	<b>TM:</b> Step 2 - Phonological Awareness, p. 61; Step 5 – Prereading, e.g., pp. 99, 177, 190, 197, 216, 223, 243
(iii) distinguishing between long and short vowel sounds in one-syllable words;	<b>TM:</b> 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 <b>WB:</b> p. 67 <b>BLM:</b> Key Word Concept Sheet, pp. 3-7; Word Find Sheet, pp. 46-50
(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	<b>TM:</b> Step 2 - Phonological Awareness; Step 3 - Word Building; Step 5 – Prereading: Phoneme-Grapheme Analysis
(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	<b>TM:</b> Step 3 - Word Building
(vi) manipulating phonemes within base words; and	<b>TM:</b> Step 2 - Phonological Awareness; Step 3 - Word Building; Step 5 – Prereading: Phoneme-Grapheme Analysis
(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	<b>TM:</b> Step 2 - Phonological Awareness, e.g., pp. 19, 55, 61, 84, 92, 164, 221, 339; Step 3 - Word Building; Step 5 - Prereading – Phoneme Grapheme Analysis; Step 8 - Prespelling <b>BLM:</b> Phoneme Segmentation Sheet, p. 25
<b>(B) demonstrate and apply phonetic knowledge by:</b>	
(i) decoding words in isolation and in context by applying common letter sound correspondences;	<b>TM:</b> Step 4 - Decoding and Sentence Reading; Reinforcing Lesson, Step 7 – Sound Dictation; Reinforcing Lessons – Step 8 - Prespelling <b>BLM:</b> Sight Word and Decodable Word Cards: pp. 26-41
(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;	<b>TM:</b> Step 8 – Prespelling, <i>For example</i> , pp. 200, 206, 212, 218, 226, 236, 245, 265, 280-281, 292 <b>BLM:</b> Decoding Assessments, pp. 121-127
(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	See <i>S.P.I.R.E.</i> Levels 3, 4
(iv) using knowledge of base words to decode common compound words and contractions;	<b>TM:</b> Step 2 – Phonological Awareness: pp. 139, 176, 196, 229, 256, 283, 327

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(v) decoding words with inflectional endings, including -ed, -s, and -es; and	See <i>S.P.I.R.E.</i> Level 3
(vi) identifying and reading at least 100 high-frequency words from a research-based list;	<b>TM:</b> Step 1 – Phonogram Cards <b>BLM:</b> Sight Word Cards, pp. 26-41
(C) demonstrate and apply spelling knowledge by:	
(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	See <i>S.P.I.R.E.</i> Levels 3, 4
(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;	<b>TM:</b> Step 8 – Prespelling, <i>For example</i> , pp. 200, 206, 212, 218, 226, 236, 245, 265, 280-281, 292; Step 9 – Spelling, e.g, pp. 200, 206, 212, 218, 226, 236, 245, 265, 280-281, 292 <b>BLM:</b> Sounds and Words Dictation Paper, p. 64; Decoding Assessments, pp. 121-127
(iii) spelling words using sound-spelling patterns; and	<b>TM:</b> Step 8 - Prespelling; Step 9 - Spelling <b>BLM:</b> Sounds and Words Dictation Paper, p. 64
(iv) spelling high-frequency words from a research-based list;	<b>TM:</b> Step 8 - Prespelling; Step 9 - Spelling <b>BLM:</b> Sounds and Words Dictation Paper, p. 64
(D) demonstrate print awareness by identifying the information that different parts of a book provide;	See <i>Sounds Sensible</i>
(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	<b>TM:</b> Step 7 – Sound Dictation; Step 9 – Spelling; Step 10 – Sentence Dictation <b>BLM:</b> Dictation Papers, pp. 63-67
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use a resource such as a picture dictionary or digital resource to find words;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	<b>TM:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i> : pp. 116, 152, 190; Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 68, 88, 112, 124, 225, 291, 341
(C) identify the meaning of words with the affixes -s, -ed, and -ing; and	See <i>S.P.I.R.E.</i> Level 3

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(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	<b>TM:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 116, 152, 190
4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Reread for Fluency
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	<b>TM:</b> Independent Work, <i>For example:</i> pp. 53, 64, 76, 102, 132, 162, 186, 239, 281, 337
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts with adult assistance;	<b>TM:</b> Step 5 – Prereading: Introducing the Story
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	Teacher can use the following to teach standard: <b>TM:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example,</i> pp. 68, 88, 112, 124, 225, 291, 341 <b>WB:</b> All sentence exercises in the workbook meet standard, <i>For example,</i> pp. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 <b>BLM:</b> pp. 68-70
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;	<b>TM:</b> Step 6 – Reading Comprehension, pp. 147, 341, 395
(D) create mental images to deepen understanding with adult assistance;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example,</i> pp. 130, 141, 147, 159, 171, 198
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	<b>TM:</b> Reinforcing Lessons: Step 5 – Prereading: Introducing the Story, <i>For example,</i> pp. 21, 26, 50, 73, 87, 99, 123, 135
(F) make inferences and use evidence to support understanding with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(G) evaluate details to determine what is most important with adult assistance;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example,</i> pp. 205, 211, 225, 237, 258, 278, 291, 329 <b>BLM:</b> pp. 68-70
(H) synthesize information to create new understanding with adult assistance;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example,</i> pp. 33, 51, 63, 74, 94, 106, 124, 136

