



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

***S.P.I.R.E.® Levels 2, 3, 4  
by EPS***

correlated to

**College and Career Ready Standard for  
English Language Arts & Literacy  
Grade 3**

The following references are examples from the S.P.I.R.E. course and appropriate components in the program that align to the College and Career Readiness Standards. This correlation is intended to illustrate the program’s approach to these standards. TM2 = Teacher’s Manual Level 2; TM3 = Teacher’s Manual Level 3; TM4 = Teacher’s Manual Level 4; WB2 = Workbook Level 2; WB3 = Workbook Level 3; WB4 = Workbook 4. BLM2 – Blackline Masters Level 2; BLM3 – Blackline Masters Level 3; BLM4 – Blackline Masters Level 4; Examples are assumed to be at Level unless specifically stated otherwise for each component.

<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>Key Ideas and Details</b>	
<p>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>	<p><b>TM2:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i>, pp. 22, 115, 140</p> <p><b>WB2:</b> Independent Practice in the workbook meet standard, <i>For example</i>, pp. 19, 75, 88</p> <p><b>BLM2:</b> pp. 19, 22, 25, 26, 28-31, 33-34</p> <p><b>TM3:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i>, pp. 12, 21, 30</p> <p><b>WB3:</b> Independent Practice in the workbook meet standard, <i>For example</i>, pp. 20, 26, 39</p> <p><b>BLM3:</b> pp. 18, 19, 21-22, 25, 26</p> <p><b>TM4:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i>, pp. 26, 34, 43</p> <p><b>WB4:</b> Independent Practice in the workbook meet standard, <i>For example</i>, pp. 24, 36, 46</p> <p><b>BLM4:</b> pp. 18, 19, 20, 23</p>

<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>TM2:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i>, pp. 249, 351; Independent Practice, <i>For example</i>: p. 353</p> <p><b>WB2:</b> Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 146, 201</p> <p><b>BLM2:</b> pp. 19</p> <p><b>TM3:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i>, pp. 70, 79, 121; Independent Practice, <i>For example</i>: p. 353</p> <p><b>WB3:</b> Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 48, 53, 80</p> <p><b>BLM3:</b> pp. 18</p> <p><b>TM4:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i>, pp. 290, 298</p> <p><b>WB4:</b> Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 194, 196, 200, 202</p> <p><b>BLM4:</b> pp. 18</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><b>TM2:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i>, pp. 37, 60, 68, 84, 107</p> <p><b>WB2:</b> Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 120, 128, 137, 145, 158</p> <p><b>BLM2:</b> pp. 21, 23, 32</p> <p><b>TM3:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i>, pp. 54, 95, 140</p> <p><b>WB3:</b> Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 37, 61, 232</p> <p><b>BLM3:</b> pp. 23, 24, 26</p> <p><b>TM4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i>, pp. 79-80, 149, 339</p> <p><b>WB4:</b> Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 58, 105</p> <p><b>BLM4:</b> pp. 24, 25</p>
<p><b>Craft and Structure</b></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><b>TM2:</b> Step 5 – Prereading: Vocabulary, <i>For example:</i> pp. 36, 44, 52, 91, 154  <b>TM3:</b> Step 5 – Prereading: Vocabulary, <i>For example:</i> pp. 136, 145, 154, 187, 196  <b>TM4:</b> Step 5 – Prereading: Vocabulary, <i>For example:</i> pp. 25, 34, 60, 70, 95</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><b>TM2:</b> Step 5: Prereading, <i>For example,</i> p. 153  <b>TM4:</b> Step 6: Reading Comprehension, <i>For example,</i> p. 140</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p><b>TM2:</b> Step 5: Prereading: Introducing the Story, <i>For example,</i> pp. 37, 107, 264</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>The <i>SPIRE</i> Readers are not illustrated. However, the Decodable Readers Sets A &amp; B are illustrated.</p> <p><b>TM2:</b> Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example,</i> pp. 251, 259, 267, 275, 283  <b>WB2:</b> Passage, <i>For example,</i> pp. 160, 193, 203, 208, 213  <b>TM3:</b> Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example,</i> pp. 33, 97, 106, 115, 123  <b>WB3:</b> Passage, <i>For example,</i> pp. 130-131, 139, 144-145, 149, 154-155  <b>TM4:</b> Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example,</i> pp. 277, 284, 292, 300, 323  <b>WB4:</b> Passage, <i>For example,</i> pp. 42-43, 48-49, 55-56, 66-67, 79-80</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>n/a</p>
<p><b>Range and Level of Text Complexity</b></p>	

