

ALIGNMENTS

SPIRE[®] Levels 1, 2

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

Grade 2

Aligned to

College and Career Ready Standard
for English Language Arts & Literacy

Grade 2

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 alignments contained in this document, the following abbreviations apply:

(TM1 = Teacher' Guide Level 1; TM2 = Teacher' Guide Level 2; WBI = Workbook Level 1; WB2 = Workbook Level 2; BLM1 = Blackline Masters Level 1; BLM2 = Blackline Masters Level 2)

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

College and Career Readiness Anchor Standards for Reading

	Reading: Anchor Standards	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>TM1: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 14, 115, 177, 298</p> <p>WBI: Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 10, 14, 19, 24, 28</p> <p>BLM1: pp. 13, 17</p> <p>TM2: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 22, 115, 140</p> <p>WB2: Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 19, 75, 88</p> <p>BLM2: 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>TM1: 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>WBI: Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 59, 82, 199, 123, 146</p> <p>BLM1: pp. 19</p> <p>TM2: 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>WB2: Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 146, 201</p> <p>BLM2: pp. 19</p>

	Reading: Anchor Standards	SPIRE
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>TM1: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 76, 168, 184, 289</p> <p>WB1: Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 49, 161, 175, 207</p> <p>BLM1: pp. 20, 21, 22, 24, 25, 26, 28, 29, 30, 31</p> <p>TM2: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 37, 60, 68, 84, 107</p> <p>WB2: Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 120, 128, 137, 145, 158</p> <p>BLM2: pp. 21, 23, 32</p>
Craft and Structure		
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>TM1: Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 22, 38, 60</p> <p>TM2: 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>TM1: Step 6: Reading Comprehension, <i>For example</i>, p. 138</p> <p>TM2: 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>TM1: Step 6 – Reading Comprehension: p. 256</p> <p>TM2: Step 5: Prereading: Introducing the Story, <i>For example</i>, pp. 37, 107, 264</p>
Integration of Knowledge and Ideas		
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 & B are illustrated.</p> <p>TM1: Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 141, 147, 259, 267</p> <p>WB1: pp. 24, 28, 41, 46</p> <p>TM2: Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 251, 259, 267, 275, 283</p> <p>WB2: 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
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

	Reading: Anchor Standards	SPIRE
	Range and Level of Text Complexity	
10.	Read and comprehend complex literary and informational texts independently and proficiently.	<p>TM1: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension</p> <p>WB1: All passages in this level can be used.</p> <p>TM2: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension</p> <p>WB2: All passages in this level can be used.</p>

Reading Standards for Literature Grade 2

CCSS Reference	Reading: Literature	SPIRE
	Key Ideas and Details	
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>TM1: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 14, 115, 177, 298</p> <p>WB1: Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 10, 14, 19, 24, 28</p> <p>BLM1: pp. 13, 17</p> <p>TM2: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 22, 115, 140</p> <p>WB2: Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 19, 75, 88</p> <p>BLM2: pp. 19, 22, 25, 26, 28–31, 33–34</p>
RL.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<p>TM1: 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>WB1: Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 59, 82, 199, 123, 146</p> <p>BLM1: p. 19</p> <p>TM2: 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>WB2: Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 146, 201</p> <p>BLM2: p. 19</p>

CCSS Reference	Reading: Literature	SPIRE
RL.2.3	Describe how characters in a story respond to major events and challenges	<p>TM1: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 76, 168, 184, 289</p> <p>WB1: Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 49, 161, 175, 207</p> <p>BLM1: pp. 20, 21, 22, 24, 25, 26, 28, 29, 30, 31</p> <p>TM2: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 37, 60, 68, 84, 107</p> <p>WB2: Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 120, 128, 137, 145, 158</p> <p>BLM2: pp. 21, 23, 32</p>
	Craft and Structure	
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	<p>TM1: Step 6 – Reading Comprehension: p. 256</p> <p>TM2: Step 5: Prereading: Introducing the Story, <i>For example</i>, pp. 37, 107, 264</p>
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<p>The <i>SPIRE</i> Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated.</p> <p>TM1: Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 141, 147, 259, 267</p> <p>WB1: pp. 24, 28, 41, 46</p> <p>TM2: Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 251, 259, 267, 275, 283</p> <p>WB2: pp. 160, 193, 203, 208, 213</p>

