

ALIGNMENTS

# SPIRE<sup>®</sup> Levels 1, 2

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

Grades K-5

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## Aligned to

College and Career Ready Standard  
for English Language Arts & Literacy

# Grade 1

## College and Career Ready Standard for English Language Arts & Literacy

The following references are examples from the SPIRE course and appropriate components in the program that align to the College and Career Readiness Standards. This alignment is intended to illustrate the program's approach to these standards.

**For the purposes of the K-5 alignments contained in this document, the following abbreviations apply:**

TM1 = Teacher' Guide Level 1; TM2 = Teacher' Guide Level 2; WB1 = Workbook Level 1; WB2 = Workbook Level 2; BLM1 = Blackline Masters Level 1; BLM2 = Blackline Masters Level 2; N/A = Not Applicable.

Examples are assumed to be at Level unless specifically stated otherwise for each component.

### COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

## Reading Standards for Literature Grades K-5

	Reading: Literature	SPIRE
	Key Ideas and Details	
1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p><b>TM1:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 14, 115, 177, 298</p> <p><b>WB1:</b> Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 10, 14, 19, 24, 28</p> <p><b>BLM1:</b> pp. 13, 17</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> Sentence exercises 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>
2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p><b>TM1:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 93, 131, 161, 199; Independent Work, <i>For example</i>: pp. 152, 162, 167, 249</p> <p><b>WB1:</b> Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 59, 82, 199, 123, 146</p> <p><b>BLM1:</b> pp. 19</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>

	Reading: Literature	SPIRE
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p><b>TM1:</b> Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 76, 168, 184, 289</p> <p><b>WB1:</b> Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 49, 161, 175, 207</p> <p><b>BLM1:</b> pp. 20, 21, 22, 24, 25, 26, 28, 29, 30, 31</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>
<b>Craft and Structure</b>		
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><b>TM1:</b> Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 22, 38, 60</p> <p><b>TM2:</b> Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 36, 44, 52, 91, 154</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><b>TM1:</b> Step 6: Reading Comprehension, <i>For example</i>, p. 138</p> <p><b>TM2:</b> Step 5: Prereading, <i>For example</i>, p. 153</p>
6.	Assess how point of view or purpose shapes the content and style of a text.	<p><b>TM1:</b> Step 6 – Reading Comprehension: p. 256</p> <p><b>TM2:</b> Step 5: Prereading: Introducing the Story, <i>For example</i>, pp. 37, 107, 264</p>
<b>Integration of Knowledge and Ideas</b>		
7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	<p>The <i>SPIRE</i> Readers are not illustrated. However, the Decodable Readers Sets A &amp; B are illustrated.</p> <p><b>TM1:</b> Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 141, 147, 259, 267</p> <p><b>WB1:</b> pp. 24, 28, 41, 46</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> pp. 160, 193, 203, 208, 213</p>
8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	N/A

	Reading: Literature	SPIRE
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.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	<b>TM1:</b> Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension <b>WB1:</b> All passages in this level can be used. <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.

## Reading Standards for Literature Grade 1

CCSS Reference	Reading: Literature	SPIRE
	<b>Key Ideas and Details</b>	
RL.1.1	Ask and answer questions about key details in a text.	<b>TM1:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i> , pp. 14, 115, 177, 298 <b>WB1:</b> Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 10, 14, 19, 24, 28 <b>BLM1:</b> pp. 13, 17 <b>TM2:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i> , pp. 22, 115, 140 <b>WB2:</b> Sentence exercises 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
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>TM1:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i> , pp. 93, 131, 161, 199; Independent Work, <i>For example</i> : pp. 152, 162, 167, 249 <b>WB1:</b> Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 59, 82, 199, 123, 146 <b>BLM1:</b> p. 19 <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 <b>WB2:</b> Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 146, 201 <b>BLM2:</b> p. 19