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	<b>BLM:</b> pp. 68-70
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<b>TM:</b> Reinforcing Lessons: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 141, 146, 159, 165, 171, 177, 183, 198
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources;	<b>TM:</b> Reinforcing Lessons: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 21, 26, 50, 73, 87, 99, 123, 135
(B) write brief comments on literary or informational texts;	<b>WB:</b> All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20
(C) use text evidence to support an appropriate response;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 33, 51, 63, 74, 94, 106, 124, 136 <b>BLM:</b> pp. 68-70
(D) retell texts in ways that maintain meaning;	<b>TM:</b> Independent Work, <i>For example</i> : pp. 17, 23, 29 <b>WB:</b> <i>For example</i> , pp. 4, 6, 8 <b>BLM:</b> p. 70
(E) interact with sources in meaningful ways such as illustrating or writing; and	<b>WB:</b> All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20
(F) respond using newly acquired vocabulary as appropriate.	<b>TM:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i> : pp. 116, 152, 190; Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 68, 88, 112, 124, 225, 291, 341
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) discuss topics and determine theme using text evidence with adult assistance;	Beyond the scope of S.P.I.R.E reading and literacy program at this Level.
(B) describe the main character(s) and the reason(s) for their actions;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 21, 27, 38, 68, 74, 135 <b>WB:</b> All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 <b>BLM:</b> pp. 68
(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 87, 94, 100, 106, 130 <b>WB:</b> All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 12, 14, 18, 20, 24, 32, 36 <b>BLM:</b> p. 70

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(D) describe the setting.	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 123, 160, 210, 231, 291, 341
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;	<b>TM:</b> Step 5 – Prereading, p. 111 <b>RDR:</b> p. 33
(C) discuss elements of drama such as characters and setting;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea and supporting evidence with adult assistance;	Most selections are stories at the lower levels, however, the upper level books have more informational text.
(ii) features and simple graphics to locate or gain information; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iii) organizational patterns such as chronological order and description with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(F) recognize characteristics of multimodal and digital texts.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) discuss the author's purpose for writing text;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) discuss how the use of text structure contributes to the author's purpose;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Figurative Language, p. 112

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(D) discuss how the author uses words that help the reader visualize; and	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Figurative Language, p. 112
(E) listen to and experience first- and third-person texts.	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, p. 205, 222
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) develop drafts in oral, pictorial, or written form by organizing ideas;	
(i) organizing with structure; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ii) developing an idea with specific and relevant details;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) revise drafts by adding details in pictures or words;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) edit drafts using standard English conventions, including:	
(i) complete sentences with subject-verb agreement;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ii) past and present verb tense;	<b>TM:</b> Step 4 – Decoding and Sentence Reading, p. 394
(iii) singular, plural, common, and proper nouns;	<b>TM:</b> Step 4 – Decoding and Sentence Reading, p. 394
(iv) adjectives, including articles;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(v) adverbs that convey time;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(vi) prepositions;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(vii) pronouns, including subjective, objective, and possessive cases;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(viii) capitalization for the beginning of sentences and the pronoun "I";	<b>TM:</b> Step 1: Phonogram Cards, p. 9; Step 10: Sentence Dictation, pp. 6, 16

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(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and	<b>TM:</b> Step 4 - Word and Sentence Decoding , pp. 140, 276
(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and	<b>TM:</b> Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 - Spelling
(E) publish and share writing.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) dictate or compose literary texts, including personal narratives and poetry;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) dictate or compose informational texts.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) dictate or compose correspondence such as thank you notes or letters.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate questions for formal and informal inquiry with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) develop and follow a research plan with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) identify and gather relevant sources and information to answer the questions with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) demonstrate understanding of information gathered with adult assistance; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
<b>§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.</b>	
<b>(b) Knowledge and skills.</b>	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	<b>TM:</b> Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Sentence Comprehension; Reinforcing Lessons, Step

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	6 - Reading Comprehension: <i>For example</i> , pp. 63, 136, 167, 211, 273, 297, 335
(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(E) develop social communication such as distinguishing between asking and telling.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate phonological awareness by:	
(i) producing a series of rhyming words;	<b>TM:</b> Step 2 – Phonological Awareness: Rhyme Providing, <i>For example</i> , pp. 9, 17, 35, 47, 55, 67, 106,
(ii) distinguishing between long and short vowel sounds in one-syllable and multisyllable words;	<b>TM:</b> 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 <b>WB:</b> pp. 60, 71, 93, 94 <b>BLM:</b> Key Word Concept Sheet, pp. 9-10; Word Find Sheet, pp. 35-40
(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	<b>TM:</b> Step 5 – Prereading: Phoneme-Grapheme Analysis, <i>For example</i> , pp. 56, 62, 68, 74, 95, 101, 107 <b>WB:</b> Phoneme-Grapheme Sheet
(iv) manipulating phonemes within base words;	<b>TM:</b> Step 5 – Prereading: Phoneme-Grapheme Analysis, <i>For example</i> , pp. 56, 62, 68, 74, 95, 101, 107 <b>WB:</b> Phoneme-Grapheme Sheet, p. 12
(B) demonstrate and apply phonetic knowledge by:	

