

ALIGNMENTS

SPIRE[®] Levels 3, 4, 5

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

Grade 4

Aligned to

College and Career Ready Standard
for English Language Arts & Literacy

Grade 4

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:

TM3 = Teacher's Manual Level 3; TM4 = Teacher's Manual Level 4; TM5 = Teacher's Manual Level 5;
WB3 = Workbook Level 3; WB4 = Workbook Level 4; WB5 = Workbook 5. BLM3 – Blackline Masters Level 3;
BLM4 – Blackline Masters Level 4; BLM5 – Blackline Masters Level 5

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>TM3: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 12, 21, 30</p> <p>WB3: Independent Practice in the workbook meet standard, <i>For example</i>, pp. 20, 26, 39</p> <p>BLM3: pp. 18, 19, 21–22, 25, 26</p> <p>TM4: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 26, 34, 43</p> <p>WB4: Independent Practice in the workbook meet standard, <i>For example</i>, pp. 24, 36, 46</p> <p>BLM4: pp. 18, 19, 20, 23</p> <p>TM5: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 15, 24, 68</p> <p>WB5: Independent Practice in the workbook meet standard, <i>For example</i>, pp. 15, 51, 146</p> <p>BLM5: p. 21</p>

	Reading: Anchor Standards	SPIRE
2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p>TM3: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 70, 79, 121; Independent Practice, <i>For example</i>: p. 353</p> <p>WB3: Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 48, 53, 80</p> <p>BLM3: pp. 18</p> <p>TM4: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 290, 298</p> <p>WB4: Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 194, 196, 200, 202</p> <p>BLM4: p. 18</p> <p>TM5: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 181, 306</p> <p>WB5: Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 126, 128, 211, 213</p> <p>BLM5: p. 21</p>
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>TM3: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 54, 95, 140</p> <p>WB3: Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 37, 61, 232</p> <p>BLM3: pp. 23, 24, 26</p> <p>TM4: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 79– 80, 149, 339</p> <p>WB4: Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 58, 105</p> <p>BLM4: pp. 24, 25</p> <p>TM5: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 59, 79, 226</p> <p>WB5: Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 43, 56, 157</p> <p>BLM5: pp. 24, 25–30</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>TM3: Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 136, 145, 154, 187, 196</p> <p>TM4: Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 25, 34, 60, 70, 95</p> <p>TM5: Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 236, 247, 269, 279, 288</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>TM4: Step 6: Reading Comprehension, <i>For example</i>, p. 140</p> <p>TM5: Step 6: Reading Comprehension, <i>For example</i>, pp. 25, 43, 191, 238, 280</p> <p>WB5: pp. 19, 32, 132, 163, 192</p> <p>BLM5: p. 18</p>

	Reading: Anchor Standards	SPIRE
6.	Assess how point of view or purpose shapes the content and style of a text.	TM5: pp. 200, 330 WB5: pp. 137, 226 BLM5: p. 23
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>TM3: Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 33, 97, 106, 115, 123</p> <p>WB3: Passage, <i>For example</i>, pp. 130-131, 139, 144-145, 149, 154-155</p> <p>TM4: Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 277, 284, 292, 300, 323</p> <p>WB4: Passage, <i>For example</i>, pp. 42-43, 48-49, 55-56, 66-67, 79-80</p> <p>TM5: Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 273, 283, 292, 301, 309</p> <p>WB5: Passage, <i>For example</i>, pp. 22-24, 47-48, 80-83, 96-98, 145-149</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.	TM5: Step 6 – Reading Comprehension, <i>For example</i> , pp. 375, 383-385 WB5: pp. 259, 266 BLM5: pp. 29, 30
Range and Level of Text Complexity		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	<p>TM3: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension</p> <p>WB3: All passages in this level can be used.</p> <p>TM4: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension</p> <p>WB4: All passages in this level can be used.</p> <p>TM5: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension</p> <p>WB5: All passages in this level can be used.</p>