CCSS Reference	Reading: Literature	SPIRE
	<b>Key Ideas and Details</b>	
RL.1.3	Describe characters, settings, and major events in a story, using key details.	<p><b>TM1:</b> Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 76, 168, 184, 289</p> <p><b>WB1:</b> Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 49, 161, 175, 207</p> <p><b>BLM1:</b> pp. 20, 21, 22, 24, 25, 26, 28, 29, 30, 31</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>
	<b>Craft and Structure</b>	
RL.1.4	Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.	<p><b>TM1:</b> Step 6 – Comprehension Activity: p. 139</p> <p><b>TM2:</b> Step 5 – Prereading: Vocabulary, <i>For example</i>: p. 91; Step 6 – Comprehension Activity: pp. 93, 154</p>
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<p><b>TM1:</b> p. 138; all other selections in Level 1 are stories.</p> <p><b>WB1:</b> p. 86</p> <p><b>TM2:</b> Step 5: Prereading, <i>For example</i>, p. 349</p>
RL.1.6	Identify who is telling the story at various points in a text.	<p><b>TM1:</b> Step 6 – Reading Comprehension: p. 256</p> <p><b>TM2:</b> Step 5: Prereading: Introducing the Story, <i>For example</i>, pp. 37, 107, 264</p>
	<b>Integration of Knowledge and Ideas</b>	
RL.1.7	Use illustrations and details in a story to describe characters, settings, or events.	<p>The <i>SPIRE</i> Readers are not illustrated. However, the Decodable Readers Sets A &amp; B are illustrated.</p> <p><b>TM1:</b> Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 141, 147, 259, 267</p> <p><b>WB1:</b> pp. 24, 28, 41, 46</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> pp. 160, 193, 203, 208, 213</p>
RL.1.8	(Not applicable to literature)	N/A

CCSS Reference	Reading: Literature	SPIRE
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	<b>TM1:</b> Step 6 – Comprehension Activity: pp. 77, 265, 348 <b>WB1:</b> pp. 49, 161, 207 <b>BLM1:</b> pp. 22, 26, 28, 31 <b>TM2:</b> Step 6 – Comprehension Activity: pp. 14, 69, 234, <b>WB2:</b> pp. 14, 46, 136 <b>BLM2:</b> pp. 21, 23, 32
<b>Range of Reading and Level of Text Complexity</b>		
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>TM1:</b> Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension <b>WB1:</b> All passages in this level can be used. <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>Key Ideas and Details</b>		
RI.1.1	Ask and answer questions about key details in a text.	N/A
RI.1.2	Identify the main topic and retell key details of a text	N/A
RI.1.3	Describe the connection between two individuals, events, ideas or pieces of information in a text.	N/A
<b>Craft and Structure</b>		
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	N/A
RI.1.5	Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	N/A
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	N/A
<b>Integration of Knowledge and Ideas</b>		
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	N/A

CCSS Reference	Reading: Literature	SPIRE
RI.1.8	Identify the reasons an author gives to support points in a text	N/A
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	N/A
<b>Range of Reading and Level of Text Complexity</b>		
RI.1.10	With prompting and support, read information texts of appropriate complexity for grade 1.	N/A

## Reading Standards: Foundational Skills Grade 1

CCSS Reference	Reading: Foundational Skills	SPIRE
<b>Print Concepts</b>		
RF.1.1	Demonstrate understanding of the organization and basic features of print.	
RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p><b>TM1:</b> Step 4 – Decoding and Sentence Reading, pp. 11, 104, 175, 296, 320, 345, 414; Step 10 – Sentence Dictation, pp. 5, 6, 16, 100</p> <p><b>WB1:</b> (<i>comprehension questions and writing exercises can help student meet this standard</i>). For example, pp. 19, 24, 28, 158, 167, 172</p> <p><b>TM2:</b> Step 4 – Decoding and Sentence Reading; 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>
<b>Phonological Awareness</b>		
RF.1.2	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).	
RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.	<p><b>TM1:</b> Short vowel sounds are taught at this level, pp.1-235. 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</p> <p><b>WB1:</b> pp. 7-144</p> <p><b>BLM1:</b> Key Word Sheet, pp. 2-6</p> <p><b>TM2:</b> Long vowels are taught at the end of Level 2, pp. 284-382; 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</p> <p><b>WB2:</b> pp. 163-217</p> <p><b>BLM2:</b> Key Word Concept Sheet, pp. 9-15</p>

