

ALIGNMENTS

SPIRE[®] Levels 4, 5, 6

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

Grade 5

Aligned to

College and Career Ready Standard
for English Language Arts & Literacy

Grade 5

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:

TM4 = Teacher's Manual Level 4; TM5 = Teacher's Manual Level 5; TM6 = Teacher's Manual Level 6; WB4 = Workbook Level 4; WB5 = Workbook Level 5; WB6 = Workbook 6; BLM4 – Blackline Masters Level 4; BLM5 – Blackline Masters Level 5; BLM6 – Blackline Masters Level 6

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>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> <p>TM6: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 78, 127, 219</p> <p>WB6: Independent Practice in the workbook meet standard, <i>For example</i>, pp. 78, 96, 155</p> <p>BLM6: p. 26, 29</p> |

| | Reading: Anchor Standards | SPIRE |
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| 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | <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> <p>TM6: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 29, 61, 99</p> <p>WB6: Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 20, 22, 44, 46, 74, 76</p> <p>BLM6: p. 28</p> |
| 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | <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> <p>TM6: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 40, 177, 290</p> <p>WB6: Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 28, 126, 203</p> <p>BLM6: pp. 31, 32–36</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>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> <p>TM6: Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 208, 218, 228, 252, 262</p> |

| | Reading: Anchor Standards | SPIRE |
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| 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. | TM4: Step 6: Reading Comprehension, <i>For example</i> , p. 140 TM5: Step 6: Reading Comprehension, <i>For example</i> , pp. 25, 43, 191, 238, 280 WB5: pp. 19, 32, 132, 163, 192 BLM5: p. 18 TM6: Step 6: Reading Comprehension, <i>For example</i> , pp. 90, 186, 210 WB6: pp. 8, 134, 148 BLM6: p. 25 |
| 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 TM6: pp. 236, 255 WB6: pp. 101, 176 BLM6: p. 30 |
| 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>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> <p>TM6: Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 257, 267, 276</p> <p>WB6: Passage, <i>For example</i>, pp. 152–154, 173–175, 187–190</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 |

| | Reading: Anchor Standards | SPIRE |
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| | Range and Level of Text Complexity | |
| 10. | Read and comprehend complex literary and informational texts independently and proficiently. | <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> <p>TM6: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension</p> <p>WB6: All passages in this level can be used.</p> |

Reading Standards for Literature Grade 5

| CCSS Reference | Reading: Literature | SPIRE |
|----------------|---|---|
| | Key Ideas and Details | |
| RL.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <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> <p>TM6: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 78, 127, 219</p> <p>WB6: Graphic Organizer/Independent Practice in the workbook meet standard, <i>For example</i>, pp. 78, 96, 155</p> <p>BLM6: p. 26, 29</p> |

| CCSS Reference | Reading: Literature | SPIRE |
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| RL.5.2 | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | <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> <p>TM6: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 136</p> <p>WB6: Graphic Organizer/Independent Practice in the workbook meet standard, <i>For example</i>, pp. 101, 103</p> <p>BLM6: p. 28</p> |
| RL.5.3 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | <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> <p>TM6: Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 24–27</p> <p>WB6: Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 28</p> <p>BLM6: pp. 32</p> |
| Craft and Structure | | |
| RL.5.4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | <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> <p>TM6: Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 228, 252, 262, 272, 288</p> |
| RL.5.5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | <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> <p>TM6: Step 6 – Reading Comprehension, <i>For example</i>, pp. 252–253</p> <p>WB6: p. 172</p> |

| CCSS Reference | Reading: Literature | SPIRE |
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| RL.5.6 | Describe how a narrator's or speaker's point of view influences how events are described. | TM5: Step 6: Reading Comprehension, p. 200 WB5: p. 137 BLM5: p. 23 TM6: Step 6: Reading Comprehension, pp. 136, 255 WB6: pp. 101, 176 BLM6: p. 30 |
| Integration of Knowledge and Ideas | | |
| RL.5.7 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | n/a |
| RL.5.8 | (Not applicable to literature) | |
| RL.5.9 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | TM6: Step 5 – Prereading: Introducing the Story, p. 38 |
| Range of Reading and Level of Text Complexity | | |
| RL.5.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. | TM4: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension, <i>For example</i> , pp. 25–26, 60–61, 70–71 WB4: Passages, <i>For example</i> , pp. 20–21, 42–43, 49–50 TM5: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension, <i>For example</i> , pp. 68–69, 78–79, 126–127 WB5: Passages, <i>For example</i> , pp. 47–48, 53–55, 80–83 TM6: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension, <i>For example</i> , pp. 77–79, 114–116, 125–127 WB6: Passages, <i>For example</i> , pp. 51–55, 81–86, 91–95 |