<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><b>TM2:</b> Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension  <b>WB2:</b> All passages in this level can be used.  <b>TM3:</b> Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension  <b>WB3:</b> All passages in this level can be used.  <b>TM4:</b> Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension  <b>WB4:</b> All passages in this level can be used.</p>
<p><b>Reading Standards for Literature Grade 3</b></p>	
<p><b>Key Ideas and Details</b></p>	
<p>RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>TM2:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i>, pp. 22, 115, 140  <b>WB2:</b> Independent Practice in the workbook meet standard, <i>For example</i>, pp. 19, 75, 88  <b>BLM2:</b> pp. 19, 22, 25, 26, 28-31, 33-34  <b>TM3:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i>, pp. 12, 21, 30  <b>WB3:</b> Independent Practice in the workbook meet standard, <i>For example</i>, pp. 20, 26, 39  <b>BLM3:</b> pp. 18, 19, 21-22, 25, 26  <b>TM4:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i>, pp. 26, 34, 43  <b>WB4:</b> Independent Practice in the workbook meet standard, <i>For example</i>, pp. 24, 36, 46  <b>BLM4:</b> pp. 18, 19, 20, 23</p>

<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text</p>	<p><b>TM2:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i>, pp. 249, 351; Independent Practice, <i>For example</i>: p. 353</p> <p><b>WB2:</b> Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 146, 201</p> <p><b>BLM2:</b> pp. 19</p> <p><b>TM3:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i>, pp. 70, 79, 121; Independent Practice, <i>For example</i>: p. 353</p> <p><b>WB3:</b> Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 48, 53, 80</p> <p><b>BLM3:</b> pp. 18</p> <p><b>TM4:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i>, pp. 290, 298</p> <p><b>WB4:</b> Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 194, 196, 200, 202</p> <p><b>BLM4:</b> pp. 18</p>
<p>RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p><b>TM2:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i>, pp. 37, 60, 68, 84, 107</p> <p><b>WB2:</b> Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 120, 128, 137, 145, 158</p> <p><b>BLM2:</b> pp. 21, 23, 32</p> <p><b>TM3:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i>, pp. 54, 95, 140</p> <p><b>WB3:</b> Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 37, 61, 232</p> <p><b>BLM3:</b> pp. 23, 24, 26</p> <p><b>TM4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i>, pp. 79-80, 149, 339</p> <p><b>WB4:</b> Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 58, 105</p> <p><b>BLM4:</b> pp. 24, 25</p>
<p><b>Craft and Structure</b></p>	

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<p><b>TM2:</b> Step 5 – Prereading: Vocabulary, <i>For example:</i> pp. 36, 44, 52, 91, 154</p> <p><b>TM3:</b> Step 5 – Prereading: Vocabulary, <i>For example:</i> pp. 136, 145, 154, 187, 196</p> <p><b>TM4:</b> Step 5 – Prereading: Vocabulary, <i>For example:</i> pp. 25, 34, 60, 70, 95</p>
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<p><b>TM2:</b> Step 5: Prereading, <i>For example,</i> p. 153</p> <p><b>TM4:</b> Step 6: Reading Comprehension, <i>For example,</i> p. 140</p>
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	<p><b>TM2:</b> Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example,</i> pp. 251, 259, 267, 275, 283</p> <p><b>WB2:</b> Passage, <i>For example,</i> pp. 160, 193, 203, 208, 213</p> <p><b>TM3:</b> Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example,</i> pp. 33, 97, 106, 115, 123,</p> <p><b>WB3:</b> Passage, <i>For example,</i> pp. 130-131, 139, 144-145, 149, 154-155</p>
<b>Integration of Knowledge and Ideas</b>	
RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<p>The <i>SPIRE</i> Readers are not illustrated. However, the Decodable Readers Sets A &amp; B are illustrated.</p> <p><b>TM2:</b> Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example,</i> pp. 251, 259, 267, 275, 283</p> <p><b>WB2:</b> Passage, <i>For example,</i> pp. 160, 193, 203, 208, 213</p> <p><b>TM3:</b> Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example,</i> pp. 33, 97, 106, 115, 123</p> <p><b>WB3:</b> Passage, <i>For example,</i> pp. 130-131, 139, 144-145, 149, 154-155</p> <p><b>TM4:</b> Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example,</i> pp. 277, 284, 292, 300, 323</p> <p><b>WB4:</b> Passage, <i>For example,</i> pp. 42-43, 48-49, 55-56, 66-67, 79-80</p>
RL.3.8. (Not applicable to literature)	
RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	n/a
<b>Range of Reading and Level of Text Complexity</b>	