CCSS Reference	Reading: Foundational Skills	SPIRE
RF.1.2.B	Orally produce single-syllable words by blending phonemes, including consonant blends.	<b>TM1:</b> Step 2 – Phonological Awareness; Step 3 – Word Building <b>BLM1:</b> Phoneme Segmentation Sheet, p. 1 <b>TM2:</b> Step 2 – Phonological Awareness; Step 3 – Word Building <b>BLM2:</b> Phoneme Segmentation Sheet, p. 1
RF.1.2.C	Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.	<b>TM1:</b> Step 2 – Phonological Awareness; Step 3 – Word Building; Step 5 – Prereading – Phoneme Grapheme Analysis; Step 8 – Prespelling <b>TM2:</b> Step 2 – Phonological Awareness; Step 3 – Word Building; Step 5 – Prereading – Phoneme Grapheme Analysis; Step 8 – Prespelling
RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds. (phonemes).	<b>TM1:</b> Step 2 – Phonological Awareness, e.g., pp. 24, 27, 35, 48, 208, 211; Step 3 – Word Building; Step 5 – Prereading – Phoneme Grapheme Analysis; Step 8 – Prespelling <b>BLM1:</b> Phoneme Segmentation Sheet, p. 1 <b>TM2:</b> Step 2 – Phonological Awareness, e.g., pp. 62, 167, 198, 214, 222; Step 3 – Word Building; Step 5 – Prereading – Phoneme Grapheme Analysis; Step 8 – Prespelling <b>BLM2:</b> Phoneme Segmentation Sheet, p. 1
<b>Phonics and Word Recognition</b>		
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs.	<b>TM1:</b> Step 8 – Prespelling, <i>For example</i> , pp. 246, 249, 266, 272 282; Step 9 – Spelling, <i>For example</i> , pp. 240, 249, 258, 266, 282 <b>TM2:</b> Step 8 – Prespelling, <i>For example</i> , pp. 155, 164, 171, 194, 203; Step 9 – Spelling, <i>For example</i> , pp. 171, 195, 203, 211, 219
RF.1.3.B	Decode regularly spelled one-syllable words.	<b>TM1:</b> Step 4 – Decoding and Sentence Reading; Reinforcing Lesson, Step 7 – Sound Dictation; Reinforcing Lessons – Step 8 – Prespelling <b>BLM1:</b> Concept Mastery Fluency Drill: pp. 54-57 <b>TM2:</b> Step 4 – Decoding and Sentence Reading; Reinforcing Lesson, Step 7 – Sound Dictation; Reinforcing Lessons – Step 8 – Prespelling <b>BLM2:</b> Concept Mastery Fluency Drill: pp. 56-57
RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds	<b>TM2:</b> Long vowels are taught at the end of Level 2, pp. 284-382; Step 1 – Phonogram Cards; Step 2 – Segmentation; Step 3 – Word Building; Step 5 – Phoneme-Grapheme Analysis; Step 7 – Sound Dictation; Step 8 – Prespelling; Step 9 – Spelling; Independent Work <b>WB2:</b> pp. 163-217 <b>BLM2:</b> Key Word Concept Sheet, pp. 2-6



CCSS Reference	Reading: Foundational Skills	SPIRE
RF.1.3.D	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<p><b>TM1:</b> Syllables are taught throughout TM, <i>For example</i>, pp. 106, 173, 175, 181, 285, 296</p> <p><b>TM2:</b> Syllables are taught throughout TM, <i>For example</i>, pp. 11, 15, 19, 23, 27, 31</p>
RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables	<p><b>TM1:</b> Step 2 – Phonological Awareness, <i>For example</i>, pp. 173, 181, 244, 285, 405</p> <p><b>TM2:</b> Step 2 – Phonological Awareness, <i>For example</i>, p. 73; Step 4 – Decoding and Sentence Reading, <i>For example</i>, pp. 52, 58, 65, 74; Step 5 – Prereading, <i>For example</i>, pp. 44, 232</p>
RF.1.3.F	Read words with inflectional endings.	Taught in Level 3 Lessons 4 and 5
RF.1.3.G	Recognize and read grade-appropriate irregularly spelled words.	<p><b>TM1:</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>BLM1:</b> Pre-/Post-Test: pp. 34–46</p> <p><b>WB1:</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. 114, 122, 126, 136, 150</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>BLM2:</b> Pre-/Post-Test: pp. 38–44</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>
<b>Fluency</b>		
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.1.4.A	Read on-level text with purpose and understanding.	<p><b>TM1:</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. 399, 408, 416, 424, 432</p> <p><b>WB1:</b> All passages are emergent-reader texts, <i>For example</i>, pp. 237, 242, 247, 252, 257</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 are emergent-reader texts, <i>For example</i>, pp. 188, 193, 198, 203, 208</p>

CCSS Reference	Reading: Foundational Skills	SPIRE
RF.1.4.B	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p><b>TM1:</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. 399, 408, 416, 424, 432</p> <p><b>WB1:</b> All passages are emergent-reader texts, <i>For example</i>, pp. 237, 242, 247, 252, 257</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 are emergent-reader texts, <i>For example</i>, pp. 188, 193, 198, 203, 208</p>
RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><b>TM1:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development, <i>For example</i>, pp. 3, 52, 98, 144, 190</p> <p><b>TM2:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development, <i>For example</i>, pp. 146, 193, 240, 287, 294</p>

## College and Career Readiness Anchor Standards for Writing

Text Types and Purposes		
1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Beyond the scope of <b>S.P.I.R.E</b> reading and literacy program at this Level.
2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Production and Distribution of Writing		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Beyond the scope of <b>S.P.I.R.E</b> reading and literacy program at this Level.
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Research to Build and Present Knowledge		
7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Beyond the scope of <b>S.P.I.R.E</b> reading and literacy program at this Level.

