



Literacy and Intervention

COMMON CORE STATE STANDARDS



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



Grade 4



S.P.I.R.E.[®] 3rd Edition
 correlated to
Common Core State Standards Initiative English Language Arts
Grade 4

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

College and Career Readiness Anchor Standards for Reading

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

Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 30, 91, 161, 195, 207, 290</p> <p>WB3: All sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87</p> <p>BLM3: 57-59</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 50, 92, 85, 131, 151, 164, 191</p> <p>WB4: All sentence exercises in the workbook meet standard, e.g., 12-13, 23, 21, 22, 40, 44, 50</p> <p>BLM4: 53-55</p> <p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 12, 51, 116, 136, 168, 222, 299</p> <p>WB5: All sentence exercises in the workbook meet standard, e.g., 3, 14, 31, 36, 45, 60, 84</p> <p>BLM5: 64-67</p>

<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 47, 64, 97, 245 WB3: 20, 22, 36, 96 BLM3: 58</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231, 250, 265 WB4: 59, 61, 65, 69 BLM4: 54</p> <p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 42, 235, 272, 324, 331 WB5: 38, 64, 75, 90, 92 BLM5: 65</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 44, 77, 84, 119, 169, 189, 223 WB3: All sentence exercises in the workbook meet standard, e.g., 3, 6, 9, 12, 14, 17, 19, 21, 22, 25 BLM3: 57-59</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 118, 225, 231, 250, 265 WB3: All sentence exercises in the workbook meet standard, e.g., 16, 31, 59, 61, 65, 69 BLM3: 53-55</p> <p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 58, 208, 286 WB5: All sentence exercises in the workbook meet standard, e.g., 12, 18, 44, 52, 56, 78, 189 BLM5: 64-67</p>
<p>Craft and Structure</p>	

<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 132, 139, 145, 181, 214, 250, 256; Step 6 - Reading Comprehension R3: All selections in this level can be used to meet standard TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 9, 41, 69, 102, 136, 169; Step 6 - Reading Comprehension R4: All selections in this level can be used to meet standard TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 36, 63, 69, 75, 81, 87, 93; Step 6 - Reading Comprehension R5: All selections in this level can be used to meet standard</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 77, 84, 189, 223, 277 BLM3: 57-59 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 57, 64, 118, 145, 250, 265 BLM4: 53-55 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 31, 44, 148, 182, 189, 216 BLM5: 64-67</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>TG3: Step 5 - Prereading: Introducing the Story/Poem/Article, e.g., 10, 42, 96, 166, 206, 275, 288 TG4: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 116, 122, 129, 150, 183, 217, 249 TG5: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 18, 43, 101, 167, 207, 228, 259</p>
Integration of Knowledge and Ideas	
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>The CD-ROM of the Blackline Masters can be used on an Interactive Whiteboard to enhance student activities with the Phoneme Segmentation Sheet, the Phoneme-Grapheme Sheet, Word Finds, and the graphic organizers for Comprehension Activities in Step 6. The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>n/a</p>
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>TG5: 286, 292 WB5: 79, 82</p>
Range and Level of Text Complexity	

<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 43, 76, 110, 167, 207, 222, 244 R3: All selections in this level can be used to meet standard TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 22, 56, 109, 163, 197, 231, 257 R4: All selections in this level can be used to meet standard TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 22, 11, 51, 101, 181, 234, 271 R5: All selections in this level can be used to meet standard</p>
<p>Reading Standards for Literature K–5 The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
<p>Key Ideas and Details</p>	
<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>TG3: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 44, 91, 168, 189, 201, 277 WB3: Sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87 BLM3: 57-59 TG4: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 24, 37, 57, 64, 185, 225, 231 WB4: Sentence exercises in the workbook meet standard, e.g., 14, 16, 19, 21, 23, 29, 48 BLM4: 53-55 TG5: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 51, 108, 115, 260, 253, 316 WB5: Sentence exercises in the workbook meet standard, e.g., 3, 26, 45, 50, 56, 58, 84 BLM5: 64-67</p>

