

ALIGNMENTS

# SPIRE<sup>®</sup> Levels 4, 5, 6

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

Grade 6

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## Aligned to

College and Career Ready Standard  
for English Language Arts & Literacy

# Grade 6

## 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
	<b>Key Ideas and Details</b>	
1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p><b>TM4:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 26, 34, 43</p> <p><b>WB4:</b> Independent Practice in the workbook meet standard, <i>For example</i>, pp. 24, 36, 46</p> <p><b>BLM4:</b> pp. 18, 19, 20, 23</p> <p><b>TM5:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 15, 24, 68</p> <p><b>WB5:</b> Independent Practice in the workbook meet standard, <i>For example</i>, pp. 15, 51, 146</p> <p><b>BLM5:</b> p. 21</p> <p><b>TM6:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 78, 127, 219</p> <p><b>WB6:</b> Independent Practice in the workbook meet standard, <i>For example</i>, pp. 78, 96, 155</p> <p><b>BLM6:</b> p. 26, 29</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><b>TM4:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 290, 298</p> <p><b>WB4:</b> Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 194, 196, 200, 202</p> <p><b>BLM4:</b> p. 18</p> <p><b>TM5:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 181, 306</p> <p><b>WB5:</b> Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 126, 128, 211, 213</p> <p><b>BLM5:</b> p. 21</p> <p><b>TM6:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 29, 61, 99</p> <p><b>WB6:</b> Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 20, 22, 44, 46, 74, 76</p> <p><b>BLM6:</b> p. 28</p>
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p><b>TM4:</b> Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 79–80, 149, 339</p> <p><b>WB4:</b> Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 58, 105</p> <p><b>BLM4:</b> pp. 24, 25</p> <p><b>TM5:</b> Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 59, 79, 226</p> <p><b>WB5:</b> Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 43, 56, 157</p> <p><b>BLM5:</b> pp. 24, 25–30</p> <p><b>TM6:</b> Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 40, 177, 290</p> <p><b>WB6:</b> Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 28, 126, 203</p> <p><b>BLM6:</b> pp. 31, 32–36</p>
<b>Craft and Structure</b>		
4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<p><b>TM4:</b> Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 25, 34, 60, 70, 95</p> <p><b>TM5:</b> Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 236, 247, 269, 279, 288</p> <p><b>TM6:</b> Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 208, 218, 228, 252, 262</p>

	Reading: Anchor Standards	SPIRE
5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<p><b>TM4:</b> Step 6: Reading Comprehension, <i>For example</i>, p. 140</p> <p><b>TM5:</b> Step 6: Reading Comprehension, <i>For example</i>, pp. 25, 43, 191, 238, 280</p> <p><b>WB5:</b> pp. 19, 32, 132, 163, 192</p> <p><b>BLM5:</b> p. 18</p> <p><b>TM6:</b> Step 6: Reading Comprehension, <i>For example</i>, pp. 90, 186, 210</p> <p><b>WB6:</b> pp. 8, 134, 148</p> <p><b>BLM6:</b> p. 25</p>
6.	Assess how point of view or purpose shapes the content and style of a text.	<p><b>TM5:</b> pp. 200, 330</p> <p><b>WB5:</b> pp. 137, 226</p> <p><b>BLM5:</b> p. 23</p> <p><b>TM6:</b> pp. 236, 255</p> <p><b>WB6:</b> pp. 101, 176</p> <p><b>BLM6:</b> p. 30</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 &amp; B are illustrated.</p> <p><b>TM4:</b> Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 277, 284, 292, 300, 323</p> <p><b>WB4:</b> Passage, <i>For example</i>, pp. 42-43, 48-49, 55-56, 66-67, 79-80</p> <p><b>TM5:</b> Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 273, 283, 292, 301, 309</p> <p><b>WB5:</b> Passage, <i>For example</i>, pp. 22-24, 47-48, 80-83, 96-98, 145-149</p> <p><b>TM6:</b> Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i>, pp. 257, 267, 276</p> <p><b>WB6:</b> 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

	Reading: Anchor Standards	SPIRE
9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<b>TM5:</b> Step 6 – Reading Comprehension, <i>For example</i> , pp. 375, 383–385 <b>WB5:</b> pp. 259, 266 <b>BLM5:</b> pp. 29, 30
<b>Range and Level of Text Complexity</b>		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	<b>TM4:</b> Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension <b>WB4:</b> All passages in this level can be used. <b>TM5:</b> Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension <b>WB5:</b> All passages in this level can be used. <b>TM6:</b> Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension <b>WB6:</b> All passages in this level can be used.