8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Beyond the scope of <b>S.P.I.R.E</b> reading and literacy program at this Level.
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Range of Writing		
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Beyond the scope of <b>S.P.I.R.E</b> reading and literacy program at this Level.

## Writing Standards Grade 1

	Text Types and Purposes	
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide a reason for their opinion, and provide a sense of closure.	Beyond the scope of <b>S.P.I.R.E</b> reading and literacy program at this Level.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	
W.1.4	(Begins in grade 3).	
W.1.5	With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Beyond the scope of <b>S.P.I.R.E</b> reading and literacy program at this Level.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Research to Build and Present Knowledge		
W.1.7	Participate in shared research and writing projects (e.g. exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Beyond the scope of <b>S.P.I.R.E</b> reading and literacy program at this Level.
W.1.8	With guidance and support from adults, recall information and experiences or gather information from provided sources to answer a question.	
W.1.9	(Begins in grade 4)	
Range of Writing		
W.1.10	(Begins in grade 3)	

## College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration		
1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Workbook.
2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<p><b>TM1:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 256, 264, 280, 297, 313</p> <p><b>WB1:</b> All passage exercises in the workbook meet standard, <i>For example</i>, pp. 155, 160, 169, 179, 188</p> <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>
3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
Presentation of Knowledge and Ideas		
4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Beyond the scope of <b>S.P.I.R.E</b> 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.	
6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	

# Speaking and Listening Standards Grade 1

Comprehension and Collaboration		
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 <i>topics and texts</i> with peers and adults in small and larger groups.	
SL.1.1.A	Follow agreed-upon rules for discussions (e.g. listening to others, 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 Workbook.
SL.K.1.B	Continue a conversation through multiple exchanges	
SL.1.1.C	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<p><b>TM1:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 399, 408, 416, 424, 432</p> <p><b>WB1:</b> Independent Practice in the workbook can be used to meet standard, <i>For example</i>, pp. 152, 158, 162, 172, 177</p> <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>
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Workbook.
Presentation of Knowledge and Ideas		
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<p><b>TM1:</b> Reinforcing Lessons, Step 5 – Prereading; Step 6 – Reading Comprehension</p> <p><b>TM2:</b> Reinforcing Lessons, Step 5 – Prereading; Step 6 – Reading Comprehension</p>
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<p><b>WB1:</b> Independent Practice, <i>For example</i>, pp. 153, 163, 239, 294</p> <p><b>WB2:</b> Independent Practice, <i>For example</i>, pp. 30, 57, 83, 111</p>

SL.1.6	Produce complete sentences when appropriate to task, audience, and situation.	<p><b>TM1:</b> Reinforcing Lessons, Step 5 – Prereading; Step 6 – Reading Comprehension; Reinforcing Lessons – Step 6 – Reading Comprehension</p> <p><b>TM2:</b> Reinforcing Lessons, Step 5 – Prereading; Step 6 – Reading Comprehension; Reinforcing Lessons – Step 6 – Reading Comprehension</p>
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## College and Career Readiness Anchor Standards for Language

Conventions of Standard English		
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><b>TM1:</b> Step 4 – Decoding and Sentence Reading, p. 487; Step 7 – Sound Dictation; Step 9 – Spelling; Step 10 – Sentence Dictation</p> <p><b>BLM1:</b> Dictation Papers, pp. 13-15</p> <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>
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p><b>TM1:</b> Step 3 – Word Building; Step 4 – Decoding and Sentence Reading, pp. 11, 104, 175, 296, 320, 345, 414; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling; Step 10 – Sentence Dictation, pp. 5, 6, 16, 100</p> <p><b>WB1:</b> (<i>comprehension questions and writing exercises can help student meet this standard</i>). For example, pp. 19, 24, 28, 158, 167, 172</p> <p><b>TM2:</b> Step 3 – Word Building; Step 4 – Decoding and Sentence Reading; 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>
Knowledge of Language		
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 <b>S.P.I.R.E</b> reading and literacy program at this Level.

