



Literacy and Intervention

COMMON CORE STATE STANDARDS



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



Grade 6



S.P.I.R.E.® 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade 6

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 grades 6–12 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>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>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 97, 170, 233, 302</p> <p>WB6: All sentence exercises in the workbook meet standard, e.g., 15, 27, 45, 63, 80</p> <p>BLM6: 76-79</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 139, 253, 280</p> <p>WB7: All sentence exercises in the workbook meet standard, e.g., 30, 56, 62</p> <p>BLM7: 72-74</p>

<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</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>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 26, 47, 77, 17, 203, 240, 260 WB6: 5, 11, 21, 47, 54, 65, 69 BLM6: 77</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 73, 132, 165, 273 WB7: 3, 6, 28, 35, 60 BLM7: 73</p>
<p>3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.</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>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 136, 225, 267, 344 WB6: All sentence exercises in the workbook meet standard, e.g., 7, 9, 34, 36, 60, 71, 89 BLM6: 76-79</p> <p>TG7: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 40, 66, 93, 100, 226, 273 WB7: Reinforcing Lessons: All sentence exercises in the workbook meet standard, e.g., 10, 14, 20, 22, 48, 60 BLM7: 72-74</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 explain how specific word choices shape meaning or tone.</p>	<p>TG5: Step 6 - Decoding and Sentence Reading: Vocabulary Development, e.g., 36, 63, 69, 75, 81, 87, 93 R5: All selections in this level can be used to meet standard TG6: Step 6 - Decoding and Sentence Reading: Vocabulary Development, e.g., 4, 52, 114, 215, 251, 306, 334 R6: All selections in this level can be used to meet standard TG7: Step 6 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 24, 45, 51, 57, 78, 84 R7: 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 or chapter) relate to each other and the whole.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 31, 44, 148, 182, 189, 216 BLM5: 64-67 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 136, 143, 163, 210, 225, 287 BLM6: 76-79 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 40, 66, 93, 100, 226, 246 BLM7: 72-74</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>TG5: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 18, 43, 101, 167, 207, 228, 259 TG6: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 24, 32, 45, 127, 161, 202, 238; Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 103, 196 TG7: Step 5 – Prereading: Introducing the Story/Poem/Article, e.g., 17, 64, 91, 98, 130, 163, 184, 224; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 218</p>
<i>Integration of Knowledge and Ideas</i>	
<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>The CD-ROM of the Blackline Masters can be used on an Interactive Whiteboard to enhance student activities with the Phoneme Segmentation Sheet, the Phoneme-Grapheme Sheet, Word Finds, and the graphic organizers for Comprehension Activities in Step 6.</p> <p>The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.</p>

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	n/a
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	TG5: 286, 292 WB5: 79, 82 TG6: 25-26, 32-33
Range and Level of Text Complexity	
10. Read and comprehend complex literary and informational texts independently and proficiently.	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 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 60, 128, 169, 239, 293, 350 R6: All selections in this level can be used to meet standard TG7: Step 6 Reading Comprehension: Comprehension Activity, e.g., 39, 99, 130, 164, 185, 192, 225 R7: All selections in this level can be used to meet standard
Reading Standards for Literature 6–12 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>	
Key Ideas and Details	

<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>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</p> <p>WB5: Sentence exercises in the workbook meet standard, e.g., 3, 26, 45, 50, 56, 58, 84</p> <p>BLM5: 64-67</p> <p>TG6: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 97, 103, 143, 163, 170, 196</p> <p>WB6: Sentence exercises in the workbook meet standard, e.g., 15, 27, 29, 38, 43, 45, 52</p> <p>BLM6: 76-79</p> <p>TG7: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading: Sentence Comprehension; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, 185, 192</p> <p>WB7: Sentence exercises in the workbook meet standard, e.g., 40, 42</p> <p>BLM6: 72, 73</p>
<p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 58, 208, 286</p> <p>WB5: 18, 56, 78</p> <p>BLM5: 65</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 103, 195</p> <p>WB6: 29, 52</p> <p>BLM6: 77</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 186, 193</p> <p>WB7: 40, 42</p> <p>BLM7: 73</p>

<p>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 101-102, 215, 221, 316 WB5: 26, 58, 60, 88 BLM5: 66</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 61, 96, 142, 162, 170 WB6: 15, 27, 38, 43, 45 BLM6: 78</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 186, 193 WB7: 40, 42 BLM7: 74</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>TG5: Step 5 – Prereading: Introducing the poem, e.g., 252; Reinforcing Lesson: Step 6 – Comprehension Activity, e.g., 261 R5: 131, 138</p> <p>TG6: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 90, 194, 351 WB6: 24, 90</p>
<p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 31, 44, 148, 182, 189, 216 BLM5: 64-67</p> <p>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 136, 143, 163, 210, 225, 287 BLM6: 76-79</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 186, 193 WB7: 40, 42 BLM7: 72, 73</p>