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(i) decoding words with short, long, or variant vowels, trigraphs, and blends;	<b>TM:</b> Reinforcing Lessons: Step 4 – Decoding and Sentence Reading
(ii) decoding words with silent letters such as knife and gnat;	Begins in <i>S.P.I.R.E.</i> Level 6
(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	See <i>S.P.I.R.E.</i> Level 3
(iv) decoding compound words, contractions, and common abbreviations;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCC;V;	See <i>S.P.I.R.E.</i> Level 3
(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	See <i>S.P.I.R.E.</i> Level 3, Lessons 4-7
(vii) identifying and reading high-frequency words from a research-based list;	<b>TM:</b> Step 1 – Phonogram Cards <b>BLM:</b> Sight Word Cards, pp. 13-24
(C) demonstrate and apply spelling knowledge by:	
(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including	<b>TM:</b> Step 8 - Prespelling; Step 9 – Spelling <b>WB:</b> Sounds and Words Dictation Paper, p. 41
(ii) spelling words with silent letters such as knife and gnat;	Begins in <i>S.P.I.R.E.</i> Level 6
(iii) spelling compound words, contractions, and common abbreviations;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iv) spelling multisyllabic words with multiple sound-spelling patterns;	See <i>S.P.I.R.E.</i> Level 3
(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	See <i>S.P.I.R.E.</i> Level 3
(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;	See <i>S.P.I.R.E.</i> Level 3, Lessons 4-7
(D) alphabetize a series of words and use a dictionary or glossary to find words; and	<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.
(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.

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(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources to determine meaning and pronunciation of unknown words;	<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.
(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	<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.
(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	See <i>S.P.I.R.E.</i> Level 3, Lessons 4-7
(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	<b>TM:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill  There are opportunities using Vocabulary Development to discuss synonyms, homonym, and multiple meaning words.
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<b>TM:</b> Step 6: Reading Comprehension: Rereading for Fluency
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	<b>TM:</b> Independent Work, <i>For example:</i> pp. 104, 116, 137, 155, 187, 206, 230
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts;	<b>TM:</b> Step 5 – Prereading: Introducing the Article
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<b>TM:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons, Step 6 - Reading Comprehension: <i>For example,</i> pp. 63, 136, 167, 211, 273, 297, 335 <b>WB:</b> All sentence exercises in the workbook meet standard, <i>For example,</i> pp. 3, 14, 17, 19, 21, 22, 25 <b>BLM:</b> 44-46

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(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	<b>TM:</b> Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 107, 209, 327, 334, 353
(D) create mental images to deepen understanding;	<b>TM:</b> Step 6: Reading Comprehension, <i>For example</i> , pp. 108, 114, 135, 152, 178, 190, 215
(E) make connections to personal experiences, ideas in other texts, and society;	<b>TM:</b> Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 49, 56, 68, 88, 113, 134
(F) make inferences and use evidence to support understanding;	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
(G) evaluate details read to determine key ideas;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 50, 63, 75, 96, 108, 128, 153 <b>BLM:</b> pp. 44-46
(H) synthesize information to create new understanding; and	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 167, 179, 191, 210, 222, 285, 297 <b>BLM:</b> pp. 44-46
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<b>TM:</b> Reinforcing Lessons: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 221, 228, 278, 290, 302, 315, 327
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources;	<b>TM:</b> Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 49, 56, 68, 88, 113, 134
(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;	<b>WB:</b> All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 2, 4, 6, 8, 10, 12, 14, 17, 18
(C) use text evidence to support an appropriate response;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 50, 63, 75, 96, 108, 128, 153 <b>BLM:</b> pp. 44-46
(D) retell and paraphrase texts in ways that maintain meaning and logical order;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 147-148, 272-273, 285, 322, 362 <b>WB:</b> pp. 36, 58, 63, 78, 95 <b>BLM:</b> p. 46
(E) interact with sources in meaningful ways such as illustrating or writing; and	<b>WB:</b> All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 40, 42, 43, 47, 51, 68, 75
(F) respond using newly acquired vocabulary as appropriate.	<b>TM:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 159, 197, 241; Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 279, 285, 297, 303, 309, 316, 322

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(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) discuss topics and determine theme using text evidence with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) describe the main character's (characters') internal and external traits;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 12, 19, 191, 279, 310, 316 <b>WB:</b> All selections can be used to describe characters, <i>For example</i> , pp. 30, 34, 41, 47 <b>BLM:</b> p. 44
(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 147-148, 272-273, 285, 322, 362 <b>WB:</b> pp. 36, 58, 63, 78, 95 <b>BLM:</b> p. 46
(D) describe the importance of the setting.	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 12, 25, 272
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The	
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;is expected to:	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) explain visual patterns and structures in a variety of poems;	<b>TM:</b> Step 5 – Prereading, pp. 302, 374 <b>RDR:</b> pp. 86, 117
(C) discuss elements of drama such as characters, dialogue, and setting;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea and supporting evidence with adult assistance;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, p. 368 <b>WB:</b> p. 97
(ii) features and graphics to locate and gain information; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iii) organizational patterns such as chronological order and cause and effect stated explicitly;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, p. 369 <b>WB:</b> p. 97 <b>BLM:</b> p. 47