<p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 58 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231 WB4: 59, 231 BLM4: 54, 61 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 58, 208, 286 WB5: 18, 56, 78 BLM5: 65</p>
<p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 44, 77, 84, 189, 201, 223, 277 WB4: 15, 26, 79, 191, 75, 82, 104 BLM3: 57 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 64, 118 WB4: 16, 31, 57 BLM4: 54 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension, e.g., 58, 208, 286 WB5: 18, 56, 78 BLM4: 64</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>TG3: Step 5 – Prereading: Introducing the Story, e.g., 117-118 R3: 40 TG4: Step 5 – Prereading: Introducing the poem, e.g., 97, 123, 129; Reinforcing Lesson: Step 6 – Comprehension Activity, e.g., 97 R4: 44, 58 TG5: Step 5 – Prereading: Introducing the poem, e.g., 252; Reinforcing Lesson: Step 6 – Comprehension Activity, e.g., 261 R5: 131, 138</p>

5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	TG5: 286 WB5: 79 BLM5: 64
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	TG5: 286, 292 WB5: 79, 82 BLM5: 64
<i>Integration of Knowledge and Ideas</i>	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	n/a
8. (Not applicable to literature)	
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	BLM3: 57 BLM4: 53 BLM5: 64
<i>Range and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TG3: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 43, 76, 110, 167, 207, 222, 244; Step 9 - Spelling; Step 10 - Sentence Dictation R3: 14, 24, 38, 52, 65, 69, 78 TG4: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 22, 49, 76, 144, 204, 249, 257; Step 9 - Spelling; Step 10 - Sentence Dictation R4: 4, 16, 40, 66, 92, 107, 110 TG5 : Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 51, 108, 167, 215, 253, 316; Step 9 - Spelling; Step 10 - Sentence Dictation R5: 11, 51, 57, 101, 108, 115, 260, 316
Reading Standards for Informational Text K-5	
<i>Key Ideas and Details</i>	

<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 57-59</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231 WB4: 33, 59, 61 BLM3: 53-55</p> <p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 142, 175, 229, 235, 272, 324, 331 WB5: 38, 47, 62, 64, 75, 90, 92 BLM5: 64-67</p>
<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 WB3: 22, 36, 96 BLM3: 58</p> <p>TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 225, 231 WB4: 59, 61 BLM4: 54, 61</p> <p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 142, 235, 272, 324, 331 WB5: 38, 64, 75, 90, 92 BLM5: 65</p>
<p>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>TG5: 43-44 WB5: 12</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<p>TG3: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 - Prereading, e.g., 62, 96, 243 TG4: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading, e.g., 122, 224, 230 TG5: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 18, 122, 174, 228, 271, 285, 322</p>

5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 31, 44, 148, 175, 189, 229, 293
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	n/a
Integration of Knowledge and Ideas	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	n/a
8. Explain how an author uses reasons and evidence to support particular points in a text.	<p>Teacher can use program components to teach this standard using the Student Reader and Workbook, e.g.,</p> <p>TG3: Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g.,63, 97, 245</p> <p>R3: 21, 34, 78</p> <p>WB3: 22, 36, 96</p> <p>TG4: Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231</p> <p>R4: 58, 99, 102</p> <p>WB4: 33, 59, 61</p> <p>TG5: Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, e.g.,18, 44, 122, 188, 234, 285, 322</p> <p>R5: 6, 21, 57, 99, 124, 154, 176</p> <p>WB5: 5, 12, 52, 64, 79, 90</p>
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<p>TG5: 286</p> <p>WB5: 79</p>
Range and Level of Text Complexity	

<p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 64, 97, 245 R3: 21, 34, 78 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231 R4: 58, 99, 102 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 18, 44, 122, 188, 234, 285, 322 R5: 6, 21, 57, 99, 124, 154, 176</p>
<p>Reading Standards: Foundational Skills (K–5) These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.</p>	
<p>Phonics and Word Recognition</p>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>TG3: (Affixes) Lessons 4-7, 14: 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 TG3: (Syllable) Step 1 – Phonogram Cards, e.g., 178, 186, 193, 199, 211, 228, 235; Step 2 – Phonological Awareness: Sound Providing, e.g., 73, 88, 108, 199, 205, 219, 235; Step 2 – Phonological Awareness: Segmentation, e.g., 158, 179, 212; Step 3 – Word Building, e.g., 74, 81, 89, 95, 193, 213, 220; Step 4 – Decoding and Sentence Reading, e.g., 68, 180 TG4: (Syllable) Step 1 – Phonogram Cards, e.g., 40 ; Step 2 – Phonological Awareness: Sound Providing, e.g., 40, 46, 61; Step 2 – Phonological Awareness: Segmentation, e.g., 46, 54, 121,195, 202; Step 3 – Word Building, e.g., 41, 47, 121, 195; Step 4 – Decoding and Sentence Reading, e.g., 41, 47 TG5: (Syllable) Step 2 – Phonological Awareness: Sound Providing, e.g., 62 ;Step 2 – Phonological Awareness: Syllabication, e.g., 23, 146, 152, 328; Step 2 – Phonological Awareness: Segmentation, e.g., 29, 35, 49, 55, 68, 113,164, 186, 213, 250; Step 3 – Word Building, e.g., 55, 63, 68, 121, 164, 269, 284</p>
<p>Fluency</p>	