CCSS Reference	Reading: Literature	SPIRE
	Integration of Knowledge and Ideas	
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p>TM1: Step 6 – Reading Comprehension: p. 256</p> <p>TM2: Step 5: Prereading: Introducing the Story, <i>For example</i>, pp. 37, 107, 264</p> <p>The <i>SPIRE</i> Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated.</p> <p>TM1: Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 141, 147, 259, 267</p> <p>WB1: pp. 24, 28, 41, 46</p> <p>TM2: Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 251, 259, 267, 275, 283</p> <p>WB2: pp. 160, 193, 203, 208, 213</p>
RL.2.8	(Not applicable to literature)	
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	n/a
	Range of Reading and Level of Text Complexity	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>TM1: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension</p> <p>WB1: All passages in this level can be used.</p> <p>TM2: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension</p> <p>WB2: All passages in this level can be used.</p>

Reading Standards for Informational Grade 2

CCSS Reference	Reading: Informational	SPIRE
	Key Ideas and Details	
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Most selections are stories at the lower levels, however, the upper level selections have more informational text.
RI.2.2	Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.	n/a

CCSS Reference	Reading: Informational	SPIRE
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	n/a
Craft and Structure		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	n/a
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	n/a
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	n/a
Integration of Knowledge and Ideas		
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	n/a
RI.2.8	Describe how reasons support specific points the author makes in a text.	n/a
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	n/a
Range and Level of Text Complexity		
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	n/a

Reading Standards: Foundational Skills Grade 2

CCSS Reference	Reading: Foundational Skills	SPIRE
	Phonics and Word Recognition	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words	
RF.2.3.A	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<p>TM1: 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>WB1: pp. 7-144</p> <p>BLM1: Key Word Sheet, pp. 2-6</p> <p>TM2: 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>WB2: pp. 163-217</p> <p>BLM2: Key Word Concept Sheet, pp. 9-15</p>
RF.2.3.B	Know spelling-sound correspondences for additional common vowel teams.	Begins in Level 3
RF.2.3.C	Decode regularly spelled two-syllable words with long vowels.	
RF.2.3.D	Decode words with common prefixes and suffixes.	
RF.2.3.E	Identify words with inconsistent but common spelling-sound correspondences.	<p>TM1: 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</p> <p>TM2: 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</p>

CCSS Reference	Reading: Foundational Skills	SPIRE
RF.2.3.F	Recognize and read grade-appropriate irregularly spelled words.	<p>TM1: Reinforcing Lessons, Step 1; Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension; Step 10 – Sentence Dictation; Independent Work</p> <p>BLM1: Pre-/Post-Test: pp. 34-46</p> <p>WB1: 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>TM2: Reinforcing Lessons, Step 1; Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension; Step 10 – Sentence Dictation; Independent Work</p> <p>BLM2: Pre-/Post-Test: pp. 38-44</p> <p>WB2: 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>
	Fluency	
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.2.4.A	Read on-level text with purpose and understanding.	<p>TM1: 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>WB1: All passages are emergent-reader texts, <i>For example</i>, pp. 237, 242, 247, 252, 257</p> <p>TM2: 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>WB2: All passages are emergent-reader texts, <i>For example</i>, pp. 188, 193, 198, 203, 208</p>

CCSS Reference	Reading: Foundational Skills	SPIRE
RF.2.4.B	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>TM1: 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>WB1: All passages are emergent-reader texts, <i>For example</i>, pp. 237, 242, 247, 252, 257</p> <p>TM2: 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>WB2: All passages are emergent-reader texts, <i>For example</i>, pp. 188, 193, 198, 203, 208</p>
RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TM1: Step 4 – Decoding and Sentence Reading: Vocabulary Development, <i>For example</i>, pp. 3, 52, 98, 144, 190</p> <p>TM2: 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 opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	
Production and Distribution of Writing		
4.	(Begins in grade 3)	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
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 Knowledge	
7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
8.	Recall information from experiences or gather information from provided sources to answer a question.	
9.	(Begins in grade 4)	
	Range of Writing	
10.	(Begins in grade 3)	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

Writing Standards Grade 2

	Text Types and Purposes	
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	
W.2.4	(Begins in grade 3).	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.2.6	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.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	
W.2.9	(Begins in grade 4)	
	Range of Writing	
W.2.10	(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 Student Reader and Workbook.
2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>TM1: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 256, 264, 280, 297, 313</p> <p>WB1: All passage exercises in the workbook meet standard, <i>For example</i>, pp. 155, 160, 169, 179, 188</p> <p>TM2: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 154, 163, 170, 179, 187</p> <p>WB2: 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.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
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 <i>S.P.I.R.E</i> reading and literacy program at this Level.
5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
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 2