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(E) recognize characteristics of persuasive text, including:	
(i) stating what the author is trying to persuade the reader to think or do; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ii) distinguishing facts from opinion; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(F) recognize characteristics of multimodal and digital texts.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) discuss the author's purpose for writing text;	<b>TM:</b> Reinforcing Lessons: Step 5 - Prereading, p. 368
(B) discuss how the use of text structure contributes to the author's purpose;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) discuss the author's use of print and graphic features to achieve specific purposes;	<b>TM:</b> Step 5 – Prereading, pp. 302, 374; Step 6: Reading Comprehension, p. 75 <b>RDR:</b> pp. 86, 117
(D) discuss the use of descriptive, literal, and figurative language;	<b>TM:</b> Step 5 – Prereading, p. 347; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity (Word Meanings), p. 128
(E) identify the use of first or third person in a text; and	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, pp. 205, 222
(F) identify and explain the use of repetition.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) develop drafts into a focused piece of writing by:	
(i) organizing with structure; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ii) developing an idea with specific and relevant details;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.

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(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) edit drafts using standard English conventions, including:	
(i) complete sentences with subject-verb agreement;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ii) past, present, and future verb tense;	<b>TM:</b> Independent Work: pp. 21, 281
(iii) singular, plural, common, and proper nouns;	<b>TM:</b> Independent Work: p. 21
(iv) adjectives, including articles;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(v) adverbs that convey time and adverbs that convey place;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(vi) prepositions and prepositional phrases;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(vii) pronouns, including subjective, objective, and possessive cases;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(viii) coordinating conjunctions to form compound subjects and predicates;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and	<b>TM:</b> Step 10 – Sentence Dictation, pp. 7, 14, 52, 130
(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<b>TM:</b> Step 3 - Word Building; Step 5: Prereading; Step 8 - Prerspelling; Step 9 - Spelling
(E) publish and share writing.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts, including personal narratives and poetry;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) compose informational texts, including procedural texts and reports; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) compose correspondence such as thank you notes or letters.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.

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(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate questions for formal and informal inquiry with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) develop and follow a research plan with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) identify and gather relevant sources and information to answer the questions;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) identify primary and secondary sources;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(E) demonstrate understanding of information gathered;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(F) cite sources appropriately; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
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<b>(b) Knowledge and skills.</b>	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(E) develop social communication such as conversing politely in all situations.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

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(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate and apply phonetic knowledge by:	
(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;	See <i>S.P.I.R.E.</i> Level 6
(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	See <i>S.P.I.R.E.</i> Levels 6, 7, 8
(iii) decoding compound words, contractions, and abbreviations;	<b>TM:</b> Step 3 – Word Building, p. 74
(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	<b>TM:</b> Step 1 – Phonogram Cards, <i>For example</i> , pp. 178, 186, 193, 199, 211, 228, 235; Step 2 – Phonological Awareness: Sound Providing, <i>For example</i> , pp. 73, 88, 108, 199, 205, 219, 235; Step 2 – Phonological Awareness: Segmentation, <i>For example</i> , pp. 158, 179, 212; Step 3 – Word Building, <i>For example</i> , pp. 74, 81, 89, 95, 193, 213, 220; Step 4 – Decoding and Sentence Reading, <i>For example</i> , pp. 68, 180
(v) decoding words using knowledge of prefixes;	<b>TM:</b> Lesson 14: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 4 – Decoding and Sentence Reading; Step 6 – Reading; Step 7 - Sound Dictation; Step 9 - Spelling; Independent Work
(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<b>TM:</b> Lessons 4-7: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 4 – Decoding and Sentence Reading; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work
(vii) identifying and reading high-frequency words from a research-based list;	<b>TM:</b> Step 1 – Phonogram Cards <b>BLM:</b> Sight Word Cards, pp. 18-34
(B) demonstrate and apply spelling knowledge by:	
(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<b>TM:</b> Step 8 - Prespelling; Step 9 – Spelling <b>WB:</b> Sounds and Words Dictation Paper, p. 54
(ii) spelling homophones;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iii) spelling compound words, contractions, and abbreviations;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.

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(iv) spelling multisyllabic words with multiple sound-spelling patterns;	<b>TM:</b> Step 8 – Prespelling; Step 9 – Spelling
(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	<b>TM:</b> Step 8 – Prespelling, pp. 183, 216; Step 9 – Spelling, pp. 183, 216
(vi) spelling words using knowledge of prefixes; and	<b>TM:</b> Lesson 14: Step 8 – Prespelling; Step 9 - Spelling
(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	<b>TM:</b> Lessons 4-7: Step 8 - Prespelling; Step 9 - Spelling
(C) alphabetize a series of words to the third letter; and	<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.
(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	<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.
(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	<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.
(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and	<b>TM:</b> Lessons 4-7: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 4 – Decoding and Sentence Reading; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work
(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	<b>TM:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill  There are opportunities using <i>Vocabulary Development</i> to discuss synonyms, homonym, and multiple meaning words.
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<b>TM:</b> Step 6: Reading Comprehension: Rereading for Fluency