## Reading Standards for Literature Grade 6

CCSS Reference	Reading: Literature	SPIRE
	<b>Key Ideas and Details</b>	
RL6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>TM4:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i> , pp. 26, 34, 43 <b>WB4:</b> Independent Practice in the workbook meet standard, <i>For example</i> , pp. 24, 36, 46 <b>BLM4:</b> pp. 18, 19, 20, 23 <b>TM5:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i> , pp. 68–69, 145–146, 215–215 <b>WB5:</b> Graphic Organizer/Independent Practice in the workbook meet standard, <i>For example</i> , pp. 49, 51, 99, 101, 150, 152 <b>BLM5:</b> p. 19 <b>TM6:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i> , pp. 78, 127, 219 <b>WB6:</b> Graphic Organizer/Independent Practice in the workbook meet standard, <i>For example</i> , pp. 78, 96, 155 <b>BLM6:</b> p. 26, 29

CCSS Reference	Reading: Literature	SPIRE
RL6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p><b>TM4:</b> Step 6 – Reading Comprehension: <i>For example</i>, pp. 290, 298</p> <p><b>WB4:</b> Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 194, 196, 200, 202</p> <p><b>BLM4:</b> p. 18</p> <p><b>TM5:</b> Step 6 – Reading Comprehension: <i>For example</i>, p. 68</p> <p><b>WB5:</b> Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, p. 69</p> <p><b>BLM5:</b> p. 19</p> <p><b>TM6:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 136</p> <p><b>WB6:</b> Graphic Organizer/Independent Practice in the workbook meet standard, <i>For example</i>, pp. 101, 103</p> <p><b>BLM6:</b> p. 28</p>
RL6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p><b>TM4:</b> Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 79–80, 149, 339</p> <p><b>WB4:</b> Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 58, 105</p> <p><b>BLM4:</b> pp. 24, 25</p> <p><b>TM5:</b> Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 78–80, 269–270, 383–385</p> <p><b>WB5:</b> Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 56, 185, 266</p> <p><b>BLM5:</b> pp. 25–30</p> <p><b>TM6:</b> Reinforcing Lessons: Step 6 – Reading Comprehension, <i>For example</i>, pp. 24–27</p> <p><b>WB6:</b> Graphic Organizer exercises in the workbook meet standard, <i>For example</i>, pp. 28</p> <p><b>BLM6:</b> pp. 32</p>
<b>Craft and Structure</b>		
RL6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<p><b>TM4:</b> Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 25, 34, 60, 70, 95</p> <p><b>TM5:</b> Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 78, 126, 136, 279, 288</p> <p><b>TM6:</b> Step 5 – Prereading: Vocabulary, <i>For example</i>: pp. 228, 252, 262, 272, 288</p>
RL6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<p><b>TM5:</b> Step 6 – Reading Comprehension, <i>For example</i>, pp. 375, 383–385</p> <p><b>WB5:</b> pp. 259, 266</p> <p><b>BLM5:</b> pp. 29, 30</p> <p><b>TM6:</b> Step 6 – Reading Comprehension, <i>For example</i>, pp. 252–253</p> <p><b>WB6:</b> p. 172</p>