<p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 286, 292 WB5: 79, 82 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 103, 196 WB6: 29, 52 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 185 WB7: 42</p>
<i>Integration of Knowledge and Ideas</i>	
<p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>n/a</p>
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>TG5: 286, 292 WB5: 79, 82 TG6: 25-26, 32-33</p>
<i>Range and Level of Text Complexity</i>	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>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 TG6: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 60, 88, 96, 142, 169, 195, 350; Step 9 - Spelling; Step 10 - Sentence Dictation R6: 28, 47, 55, 78, 92, 103, 178 TG7: Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 185, 192; Step 9 - Spelling; Step 10 - Sentence Dictation R7: 85, 89</p>

Reading Standards for Informational Text 6–12	
<i>Key Ideas and Details</i>	
<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</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>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 70, 210, 273, 287 WB6: 18, 57, 73, 76 BLM6: 76-79</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 66, 93, 132, 165, 172, 246, 280 WB7: 14, 20, 27, 35, 37, 54, 62 BLM7: 72</p>
<p>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</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>TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 26, 47, 77, 177, 203, 240, 260 WB6: 5, 11, 21, 47, 54, 65, 69 BLM6: 77</p> <p>TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 73, 132, 165, 273 WB7: 3, 16, 28, 35, 60 BLM7: 73</p>

<p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 175, 229, 286, 293 WB5: 47, 162, 79, 82 BLM5: 64 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 267, 344 WB6: 7, 9, 34, 71, 89 BLM6: 76 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 40, 100, 226 WB7: 10, 22, 48 BLM7: 72, 74</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>TG5: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 18, 122, 174, 228, 271, 285, 322 TG6: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 24, 68, 127, 175, 238, 271 TG7: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading; Step 5 – Prereading: Introducing the Article, e.g., 10, 64, 130, 216, 244, 252, 271</p>
<p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>TG5: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 31, 44, 148, 175, 189, 229, 293 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 70, 136, 210, 225, 344 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 19, 40, 66, 93, 100, 172, 246</p>
<p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>TG7: Step 6 – Reading Comprehension: Comprehension Activity, e.g., 33, 218</p>
<i>Integration of Knowledge and Ideas</i>	
<p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>n/a</p>

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	n/a
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	TG5: 286 WB5: 79
Range and Level of Text Complexity	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	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 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 25, 76, 204, 224, 259, 293, 342 R6: 5, 41, 109, 120, 139, 161, 173 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 39, 99, 138, 171, 216, 245, 272 R7: 21, 45, 63, 77, 96, 111,123
College and Career Readiness Anchor Standards for Writing	
The grades 6–12 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, using valid reasoning and relevant and sufficient evidence.	n/a
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Covered in Level 3: 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.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	n/a
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	n/a
Research to Build Knowledge	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	n/a
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	n/a
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	n/a
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
Writing Standards 6–12 The following standards for grades 6–12 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.	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s) and organize the reasons and evidence clearly.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
d. Establish and maintain a formal style.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
e. Provide a concluding statement or section that follows from the argument presented.	Levels 5-7: Comprehension questions and writing exercises can help student meet this standard
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
e. Establish and maintain a formal style.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.
f. Provide a concluding statement or section that follows from the information or explanation presented.	WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.

<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	
<p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>Covered in Level 3: TG3: 232 WB3: 86 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.</p>
<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>Covered in Level 3: TG3: 232 WB3: 86 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.</p>
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>Covered in Level 3: TG3: 232 WB3: 86 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.</p>
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>Covered in Level 3: TG3: 232 WB3: 86 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.</p>
<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Covered in Level 3: TG3: 232 WB3: 86 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.</p>
<i>Production and Distribution of Writing</i>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>WB5: 15, 18 WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.</p>

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	n/a
6. 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 three pages in a single sitting.	n/a
Research to Build Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	n/a
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	n/a
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	n/a
b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	n/a
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	WB5: 15, 18 WB6: 34 Levels 5-7: Comprehension questions and writing exercises can help student meet this standard.