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(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	<b>TM:</b> Independent Work, <i>For example:</i> pp. 20, 32, 46, 59, 79, 127, 156
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts;	<b>TM:</b> Step 5 – Prereading: Introducing the Story/Article
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<b>TM:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example,</i> pp. 19, 44, 91, 168, 189, 201, 277 <b>WB:</b> Sentence exercises in the workbook meet standard, <i>For example,</i> pp. 15, 18, 19, 26, 33, 36, 44, 59, 71, 87 <b>BLM:</b> pp. 57-59
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
(D) create mental images to deepen understanding;	<b>TM:</b> Step 6: Reading Comprehension, <i>For example,</i> pp. 97, 110, 118, 125, 153, 160, 167
(E) make connections to personal experiences, ideas in other texts, and society;	<b>TM:</b> Step 5 – Prereading: Introducing the Story, <i>For example,</i> pp. 76, 82, 90, 110, 117, 152, 159
(F) make inferences and use evidence to support understanding;	<b>TM:</b> <b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 161, 195, 207 <b>BLM:</b> pp. 59
(G) evaluate details read to determine key ideas;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example,</i> pp. 57, 64, 97, 204, 245 <b>BLM:</b> pp. 58
(H) synthesize information to create new understanding; and	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example,</i> pp. 179, 185, 191, 204, 216, 222, 229 <b>BLM:</b> pp. 57-59
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>TM:</b> Reinforcing Lessons: Step 5 – Prereading: Introducing the Story, <i>For example,</i> pp. 63, 76, 82, 90, 96, 110, 117
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	

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(A) describe personal connections to a variety of sources, including self-selected texts;	<b>TM:</b> Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 76, 82, 90, 110, 117, 152, 159
(B) write a response to a literary or informational text that demonstrates an understanding of a text;	<b>WB:</b> All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 2, 4, 8, 11, 20, 26, 44
(C) use text evidence to support an appropriate response;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 57, 64, 97, 204, 245 <b>BLM:</b> pp. 57-59
(D) retell and paraphrase texts in ways that maintain meaning and logical order;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 84, 119, 168, 201, 223, 277 <b>WB:</b> pp. 30, 46, 65, 75, 82, 105 <b>BLM:</b> p. 59
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<b>WB:</b> All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 40, 42, 43, 47, 51, 68, 75
(F) respond using newly acquired vocabulary as appropriate; and	<b>TM:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i> : pp. 35, 68, 103; Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 119, 126, 161, 174, 195, 207, 223
(G) discuss specific ideas in the text that are important to the meaning.	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 57, 64, 97, 204, 245 <b>BLM:</b> pp. 58
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) infer the theme of a work, distinguishing theme from topic;	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
(B) explain the relationships among the major and minor characters;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 44, 77, 189 <b>WB:</b> pp. 15, 26, 71 <b>BLM:</b> p. 57
(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 84, 119, 168, 201, 223, 277 <b>WB:</b> pp. 30, 46, 65, 75, 82, 105 <b>BLM:</b> p. 59
(D) explain the influence of the setting on the plot.	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 24, 43, 50, 110, 118, 153

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(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;	<b>TM:</b> Step 5 – Prereading: Introducing the Poem, pp. 29, 56
(C) discuss elements of drama such as characters, dialogue, setting, and acts;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea with supporting evidence;	<b>TG:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 64, 97, 245 <b>WB:</b> pp. 22, 36, 96 <b>BLM:</b> p. 58
(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iii) organizational patterns such as cause and effect and problem and solution;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(E) recognize characteristics and structures of argumentative text by:	
(i) identifying the claim;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ii) distinguishing facts from opinion; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iii) identifying the intended audience or reader; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(F) recognize characteristics of multimodal and digital texts.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) explain the author's purpose and message within a text;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 64, 97, 243

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(B) explain how the use of text structure contributes to the author's purpose;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) explain the author's use of print and graphic features to achieve specific purposes;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(E) identify the use of literary devices, including first- or third-person point of view;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(F) discuss how the author's use of language contributes to voice; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(G) identify and explain the use of hyperbole.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) develop drafts into a focused, structured, and coherent piece of writing by:	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(i) organizing with purposeful structure, including an introduction and a conclusion; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ii) developing an engaging idea with relevant details;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) edit drafts using standard English conventions, including:	
(i) complete simple and compound sentences with subject-verb agreement;	<b>TM:</b> Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation
(ii) past, present, and future verb tense;	<b>TM:</b> Step 1 – Phonogram Cards, p. 101
(iii) singular, plural, common, and proper nouns;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.

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(iv) adjectives, including their comparative and superlative forms;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(v) adverbs that convey time and adverbs that convey manner;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(vi) prepositions and prepositional phrases;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(vii) pronouns, including subjective, objective, and possessive cases;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ix) capitalization of official titles of people, holidays, and geographical names and places;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<b>TM:</b> Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling
(E) publish written work for appropriate audiences.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	<b>TM:</b> Independent Work, p. 127 <b>WB:</b> p. 50
(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) compose correspondence such as thank you notes or letters.	<b>TM:</b> Independent Work, p. 232 <b>WB:</b> p. 86
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate questions on a topic for formal and informal inquiry;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.