<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><b>TM2:</b> Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension  <b>WB2:</b> All passages in this level can be used.  <b>TM3:</b> Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension  <b>WB3:</b> Passages, <i>For example</i>, pp. 17-18, 23, 35  <b>TM4:</b> Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension  <b>WB4:</b> Passages, <i>For example</i>, pp. 20-21, 42-43, 49-50</p>
<p><b>Reading Standards for Informational Grade 3</b></p>	
<p><b>Key Ideas and Details</b></p>	
<p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>TM3:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 78, 120, 303  <b>WB3:</b> Independent Practice: pp. 53, 80, 185  <b>BLM3:</b> p. 18  <b>TM4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 157, 289, 297  <b>WB4:</b> Independent Practice: pp. 110, 112, 194, 196, 200, 202  <b>BLM4:</b> pp. 19, 21</p>
<p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>TM3:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 78, 120, 303  <b>WB3:</b> Independent Practice: pp. 53, 80, 185  <b>BLM3:</b> p. 18  <b>TM4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 289, 297  <b>WB4:</b> Independent Practice: pp. 194, 196, 200, 202  <b>BLM4:</b> pp. 19</p>
<p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><b>TM4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 289, 297  <b>WB4:</b> Independent Practice: pp. 194, 196, 200, 202  <b>BLM4:</b> pp. 19</p>
<p><b>Craft and Structure</b></p>	



RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	<b>TM3:</b> Step 5 - Prereading, <i>For example</i> , pp. 78, 120, 302 <b>TM4:</b> Step 5 - Prereading, <i>For example</i> , pp. 157, 289, 297
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	n/a
RI.3.6. Distinguish their own point of view from that of the author of a text.	<i>Reading Comprehension</i> activities can be used to teach standard: <b>TM3:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 78, 120, 303 <b>WB3:</b> Independent Practice: pp. 53, 80, 185 <b>TM4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 289, 297 <b>WB4:</b> Independent Practice: pp. 196, 202
<b>Integration of Knowledge and Ideas</b>	
RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	The <i>SPIRE</i> Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated.
RI.2.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	n/a
RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	n/a
<b>Range and Level of Text Complexity</b>	
RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>TM3:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 78, 120, 303 <b>WB3:</b> Independent Practice: pp. 53, 80, 185 <b>BLM3:</b> p. 18 <b>TM4:</b> Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 157, 289, 297 <b>WB4:</b> Independent Practice: pp. 110, 112, 194, 196, 200, 202 <b>BLM4:</b> pp. 19, 21

Reading Standards: Foundational Skills Grade 3	
<b>Phonics and Word Recognition</b>	
Know and apply grade-level phonics and word analysis skills in decoding words	
RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.	<b>TM3:</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
RF.3.3.B Decode words with common Latin suffixes.	n/a
RF.3.3.C Decode multisyllable words.	<b>TM3:</b> Step 1 – Phonogram Cards, <i>For example</i> , pp. 18, 219, 228; Step 2 – Phonological Awareness: Sound Providing, <i>For example</i> , pp. 133, 178; Step 2 – Phonological Awareness: Segmentation, <i>For example</i> , pp. 193, 220, 237; Step 3 – Word Building, <i>For example</i> , pp. 10, 19, 221, 229; Step 4 – Decoding and Sentence Reading, <i>For example</i> , pp. 4, 10, 28, 36, 44  <b>TM4:</b> Step 1 – Phonogram Cards, <i>For example</i> , pp. 49, 50, 57; Step 2 – Phonological Awareness: Sound Providing, <i>For example</i> , pp. 51, 57, 76; Step 2 – Phonological Awareness: Segmentation, <i>For example</i> , pp. 57, 67, 154; Step 3 – Word Building, <i>For example</i> , pp. 51, 58, 68, 77; Step 4 – Decoding and Sentence Reading, <i>For example</i> , pp. 41, 52, 58, 68