Reading Standards for Literature Grade 4

CCSS Reference	Reading: Literature	SPIRE
	Key Ideas and Details	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TM3: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 12, 21, 30</p> <p>WB3: Independent Practice in the workbook meet standard, <i>For example</i>, pp. 20, 26, 39</p> <p>BLM3: pp. 18, 19, 21–22, 25, 26</p> <p>TM4: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 26, 34, 43</p> <p>WB4: Independent Practice in the workbook meet standard, <i>For example</i>, pp. 24, 36, 46</p> <p>BLM4: pp. 18, 19, 20, 23</p> <p>TM5: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 68–69, 145–146, 215–215</p> <p>WB5: Graphic Organizer/Independent Practice in the workbook meet standard, <i>For example</i>, pp. 49, 51, 99, 101, 150, 152</p> <p>BLM5: p. 19</p>
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text	<p>TM3: Step 6 – Reading Comprehension: <i>For example</i>, pp. 70, 79, 121; Independent Practice, <i>For example</i>: p. 353</p> <p>WB3: Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 48, 53, 80</p> <p>BLM3: p. 18</p> <p>TM4: Step 6 – Reading Comprehension: <i>For example</i>, pp. 290, 298</p> <p>WB4: Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 194, 196, 200, 202</p> <p>BLM4: p. 18</p> <p>TM5: Step 6 – Reading Comprehension: <i>For example</i>, p. 68</p> <p>WB5: Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, p. 69</p> <p>BLM5: p. 19</p>

CCSS Reference	Reading: Literature	SPIRE
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<p>TM3: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 54, 95, 140</p> <p>WB3: Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 37, 61, 232</p> <p>BLM3: pp. 23, 24, 26</p> <p>TM4: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 79– 80, 149, 339</p> <p>WB4: Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 58, 105</p> <p>BLM4: pp. 24, 25</p> <p>TM5: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 78– 80, 269–270, 383–385</p> <p>WB5: Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 56, 185, 266</p> <p>BLM5: pp. 25–30</p>
Craft and Structure		
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<p>TM3: Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 136, 145, 154, 187, 196</p> <p>TM4: Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 25, 34, 60, 70, 95</p> <p>TM5: Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 78, 126, 136, 279, 288</p>
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<p>TM4: Step 6: Reading Comprehension, <i>For example</i>, p. 140</p> <p>TM5: Step 6 – Reading Comprehension, <i>For example</i>, pp. 375, 383–385</p> <p>WB5: pp. 259, 266</p> <p>BLM5: pp. 29, 30</p>
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<p>TM3: Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 33, 97, 106, 115, 123,</p> <p>WB3: Passage, <i>For example</i>, pp. 130–131, 139, 144–145, 149, 154–155</p> <p>TM5: Step 6: Reading Comprehension, p. 200</p> <p>WB5: p. 137</p> <p>BLM5: p. 23</p>

CCSS Reference	Reading: Literature	SPIRE
Integration of Knowledge and Ideas		
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	n/a
RL.4.8	(Not applicable to literature)	
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	n/a
Range of Reading and Level of Text Complexity		
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>TM3: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension</p> <p>WB3: Passages, <i>For example</i>, pp. 17–18, 23, 35</p> <p>TM4: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension, <i>For example</i>, pp. 25–26, 60–61, 70–71</p> <p>WB4: Passages, <i>For example</i>, pp. 20–21, 42–43, 49–50</p> <p>TM5: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension, <i>For example</i>, pp. 68–69, 78–79, 126–127</p> <p>WB5: Passages, <i>For example</i>, pp. 47–48, 53–55, 80–83</p>