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(B) develop and follow a research plan with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) identify and gather relevant information from a variety of sources;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) identify primary and secondary sources;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(E) demonstrate understanding of information gathered;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(F) recognize the difference between paraphrasing and plagiarism when using source materials;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(G) create a works cited page; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
<b>§110.6. English Language Arts and Reading, Grade 4, Adopted 2017</b>	
<b>b) Knowledge and skills.</b>	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(D) work collaboratively with others to develop a plan of shared responsibilities.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate and apply phonetic knowledge by:	

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(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;	<b>TM:</b> Step 2: Phonological Awareness: Segmentation; Step 2: Phonological Awareness: Sound Providing; Step 4 – Decoding and Sentence Reading
(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<b>TM:</b> Step 2: Phonological Awareness: Segmentation; Step 2: Phonological Awareness: Sound Providing; Step 4 – Decoding and Sentence Reading
(iii) decoding words using advanced knowledge of syllable division patterns such as VV;	See <i>S.P.I.R.E.</i> Level 7
(iv) decoding words using knowledge of prefixes;	See <i>S.P.I.R.E.</i> Levels 3, 6, 8
(v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<b>TM:</b> Step 3: Word Building, pp. 255, 262-263; Step 6: Reading, p. 237; Step 9: Spelling, p. 38
(vi) identifying and reading high-frequency words from a research-based list;	<b>TM:</b> Step 1 – Phonogram Cards <b>BLM:</b> Sight Word Cards, pp. 13-32
(B) demonstrate and apply spelling knowledge by:	
(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<b>TM:</b> Step 9 - Spelling, <i>For example</i> , pp. 11, 25, 38, 43, 51, 58, 65 <b>BLM:</b> Dictation Paper, p. 50
(ii) spelling homophones;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iii) spelling multisyllabic words with multiple sound-spelling patterns;	<b>TM:</b> Step 7 – Sound Dictation, <i>For example</i> , pp. 65, 86, 92, 98, 111, 118, 125 <b>TM:</b> Step 9 - Spelling, <i>For example</i> , pp. 65, 86, 92, 98, 112, 119, 125 <b>BLM:</b> Dictation Paper, p. 50
(iv) spelling words using advanced knowledge of syllable division patterns;	See <i>S.P.I.R.E.</i> Level 7
(v) spelling words using knowledge of prefixes; and	See <i>S.P.I.R.E.</i> Levels 3, 6, 8
(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<b>TM:</b> Step 6: Reading, p. 237; Step 9 – Spelling, pp. 17, 238 <b>BLM:</b> Dictation Paper, p. 50
(C) write legibly in cursive to complete assignments.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	

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(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	<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.
(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	<b>TM:</b> Step 4 - Decoding and Sentence Reading: <i>Vocabulary Development</i> , <i>For example</i> , pp. 3, 9, 41, 69, 102, 136, 169
(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and	See <i>S.P.I.R.E.</i> Levels 3, 6, 8
(D) identify, use, and explain the meaning of homophones such as reign/rain.	<b>TM:</b> Step 4 – Decoding and Sentence Reading, p. 21; Independent Work, p. 79
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<b>TM:</b> Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 – Rereading for fluency  <b>RDR:</b> <i>For example</i> , pp. 4-5, 16-18, 39-42, 66-68, 92, 107-108, 110-112
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	<b>TM:</b> Independent Work, <i>For example:</i> pp. 52, 59, 79, 93, 113, 133, 165
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts;	<b>TM:</b> Step 5 – Prereading: Introducing the Story/Article
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<b>TM:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 22, 30, 49, 62, 84, 96, 117 <b>WB:</b> Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 5, 12, 14, 16, 19, 21, 23 <b>BLM:</b> pp. 53-55
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	<b>TM:</b> Step 6 - Reading Comprehension: Comprehension Activity, pp. 157, 218, 258
(D) create mental images to deepen understanding;	<b>TM:</b> Step 6: Reading Comprehension, <i>For example</i> , pp. 183, 191, 197, 204, 217, 225, 231

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(E) make connections to personal experiences, ideas in other texts, and society;	<b>TM:</b> Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 76, 83, 90, 109, 116, 129, 150
(F) make inferences and use evidence to support understanding;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 50, 92 <b>BLM:</b> p. 55
(G) evaluate details read to determine key ideas;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 226, 232 <b>BLM:</b> p. 54
(H) synthesize information to create new understanding; and	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 24, 31, 36, 50, 57, 77, 85 <b>BLM:</b> pp. 53-55
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>TM:</b> Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 76, 83, 90, 109, 116, 129, 150
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources, including self-selected texts;	<b>TM:</b> Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 116, 144, 150, 156, 163, 183, 190
(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	<b>WB:</b> Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 5, 12, 14, 16, 19, 21, 23
(C) use text evidence to support an appropriate response;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 24, 31, 36, 50, 57, 77, 85 <b>BLM:</b> pp. 53-55
(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<b>WB:</b> Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 5, 12, 14, 16, 19, 21, 23
(F) respond using newly acquired vocabulary as appropriate; and	<b>TM:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i> : pp. 41, 69, 102;; Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 131, 145, 152, 157, 164, 185, 192
(G) discuss specific ideas in the text that are important to the meaning.	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 226, 232 <b>BLM:</b> p. 54