<p>RF.3.3.D Read grade-appropriate irregularly spelled words</p>	<p><b>TM2:</b> Reinforcing Lessons, Step 1; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work</p> <p><b>WB2:</b> All passage and practice texts are fully decodable. The text is comprised of only: (a) words made of sounds previously taught, (b) sight words previously taught, or (c) words from the current lesson and past lessons made of previously taught sounds plus phonemic elements that allow students to approximate the sound needed to decode the word. <i>For example</i>, pp. 122, 126, 135, 151, 156</p> <p><b>BLM2:</b> Pre-/Post-Test: pp. 38-44</p> <p><b>TM3:</b> Reinforcing Lessons, Step 1; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work</p> <p><b>WB3:</b> All passage and practice texts are fully decodable. The text is comprised of only: (a) words made of sounds previously taught, (b) sight words previously taught, or (c) words from the current lesson and past lessons made of previously taught sounds plus phonemic elements that allow students to approximate the sound needed to decode the word. <i>For example</i>, pp. 86, 91-92, 115</p> <p><b>BLM3:</b> Pre-/Post-Test: pp. 32-38</p> <p><b>TM4:</b> Reinforcing Lessons, Step 1; Step 4 - Decoding and Sentence Reading; Step 6 - Reading/ Reading Comprehension; Step 10 - Sentence Dictation; Independent Work</p> <p><b>WB4:</b> All passage and practice texts are fully decodable. The text is comprised of only: (a) words made of sounds previously taught, (b) sight words previously taught, or (c) words from the current lesson and past lessons made of previously taught sounds plus phonemic elements that allow students to approximate the sound needed to decode the word. <i>For example</i>, pp. 156-158, 169-171, 192-193</p> <p><b>BLM4:</b> Pre-/Post-Test: pp. 30-36</p>
<p><b>Fluency</b></p>	
<p>Read with sufficient accuracy and fluency to support comprehension.</p>	

<p>RF.3.4.A Read on-level text with purpose and understanding.</p>	<p><b>TM2:</b> In all Reinforcing Lessons, students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example</i>, pp. 331, 340, 349, 358, 367</p> <p><b>WB2:</b> All passages meet standards, <i>For example</i>, pp. 188, 193, 198, 203, 208</p> <p><b>TM3:</b> In all Reinforcing Lessons, students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example</i>, pp. 78, 94, 102-103, 111, 120</p> <p><b>WB3:</b> All passages meet standard, <i>For example</i>, pp. 50, 59-60, 65-66, 71-72, 77</p> <p><b>TM4:</b> In all Reinforcing Lessons, students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example</i>, pp. 25, 43, 79-80, 95, 105</p> <p><b>WB4:</b> All passages meet standard, <i>For example</i>, pp. 156-158, 169-171, 192-193</p>
<p>RF.3.4.B Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>TM2:</b> In all Reinforcing Lessons, students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example</i>, pp. 331, 340, 349, 358, 367</p> <p><b>WB2:</b> All passages meet standards, <i>For example</i>, pp. 188, 193, 198, 203, 208</p> <p><b>TM3:</b> In all Reinforcing Lessons, students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example</i>, pp. 78, 94, 102-103, 111, 120</p> <p><b>WB3:</b> All passages meet standard, <i>For example</i>, pp. 50, 59-60, 65-66, 71-72, 77</p> <p><b>TM4:</b> In all Reinforcing Lessons, students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example</i>, pp. 25, 43, 79-80, 95, 105</p> <p><b>WB4:</b> All passages meet standard, <i>For example</i>, pp. 156-158, 169-171, 192-193</p>
<p>RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>TM2:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, <i>For example</i>, pp. 146, 193, 240, 287, 294</p> <p><b>TM3:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, <i>For example</i>, pp. 309, 317, 324, 331, 347</p> <p><b>TM4:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development, <i>For example</i>, pp. 219, 226, 272, 304, 310</p>
<p><b>College and Career Readiness Anchor Standards for Writing</b></p>	
<p><b>Text Types and Purposes</b></p>	

