

CORRELATIONS

SPIRE



Intensive, Multisensory Reading Intervention with Proven Results



Correlated to
Virginia Standards of Learning
for English Language Arts



Virginia Standards of Learning

Correlated to the Virginia Standards of Learning: English Language Arts, Grades K–5

SPIRE AND SPIRE FOUNDATIONS: SOUNDS SENSIBLE

Kindergarten

The kindergarten student will be immersed in a text-rich environment to develop communication skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for reading. The exposure to fiction and nonfiction texts will enable students to develop an awareness of reading materials as sources of information and enjoyment. The kindergarten student will expand both listening and speaking vocabularies. The student will recognize and print letters of the alphabet, use basic phonetic principles, identify story elements, and communicate ideas through pictures and writing. The student will be introduced to the research process by asking questions, which will be used to solve problems. Research in kindergarten prepares students for more formalized research in subsequent grades.

The Standard	Teacher's Edition Page Citations
Communication and Multimodal Literacies	
K.1 The student will build oral communication skills.	
a) Listen actively and speak using agreed-upon rules for discussion.	TM: Step 1 – Listening: Activity 2, pp. 4-5
b) Express ideas in complete sentences and express needs through direct requests.	TM: Step 1 – Listening: Activity 2, pp. 4-5
c) Initiate conversations.	TM: Step 1 – Listening: Activity 2, pp. 4-5
d) Follow implicit rules for conversation, including taking turns and staying on topic.	TM: Step 1 – Listening: Activity 2, pp. 4-5
e) Listen and speak in informal conversations with peers and adults.	TM: Step 1 – Listening: Activity 2, pp. 4-5
f) Discuss various texts and topics collaboratively and with partners.	TM: Step 1 – Listening: Activity 2, pp. 4-5
g) Use voice level, phrasing, and intonation appropriate for various language situations.	TM: Step 1 – Listening: Activity 2, pp. 4-5
h) Follow one- and two-step directions.	TM: Step 1 – Listening: Activity 2, pp. 4-5
i) Ask how and why questions to seek help, get information, or clarify information.	TM: Step 1 – Listening: Activity 2, pp. 4-5
j) Work respectfully with others.	TM: Step 1 – Listening: Activity 2, pp. 4-5

The Standard	Teacher's Edition Page Citations
K.2 The student will demonstrate growth in oral, early literacy skills.	
a) Listen and respond to a variety of text and media.	TM: Step 1 – Listening: Activity 2, pp. 4-5
b) Participate in a variety of oral language activities including choral and echo speaking and recitation.	TM: Step 1 – Listening: Activity 2, pp. 4-5
c) Tell stories orally.	TM: Step 1 – Listening: Activity 2, pp. 4-5
d) Participate in creative dramatics.	TM: Step 1 – Listening: Activity 2, pp. 4-5
Reading	
K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.	
a) Begin to discriminate between spoken sentences, words, and syllables.	TM: Step 3 – Segmentation: Activity 1- Sentence Segmentation, p. 30
b) Identify and produce words that rhyme.	TM: Step 2 – Rhyming: Activity 1 – Introduction to Rhyme: pp. 7-12; Activity 2 – Matching Rhymes: pp. 13-15; Activity 3 – Rhyme Providing: p. 16; Activity 4 – Rhyme Categorization: pp. 17-24 BLM: Introduction to Rhyme Sheets, pp. 1-3
c) Blend and segment multisyllabic words at the syllable level.	TM: Step 3 – Segmentation: Activity 4 – Syllable Segmentation, p. 32
d) Blend and segment one-syllable words into phonemes including onset and rime.	TM: Step 2 – Rhyming: Activity 5 – Onset and Rime: pp. 25-28; Activity 8 – Word Segmentation with Deletions, p. 36
e) Identify words according to shared beginning and/or ending sounds.	TM: Step 3 – Segmentation: Activity 6 – Phoneme Segmentation, pp. 33-34; Activity 7 – Phoneme Segmentation with Words, p. 35; Activity 8 – Word Segmentation with Deletions, p. 36 BLM: Phoneme Segmentation Sheet, p. 46
f) Blend sounds to make one-syllable words.	TM: Step 2 – Rhyming: Activity 5 – Onset and Rime: pp. 25-28
g) Segment one-syllable words into individual phonemes.	TM: Step 3 – Segmentation: Activity 6 – Phoneme Segmentation, pp. 33-34; Activity 7 – Phoneme Segmentation with Words, p. 35

The Standard	Teacher's Edition Page Citations
K.4 The student will understand how print is organized and read.	
a) Hold print materials in the correct position.	TM: Step 1 – Listening: Activity 2, pp. 4-5
b) Identify the front cover, back cover, and title page of a book.	TM: Step 1 – Listening: Activity 2, pp. 4-5
c) Distinguish between print and pictures.	TM: Step 1 – Listening: Activity 2, pp. 4-5
d) Follow words from left to right and from top to bottom on a printed page.	TM: Step 1 – Listening: Activity 2, pp. 4-5
e) Match voice with print.	TM: Step 1 – Listening: Activity 2, pp. 4-5
K.5 The student will demonstrate an understanding that print conveys meaning.	
a) Identify common signs and logos.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.
b) Explain that printed materials provide information.	TM: Step 1 – Listening: Activity 2, pp. 4-5
c) Read and explain own writing and drawings.	See <i>S.P.I.R.E.</i> with Sounds Sensible Level 1
d) Read his/her name and commonly used high-frequency words.	See <i>S.P.I.R.E.</i> with Sounds Sensible Level 1
K.6 The student will develop an understanding of basic phonetic principles.	
a) Identify and name the capital and lowercase letters of the alphabet.	TM: Step 4 – Phoneme/Grapheme Relationships, pp. 37-104 (All lowercase consonants (except <i>q</i>) as well as lowercase vowel <i>a</i> are taught.) BLM: Key Word Concept Sheets, pp. 4-24; Key Word Cards, pp. 25-45
b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.	TM: Step 4 – Phoneme/Grapheme: Lessons 1-41, pp. 37-101; <i>Sounds Sensible</i> , Pre-Level One teaches all the single consonants except <i>q</i> . TM: Step 4 – Phoneme/Grapheme Relationships: Lesson 31, pp. 82-84 (only short <i>a</i> is taught at this level) BLM: Sound Contrast Sheet, pp. 49-56
c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.	TM: Step 1 – Listening: Activity 2, pp. 4-5