Reading Standards for Informational Grade 4

CCSS Reference	Reading: Informational	SPIRE
	Key Ideas and Details	
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TM3: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 78, 120, 303</p> <p>WB3: Independent Practice: pp. 53, 80, 185</p> <p>BLM3: p. 18</p> <p>TM4: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 157, 289, 297</p> <p>WB4: Independent Practice: pp. 110, 112, 194, 196, 200, 202</p> <p>BLM4: pp. 19, 21</p> <p>TM5: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 69, 217, 290</p> <p>WB5: Independent Practice/Graphic Organizer: pp. 49, 51, 150, 152, 199, 201</p> <p>BLM5: p.19</p>
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p>TM3: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 78, 120, 303</p> <p>WB3: Independent Practice: pp. 53, 80, 185</p> <p>BLM3: p. 18</p> <p>TM4: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 289, 297</p> <p>WB4: Independent Practice: pp. 194, 196, 200, 202</p> <p>BLM4: p. 19</p> <p>TM5: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 182, 307, 428</p> <p>WB5: Independent Practice/Graphic Organizer: pp. 126, 128, 211, 213, 245, 247</p> <p>BLM5: p. 21</p>
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<p>TM4: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 289, 297</p> <p>WB4: Independent Practice: pp. 194, 196, 200, 202</p> <p>BLM4: p. 19</p> <p>TM5: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 60, 248</p> <p>WB5: Graphic Organizer/Independent Practice: pp. 43, 45, 170, 172</p> <p>BLM5: p. 24</p>

CCSS Reference	Reading: Informational	SPIRE
Craft and Structure		
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	TM3: Step 5 – Prereading, <i>For example</i> , pp. 78, 120, 302 TM4: Step 5 – Prereading, <i>For example</i> , pp. 157, 289, 297 TM5: Step 5 – Prereading, <i>For example</i> , pp. 355, 364, 427
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	TM5: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 25, 43 WB5: Graphic Organizer: pp. 19, 32 BLM5: p. 18
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	n/a
Integration of Knowledge and Ideas		
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	The <i>SPIRE</i> Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	n/a
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	n/a

CCSS Reference	Reading: Informational	SPIRE
	Range and Level of Text Complexity	
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>TM3: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 78, 120, 303</p> <p>WB3: Independent Practice: pp. 53, 80, 185</p> <p>BLM3: p. 18</p> <p>TM4: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 157, 289, 297</p> <p>WB4: Graphic Organizer/Independent Practice: pp. 110, 112, 194, 196, 200, 202</p> <p>BLM4: pp. 19, 21</p> <p>TM5: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 25, 34, 43</p> <p>WB5: Graphic Organizer/Independent Practice: pp. 19, 25, 32</p> <p>BLM5: pp. 18, 21, 22, 23, 24, 26, 28</p>

Reading Standards: Foundational Skills Grade 4

CCSS Reference	Reading: Foundational Skills	SPIRE
	Phonics and Word Recognition	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words	
RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<p>TM3: Step 1 – Phonogram Cards, <i>For example</i>, pp. 18, 219, 228; Step 2 – Phonological Awareness: Sound Providing, <i>For example</i>, pp. 133, 178; Step 2 – Phonological Awareness: Segmentation, <i>For example</i>, pp. 193, 220, 237; Step 3 – Word Building, <i>For example</i>, pp. 10, 19, 221, 229; Step 4 – Decoding and Sentence Reading, <i>For example</i>, pp. 4, 10, 28, 36, 44</p> <p>TM4: Step 1 – Phonogram Cards, <i>For example</i>, pp. 49, 50, 57; Step 2 – Phonological Awareness: Sound Providing, <i>For example</i>, pp. 51, 57, 76; Step 2 – Phonological Awareness: Segmentation, <i>For example</i>, pp. 57, 67, 154; Step 3 – Word Building, <i>For example</i>, pp. 51, 58, 68, 77; Step 4 – Decoding and Sentence Reading, <i>For example</i>, pp. 41, 52, 58, 68</p> <p>TM5: Step 1 – Phonogram Cards, <i>For example</i>, p. 2; Step 2 – Phonological Awareness: Sound Providing, <i>For example</i>, p. 260; Step 2 – Phonological Awareness: Segmentation, <i>For example</i>, pp. 186, 195, 211; Step 3 – Word Building, <i>For example</i>, pp. 212, 214, 294; Step 4 – Decoding and Sentence Reading, <i>For example</i>, pp. 162, 196, 213</p>