<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>a. Read on-level text with purpose and understanding.</p>	<p>TG3: In all Reinforcing Lessons students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 30, 76, 118, 153, 201, 222, 244 R3: All selections are emergent-reader texts. TG4: In all Reinforcing Lessons students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 109, 130, 156, 183, 225, 231, 249 R4: All selections can be used to practice fluency TG5: In all Reinforcing Lessons students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, e.g., 26, 103, 154, 209, 235, 279, 293 R5: All selections can be used to practice fluency</p>
<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>TG3: All lessons in which students read fiction selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency; Step 6 – Reading Comprehension, e.g., 31, 77, 119, 154, 202, 224, 245 R3: 3, 16, 54, 58, 69, 75, 272 TG4: All lessons in which students read fiction selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency; e.g., 24, 50, 78, 145, 205, 251, 258 R4: 10, 44-45, 54, 76, 85, 92-93, 114 TG5: All lessons in which students read fiction selections instruct students to reread for fluency assessment; Step 6 – Reading Comprehension; Rereading for Fluency; e.g., 24, 50, 78, 145, 205, 251, 258 R5: 4, 25, 29, 80, 83, 131, 163</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 132, 139, 145, 181, 214, 250, 256 TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 9, 41, 69, 102, 136, 169 TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 81, 128, 159, 239, 265, 309</p>

College and Career Readiness Anchor Standards for Writing

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

Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts	n/a
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection	TG3: 127 WB3: 50 TG4: 38 WB4: 9
3. Write narratives to develop real or imagined experiences or events using effective technique	TG3: 232 WB3: 86
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
a. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	n/a
b. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	n/a
Research to Build Knowledge	
5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	n/a
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	n/a
7. Draw evidence from literary or informational texts to support analysis, reflection, and research.	n/a
Range of Writing	

<p>8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9 WB5: 15, 18</p> <p>Comprehension questions and writing exercises in the student workbook can be used by teacher to help meet this standard</p>
<p>Writing Standards K–5</p> <p>The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.</p>	
<p>Text Types and Purposes</p>	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	
<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>	n/a
<p>b. Provide reasons that are supported by facts and details.</p>	n/a
<p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>	n/a
<p>d. Provide a concluding statement or section related to the opinion presented.</p>	n/a
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
<p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>TG3: 127 WB3: 50 TG4: 38 WB4: 9</p>

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	TG3: 127 WB3: 50 TG4: 38 WB4: 9
c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	TG3: 127 WB3: 50 TG4: 38 WB4: 9
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG3: 127 WB3: 50 TG4: 38 WB4: 9
e. Provide a concluding statement or section related to the information or explanation presented.	TG3: 127 WB3: 50 TG4: 38 WB4: 9
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally..	TG3: 232 WB3: 86
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	TG3: 232 WB3: 86
c. Use a variety of transitional words and phrases to manage the sequence of events.	TG3: 232 WB3: 86
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG3: 232 WB3: 86
e. Provide a conclusion that follows from the narrated experiences or events.	TG3: 232 WB3: 86
<i>Production and Distribution of Writing</i>	

<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9 WB5: 15, 18</p> <p>Comprehension questions and writing exercises in the student workbook can be used by teacher to help meet this standard</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>	<p>n/a</p>
<p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>n/a</p>
<p>Research to Build Knowledge</p>	
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>n/a</p>
<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>n/a</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>n/a</p>
<p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>	<p>n/a</p>
<p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>n/a</p>
<p>Range of Writing</p>	

<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9 WB5: 15, 18</p> <p>Comprehension questions and writing exercises in the student workbook can be used by teacher to help meet this standard</p>
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College and Career Readiness Anchor Standards for Speaking and Listening