The Standard	Teacher's Edition Page Citations
d) Identify initial consonant sounds in one-syllable words.	TM: Step 3 – Segmentation: Activity 7 – Phoneme Segmentation with Words, p. 35; Activity 8 – Word Segmentation with Deletions, p. 36
e) Identify final consonant sounds in one-syllable words.	TM: Step 3 – Segmentation: Activity 7 – Phoneme Segmentation with Words, p. 35; Activity 8 – Word Segmentation with Deletions, p. 36
K.7 The student will expand vocabulary and use of word meanings.	
a) Discuss meanings of words.	TM: Step 1 – Listening: Activity 2: pp. 4-5
b) Increase vocabulary by listening to a variety of texts read aloud.	TM: Step 1 – Listening: Activity 2: pp. 4-5
c) Use vocabulary from other content areas.	TM: Step 1 – Listening: Activity 2: pp. 4-5
d) Ask about words not understood.	TM: Step 1 – Listening: Activity 2: pp. 4-5
e) Use number words.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.
f) Use nouns to identify and name people, places, and things.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.
g) Use adjectives to describe location, size, color, and shape.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.
h) Use verbs to identify actions.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.
K.8 The student will demonstrate comprehension of fictional texts.	
a) Identify the role of an author and an illustrator.	TM: Step 1 – Listening: Activity 2: pp. 4-5
b) Relate previous experiences to what is read.	TM: Step 1 – Listening: Activity 2: pp. 4-5
c) Use pictures to make predictions.	TM: Step 1 – Listening: Activity 2: pp. 4-5
d) Ask and answer questions about what is read.	TM: Step 1 – Listening: Activity 2: pp. 4-5
e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.	TM: Step 1 – Listening: Activity 2: pp. 4-5

The Standard	Teacher's Edition Page Citations
K.9 The student will demonstrate comprehension of nonfiction texts.	
a) Use pictures to identify topic and make predictions.	TM: Step 1 – Listening: Activity 2: pp. 4-5
b) Identify text features specific to the topic, such as titles, headings, and pictures.	TM: Step 1 – Listening: Activity 2: pp. 4-5
c) Ask and answer questions about what is read.	TM: Step 1 – Listening: Activity 2: pp. 4-5
Writing	
K.10 The student will print in manuscript.	
a) Print capital and lowercase letters of the alphabet independently.	TM: - Step 4 - Phoneme/Grapheme Relationships, pp. 37-104 (All lowercase consonants (except q) as well as lowercase vowel a are taught.) BLM: Key Word Concept Sheets, pp. 4-24; Key Word Cards, pp. 25-45
b) Print his/her first and last names.	n/a
K.11 The student will write in a variety of forms to include narrative and descriptive.	
a) Differentiate pictures from writing.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.
b) Use prewriting activities to generate ideas including drawing pictures.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.
c) Use letters to phonetically spell words that describe pictures or experiences.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.
d) Write left to right and top to bottom.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.
e) Compose simple sentences.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.
f) Begin each sentence with a capital letter and use ending punctuation.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.
g) Share writing with others.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.

The Standard	Teacher's Edition Page Citations
Research	
K.12 The student will conduct research to answer questions or solve problems using available resources.	
a) Generate topics of interest.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.
b) Generate questions to gather information.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.
c) Identify pictures, texts, or people as sources of information.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.
d) Find information from provided sources.	Beyond the scope of <i>S.P.I.R.E.</i> with Sounds Sensible reading and literacy program at this Level.

Grade One

Developing literacy skills is a priority in the first grade. The student will be immersed in a text-rich environment to develop communication skills, phonological awareness, phonetic skills, vocabulary, comprehension, and use reading materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency, accuracy, and expression. The student will continue to develop an understanding of fiction and nonfiction texts. The student will increase vocabulary and comprehension strategies by cross-content reading with emphasis on materials in mathematics, science, and history and social science. The student will write in a variety of forms to communicate ideas. The student will continue to research to answer questions and solve problems by using available resources.

The Standard	Teacher's Edition Page Citations
Communication and Multimodal Literacies	
1.1 The student will develop oral communication skills.	
a) Listen actively and speak using agreed-upon rules for discussion.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b) Initiate conversation with peers and adults.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c) Adapt or change oral language to fit the situation.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
d) Use appropriate voice level, phrasing, and intonation.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
e) Participate in collaborative and partner discussions about various texts and topics.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
f) Follow rules for conversation using appropriate voice level in small-group settings.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
g) Ask and respond to questions to seek help, get information, or clarify information.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
h) Restate and follow simple two-step oral directions.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

The Standard	Teacher's Edition Page Citations
i) Give simple two-step oral directions.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
j) Express ideas orally in complete sentences.	TM: Reinforcing Lessons: Step 5 - Prereading; Step 6 - Reading Comprehension; Reinforcing Lessons - Step 6 - Reading Comprehension
k) Work respectfully with others.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
l) Increase listening and speaking vocabularies.	TM: Step 6 - Comprehension Activity: p. 112
1.2 The student will demonstrate growth in oral early literacy skills.	
a) Listen and respond to a variety of print and media materials.	TM: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 68, 88, 112, 124, 225, 291, 341 WB: All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20
b) Tell and retell stories and events in sequential order.	TM: Reinforcing Lessons: Step 4 - Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i> , pp. 14, 94, 142, 238, 285; Independent Work, <i>For example</i> : pp. 17, 23, 29 WB: pp. 4, 6, 8 BLM: p. 69
c) Participate in a variety of oral language activities, including choral speaking and recitation.	TM: Reinforcing Lessons: Step 4 - Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i> , pp. 14, 94, 142, 238, 285; Independent Work, <i>For example</i> : pp. 17, 23, 29 WB: pp. 4, 6, 8 BLM: p. 69
d) Participate in creative dramatics.	TM: Reinforcing Lessons: Step 6 - Reading Comprehension: <i>For example</i> , pp. 14, 94, 142, 238, 285; Independent Work, <i>For example</i> : pp. 17, 23, 29