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(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) infer basic themes supported by text evidence;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) explain the interactions of the characters and the changes they undergo;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , p. 64 <b>WB:</b> p. 16 <b>BLM:</b> p. 53
(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 77, 110, 115, 185 <b>WB:</b> pp. 19, 29, 48 <b>BLM:</b> p. 53
(D) explain the influence of the setting, including historical and cultural settings, on the plot.	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 62-63, 76, 109-110, 144, 184, 249
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, p. 97, 124 <b>BLM:</b> p. 55
(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea with supporting evidence;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 226, 231-232
(ii) features such as pronunciation guides and diagrams to support understanding; and	<b>TM:</b> Prereading: Phoneme-Grapheme Analysis, p. 224
(iii) organizational patterns such as compare and contrast;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(E) recognize characteristics and structures of argumentative text by:	

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(i) identifying the claim;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ii) explaining how the author has used facts for an argument; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iii) identifying the intended audience or reader; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(F) recognize characteristics of multimodal and digital texts.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) explain the author's purpose and message within a text;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 225-226, 232 <b>BLM:</b> p. 54
(B) explain how the use of text structure contributes to the author's purpose;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) explain the author's use of print and graphic features to achieve specific purposes;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, p. 97, 124 <b>BLM:</b> p. 55
(E) identify the use of literary devices, including first- or third-person point of view;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(F) discuss how the author's use of language contributes to voice; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(G) identify and explain the use of anecdote.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) develop drafts into a focused, structured, and coherent piece of writing by:	

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(i) organizing with purposeful structure, including an introduction and a conclusion; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ii) developing an engaging idea with relevant details;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) edit drafts using standard English conventions, including:	
(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	<b>TM:</b> Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation
(ii) past tense of irregular verbs;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iii) singular, plural, common, and proper nouns;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iv) adjectives, including their comparative and superlative forms;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(v) adverbs that convey frequency and adverbs that convey degree;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(vi) prepositions and prepositional phrases;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(vii) pronouns, including reflexive;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<b>TM:</b> Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling
(E) publish written work for appropriate audiences.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.

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(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;	<b>TM:</b> p. 133 <b>WB:</b> p. 35
(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	<b>TM:</b> p. 38 <b>WB:</b> p. 9
(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) compose correspondence that request information.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate and clarify questions on a topic for formal and informal inquiry;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) develop and follow a research plan with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) identify and gather relevant information from a variety of sources;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) identify primary and secondary sources;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(E) demonstrate understanding of information gathered;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(F) recognize the difference between paraphrasing and plagiarism when using source materials;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(G) develop a bibliography; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
<b>§110.7. English Language Arts and Reading, Grade 5, Adopted 2017</b>	
<b>b) Knowledge and skills.</b>	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	

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(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(B) follow, restate, and give oral instructions that include multiple action steps;	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(D) work collaboratively with others to develop a plan of shared responsibilities.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
(A) demonstrate and apply phonetic knowledge by:	
(i) decoding words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician;	See <i>S.P.I.R.E.</i> Level 7
(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<b>TM:</b> Step 2: Phonological Awareness: Segmentation, pp. 29, 35, 49, 68; Step 4 – Decoding and Sentence Reading
(iii) decoding words using advanced knowledge of syllable division patterns;	See <i>S.P.I.R.E.</i> Level 7
(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and	See <i>S.P.I.R.E.</i> Levels 3, 6, 8
(v) identifying and reading high-frequency words from a research-based list;	<b>TM:</b> Step 1 – Phonogram Cards <b>BLM:</b> Sight Word Cards, pp. 19-38
(B) demonstrate and apply spelling knowledge by:	
(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<b>TM:</b> Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling
(ii) spelling words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician;	See <i>S.P.I.R.E.</i> Level 7

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(iii) spelling multisyllabic words with multiple sound-spelling patterns;	<b>TM:</b> Step 9 - Spelling, <i>For example</i> , pp. 110, 125, 130, 137, 143, 149, 155 <b>BLM:</b> Dictation Paper, p. 61
(iv) spelling words using advanced knowledge of syllable division patterns;	See <i>S.P.I.R.E.</i> Level 7
(v) spelling words using knowledge of prefixes; and	See <i>S.P.I.R.E.</i> Levels 3, 6, 8
(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<b>TM:</b> Step 3 – Word Building, pp. 16-17, 213-214, 219, 226-227 <b>BLM:</b> Phoneme-Grapheme Sheet, p. 18
(C) write legibly in cursive.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	<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.
(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	<b>TM:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, <i>For example</i> , pp. 128, 194, 239, 245, 265, 304, 309,
(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and	See <i>S.P.I.R.E.</i> Levels 3, 6, 8
(D) identify, use, and explain the meaning of adages and puns.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<b>TM:</b> Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 – Rereading for fluency <b>RDR:</b> <i>For example</i> , pp. 4, 15-17, 21-23, 29-32, 44-49, 71-74, 91-97
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	<b>TM:</b> Independent Work, <i>For example:</i> pp. 79, 93, 113, 147, 159, 187, 199
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	