CCSS Reference	Reading: Foundational Skills	SPIRE
	Fluency	
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.4.4.A	Read on-level text with purpose and understanding.	<p>TM3: In all Reinforcing Lessons, students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example</i>, pp. 78, 94, 102-103, 111, 120</p> <p>WB3: All passages meet standard, <i>For example</i>, pp. 50, 59-60, 65-66, 71-72, 77</p> <p>TM4: In all Reinforcing Lessons, students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example</i>, pp. 25, 43, 79-80, 95, 105</p> <p>WB4: All passages meet standard, <i>For example</i>, pp. 156-158, 169-171, 192-193</p> <p>TM5: 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. 171-172, 190-191, 216-217</p> <p>WB5: All passages meet standard, <i>For example</i>, pp. 182-184, 203-204, 221-225</p>
RF.4.4.B	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>TM3: In all Reinforcing Lessons, students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example</i>, pp. 78, 94, 102-103, 111, 120</p> <p>WB3: All passages meet standard, <i>For example</i>, pp. 50, 59-60, 65-66, 71-72, 77</p> <p>TM4: In all Reinforcing Lessons, students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example</i>, pp. 25, 43, 79-80, 95, 105</p> <p>WB4: All passages meet standard, <i>For example</i>, pp. 156-158, 169-171, 192-193</p> <p>TM5: 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. 171-172, 190-191, 216-217</p> <p>WB5: All passages meet standard, <i>For example</i>, pp. 182-184, 203-204, 221-225</p>

CCSS Reference	Reading: Foundational Skills	SPIRE
RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TM3: Step 4 – Decoding and Sentence Reading: Vocabulary Development, <i>For example</i> , pp. 309, 317, 324, 331, 347 TM4: Step 4 – Decoding and Sentence Reading: Vocabulary Development, <i>For example</i> , pp. 219, 226, 272, 304, 310 TM5: Step 4 – Decoding and Sentence Reading: Vocabulary Development, <i>For example</i> , pp. 320, 347, 401
	Handwriting	
RF.4.5	Create readable documents with legible handwriting (cursive).	n/a

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.	Produce clear and coherent writing in which the development and organization 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.	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.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).</p>	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
Range of Writing		
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

Writing Standards Grade 4

	Text Types and Purposes	
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.4.1.B	Provide reasons that are supported by facts and details.	
W.4.1.C	Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).	
W.4.1.D	Provide a concluding statement or section related to the opinion presented.	
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.4.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
W.4.2.C	Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>).	
W.4.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.4.2.E.	Provide a concluding statement or section related to the information or explanation presented.	

W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	
W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.	
W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
W.4.3.E	Provide a conclusion that follows from the narrated experiences or events.	
	Production and Distribution of Writing	
W.4.4	Produce clear and coherent writing in which the development and organization 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.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
	Research to Build and Present Knowledge	
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.4.9a	Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.4.9b	Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	

Range of Writing		
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Beyond the scope of S.P.I.R.E reading and literacy program at this Level.

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>TM3: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 187, 196, 205, 213, 232, 241</p> <p>WB3: All passage exercises in the workbook meet standard, <i>For example</i>, pp. 117, 123, 128, 134, 142</p> <p>TM4: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 157, 289, 297</p> <p>WB4: All passage exercises in the workbook meet standard, <i>For example</i>, pp. 110, 112, 194, 196, 200, 202</p> <p>TM5: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 172, 191, 217</p> <p>WB5: All passages meet standard, <i>For example</i>, pp. 182-184, 203-204, 221-225</p>
3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Beyond the scope of S.P.I.R.E 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 S.P.I.R.E 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 4

	Comprehension and Collaboration	
SL.4.1	Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
SL.4.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.	
SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	
SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>TM3: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 275, 284, 293, 303, 339</p> <p>WB3: Independent Practice in the workbook can be used to meet standard, <i>For example</i>, pp. 142, 147, 152, 167, 173</p> <p>TM4: Step 6 - Reading Comprehension: <i>For example</i>, pp. 290, 298</p> <p>WB4: Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 194, 196, 200, 202</p> <p>TM5: Step 6 - Reading Comprehension: pp. 60, 248</p> <p>WB5: Graphic Organizers/Sentence exercises in the workbook meet standard, pp. 43, 45, 170</p>
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
	Presentation of Knowledge and Ideas	
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	

SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
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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>TM3: Step 4 - Decoding and Sentence Reading activities in the Teacher's Manual can be used to teach standard.</p> <p>BLM3: Dictation Papers, p. 16</p> <p>TM4: Step 4 - Decoding and Sentence Reading activities in the Teacher's Manual can be used to teach standard.</p> <p>BLM4: Dictation Papers, p. 17</p> <p>TM5: Step 4 - Decoding and Sentence Reading activities in the Teacher's Manual can be used to teach standard.</p> <p>BLM5: Dictation Papers, p. 17</p>
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>TM3: Step 3 - Word Building; Step 8 - Prespelling; Step 9 - Spelling</p> <p>TM4: Step 3 - Word Building; Step 8 - Prespelling; Step 9 - Spelling</p> <p>TM5: Step 3 - Word Building; Step 8 - Prespelling; Step 9 - Spelling</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.	<p>TM5: Step 6 - Reading Comprehension: Comprehension Activity, pp. 138, 156, 341, 366</p> <p>WB5: pp. 92, 156, 234, 253</p> <p>BLM5: p. 20</p>

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>TM3: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 163, 171, 223</p> <p>TM4: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 52, 87, 131</p> <p>TM5: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 5, 50, 86</p>
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>TM4: Step 4 - Decoding and Sentence Reading: p. 24; Step 6: Reading Comprehension: pp. 125, 159</p> <p>TM5: Step 6 - Reading Comprehension: Comprehension Activity, pp. 138, 156, 341, 366</p> <p>WB5: pp. 92, 156, 234, 253</p> <p>BLM5: p. 20</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>TM3: Reinforcing Lessons Step 4: Decoding and Sentence Reading/ Vocabulary Development; Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TM4: Reinforcing Lessons Step 4: Decoding and Sentence Reading/ Vocabulary Development; Step 5 - Prereading; Step 6 - Reading Comprehension</p> <p>TM5: 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 4

	Conventions of Standard English	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.4.1.A	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	Beyond the scope of S.P.I.R.E reading and literacy program at this Level.
L.4.1.B	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	
L.4.1.C	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	
L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	
L.4.1.E	Form and use prepositional phrases.	
L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	TM3: Independent Practice, <i>For example</i> , pp. 15, 24, 33 TM4: Independent Practice, <i>For example</i> , pp. 189, 207, 222 TM5: Independent Practice, <i>For example</i> , pp. 175, 184, 202
L.4.1.G	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	Beyond the scope of S.P.I.R.E reading and literacy program at this Level.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.4.2.A	Use correct capitalization.	TM5: Step 3: Word Building, p. 92; Step 9: Spelling, pp. 95, 397
L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.	Beyond the scope of S.P.I.R.E reading and literacy program at this Level.
L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence	
L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.	TM3: Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling TM4: Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling TM5: Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling

	Knowledge of Language	
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.4.3.A	Choose words and phrases to convey ideas precisely.*	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.4.3.B	Choose punctuation for effect.*	
L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
	Vocabulary Acquisition and Use	
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	
L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase	TM3: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 317, 324, 347 TM4: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 176, 219, 226 TM5: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 206, 254, 261
L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	n/a
L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	TM3: <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. TM4: <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.

L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	TM5: Step 6 – Reading Comprehension: Comprehension Activity, pp. 156 WB5: pp. 103-108, 109 BLM5: p. 20
L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.	TM5: Step 6 – Reading Comprehension: Comprehension Activity, pp. 138, 156, 341 WB5: pp. 92, 103-108, 109, 234, 249-253 BLM5: p. 20
L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	TM5: Step 5 – Prereading: Introducing the Article, p. 24; Independent Practice, p. 359
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	TM3: Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill TM4: Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill TM5: Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill

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