The Standard	Teacher's Edition Page Citations
Reading	
1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.	
a) Create rhyming words.	TM: Step 2 – Phonological Awareness, Sounds are identified, Rhyming words made.
b) Count phonemes (sounds) in one-syllable words.	TM: Step 3 – Word Building
c) Blend sounds to make one-syllable words.	TM: Step 3 – Word Building
d) Segment one-syllable words into individual phonemes.	TM: Step 2 – Phonological Awareness; Step 3 – Word Building; Step 5 – Prereading – Phoneme Grapheme Analysis; Step 8 – Prespelling BLM: Phoneme Segmentation Sheet, p. 25
e) Add or delete phonemes to make new words.	TM: Step 2 – Phonological Awareness; Step 3 – Word Building; Step 8 – Prespelling
f) Blend and segment multisyllabic words at the syllable level.	Syllables are taught throughout TM, <i>For example</i> , Step 2 –Phonological Awareness, pp. 139, 145, 176, 196, 229, 256, 275, 283
1.4 The student will apply knowledge of how print is organized and read.	
a) Read from left to right and from top to bottom.	See <i>Sounds Sensible</i>
b) Match spoken words with print.	See <i>Sounds Sensible</i>
c) Identify letters, words, sentences, and ending punctuation.	TM: Step 4 – Word and Sentence Decoding , pp. 140, 276

The Standard	Teacher's Edition Page Citations
1.5 The student will apply phonetic principles to read and spell.	
a) Use initial and final consonants to decode and spell one-syllable words.	TM: Step 8 – Prespelling; Step 9 – Spelling
b) Use two-letter consonant blends to decode and spell one-syllable words.	TM: Step 8 – Prespelling, <i>For example</i> , pp. 200, 206, 212, 218, 226, 236, 245, 265, 280–281, 292; Step 9 – Spelling, e.g., pp. 200, 206, 212, 218, 226, 236, 245, 265, 280–281, 292 BLM: Decoding Assessments, pp. 121–127
c) Use consonant digraphs to decode and spell one-syllable words.	TM: Step 8 – Prespelling, <i>For example</i> , pp. 200, 206, 212, 218, 226, 236, 245, 265, 280–281, 292; Step 9 – Spelling, e.g., pp. 200, 206, 212, 218, 226, 236, 245, 265, 280–281, 292 BLM: Decoding Assessments, pp. 121–127
d) Use short vowel sounds to decode and spell one-syllable words.	TM: Step 8 – Prespelling; Step 9 – Spelling
e) Blend initial, medial, and final sounds to recognize and read words.	TM: Step 2 – Phonological Awareness; Step 3 – Word Building BLM: Phoneme Segmentation Sheet, p. 25
f) Use word patterns to decode unfamiliar words.	TM: Step 4 – Word and Sentence Decoding
g) Read and spell simple two-syllable compound words.	Begins in Level 3
h) Read and spell commonly used sight words.	TM: Step 8 – Prespelling; Step 9 – Spelling
1.6 The student will use semantic clues and syntax for support when reading.	
a) Use words, phrases, and sentences.	TM: Step 4 – Word and Sentence Decoding
b) Use titles and pictures.	TM: Step 5 – Prereading: Introducing the Story; Step 6 – Reading Comprehension
c) Use information in the story to read words.	TM: Step 5 – Prereading: Introducing the Story; Step 6 – Reading Comprehension
d) Use knowledge of sentence structure.	Teacher can use program components to practice this standard. For example see: TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 68, 88, 112, 124, 225, 291, 341
e) Reread and self-correct.	TM: Step 6 – Reading Comprehension: Rereading for Fluency

The Standard	Teacher's Edition Page Citations
1.7 The student will expand vocabulary and use of word meanings.	
a) Discuss meanings of words in context.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 116, 152, 190
b) Develop vocabulary by listening to and reading a variety of texts.	Teacher can use program components to practice this standard. For example see: TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 116, 152, 190; Step 6 – Reading Comprehension: Comprehension Activity, <i>For example,</i> pp. 68, 88, 112, 124, 225, 291, 341
c) Ask for the meaning of unknown words and make connections to familiar words.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 116, 152, 190
d) Use text clues such as words or pictures to discern meanings of unknown words.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 116, 152, 190
e) Use vocabulary from other content areas.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons
f) Use singular and plural nouns.	TM: Step 4 – Decoding and Sentence Reading, p. 394
g) Use adjectives to describe nouns.	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
h) Use verbs to identify actions.	TM: Step 4 – Decoding and Sentence Reading, p. 394
1.8 The student will use simple reference materials.	
a) Use knowledge of alphabetical order by first letter.	Teacher can use program components to practice this standard. For example see: TM: Step 1 – Phonogram Cards, Introductory Lesson; Step 7 – Sound Dictation, Introductory Lesson
b) Use a picture dictionary to find meanings of unfamiliar words.	n/a

The Standard	Teacher's Edition Page Citations
1.9 The student will read and demonstrate comprehension of a variety of fictional texts.	
a) Preview the selection.	TM: Step 5 – Prereading: Introducing the Story; Step 6 – Reading Comprehension
b) Set a purpose for reading.	TM: Step 5 – Prereading: Introducing the Story
c) Relate previous experiences to what is read.	TM: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 123, 129, 159, 183, 210, 251, 264, 321, 328, 377
d) Make and confirm predictions.	TM: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 129, 135, 171, 210, 377
e) Ask and answer who, what, when, where, why, and how questions about what is read.	TM: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i> , pp. 68, 88, 112, 124, 225, 291, 341 WB: All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 BLM: pp. 68–70
f) Identify characters, setting, and important events.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i> , pp. 14, 94, 130, 160, 225, 291, 341 WB: All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 BLM: pp. 68, 70
g) Retell stories and events, using beginning, middle, and end in a sequential order.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i> , pp. 14, 94, 130, 160, 225, 291, 341 WB: All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 BLM: pp. 68, 70
h) Identify theme.	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension

The Standard	Teacher's Edition Page Citations
1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.	
a) Preview the selection.	Most selections are stories at the lower levels, however, the upper level books have more informational text.
b) Use prior and background knowledge as context for new learning.	n/a
c) Set a purpose for reading.	n/a
d) Identify text features such as pictures, headings, charts, and captions.	n/a
e) Make and confirm predictions.	n/a
f) Ask and answer who, what, where, when, why, and how questions about what is read.	n/a
g) Identify the main idea.	n/a
h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.	n/a
Writing	
1.11 The student will print legibly in manuscript.	
a) Form letters accurately.	TM: Step 7 – Sound Dictation; Step 9 – Spelling; Step 10 – Sentence Dictation BLM: Dictation Papers, pp. 63-67
b) Space words within sentences.	TM: Step 7 – Sound Dictation; Step 9 – Spelling; Step 10 – Sentence Dictation BLM: Dictation Papers, pp. 63-67
1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.	
a) Identify audience and purpose.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
b) Use prewriting activities to generate ideas.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
c) Focus on one topic.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.