Reading Standards for Informational Grade 5

| CCSS Reference | Reading: Informational | SPIRE |
|----------------|---|---|
| | Key Ideas and Details | |
| RI.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <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> <p>TM6: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 300, 353, 390, 463</p> <p>WB6: Independent Practice/Graphic Organizer: pp. 210, 246, 273, 314</p> <p>BLM6: pp. 26, 29</p> |
| RI.5.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize 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. 182, 307, 428</p> <p>WB5: Independent Practice/Graphic Organizer: pp. 126, 128, 211, 213, 245, 247</p> <p>BLM5: p. 21</p> <p>TM6: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 29, 61, 99</p> <p>WB6: Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 20, 22, 44, 46, 74, 76</p> <p>BLM6: p. 28</p> |
| RI.5.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text 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> <p>TM6: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 51, 166, 177, 290, 344</p> <p>WB6: Graphic Organizer/Independent Practice: pp. 35, 118, 126, 203, 237</p> <p>BLM6: pp. 31, 33, 34, 35, 36</p> |

| CCSS Reference | Reading: Informational | SPIRE |
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| | Craft and Structure | |
| RI.5.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . | TM4: Step 5 – Prereading, <i>For example</i> , pp. 157, 289, 297 TM5: Step 5 – Prereading, <i>For example</i> , pp. 355, 364, 427 TM6: Step 5 – Prereading, <i>For example</i> , pp. 369, 378, 388 |
| RI.5.5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | TM5: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 25, 43 WB5: Graphic Organizer: pp. 19, 32 BLM5: p. 18 TM6: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 90, 186, 177, 274 WB6: Graphic Organizer: pp. 66, 126, 134, 191 BLM6: pp. 25, 31 |
| RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | n/a |
| | Integration of Knowledge and Ideas | |
| RI.5.7 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | The <i>SPIRE</i> Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated. |
| RI.5.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | n/a |
| RI.5.9 | Integrate information from several 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.5.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | <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> <p>TM6: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 51, 90, 99, 166, 177</p> <p>WB6: Graphic Organizer/Independent Practice: pp. 35, 66, 74, 118, 126</p> <p>BLM6: pp. 25, 28, 31, 33–36</p> |

Reading Standards: Foundational Skills Grade 5

| CCSS Reference | Reading: Foundational Skills | SPIRE |
|----------------|---|---|
| | Phonics and Word Recognition | |
| RF.5.3 | Know and apply grade-level phonics and word analysis skills in decoding words | |
| RF.5.3.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>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> <p>TM6: Step 1 – Phonogram Cards, <i>For example</i>, p. 2, 10; Step 2 – Phonological Awareness: Sound Providing, <i>For example</i>, p. 198; Step 2 – Phonological Awareness: Segmentation, <i>For example</i>, pp. 34, 45, 56; Step 3 – Word Building, <i>For example</i>, pp. 11, 35, 46; Step 4 – Decoding and Sentence Reading, <i>For example</i>, pp. 12, 36, 173</p> |

| CCSS Reference | Reading: Foundational Skills | SPIRE |
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| | Fluency | |
| RF.5.4 | Read with sufficient accuracy and fluency to support comprehension. | |
| RF.5.4.A | Read on-level text with purpose and understanding. | <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> <p>TM6: 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. 288-290, 299-300, 309-310</p> <p>WB6: All passages meet standard, <i>For example</i>, pp. 199-202, 207-209, 214-217</p> |
| RF.5.4.B | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | <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> <p>TM6: 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. 288-290, 299-300, 309-310</p> <p>WB6: All passages meet standard, <i>For example</i>, pp. 199-202, 207-209, 214-217</p> |

| CCSS Reference | Reading: Foundational Skills | SPIRE |
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| RF.5.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 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 TM6: Step 4 – Decoding and Sentence Reading: Vocabulary Development, <i>For example</i> , pp. 317, 325, 359 |
| | 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 | | |
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| 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. | WB6: p.120 |
| 5. | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| 6. | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | |
| 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. | |

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| 9. | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a) Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”).</p> <p>b) Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].”).</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. | WB6: p.120 |

Writing Standards Grade 5

| | Text Types and Purposes | |
|---------|--|--|
| W.5.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | |
| W.5.1.A | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically 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.5.1.B | Provide logically ordered reasons that are supported by facts and details. | |
| W.5.1.C | Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). | |
| W.5.1.D | Provide a concluding statement or section related to the opinion presented. | |
| W.5.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | |
| W.5.2.A | Introduce a topic clearly, provide a general observation and focus, and group related information logically; 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.5.2.B | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | |
| W.5.2.C | Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). | |
| W.5.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. | |
| W.5.2.E | Provide a concluding statement or section related to the information or explanation presented. | |

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| W.5.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
| W.5.3.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.5.3.B | Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | |
| W.5.3.C | Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | |
| W.5.3.D | Use concrete words and phrases and sensory details to convey experiences and events precisely. | |
| W.5.3.E | Provide a conclusion that follows from the narrated experiences or events. | |
| | Production and Distribution of Writing | |
| W.5.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | WB6: p.120 |
| W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| W.5.6 | 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.5.7 | 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.5.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | |
| W.5.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| W.5.9a | Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). | |
| W.5.9b | Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). | |

| | Range of Writing | |
|--------|---|------------|
| W.5.10 | 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. | WB6: p.120 |