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<b>Production and Distribution of Writing</b>	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing..	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<b>Research to Build Knowledge</b>	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
8. Recall information from experiences or gather information from provided sources to answer a question.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
9. (Begins in grade 4)	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

<b>Range of Writing</b>	
10. Write routinely over extended time frames(time for research, reflection, and revision) and shorter time frames(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<b>Writing Standards Grade 3</b>	
<b>Text Types and Purposes</b>	
W.3.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.3.1.B Provide reasons that support the opinion.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.3.1.D Provide a concluding statement or section.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.3.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.3.2.B Develop the topic with facts, definitions, and details..	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.3.2.D Provide a concluding statement or section.	
W.3.3. Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	
W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.3.3.C Use temporal words and phrases to signal event order.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.3.3.D Provide a sense of closure.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<b>Research to Build and Present Knowledge</b>	
W.3.7. Conduct short research projects that build knowledge about a topic.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.3.9. (Begins in grade 4)	
<b>Range of Writing</b>	
W.3.10 Write routinely over extended time frames(time for research, reflection, and revision) and shorter time frames(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<b>College and Career Readiness Anchor Standards for Speaking and Listening.</b>	
<b>Comprehension and Collaboration</b>	

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<p><b>TM2:</b> Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 154, 163, 170, 179, 187</p> <p><b>WB2:</b> All passage exercises in the workbook meet standard, <i>For example</i>, pp. 93, 97, 101, 105, 109</p> <p><b>TM3:</b> Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 187, 196, 205, 213, 232, 241</p> <p><b>WB3:</b> All passage exercises in the workbook meet standard, <i>For example</i>, pp. 117, 123, 128, 134, 142</p> <p><b>TM4:</b> Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 157, 289, 297</p> <p><b>WB4:</b> All passage exercises in the workbook meet standard, <i>For example</i>, 110, 112, 194, 196, 200, 202</p>
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<b>Presentation of Knowledge and Ideas</b>	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<b>Speaking and Listening Standards Grade 3</b>	
<b>Comprehension and Collaboration</b>	
SL.3.1. Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	



SL.3.1.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.
SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments 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.
SL.3.1.D 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.
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p><b>TM2:</b> Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 186, 201, 209, 217, 249</p> <p><b>WB2:</b> Independent Practice in the workbook can be used to meet standard, <i>For example</i>, pp. 158, 162, 190, 195, 205</p> <p><b>TM3:</b> Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 275, 284, 293, 303, 339</p> <p><b>WB3:</b> Independent Practice in the workbook can be used to meet standard, <i>For example</i>, pp. 142, 147, 152, 167, 173</p> <p><b>TM4:</b> Step 6 - Reading Comprehension: <i>For example</i>, pp. 290, 298</p> <p><b>WB4:</b> Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 194, 196, 200, 202</p>
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<b>Presentation of Knowledge and Ideas</b>	
SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p><b>TM2:</b> Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons – Step 6 – Reading Comprehension</p> <p><b>TM3:</b> Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons – Step 6 – Reading Comprehension</p> <p><b>TM4:</b> Reinforcing Lessons, Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons – Step 6 – Reading Comprehension</p>
<b>College and Career Readiness Anchor Standards for Language</b>	
<b>Conventions in Writing and Speaking</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><b>TM2:</b> Step 4 – Decoding and Sentence Reading, p. 487; Step 7 – Sound Dictation; Step 9 – Spelling; Step 10 – Sentence Dictation</p> <p><b>BLM2:</b> Dictation Papers, pp. 16-17</p> <p><b>TM3:</b> Step 4 - Decoding and Sentence Reading activities in the Teacher’s Manual can be used to teach standard.</p> <p><b>BLM3:</b> Dictation Papers, p. 16</p> <p><b>TM4:</b> Step 4 - Decoding and Sentence Reading activities in the Teacher’s Manual can be used to teach standard.</p> <p><b>BLM4:</b> Dictation Papers, p. 17</p>
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p><b>TM2:</b> Step 3 - Word Building; Step 4 - Decoding and Sentence Reading; Step 8 – Prespelling; Step 9 – Spelling, p. 318; Step 10 - Sentence Dictation, pp. 7, 15, 16, 23, 31, 39, 47</p> <p><b>WB2:</b> (<i>comprehension questions and writing exercises can help student meet this standard</i>). For example, pp. 116, 166, 174, 182, 186</p> <p><b>TM3:</b> Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling</p> <p><b>TM4:</b> Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling</p>
<b>Knowledge of Language</b>	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