The Standard	Teacher's Edition Page Citations
d) Organize writing to suit purpose.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
e) Revise by adding descriptive words when writing about people, place, things, and events.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
f) Write to express an opinion and give a reason.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
g) Use letters to phonetically spell words.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
h) Share writing with others.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
1.13 The student will edit writing for capitalization, punctuation, and spelling.	
a) Use complete sentences.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
b) Begin each sentence with a capital letter and use ending punctuation.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
c) Use correct spelling for commonly used sight words and phonetically regular words.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
Research	
1.14 The student will conduct research to answer questions or solve problems using available resources.	
a) Generate topics of interest.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
b) Generate questions to gather information.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
c) Identify pictures, texts, or people as sources of information.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
d) Find information from provided sources.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
e) Record information.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.

Grade Two

Developing literacy skills continues to be a priority in the second grade. The student will be immersed in an environment filled with fiction and nonfiction texts, which relate to all content areas and personal interests. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read familiar selections with fluency, accuracy, and expression. The student will demonstrate comprehension skills by identifying main ideas, making and confirming predictions, questioning, summarizing, and drawing conclusions. Students will begin to make the transition to cursive handwriting. The student will understand writing as a process and will write in a variety of forms. The student will research using available resources to complete a research project.

The Standard	Teacher's Edition Page Citations
Communication and Multimodal Literacies	
2.1 The student will use oral communication skills.	
a) Listen actively and speak using appropriate discussion rules.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c) Speak audibly with appropriate voice level, phrasing, and intonation.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
d) Share information orally with appropriate facts and relevant details.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
e) Use increasingly complex sentence structures in oral communication.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
f) Begin to self-correct errors in language use.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
g) Participate as a contributor and leader in collaborative and partner discussions.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
h) Ask and answer questions to seek help, get information, or clarify information.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

The Standard	Teacher's Edition Page Citations
i) Retell information shared by others.	<p>TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 68, 88, 112, 124, 225, 291, 341</p> <p>WB: All sentence exercises in the workbook meet standard, <i>For example</i>, pp. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p>
j) Restate and follow multi-step directions.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
k) Give multi-step directions.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
l) Work respectfully with others and show value for individual contributions.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
m) Create a simple presentation using multimodal tools.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
2.2 The student will demonstrate an understanding of oral early literacy skills.	
a) Create oral stories to share with others.	<p>TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 68, 88, 112, 124, 225, 291, 341</p> <p>WB: All sentence exercises in the workbook meet standard, <i>For example</i>, pp. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p>
b) Create and participate in oral dramatic activities.	<p>TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 68, 88, 112, 124, 225, 291, 341</p> <p>WB: All sentence exercises in the workbook meet standard, <i>For example</i>, pp. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p>
c) Participate in a variety of oral language activities, including choral speaking and recitation.	<p>TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 68, 88, 112, 124, 225, 291, 341</p> <p>WB: All sentence exercises in the workbook meet standard, <i>For example</i>, pp. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p>

The Standard	Teacher's Edition Page Citations
Reading	
2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.	
a) Count phonemes within one-syllable words.	TM: Step 3 – Word Building
b) Blend sounds to make one-syllable words.	TM: Step 3 – Word Building
c) Segment one-syllable words into phonemes.	TM: Step 2 – Phonological Awareness; Step 3 – Word Building; Step 5 – Prereading – Phoneme Grapheme Analysis; Step 8 – Prespelling BLM: Phoneme Segmentation Sheet, p. 11
d) Add or delete phonemes to make words.	TM: Step 2 – Phonological Awareness; Step 3 – Word Building; Step 8 – Prespelling
e) Blend and segment multisyllabic words at the syllable level.	See <i>S.P.I.R.E. with Sounds Sensible</i> Level 3
2.4 The student will use phonetic strategies when reading and spelling.	
a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.	Consonant Digraphs are covered at this level. See: TM: Step 8 – Prespelling, <i>For example</i> , pp. 6, 13, 44, 51, 83, 90, 122; Step 9 – Spelling, <i>For example</i> , pp. 130, 161, 168, 198, 236 BLM: Decoding Assessments, pp. 86–96
b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.	TM: Long vowels are taught at the end of Level 2, pp. 232–377; Step 1 – Phonogram Cards; Step 2 – Segmentation; Step 3 – Word Building; Step 5 – Phoneme–Grapheme Analysis; Step 7 – Sound Dictation; Step 8 – Prespelling; Step 9 – Spelling; Independent Work WB: pp. 60, 71, 93, 94 BLM: Key Word Concept Sheet, pp. 9–10; Word Find Sheet, pp. 35–40
c) Decode regular multisyllabic words.	See <i>S.P.I.R.E. with Sounds Sensible</i> Level 3
d) Apply decoding strategies to confirm or correct while reading.	TM: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading

The Standard	Teacher's Edition Page Citations
2.5 The student will use semantic clues and syntax to expand vocabulary when reading.	
a) Use information and context clues in the story to read words.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i> : pp. 82, 120, 159, 197, 234
b) Use knowledge of sentence structure to determine the meaning of unknown words.	Teacher can use program components to practice this standard. For example see: TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 19, 75
2.6 The student will expand vocabulary and use of word meanings.	
a) Use knowledge of homophones.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill There are opportunities using Vocabulary Development to discuss synonyms, homonym, and multiple meaning words.
b) Use knowledge of prefixes and suffixes.	See Level 3 Lessons 4-7
c) Use knowledge of antonyms and synonyms.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill There are opportunities using Vocabulary Development to discuss synonyms, homonym, and multiple meaning words.
d) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.	Teacher can use program components to practice this standard. For example see: TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i> : pp. 82, 120, 159, 197, 234; Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 19, 75
e) Use word-reference materials including dictionaries, glossaries and indices.	Vocabulary Development exercised used during Step 4 – Decoding and Sentence Reading give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson.
f) Use vocabulary from other content areas.	TM: 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.