CCSS Reference	Reading: Literature	SPIRE
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	<b>TM5:</b> Step 6: Reading Comprehension, p. 200 <b>WB5:</b> p. 137 <b>BLM5:</b> p. 23 <b>TM6:</b> Step 6: Reading Comprehension, pp. 136, 255 <b>WB6:</b> pp. 101, 176 <b>BLM6:</b> p. 30
<b>Integration of Knowledge and Ideas</b>		
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	n/a
RL.6.8	(Not applicable to literature)	
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<b>TM6:</b> Step 5 – Prereading: Introducing the Story, p. 38
<b>Range of Reading and Level of Text Complexity</b>		
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>TM4:</b> Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension, <i>For example</i> , pp. 25–26, 60–61, 70–71 <b>WB4:</b> Passages, <i>For example</i> , pp. 20–21, 42–43, 49–50 <b>TM5:</b> Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension, <i>For example</i> , pp. 68–69, 78–79, 126–127 <b>WB5:</b> Passages, <i>For example</i> , pp. 47–48, 53–55, 80–83 <b>TM6:</b> Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension, <i>For example</i> , pp. 77–79, 114–116, 125–127 <b>WB6:</b> Passages, <i>For example</i> , pp. 51–55, 81–86, 91–95

## Reading Standards for Informational Grade 6

CCSS Reference	Reading: Informational	SPIRE
	<b>Key Ideas and Details</b>	
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>TM4:</b> Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 157, 289, 297</p> <p><b>WB4:</b> Independent Practice: pp. 110, 112, 194, 196, 200, 202</p> <p><b>BLM4:</b> pp. 19, 21</p> <p><b>TM5:</b> Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 69, 217, 290</p> <p><b>WB5:</b> Independent Practice/Graphic Organizer: pp. 49, 51, 150, 152, 199, 201</p> <p><b>BLM5:</b> p.19</p> <p><b>TM6:</b> Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 300, 353, 390, 463</p> <p><b>WB6:</b> Independent Practice/Graphic Organizer: pp. 210, 246, 273, 314</p> <p><b>BLM6:</b> pp. 26, 29</p>
RI.6.1.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p><b>TM4:</b> Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 289, 297</p> <p><b>WB4:</b> Independent Practice: pp. 194, 196, 200, 202</p> <p><b>BLM4:</b> p. 19</p> <p><b>TM5:</b> Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 182, 307, 428</p> <p><b>WB5:</b> Independent Practice/Graphic Organizer: pp. 126, 128, 211, 213, 245, 247</p> <p><b>BLM5:</b> p. 21</p> <p><b>TM6:</b> Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 – Reading Comprehension: <i>For example</i>, pp. 29, 61, 99</p> <p><b>WB6:</b> Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 20, 22, 44, 46, 74, 76</p> <p><b>BLM6:</b> p. 28</p>



CCSS Reference	Reading: Informational	SPIRE
RI.6.1.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b>TM4:</b> Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 289, 297 <b>WB4:</b> Independent Practice: pp. 194, 196, 200, 202 <b>BLM4:</b> p. 19 <b>TM5:</b> Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 60, 248 <b>WB5:</b> Graphic Organizer/Independent Practice: pp. 43, 45, 170, 172 <b>BLM5:</b> p. 24 <b>TM6:</b> Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 51, 166, 177, 290, 344 <b>WB6:</b> Graphic Organizer/Independent Practice: pp. 35, 118, 126, 203, 237 <b>BLM6:</b> pp. 31, 33, 34, 35, 36
<b>Craft and Structure</b>		
RI.6.1.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>TM4:</b> Step 5 – Prereading, <i>For example</i> , pp. 157, 289, 297 <b>TM5:</b> Step 5 – Prereading, <i>For example</i> , pp. 355, 364, 427 <b>TM6:</b> Step 5 – Prereading, <i>For example</i> , pp. 369, 378, 388
RI.6.1.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<b>TM5:</b> Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 25, 43 <b>WB5:</b> Graphic Organizer: pp. 19, 32 <b>BLM5:</b> p. 18 <b>TM6:</b> Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 90, 186, 177, 274 <b>WB6:</b> Graphic Organizer: pp. 66, 126, 134, 191 <b>BLM6:</b> pp. 25, 31
RI.6.1.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	n/a
<b>Integration of Knowledge and Ideas</b>		
RI.6.1.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	n/a