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration	
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Print is the primary media in which SPIRE is presented. Some activities, e.g., Phoneme Segmentation Sheet, Phoneme-Grapheme Sheet, and Step 6: Word Finds and Reinforcing Lessons can be used with an Interactive Whiteboard. The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	n/a
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	n/a
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	n/a
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
Speaking and Listening Standards 6–12	
The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Comprehension and Collaboration	

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</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 by referring to evidence on the topic, text, or issue to probe and reflect on 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.
1. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion..	
b. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
3. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	n/a
4. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	n/a
Presentation of Knowledge and Ideas	
5. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	n/a
6. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	n/a
7. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

<i>Conventions in Writing and Speaking</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	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.
<i>Knowledge of Language</i>	
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.	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 TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 108, 168, 215, 251, 313, 328, 334; Step 5 – Prereading, e.g., 45, 88, 127, 161, 202, 238, 349; Step 6 - Reading Comprehension TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 177, 197, 203, 209, 231, 237, 258; Reinforcing Lessons: Step 5 – Prereading, e.g., 10, 31, 64, 91, 130, 184, 224; Step 6 - Reading Comprehension
<i>Vocabulary Acquisition and Use</i>	

<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>TG5: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 36, 69, 75, 128, 200, 245, 304; Reinforcing Lessons: Step 5 - Prereading</p> <p>TG6: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 215, 245, 251, 278, 306, 313, 320, 328; Reinforcing Lessons: Step 5 – Prereading</p> <p>TG7: Step4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 45, 51, 57, 78, 84, 105, 123; Reinforcing Lessons: Step 5 – Prereading</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TG5: 109, 124, 261, 278</p> <p>WB5: 28, 33, 71, 72</p> <p>BLM5: 66</p> <p>TG6: 90, 351</p> <p>WB6: 24, 90</p> <p>BLM6: 78</p>
<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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> <p>TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 10, 16, 52, 81, 108, 114, 120; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p> <p>TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 123, 144, 150, 159, 177, 197, 203; Reinforcing Lessons: Step 5 – Prereading; Reinforcing Lessons, Step 6 – Reading Comprehension</p>
<p>Language Standards 6–12</p> <p>The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.</p>	
<p>Conventions of Standard English</p>	

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	Teacher can use comprehension exercises in the Student Workbook to meet standard
c. Recognize and correct inappropriate shifts in pronoun number and person..	Teacher can use comprehension exercises in the Student Workbook to meet standard
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)	Teacher can use comprehension exercises in the Student Workbook to meet standard
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Teacher can use comprehension exercises in the Student Workbook to meet standard
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	Teacher can use comprehension exercises in the Student Workbook to meet standard
b. Spell correctly.	TG5: Step 3 - Word Building; Step 8 – Prespelling; Step9 – Spelling TG6: Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling TG7: Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

<p>a. Vary sentence patterns for meaning, reader/ listener interest, and style.*</p>	<p>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 TG6: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 33, 40, 129, 143, 163, 240, 260, 302 WB6: All sentence exercises in the workbook meet standard, e.g., 7, 9, 34, 38, 43, 65, 69, 80 TG7: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, e.g., 11, 73, 132, 165, 186, 193, 225 WB7: All sentence exercises in the workbook can meet standard, e.g., 3, 16, 28, 35, 40, 42, 60, 62</p>
<p>b. Maintain consistency in style and tone.*</p>	
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>	
<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</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 TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 154, 181, 187, 215, 245, 251, 278; Reinforcing Lessons: Step 5 – Prereading TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 51, 57, 78, 84, 105, 123, 144; Reinforcing Lessons: Step 5 – Prereading</p>
<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>	<p>Affixes are taught extensively in Levels 7 and 8 though not distinguished as Greek or Latin. TG7: Step 1 – Phonogram Cards; Step 3 – Word Building; 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 of a word or determine or clarify its precise meaning or its part of speech.</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>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>TG5: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 63, 69, 75, 81, 87, 93, 128 TG6: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 10, 16, 52, 81, 108, 114, 120 TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 123, 144, 150, 159, 177, 197, 203</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Interpret figures of speech (e.g., personification) in context.</p>	<p>TG5: 124, 261, 279 WB5: 33, 72 TG6: 90, 194, 351</p>
<p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>TG5: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG6: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG7: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill</p>
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>TG5: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG6: Teacher can use Step 4 – Decoding and Sentence Reading: Decoding, Sentence Comprehension and Vocabulary Development to teach skill TG7: 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; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>TG4: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 41, 69, 102, 136, 169, 175, 210; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>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</p> <p>TG7: Step 4 - Decoding and Sentence Reading: Vocabulary Development, e.g., 3, 45, 105, 144, 177, 231, 258; Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension</p>
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