The Standard	Teacher's Edition Page Citations
2.7 The student will read and demonstrate comprehension of fictional texts.	
a) Make and confirm predictions.	TM: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 107, 209, 327, 334, 353
b) Connect previous experiences to new texts.	TM: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 49, 56, 68, 88, 113, 134
c) Ask and answer questions using the text for support.	TM: Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons, Step 6 – Reading Comprehension: <i>For example</i> , pp. 63, 136, 167, 211, 273, 297, 335 WB: All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 3, 14, 17, 19, 21, 22, 25 BLM: 44-47
d) Describe characters, setting, and plot events in fiction and poetry.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i> , pp. 12, 19, 191, 279, 310 316 WB: All selections can be used to describe characters, <i>For example</i> , pp. 30, 34, 41, 47 BLM: p. 44
e) Identify the conflict and resolution.	TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 272, 285
f) Identify the theme.	n/a
g) Summarize stories and events with beginning, middle, and end in the correct sequence.	TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 31, 63, 148, 210, 272
h) Draw conclusions based on the text.	TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 96, 136, 153, 173, 216, 229 BLM: p. 45
i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.	TM: Step 4 – Decoding and Sentence Reading; Reinforcing Lessons: Step 5 – Prereading; Step 6 Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 25, 69, 147, 191, 210, 272, 279 RDR: pp. 7, 20, 43, 56, 61, 75, 77

The Standard	Teacher's Edition Page Citations
2.8 The student will read and demonstrate comprehension of nonfiction texts.	
a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps.	n/a
b) Make and confirm predictions.	n/a
c) Use prior and background knowledge as context for new learning.	TM: Step 5 – Prereading: Introducing the Article, p. 368
d) Set purpose for reading.	TM: Step 5 – Prereading: Introducing the Article, p. 368
e) Ask and answer questions using the text as support.	TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 368-369 RDR: p. 115 WB: p. 97 BLM: p. 45
f) Identify the main idea.	TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 368-369 RDR: p. 115 BLM: p. 45
g) Draw conclusions based on the text.	n/a
h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.	TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 368-369 RDR: p. 115
Writing	
2.9 The student will maintain legible printing and begin to make the transition to cursive.	
a) Begin to write capital and lowercase letters of the alphabet.	<i>See Sounds Sensible</i>
b) Begin to sign his/her first and last names.	n/a

The Standard	Teacher's Edition Page Citations
2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.	
a) Understand writing as a process.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
b) Identify audience and purpose.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
c) Use prewriting strategies to generate ideas before writing.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
d) Use strategies for organization according to the type of writing.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
e) Organize writing to include a beginning, middle, and end.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
f) Write facts about a subject to support a main idea.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
g) Write to express an opinion and provide a reason for support.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
h) Expand writing to include descriptive detail.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
i) Revise writing for clarity.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English.	
a) Recognize and use complete sentences.	TM: Step 7 – Sound Dictation; Step 10 – Sentence Dictation BLM: Dictation Papers, pp. 42-43
b) Use and punctuate declarative, interrogative, and exclamatory sentences.	TM: Step 7 – Sound Dictation; Step 10 – Sentence Dictation BLM: Dictation Papers, pp. 42-43
c) Capitalize all proper nouns and the word <i>I</i> .	TM: Independent Work: p. 27
d) Use singular and plural nouns and pronouns.	TM: Independent Work: p. 21
e) Use apostrophes in contractions and possessives.	n/a
f) Use contractions and singular possessives.	n/a
g) Use knowledge of simple abbreviations.	n/a

The Standard	Teacher's Edition Page Citations
h) Use correct spelling for commonly used sight words, including compound words and regular plurals.	TM: Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 - Spelling
i) Use commas in salutation and closing of a letter.	n/a
j) Use past and present verbs.	TM: Independent Work: pp. 21, 281
k) Use adjectives correctly.	n/a
Research	
2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.	
a) Generate topics of interest.	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
b) Generate questions to gather information.	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
c) Identify pictures, texts, people, or media as sources of information.	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
d) Find information from provided sources.	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
e) Organize information in writing or a visual display.	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.
f) Describe difference between plagiarism and using own words.	Beyond the scope of S.P.I.R.E. reading and literacy program at this Level.

Grade Three

Developing literacy skills continues to be a priority in the third grade. Students will expand their vocabularies while reading by using word analysis skills. Emphasis is on reading texts with fluency, accuracy, and meaningful expression. The student will read a variety of fiction and nonfiction texts, which relate to all content areas and personal interests.

The student will use effective communication skills to participate in collaborative activities and will give oral presentations. Students will continue to use comprehension strategies to compare and contrast story elements and differentiate between fiction and nonfiction. The student will use the writing process to plan, draft, revise, and edit writing in a variety of forms. The student also will write legibly in cursive. Students will continue to identify and use appropriate resources to complete a research product. Students will understand plagiarism and will report information using their own words.

The Standard	Teacher's Edition Page Citations
Communication and Multimodal Literacies	
3.1 The student will use effective communication skills in a variety of settings.	
a) Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b) Present accurate directions to individuals and small groups.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c) Ask and respond to questions from teachers and other group members.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
d) Orally summarize information expressing ideas clearly.	TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 84, 119, 168, 201, 223, 277
e) Use language appropriate for context and audience.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
f) Increase listening and speaking vocabularies.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
g) Participate in collaborative discussions.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
h) Work respectfully with others in pairs, diverse groups, and whole class settings.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

The Standard	Teacher's Edition Page Citations
3.2 The student will give oral presentations.	
a) Speak clearly using appropriate volume.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b) Speak at an understandable rate.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c) Make eye contact with the audience.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
d) Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 84, 119, 168, 201, 223, 277
e) Use contextually appropriate language and specific vocabulary to communicate ideas.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
f) Use multimodal tools to create presentations and enhance communication.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
Reading	
3.3 The student will apply word-analysis skills when reading.	
a) Use knowledge of regular and irregular vowel patterns.	TM: Step 1 – Phonogram Cards; Step 3 – Word Building; Step 4 – Decoding and Sentence Reading
b) Decode regular multisyllabic words.	TM: Step 1 – Phonogram Cards, <i>For example</i> , pp. 178, 186, 193, 199, 211, 228, 235; Step 2 – Phonological Awareness: Sound Providing, <i>For example</i> , pp. 73, 88, 108, 199, 205, 219, 235; Step 2 – Phonological Awareness: Segmentation, <i>For example</i> , pp. 158, 179, 212; Step 3 – Word Building, <i>For example</i> , pp. 74, 81, 89, 95, 193, 213, 220; Step 4 – Decoding and Sentence Reading, <i>For example</i> , pp. 68, 180