CCSS Reference	Reading: Informational	SPIRE
RI.6.1.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	n/a
RI.6.1.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	n/a
<b>Range and Level of Text Complexity</b>		
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><b>TM4:</b> Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 157, 289, 297</p> <p><b>WB4:</b> Graphic Organizer/Independent Practice: pp. 110, 112, 194, 196, 200, 202</p> <p><b>BLM4:</b> pp. 19, 21</p> <p><b>TM5:</b> Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 25, 34, 43</p> <p><b>WB5:</b> Graphic Organizer/Independent Practice: pp. 19, 25, 32</p> <p><b>BLM5:</b> pp. 18, 21, 22, 23, 24, 26, 28</p> <p><b>TM6:</b> Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 51, 90, 99, 166, 177</p> <p><b>WB6:</b> Graphic Organizer/Independent Practice: pp. 35, 66, 74, 118, 126</p> <p><b>BLM6:</b> pp. 25, 28, 31, 33–36</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.	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.	
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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].”).  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].”).	
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 6

Text Types and Purposes		
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	
W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	
W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	
W.6.1.D	Establish and maintain a formal style.	
W.6.1.E	Provide a concluding statement or section that follows from the argument presented.	

W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.6.2	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), 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.6.2.A	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
W.6.2.B	Use appropriate transitions to clarify the relationships among ideas and concepts.	
W.6.2.C	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
W.6.2.D	Establish and maintain a formal style.	
W.6.2.E	Provide a concluding statement or section that follows from the information or explanation presented.	
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
W.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.	
	<b>Production and Distribution of Writing</b>	
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>WB6:</b> p.120
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

W.6.6	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 three pages in a single sitting.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
Research to Build and Present Knowledge		
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.6.9a	Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	
W.6.9b	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	
Range of Writing		
W.6.10	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

<b>Comprehension and Collaboration</b>		
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><b>TM4:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 157, 289, 297</p> <p><b>WB4:</b> All passage exercises in the workbook meet standard, <i>For example</i>, pp. 110, 112, 194, 196, 200, 202</p> <p><b>TM5:</b> Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i>, pp. 172, 191, 217</p> <p><b>WB5:</b> All passages meet standard, <i>For example</i>, pp. 182–184, 203–204, 221–225</p> <p><b>TM6:</b> In all Reinforcing Lessons, students read sentences in Step 4 – Decoding and Sentence Reading and selections in Step 6 – Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example</i>, pp. 288–290, 299–300, 309–310</p> <p><b>WB6:</b> 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 <i>S.P.I.R.E</i> reading and literacy program at this Level.
<b>Presentation of Knowledge and Ideas</b>		
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 6

	Comprehension and Collaboration	
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	
SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on 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.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<p><b>TM4:</b> Step 6 - Reading Comprehension: <i>For example</i>, pp. 290, 298</p> <p><b>WB4:</b> Graphic Organizers/Sentence exercises in the workbook meet standard, <i>For example</i>, pp. 194, 196, 200, 202</p> <p><b>TM5:</b> Step 6 - Reading Comprehension: pp. 60, 248</p> <p><b>WB5:</b> Graphic Organizers/Sentence exercises in the workbook meet standard, pp. 43, 45, 170</p> <p><b>TM6:</b> Step 6 - Reading Comprehension: pp. 177, 290</p> <p><b>WB6:</b> pp. 120, 126, 203</p>
SL.6.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
	Presentation of Knowledge and Ideas	
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