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>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> <p>TM6: 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. 288-290, 299-300, 309-310</p> <p>WB6: All passages meet standard, <i>For example</i>, pp. 199-202, 207-209, 214-217</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 5

| | Comprehension and Collaboration | |
|----------|--|--|
| SL.5.1 | Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. | |
| SL.5.1.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.5.1.B | Follow agreed-upon rules for discussions and carry out assigned roles. | |
| SL.5.1.C | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | |
| SL.5.1.D | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | |
| SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | <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> <p>TM6: Step 6 – Reading Comprehension: pp. 177, 290</p> <p>WB6: pp. 120, 126, 203</p> |
| SL.5.3 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | Beyond the scope of S.P.I.R.E reading and literacy program at this Level. |

| | Presentation of Knowledge and Ideas | |
|--------|---|--|
| SL.5.4 | Report on a topic or text or present an opinion, sequencing ideas logically and 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.5.5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | |
| SL.5.6 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) | |

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>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> <p>TM6: Step 4 – Decoding and Sentence Reading activities in the Teacher’s Manual can be used to teach standard.</p> <p>BLM6: Dictation Papers, p. 24</p> |
| 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | <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> <p>TM6: 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> <p>TM6: Step 6 – Reading Comprehension: Comprehension Activity, pp. 116, 453</p> <p>WB6: pp. 87, 306</p> <p>BLM6: p. 27</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>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> <p>TM6: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 193, 236, 244</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> <p>TM6: Step 6 – Reading Comprehension: Comprehension Activity, pp. 116, 453</p> <p>WB6: pp. 87, 306</p> <p>BLM6: p. 27</p> |

| | | |
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| 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>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>TM6: 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 5

| | Conventions of Standard English | |
|---------|---|--|
| L.5.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| L.5.1.A | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| L.5.1.B | Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses. | |
| L.5.1.C | Use verb tense to convey various times, sequences, states, and conditions. | |
| L.5.1.D | Recognize and correct inappropriate shifts in verb tense.* | |
| L.5.1.E | Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>). | |
| L.5.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| L.5.2.A | Use punctuation to separate items in a series.* | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| L.5.2.B | Use a comma to separate an introductory element from the rest of the sentence. | |
| L.5.2.C | Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). | |
| L.5.2.D | Use underlining, quotation marks, or italics to indicate titles of works. | |

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| L.5.2.E | Spell grade-appropriate words correctly, consulting references as needed. | <p>TM4: Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling</p> <p>TM5: Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling</p> <p>TM6: Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling</p> |
| Knowledge of Language | | |
| L.5.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| L.5.3.A | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | <p>TM4: Independent Practice, <i>For example</i>, pp. 189, 207, 222</p> <p>TM5: Independent Practice, <i>For example</i>, pp. 175, 184, 202</p> <p>TM6: Independent Practice, <i>For example</i>, pp. 373, 382, 392</p> |
| L.5.3.B | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| Vocabulary Acquisition and Use | | |
| L.5.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. | |
| L.5.4.A | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | <p>TM4: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i>: pp. 176, 219, 226</p> <p>TM5: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i>: pp. 206, 254, 261</p> <p>TM6: Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i>: pp. 398, 406, 414</p> |
| L.5.5.B | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>). | Affixes are taught extensively in Levels 7 and 8 though not distinguished as Greek or Latin. |
| L.5.4.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. | TM6: p. 241 |

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| L.5.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| L.5.5.A | Interpret figurative language, including similes and metaphors, in context. | <p>TM5: Step 6 – Reading Comprehension: Comprehension Activity, pp. 156</p> <p>WB5: pp. 103-108, 109</p> <p>BLM5: p. 20</p> <p>TM6: Step 6 – Reading Comprehension: Comprehension Activity, pp. 116, 453</p> <p>WB6: pp. 87, 306</p> <p>BLM6: p. 27</p> |
| L.5.5.B | Recognize and explain the meaning of common idioms, adages, and proverbs. | <p>TM5: Step 6 – Reading Comprehension: Comprehension Activity, pp. 138, 156, 341</p> <p>WB5: pp. 92, 103-108, 109, 234, 249-253</p> <p>BLM5: p. 20</p> |
| L.5.5.C | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | <p>TM5: Step 5 – Prereading: Introducing the Article, p. 24; Independent Practice, p. 359; Step 4 – Decoding and Sentence Reading: Vocabulary Development, p. 320</p> <p>TM6: Step 3 – Word Building, p. 317; Independent Practice, p. 138</p> |
| L.5.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>). | <p>TM4: Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p>TM5: Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> <p>TM6: Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill</p> |

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