The Standard	Teacher's Edition Page Citations
3.4 The student will expand vocabulary when reading.	
a) Use knowledge of homophones.	
b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.	TM: 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
c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons; Step 5 – Prereading: Introducing the Story/Poem
d) Use context to clarify meaning of unfamiliar words.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons; Step 5 – Prereading: Introducing the Story/Poem
e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Step 5 – Prereading: Introducing the Story/Poem
f) Use vocabulary from other content areas.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons
g) Use word-reference resources including the glossary, dictionary, and thesaurus.	<i>Vocabulary Development</i> exercises used during <i>Step 4 – Decoding and Sentence Reading</i> give teachers an opportunity to discuss challenging words that students come across in the Reader in every lesson.
3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.	
a) Set a purpose for reading.	TM: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 10, 17, 76, 82, 90, 110, 125
b) Make connections between reading selections.	n/a
c) Make, confirm, and revise predictions.	n/a
d) Compare and contrast settings, characters, and plot events.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i> , pp. 43, 50, 57, 63, 76, 83-84, 119, 168 WB: All selections can be used to describe characters, <i>For example</i> , pp. 26, 44, 59, 67, 71, 75 BLM: p. 57

The Standard	Teacher's Edition Page Citations
e) Summarize plot events.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 84, 119, 168, 201, 223, 277
f) Identify the narrator of a story.	TM: Prereading: Introducing the Story, pp. 23, 29
g) Ask and answer questions about what is read.	TM: Reinforcing Lessons: Step 4 – Sentence Comprehension; Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 19, 44, 91, 168, 189, 201, 277 WB: Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 15, 18, 19, 26, 33, 36, 44, 59, 71, 87 BLM: pp. 57–59
h) Draw conclusions using the text for support.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, p. 290
i) Identify the conflict and resolution.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, p. 277
j) Identify the theme.	TM: Step 5 – Prereading: Introducing the Story, p. 236
k) Use reading strategies to monitor comprehension throughout the reading process.	TM: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 84, 119, 168, 174, 196, 201, 208, 236, 277, 290 BLM: pp. 57–59
l) Differentiate between fiction and nonfiction.	n/a
m) Read with fluency, accuracy, and meaningful expression.	TM: Step 4 – Decoding and Sentence Reading; Reinforcing Lessons: Step 6 Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 43, 76, 110–111, 167, 207, 222–223, 244 RDR: <i>For example</i> , pp. 14, 24–25, 38, 52, 65–66, 69–70, 78–79

The Standard	Teacher's Edition Page Citations
3.6 The student will read and demonstrate comprehension of nonfiction texts.	
a) Identify the author's purpose.	TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 63, 96, 243
b) Use prior and background knowledge as context for new learning.	TM: Step 5 - Prereading: Introducing the Article, pp. 63, 96, 243
c) Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.	n/a
d) Ask and answer questions about what is read using the text for support.	TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 64, 97, 245 WB: pp. 22, 36, 96 BLM: pp. 57-59
e) Draw conclusions using the text for support.	n/a
f) Summarize information found in nonfiction texts.	n/a
g) Identify the main idea.	TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 64, 97, 245 WB: pp. 22, 36, 96 BLM: p. 58
h) Identify supporting details.	TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 64, 97, 245 WB: pp. 22, 36, 96 BLM: pp. 57-59
i) Use reading strategies to monitor comprehension throughout the reading process.	TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 64, 97, 245 WB: pp. 22, 36, 96 BLM: pp. 57-59
j) Read with fluency, accuracy, and meaningful expression.	TM: Reinforcing Lessons, Step 6 - Reading Comprehension: Comprehension Activity, pp. 64, 97, 245 RDR: pp. 21, 34, 78-79

The Standard	Teacher's Edition Page Citations
Writing	
3.7 The student will write legibly in cursive.	
a) Write capital and lowercase letters of the alphabet.	See <i>Sounds Sensible</i>
b) Sign his/her first and last names.	n/a
3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.	
a) Engage in writing as a process.	TM: Independent Work, pp. 127, 232 WB: pp. 50, 86
b) Identify audience and purpose.	TM: Independent Work, pp. 127, 232 WB: pp. 50, 86
c) Use a variety of prewriting strategies.	TM: Independent Work, pp. 127, 232 WB: pp. 50, 86
d) Use organizational strategies to structure writing according to type.	n/a
e) Write a clear topic sentence focusing on main idea.	n/a
f) Elaborate writing by including supporting details.	n/a
g) Use transition words to vary sentence structure.	n/a
h) Express an opinion about a topic and provide fact-based reasons for support.	n/a
i) Write a well-developed paragraph focusing on the main idea.	n/a
j) Revise writing for clarity of content using specific vocabulary and information.	n/a

The Standard	Teacher's Edition Page Citations
3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.	
a) Use complete sentences.	TM: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation
b) Use the word <i>I</i> in compound subjects.	n/a
c) Use past and present verb tense.	n/a
d) Use adjectives correctly.	n/a
e) Use singular possessives.	n/a
f) Use commas in a simple series.	n/a
g) Use simple abbreviations.	n/a
h) Use apostrophes in contractions with pronouns and in possessives.	n/a
i) Use the articles <i>a</i> , <i>an</i> , and <i>the</i> correctly.	n/a
j) Use correct spelling including irregular plurals.	TM: Step 3 - Word Building; Step 8 - Prespelling; Step 9 - Spelling
k) Indicate paragraphing by indenting or skipping a line.	n/a

The Standard	Teacher's Edition Page Citations
Research	
3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.	
a) Construct questions about the topic.	TM: Independent Work, pp. 127, 232 WB: pp. 50, 86
b) Access appropriate resources.	TM: Independent Work, pp. 127, 232 WB: pp. 50, 86
c) Collect and organize information about the topic.	TM: Independent Work, pp. 127, 232 WB: pp. 50, 86
d) Evaluate the relevance of the information.	TM: Independent Work, pp. 127, 232 WB: pp. 50, 86
e) Avoid plagiarism and use own words.	TM: Independent Work, pp. 127, 232 WB: pp. 50, 86
f) Demonstrate ethical use of the Internet.	TM: Independent Work, pp. 127, 232 WB: pp. 50, 86

Grade Four

In fourth grade, there is an increased emphasis on reading comprehension by comparing fiction and nonfiction texts, identifying cause and effect relationships, and differentiating between fact and opinion. The student will expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. The student will continue to increase communication and collaboration skills by working in diverse teams as both a facilitator and a contributor. Students will deliver multimodal presentations and begin to examine media messages. The student will demonstrate comprehension of the research process by evaluating the relevance and reliability of information collected to create a research product. Additionally students will continue to understand the difference between plagiarism and using his/her own words.