## 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><b>TM4:</b> Step 4 – Decoding and Sentence Reading activities in the Teacher’s Manual can be used to teach standard.</p> <p><b>BLM4:</b> Dictation Papers, p. 17</p> <p><b>TM5:</b> Step 4 – Decoding and Sentence Reading activities in the Teacher’s Manual can be used to teach standard.</p> <p><b>BLM5:</b> Dictation Papers, p. 17</p> <p><b>TM6:</b> Step 4 – Decoding and Sentence Reading activities in the Teacher’s Manual can be used to teach standard.</p> <p><b>BLM6:</b> Dictation Papers, p. 24</p>
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p><b>TM4:</b> Step 3 – Word Building; Step 8 – Prespelling; Step 9 – Spelling</p> <p><b>TM5:</b> Step 3 – Word Building; Step 8 – Prespelling; Step 9 – Spelling</p> <p><b>TM6:</b> 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.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
Vocabulary Acquisition and Use		
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<p><b>TM4:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 52, 87, 131</p> <p><b>TM5:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 5, 50, 86</p> <p><b>TM6:</b> 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><b>TM4:</b> Step 4 – Decoding and Sentence Reading: p. 24; Step 6: Reading Comprehension: pp. 125, 159</p> <p><b>TM5:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 138, 156, 341, 366</p> <p><b>WB5:</b> pp. 92, 156, 234, 253</p> <p><b>BLM5:</b> p. 20</p> <p><b>TM6:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 116, 453</p> <p><b>WB6:</b> pp. 87, 306</p> <p><b>BLM6:</b> p. 27</p>
6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	<p><b>TM4:</b> Reinforcing Lessons Step 4: Decoding and Sentence Reading/ Vocabulary Development; Step 5 – Prereading; Step 6 – Reading Comprehension</p> <p><b>TM5:</b> Reinforcing Lessons Step 4: Decoding and Sentence Reading/ Vocabulary Development; Step 5 – Prereading; Step 6 – Reading Comprehension</p> <p><b>TM6:</b> Reinforcing Lessons Step 4: Decoding and Sentence Reading/ Vocabulary Development; Step 5 – Prereading; Step 6 – Reading Comprehension</p> <p>Teacher can also use program components to practice this standard by having students engage in oral exercises and responding to text using the Workbook.</p>

## Language Standards Grade 6

	Conventions of Standard English	
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.6.1.B	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	
L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.	
L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)	

L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.6.2.B	Spell correctly.	<p><b>TM4:</b> Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling</p> <p><b>TM5:</b> Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling</p> <p><b>TM6:</b> Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling</p>
<b>Knowledge of Language</b>		
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.6.3.A	Vary sentence patterns for meaning, reader/ listener interest, and style.*	<p><b>TM4:</b> Independent Practice, <i>For example</i>, pp. 189, 207, 222</p> <p><b>TM5:</b> Independent Practice, <i>For example</i>, pp. 175, 184, 202</p> <p><b>TM6:</b> Independent Practice, <i>For example</i>, pp. 373, 382, 392</p>
L.6.3.B	Maintain consistency in style and tone.*	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
<b>Vocabulary Acquisition and Use</b>		
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	
L.6.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<p><b>TM4:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i>: pp. 176, 219, 226</p> <p><b>TM5:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i>: pp. 206, 254, 261</p> <p><b>TM6:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i>: pp. 398, 406, 414</p>

L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i> ).	Affixes are taught extensively in Levels 7 and 8 though not distinguished as Greek or Latin.
L.6.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>TM6:</b> p. 241
L.6.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	n/a
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.6.5.A	Interpret figures of speech (e.g., personification) in context.	<b>TM5:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 156 <b>WB5:</b> pp. 103-108, 109 <b>BLM5:</b> p. 20 <b>TM6:</b> Step 6 – Reading Comprehension: Comprehension Activity, pp. 116, 453 <b>WB6:</b> pp. 87, 306 <b>BLM6:</b> p. 27
L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>TM5:</b> Step 5 – Prereading: Introducing the Article, p. 24; Independent Practice, p. 359; Step 4 – Decoding and Sentence Reading: Vocabulary Development, p. 320 <b>TM6:</b> Step 3 – Word Building, p. 317; Independent Practice, p. 138
L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i> ).	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>TM4:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill <b>TM5:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill <b>TM6:</b> Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill

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