<b>Vocabulary Acquisition and Use</b>	
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><b>TM2:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 5, 52, 99</p> <p><b>TM3:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 163, 171, 223</p> <p><b>TM4:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 52, 87, 131</p>
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p><b>TM2:</b> Step 6: Reading Comprehension: p. 154</p> <p><b>TM4:</b> Step 4 - Decoding and Sentence Reading: p. 24; Step 6: Reading Comprehension: pp. 125, 159</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><b>TM2:</b> Reinforcing Lessons Step 4: Decoding and Sentence Reading/Vocabulary Development; Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p><b>TM3:</b> Reinforcing Lessons Step 4: Decoding and Sentence Reading/Vocabulary Development; Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p><b>TM4:</b> Reinforcing Lessons Step 4: Decoding and Sentence Reading/Vocabulary Development; Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>Teacher can also use program components to practice this standard by having students engage in oral exercises and responding to text using the Workbook.</p>
<b>Language Standards Grade 3</b>	
<b>Conventions of Standard English</b>	
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.3.1.B Form and use regular and irregular plural nouns.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.3.1.C Use abstract nouns (e.g., <i>childhood</i> ).	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.3.1.D Form and use regular and irregular verbs.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.3.1.E Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.*	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.3.1.H Use coordinating and subordinating conjunctions.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.3.1.I Produce simple, compound, and complex sentences.	<p><b>TM2:</b> Step 4 – Decoding and Sentence Reading; Step 10 - Sentence Dictation  <b>WB2:</b> Independent Practice, <i>For example</i>, pp. 65, 95, 116, 166, 174  <b>BLM2:</b> Dictation Papers, p. 17</p> <p><b>TM3:</b> Step 4 – Decoding and Sentence Reading; Step 10 - Sentence Dictation  <b>WB3:</b> Independent Practice, <i>For example</i>, pp. 34, 193, 197, 211  <b>BLM3:</b> Dictation Papers, p. 16</p> <p><b>TM4:</b> Step 4 – Decoding and Sentence Reading; Step 10 - Sentence Dictation  <b>WB4:</b> Independent Practice, <i>For example</i>, pp. 10, 14, 18, 94, 150, 154, 206, 210  <b>BLM4:</b> Dictation Papers, p. 17</p>
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.2.A Capitalize appropriate words in titles.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.3.2.B Use commas in addresses.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.3.2.C Use commas and quotation marks in dialogue.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.3.2.D Form and use possessives.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).	<p><b>TM2:</b> Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 – Spelling  <b>TM3:</b> Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 – Spelling  <b>TM4:</b> Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 – Spelling</p>
L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<p><b>TM2:</b> Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 – Spelling  <b>TM3:</b> Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 – Spelling  <b>TM4:</b> Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 – Spelling</p>

L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<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 passage in every lesson.
<b>Knowledge of Language</b>	
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.3.3.A Compare formal and informal uses of English.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<b>Vocabulary Acquisition and Use</b>	
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 32 reading and content, choosing flexibly from a range of strategies.	
L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	<p><b>TM2:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 287, 294, 301</p> <p><b>TM3:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 317, 324, 347</p> <p><b>TM4:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 176, 219, 226</p>
L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).	<b>TM3:</b> Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 127, 134, 163, 170, 179
L.3.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).	n/a
L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<p><b>TM2:</b> <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><b>TM3:</b> <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><b>TM4:</b> <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>
L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.	

L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).	n/a
L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).	<p><b>TM2:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p><b>TM3:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p><b>TM4:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p>There are opportunities using Vocabulary Development to identify real-life connections between words</p>
L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).	<p><b>TM2:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p><b>TM3:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p><b>TM4:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p>There are opportunities using Vocabulary Development to identify real-life connections between words</p>
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	<p><b>TM2:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p><b>TM3:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p><b>TM4:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p>There are opportunities using Vocabulary Development to identify real-life connections between words</p>