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(A) establish purpose for reading assigned and self-selected texts;	<b>TM:</b> Step 5 – Prereading: Introducing the Story/Article
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<b>TM:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 57, 64, 77, 85, 92, 97, 110 <b>WB:</b> Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 5, 12, 14, 18, 20, 26, 31 <b>BLM:</b> pp. 64-67
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	<b>TM:</b> Step 6 - Reading Comprehension: pp. 19, 25-26, 31, 51, 57, 102, 253, 316
(D) create mental images to deepen understanding;	<b>TM:</b> Step 6: Reading Comprehension, pp. 11, 153, 221, 251, 260,
(E) make connections to personal experiences, ideas in other texts, and society;	<b>TM:</b> Step 5 – Prereading: Introducing the Story, pp. 56, 101, 108, 114, 167, 215, 220
(F) make inferences and use evidence to support understanding;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, p. 298
(G) evaluate details read to determine key ideas;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 142-143, 234-235, 272, 324, 331 <b>BLM:</b> p. 65
(H) synthesize information to create new understanding; and	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 44-45, 189 <b>BLM:</b> pp. 66
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>TM:</b> Step 5 – Prereading: Introducing the Article/Story, <i>For example</i> , pp. 122, 135, 141, 167, 174, 181, 207
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources, including self-selected texts;	<b>TM:</b> Step 5 – Prereading: Introducing the Story, pp. 56, 101, 108, 114, 167, 215, 220
(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	<b>WB:</b> Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 26, 31, 33, 42, 50, 56, 64
(C) use text evidence to support an appropriate response;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 136, 142-143, 148, 154, 168-169, 175-175, 182

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	<b>BLM:</b> pp. 64-67
(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 44-45, 189 <b>BLM:</b> pp. 66
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<b>WB:</b> Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 26, 31, 33, 42, 50, 56, 64
(F) respond using newly acquired vocabulary as appropriate; and	<b>TM:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i> : pp. 194, 200, 239; Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 154, 279, 286
(G) discuss specific ideas in the text that are important to the meaning.	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 142-143, 234-235, 272, 324, 331 <b>BLM:</b> p. 65
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) infer multiple themes within a text using text evidence;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) analyze the relationships of and conflicts among the characters;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, p. 58 <b>WB:</b> pp. 18, 208 <b>BLM:</b> p. 64
(C) analyze plot elements, including rising action, climax, falling action, and resolution; and	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 102, 116, 169, 222 <b>BLM:</b> pp. 65
(D) analyze the influence of the setting, including historical and cultural settings, on the plot.	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, pp. 57, 215, 221, 316
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	<b>TM:</b> Step 5 – Prereading: Introducing the Story, p. 50-51

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(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;	TM: Step 6 – Reading Comprehension: Comprehension Activity, p. 261
(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea with supporting evidence;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 142-143, 234-235, 272, 324, 331 <b>BLM:</b> p. 65
(ii) features such as insets, timelines, and sidebars to support understanding; and	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
(iii) organizational patterns such as logical order and order of importance;	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
(E) recognize characteristics and structures of argumentative text by:	
(i) identifying the claim;	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
(ii) explaining how the author has used facts for or against an argument; and	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
(iii) identifying the intended audience or reader; and	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
(F) recognize characteristics of multimodal and digital texts.	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) explain the author's purpose and message within a text;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 142-143, 234-235, 272, 324, 331 <b>BLM:</b> p. 65
(B) explain how the use of text structure contributes to the author's purpose;	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
(C) explain the author's use of print and graphic features to achieve specific purposes;	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.

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(D) describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;	<b>TM:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 124, 261, 279
(E) identify the use of literary devices, including first- or third-person point of view;	<b>TM:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, p. 286
(F) discuss how the author's use of language contributes to voice; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(G) identify and explain the use of hyperbole, stereotyping, and anecdote.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) develop drafts into a focused, structured, and coherent piece of writing by:	
(i) organizing with purposeful structure, including an introduction and a conclusion; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ii) developing an engaging idea with relevant details;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) edit drafts using standard English conventions, including:	
(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ii) past tense of irregular verbs;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iii) collective nouns;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(iv) adjectives, including their comparative and superlative forms;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(v) conjunctive adverbs;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.

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(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(vii) pronouns, including indefinite;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(viii) subordinating conjunctions to form complex sentences;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(ix) capitalization of abbreviations, initials, acronyms, and organizations;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<b>TM:</b> Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling
(E) publish written work for appropriate audiences.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	<b>WB:</b> pp. 18
(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	<b>WB:</b> pp. 15, 29
(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(D) compose correspondence that request information.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate and clarify questions on a topic for formal and informal inquiry;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(B) develop and follow a research plan with adult assistance;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(C) identify and gather relevant information from a variety of sources;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.

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(D) understand primary and secondary sources;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(E) demonstrate understanding of information gathered;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(F) differentiate between paraphrasing and plagiarism when using source materials;	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(G) develop a bibliography; and	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.