The Standard	Teacher's Edition Page Citations
Communication and Multimodal Literacies	
4.1 The student will use effective oral communication skills in a variety of settings.	
a) Listen actively and speak using appropriate discussion rules.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b) Contribute to group discussions across content areas.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c) Orally summarize information expressing ideas clearly.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
d) Ask specific questions to gather ideas and opinions from others.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
e) Use evidence to support opinions and conclusions.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
f) Connect comments to the remarks of others.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
g) Use specific vocabulary to communicate ideas.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
h) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
i) Work respectfully with others, and show value for individual contributions.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

The Standard	Teacher's Edition Page Citations
4.2 The student will create and deliver multimodal, interactive presentations.	
a) Locate, organize, and analyze information from a variety of multimodal texts.	n/a
b) Speak audibly with appropriate pacing.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c) Use language and style appropriate to the audience, topic, and purpose.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
d) Make eye contact with the audience.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
e) Ask and answer questions to gather or clarify information presented orally.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
4.3 The student will learn how media messages are constructed and for what purposes.	
a) Differentiate between auditory, visual, and written media messages and their purposes.	n/a
b) Compare and contrast how ideas and topics are depicted in a variety of media and formats.	n/a

The Standard	Teacher's Edition Page Citations
Reading	
4.4 The student will expand vocabulary when reading.	
a) Use context to clarify meanings of unfamiliar words.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development, <i>For example</i> , pp. 3, 9, 41, 69, 102, 136, 169
b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.	n/a
c) Use word-reference materials.	<i>Vocabulary Development</i> exercises used during <i>Step 4 – Decoding and Sentence Reading</i> give teachers an opportunity to discuss challenging words that students come across in the Reader in every lesson.
d) Use vocabulary from other content areas.	TM: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading – Vocabulary Development; Step 5 – Prereading – Introducing the Story/Article, pp. 55, 76, 122-123, 224, 230
e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.	TM: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading – Vocabulary Development; Step 5 – Prereading – Introducing the Story/Article, pp. 55, 76, 122-123, 224, 230
4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.	
a) Describe how the choice of language, setting, and characters contributes to the development of plot.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i> , pp. 64, 118 WB: pp. 16, 31, 57 BLM: p. 53
b) Identify the theme(s).	n/a
c) Summarize events in the plot.	n/a
d) Identify genres.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 96, 144
e) Identify the narrator of a story and the speaker of a poem.	n/a
f) Identify the conflict and resolution.	n/a

The Standard	Teacher's Edition Page Citations
g) Identify sensory words.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, p. 97
h) Draw conclusions/make inferences about text using the text as support.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 50, 85, 92, 131, 152, 164, 191
i) Compare/contrast details in literary and informational nonfiction texts.	n/a
j) Identify cause and effect relationships.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 37, 57, 64, 77, 111, 145, 185, 191
k) Use reading strategies throughout the reading process to monitor comprehension.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 24, 31, 37, 50, 85, 111, 118, 185
l) Read with fluency, accuracy, and meaningful expression.	TM: Step 4 – Decoding and Sentence Reading; Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 22, 49, 76, 144, 204, 249, 257 RDR: <i>For example</i> , pp. 4–5, 16–18, 40–42, 66–68, 92, 107–108, 110–111
4.6 The student will read and demonstrate comprehension of nonfiction texts.	
a) Use text features such as type, headings, and graphics, to predict and categorize information.	n/a
b) Explain the author's purpose.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 225, 230
c) Identify the main idea.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 226, 231
d) Summarize supporting details.	n/a
e) Draw conclusions and make inferences using textual information as support.	n/a
f) Distinguish between cause and effect.	n/a
g) Distinguish between fact and opinion.	n/a

The Standard	Teacher's Edition Page Citations
h) Use reading strategies throughout the reading process to monitor comprehension.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 124, 226, 232
i) Read with fluency, accuracy, and meaningful expression.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 123, 225, 231 RDR: pp. 58, 99, 102
Writing	
4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.	
a) Engage in writing as a process.	TM: pp. 38, 133 WB: pp. 9, 35
b) Select audience and purpose.	n/a
c) Narrow the topic.	n/a
d) Use a variety of prewriting strategies.	n/a
e) Recognize different forms of writing have different patterns of organization.	n/a
f) Organize writing to convey a central idea.	n/a
g) Write a clear topic sentence focusing on the main idea.	n/a
h) Write related paragraphs on the same topic.	n/a
i) Elaborate writing by including details to support the purpose.	n/a
j) Express an opinion about a topic and provide fact-based reasons for support.	n/a
k) Use transition words and prepositional phrases for sentence variety.	n/a
l) Utilize elements of style, including word choice and sentence variation.	n/a
m) Revise writing for clarity of content using specific vocabulary and information.	n/a

The Standard	Teacher's Edition Page Citations
4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.	
a) Use subject-verb agreement.	n/a
b) Eliminate double negatives.	n/a
c) Use noun-pronoun agreement.	n/a
d) Use commas in series, dates, and addresses.	n/a
e) Correctly use adjectives and adverbs.	n/a
f) Use quotation marks with dialogue.	n/a
g) Use correct spelling including common homophones.	TM: Step 3 – Word Building; Step 8 – Prespelling; Step 9 – Spelling
h) Use singular possessives.	n/a
Research	
4.9 The student will demonstrate comprehension of information resources to create a research product.	
a) Construct questions about a topic.	n/a
b) Collect and organize information from multiple resources.	n/a
c) Evaluate the relevance and reliability of information.	n/a
d) Give credit to sources used in research.	n/a
e) Avoid plagiarism and use own words.	n/a
f) Demonstrate ethical use of the Internet.	n/a

Grade Five

In fifth grade, there is an emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain plot development and conflict resolution and differentiate between first and third person points of view. Fifth grade students will have an increased emphasis on nonfiction reading by identifying authors' organizational patterns, and using the text to support opinions and conclusions. The student will continue to expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. Students will use the writing process to write in a variety of forms including narrative, descriptive, expository, and persuasive. Students will demonstrate the ability to collaborate with diverse teams working respectfully with others, using active listening skills, and showing value for individual contributions. Students will deliver multimodal presentations and compare/contrast a variety of techniques used in media messages. The student will demonstrate comprehension of the research process by evaluating the relevance, reliability, and credibility of information collected to create a research product. The student will define the meaning and consequences of plagiarism.