Vocabulary Acquisition and Use		
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>TM1:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 190, 239, 305</p> <p><b>TM2:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 5, 52, 99</p>
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p><b>TM1:</b> Step 6: Reading Comprehension: p. 139</p> <p><b>TM2:</b> Step 6: Reading Comprehension: p. 154</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>TM1:</b> Reinforcing Lessons Step 4: Decoding and Sentence Reading/ Vocabulary Development; Step 5 – Prereading; Step 6 – Reading Comprehension</p> <p><b>TM2:</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>

## Language Standards Grade 1

Conventions of Standard English		
L.1.1	Demonstrate command of the conventions of standard English grammar and usage as appropriate for Kindergarten when writing or speaking.	
L.1.1.A	Print all upper- and lowercase letters.	<p><b>TM1:</b> Step 7 – Sound Dictation; Step 9 – Spelling; Step 10 – Sentence Dictation</p> <p><b>BLM1:</b> Dictation Papers, pp. 13-15</p> <p><b>TM2:</b> Step 7 – Sound Dictation; Step 9 – Spelling; Step 10 – Sentence Dictation</p> <p><b>WB2:</b> Independent Practice, <i>For example,</i> pp. 65, 95, 116, 166, 174</p> <p><b>BLM2:</b> Dictation Papers, pp. 16-17</p>
L.1.1.B	Use common, proper, and possessive nouns.	<p><b>TM1:</b> Step 4 – Decoding and Sentence Reading: Sentence Comprehension, p. 196</p>

L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences(e.g., He hops; We hop).	<b>TM1:</b> Step 4 – Decoding and Sentence Reading: Sentence Comprehension, pp. 196, 487
L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	N/A
L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	<b>TM1:</b> Step 4 – Decoding and Sentence Reading: Sentence Comprehension, pp. 196, 487
L.1.1.F	Use frequently occurring adjectives.	N/A
L.1.1.G	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	
L.1.1.H	Use determiners (e.g., articles, demonstratives).	
L.1.1.I	Use frequently occurring prepositions (e.g., during, beyond, toward).	
L.1.1.J	Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<b>TM1:</b> Step 4 – Decoding and Sentence Reading; Step 10 – Sentence Dictation <b>WB1:</b> <i>For example</i> , pp. 46, 51, 158, 167, 172 <b>BLM1:</b> p. 14 <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
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.1.2.A	Capitalize dates and names of people.	<b>TM1:</b> Step 4 – Decoding and Sentence Reading, p. 11, 104; Step 10: Sentence Dictation, pp. 6, 16 <b>TM2:</b> Step 9 – Spelling, p. 318; Step 10: Sentence Dictation, pp. 7, 16
L.1.2.B	Use end punctuation for sentences.	<b>TM1:</b> Step 4 – Decoding and Sentence Reading, pp. 11, 175, 296, 320, 345, 414; Step 10 – Sentence Dictation, pp. 5, 16, 100 <b>TM2:</b> Step 4 – Step 10 – Sentence Dictation, pp. 7, 15, 23, 31, 39, 47
L.1.2.C	Use commas in dates and to separate single words in a series.	N/A



L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<b>TM1:</b> Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling <b>TM2:</b> Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling
L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<b>TM1:</b> Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling <b>TM2:</b> Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling
Knowledge of Language		
L.1.3	(Begins in grade 2)	
Vocabulary Acquisition and Use		
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	
L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.	<b>TM1:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp.190, 239, 271 <b>TM2:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 287, 294, 301
L.1.4.B	Use frequently occurring affixes as a clue to the meaning of a word.	Beyond the scope of <b>S.P.I.R.E</b> reading and literacy program at this Level.
L.1.4.C	Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).	
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
L.1.5.A	A Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.	<b>TM1:</b> Step 1 – Phonogram Cards <b>TM2:</b> Step 1 – Phonogram Cards The word lists provided in the Appendix can be used to classify common words into conceptual categories and learn new grade-level vocabulary. Each lesson introduces grade-level vocabulary using the Phonogram Cards, Spelling and reading selections from the Student Readers.

L.1.5.B	Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes.)	<p><b>TM1:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p><b>TM2:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p>
L.1.5.C	Identify real-life connections between words and their use (e.g. note places at home that are cozy.)	<p><b>TM1:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p><b>TM2:</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.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, stare, glance, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining, choosing, or acting out the meanings.	<p><b>TM1:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p><b>TM2:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p>There are opportunities using Vocabulary Development to discuss synonyms, homonym, and multiple meaning words.</p>
L.1.5.E	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because)	<p><b>TM1:</b> Reinforcing Lessons Step 4: Decoding and Sentence Reading/ Vocabulary Development; Step 5 – Prereading; Step 6 – Reading Comprehension</p> <p><b>TM2:</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>

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