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

Comprehension and Collaboration	
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>7. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Print is the primary media in which SPIRE is presented. Some activities, e.g., Phoneme Segmentation Sheet, Phoneme-Grapheme Sheet, and Step 6: Word Finds and Reinforcing Lessons can be used with an Interactive Whiteboard.</p> <p>The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.</p>
<p>2. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>n/a</p>
Presentation of Knowledge and Ideas	
<p>3. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>n/a</p>
<p>4. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>n/a</p>
<p>5. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>

Speaking and Listening Standards K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b. Follow agreed-upon rules for discussions and carry out assigned roles.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
11. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

<p>12. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 63, 97, 245 R3: 21, 34, 78 WB3: 22, 36, 96 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 123, 225, 231 R4: 58, 99, 102 WB4: 33, 59, 61 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 18, 44, 122, 188, 234, 285, 322 R5: 6, 21, 57, 99, 124, 154, 176 WB5: 5, 12, 52, 64, 79, 90 Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook, e.g.,</p>
Presentation of Knowledge and Ideas	
<p>13. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	
<p>a. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	n/a
<p>14. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p>	<p>Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>College and Career Readiness Anchor Standards for Language The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
Conventions in Writing and Speaking	

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>All Lessons: Step 10 - Sentence Dictation Teacher can also use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.</p>
Knowledge of Language	
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 17, 42, 82, 117, 159, 172, 194, 243, 295; Step 6 - Reading Comprehension TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 22, 55, 109, 150, 217, 257, 264; Step 6 - Reading Comprehension TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons: Step 5 – Prereading, e.g., 78, 81, 194, 239, 265, 304, 309; Step 6 - Reading Comprehension</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 35, 68, 103, 132, 139, 145; Reinforcing Lessons: Step 5 - Prereading TG4: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 102, 136, 169, 175, 210, 236, 242; Reinforcing Lessons: Step 5 - Prereading TG5: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 36, 69, 75, 128, 200, 245, 304; Reinforcing Lessons: Step 5 - Prereading</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TG4: 97, 124 WB4: 33 BLM4: 55 TG5: 109, 124, 261, 278 WB5: 28, 33, 71, 72 BLM5: 66</p>

<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>TG3: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 103, 132, 139, 145, 181, 214, 250; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p>
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Language Standards K–5

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

Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Form and use prepositional phrases.	Teacher can use comprehension exercises in the Student Workbook to meet standard
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	<p>TG3: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation</p> <p>TG4: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation</p> <p>TG5: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation</p>
g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	Teacher can use comprehension exercises in the Student Workbook to meet standard
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

a. Use correct capitalization.	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Use commas and quotation marks to mark direct speech and quotations from a text.	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Use a comma before a coordinating conjunction in a compound sentence	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Spell grade-appropriate words correctly, consulting references as needed.	TG3: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG4: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG5: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases to convey ideas precisely.*	TG3: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, 25, 30, 91, 161, 195, 207.290 WB3: All sentence exercises in the workbook meet standard, e.g., 15, 18, 19, 26, 33, 36, 44, 59, 71, 87 TG4: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 50, 92, 85, 131, 151, 164, 191 WB4: All sentence exercises in the workbook meet standard, e.g., 12-13, 23, 21, 22, 40, 44, 50 TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 12, 51, 102, 154, 182, 278, 299 WB5: All sentence exercises in the workbook meet standard, e.g., 3, 14, 26, 42, 50, 72, 84
b. Choose punctuation for effect.*	Teacher can use writing exercises to teach skill, e.g., TG3: 127, 232 WB3: 50, 86 TG4: 38 WB4: 9
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	n/a
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	

<p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 103, 132, 139, 145, 181, 214, 250; Reinforcing Lessons: Step 5 - Prereading TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; Reinforcing Lessons: Step 5 - Prereading TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 - Prereading</p>
<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p>	<p>Affixes are taught extensively in Levels 7 and 8 though not distinguished as Greek or Latin. TG7: Step 1 – Phonogram Cards TG7: Step 4 – Decoding and Sentence Reading: Vocabulary Development, e.g., 57, 84, 123, 150, 177, 209, 237</p>
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson.</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p>TG5: 124, 261, 279 WB5: 33, 72</p>
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>n/a</p>
<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>TG3: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG4: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG5: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>TG3: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 103, 132, 139, 145, 181, 214, 250; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension Teacher can also use program components to practice this standard by having students engage in oral exercises and responding to text using the Student Reader and Workbook. Comprehension exercises in the Workbook can also be used.</p>