The Standard	Teacher's Edition Page Citations
Communication and Multimodal Literacies	
5.1 The student will use effective oral communication skills in a variety of settings.	
a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b) Participate in and contribute to discussions across content areas.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c) Summarize information gathered in group activities.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
d) Orally express ideas clearly in pairs, diverse groups, and whole class settings.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
e) Use evidence to support opinions and conclusions.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
f) Summarize the main points a speaker makes, and connect comments to the remarks of others.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
h) Work respectfully with others and show value for individual contributions.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

The Standard	Teacher's Edition Page Citations
5.2 The student will create multimodal presentations that effectively communicate ideas.	
a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b) Maintain eye contact with listeners.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c) Organize content sequentially around major ideas.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
d) Use language and style appropriate to the audience, topic, and purpose.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
e) Ask and answer questions to gather or clarify information presented orally.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
5.3 The student will learn how media messages are constructed and for what purposes.	
a) Identify the purpose and audience of auditory, visual, and written media messages.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
b) Identify the characteristics and effectiveness of a variety of media messages.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
c) Compare and contrast techniques used in a variety of media messages.	Program Components can be used to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.

The Standard	Teacher's Edition Page Citations
Reading	
5.4 The student will expand vocabulary when reading.	
a) Use context to clarify meaning of unfamiliar words and phrases.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development, <i>For example</i> , pp. 63, 81, 128, 159, 239, 265, 309
b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development, <i>For example</i> , pp. 36, 63, 69, 75, 81, 87, 93
c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.	TM: Independent Work, p. 274 WB: p. 74
d) Identify an author's use of figurative language.	TM: pp. 124, 261, 279 WB: p. 33
e) Use word-reference materials.	<i>Vocabulary Development</i> exercises used during <i>Step 4 – Decoding and Sentence Reading</i> give teachers an opportunity to discuss challenging words that students come across in the Reader in every lesson.
f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.	TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development, <i>For example</i> , pp. 63, 69, 75, 81, 87, 93, 128; Reinforcing Lessons Step 5 – Prereading; Step 6 – Reading Comprehension; Reinforcing Lessons Step 5 – Prereading; Step 6 – Reading Comprehension
5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.	
a) Summarize plot events using details from text.	n/a
b) Discuss the impact of setting on plot development.	n/a
c) Describe character development.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 58, 208, 286 WB: pp.18, 56 BLM: p. 64
d) Identify theme(s).	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, p. 51

The Standard	Teacher's Edition Page Citations
e) Explain the resolution of conflict(s).	n/a
f) Identify genres.	TM: Step 5 – Introducing the Poem/Story, pp. 50, 114
g) Differentiate between first and third person point-of-view.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, p. 286
h) Differentiate between free verse and rhymed poetry.	TM: Step 5 – Introducing the Poem, p. 11
i) Explain how an author's choice of vocabulary contributes to the author's style.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 110, 261
j) Draw conclusions and make inferences with support from the text.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 12, 51, 116, 168, 222
k) Identify cause and effect relationships.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, p. 216
l) Compare/contrast details in literary and informational nonfiction texts.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, p. 286 BLM: p. 64
m) Use reading strategies throughout the reading process to monitor comprehension.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 12, 51, 58, 102, 110, 116, 168, 216, 222

The Standard	Teacher's Edition Page Citations
5.6 The student will read and demonstrate comprehension of nonfiction texts.	
a) Use text features such as type, headings, and graphics, to predict and categorize information.	n/a
b) Skim materials to develop a general overview of content and to locate specific information.	n/a
c) Identify the main idea.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 142, 235, 272, 324, 331 BLM: p. 65
d) Summarize supporting details.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 45, 189 BLM: p. 66
e) Identify organizational pattern(s).	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 32, 44, 148, 175, 189, 229, 293
f) Identify transitional words and phrases that signal an author's organizational pattern.	n/a
g) Locate information from the text to support opinions, inferences, and conclusions.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, p. 300
h) Identify cause and effect relationships.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 32, 148, 182
i) Differentiate between fact and opinion.	n/a
j) Compare and contrast details and ideas within and between texts.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 176, 229, 293 BLM: p. 64
k) Use reading strategies throughout the reading process to monitor comprehension.	TM: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 26, 31, 45, 136, 143, 235, 272, 324

The Standard	Teacher's Edition Page Citations
Writing	
5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.	
a) Engage in writing as a process.	WB: pp. 15, 18, 29
b) Select audience and purpose.	n/a
c) Use a variety of prewriting strategies.	n/a
d) Introduce and develop a topic, incorporating evidence and supporting details.	n/a
e) Organize information to convey a central idea.	n/a
f) Recognize different forms of writing have different patterns of organization including story structure for narrative writing.	n/a
g) Write a clear topic sentence focusing on the main idea.	n/a
h) Clearly state a position including supporting reasons and evidence to persuade the intended audience.	n/a
i) Write multiparagraph compositions.	n/a
j) Use precise and descriptive vocabulary to create tone and voice.	n/a
k) Vary sentence structure by using transition words and prepositional phrases.	n/a
l) Revise writing for clarity of content using specific vocabulary and information.	n/a
5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.	
a) Use plural possessives.	n/a
b) Use adjective and adverb comparisons.	n/a

The Standard	Teacher's Edition Page Citations
c) Use interjections.	n/a
d) Use prepositional phrases.	n/a
e) Use quotation marks with dialogue.	n/a
f) Use commas to indicate interrupters, items in a series, and to indicate direct address.	n/a
g) Use a hyphen to divide words at the end of a line.	n/a
h) Edit for fragments and run-on sentences.	n/a
i) Eliminate double negatives.	
j) Use correct spelling of commonly used words.	TM: Step 3 – Word Building; Step 8 – Prespelling; Step 9 – Spelling
k) Use coordinating conjunctions.	n/a
Research	
5.9 The student will find, evaluate, and select appropriate resources to create a research product.	
a) Construct questions about a topic.	n/a
b) Collect and organize information from multiple resources.	n/a
c) Evaluate the relevance, reliability, and credibility of information.	n/a
d) Give credit to sources used in research.	n/a
e) Avoid plagiarism and use own words.	n/a
f) Demonstrate ethical use of the Internet.	n/a