Comprehension and Collaboration		
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 <i>topics and texts</i> with peers and adults in small and larger groups.	
SL.2.1.A	Follow agreed-upon rules for discussions(e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
SL.2.1.B	Build on others' talk in conversations by linking their comments to the remarks of others.	
SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through media.	<p>TM1: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 399, 408, 416, 424, 432</p> <p>WB1: Independent Practice in the workbook can be used to meet standard, <i>For example</i>, pp. 152, 158, 162, 172, 177</p> <p>TM2: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 186, 201, 209, 217, 249</p> <p>WB2: Independent Practice in the workbook can be used to meet standard, <i>For example</i>, pp. 158, 162, 190, 195, 205</p>
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
Presentation of Knowledge and Ideas		
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<p>TM1: Reinforcing Lessons, Step 5 – Prereading; Step 6 – Reading Comprehension</p> <p>TM2: Reinforcing Lessons, Step 5 – Prereading; Step 6 – Reading Comprehension</p>
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>TM1: Reinforcing Lessons, Step 5 – Prereading; Step 6 – Reading Comprehension; Reinforcing Lessons – Step 6 – Reading Comprehension</p> <p>TM2: 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 in Writing and Speaking		
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>TM1: Step 4 – Decoding and Sentence Reading, p. 487; Step 7 – Sound Dictation; Step 9 – Spelling; Step 10 – Sentence Dictation</p> <p>BLM1: Dictation Papers, pp. 13-15</p> <p>TM2: Step 4 – Decoding and Sentence Reading, p. 487; Step 7 – Sound Dictation; Step 9 – Spelling; Step 10 – Sentence Dictation</p> <p>BLM2: Dictation Papers, pp. 16-17</p>
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>TM1: 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>WB1: (<i>comprehension questions and writing exercises can help student meet this standard</i>). For example, pp. 19, 24, 28, 158, 167, 172</p> <p>TM2: 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>WB2: (<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 S.P.I.R.E 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>TM1: Step 4 – Decoding and Sentence Reading; Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 190, 239, 305</p> <p>TM2: 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>TM1: Step 6: Reading Comprehension: p. 139</p> <p>TM2: 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>TM1: Reinforcing Lessons Step 4: Decoding and Sentence Reading/ Vocabulary Development; Step 5 – Prereading; Step 6 – Reading Comprehension</p> <p>TM2: 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 2

	Conventions of Standard English	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1.A	Use collective nouns (e.g., <i>group</i>).	Beyond the scope of S.P.I.R.E reading and literacy program at this Level.
L.2.1.B	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	
L.2.1.C	Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	
L.2.1.D	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	

L.2.1.E	Use adjectives and adverbs, and choose between them depending on what is to be modified.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	TM1: Step 4 – Decoding and Sentence Reading; Step 10 – Sentence Dictation WB1: <i>For example</i> , pp. 46, 51, 158, 167, 172 BLM1: p. 14 TM2: Step 4 – Decoding and Sentence Reading; Step 10 – Sentence Dictation WB2: Independent Practice, <i>For example</i> , pp. 65, 95, 116, 166, 174 BLM2: Dictation Papers, p. 17
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.1.2.A	Capitalize holidays, product names, and geographic names.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.2.2.B	Use commas in greetings and closings of letters.	
L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.	
L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	TM1: Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling TM2: Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling
L.2.2.E	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TM1: <i>Vocabulary Development</i> exercised used during Step 4 – <i>Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson. TM2: <i>Vocabulary Development</i> exercised used during Step 4 – <i>Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson.
Knowledge of Language		
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.2.3.A	Compare formal and informal uses of English.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

	Vocabulary Acquisition and Use	
L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.	<p>TM1: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp.190, 239, 271</p> <p>TM2: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 287, 294, 301</p>
L.2.4.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy,tell/retell).	See Level 3 Lessons 4–7
L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	
L.2.4.D	Use knowledge of the meaning of individual words to predict the meaning of compound words(e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	Begins in Level 3
L.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<p>TM1: <i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson.</p> <p>TM2: <i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson.</p>
L.2.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<p>TM1: Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p>TM2: 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.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives(e.g., thin, slender, skinny, scrawny)	<p>TM1: Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p>TM2: 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.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	<p>TM1: Reinforcing Lessons Step 4: Decoding and Sentence Reading/ Vocabulary Development; Step 5 – Prereading; Step 6 – Reading Comprehension</p> <p>TM2: 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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