

ALIGNMENTS

SPIRE[®] Levels 4, 5, 6

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

Grade 8

Aligned to

College and Career Ready Standard
for English Language Arts & Literacy

Grade 8

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
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
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> TM4: Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i> , pp. 277, 284, 292, 300, 323 WB4: Passage, <i>For example</i> , pp. 42–43, 48–49, 55–56, 66–67, 79–80 TM5: Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i> , pp. 273, 283, 292, 301, 309 WB5: Passage, <i>For example</i> , pp. 22–24, 47–48, 80–83, 96–98, 145–149 TM6: Teacher can use Independent Practice activities (using Decodable Readers) to meet standard, <i>For example</i> , pp. 257, 267, 276 WB6: Passage, <i>For example</i> , pp. 152–154, 173–175, 187–190
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
	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 8

CCSS Reference	Reading: Literature	SPIRE
	Key Ideas and Details	
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences 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>

CCSS Reference	Reading: Literature	SPIRE
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<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>
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<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		
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<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>
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	n/a

CCSS Reference	Reading: Literature	SPIRE
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	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		
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	n/a
RL.8.8	(Not applicable to literature)	
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	n/a
Range of Reading and Level of Text Complexity		
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	TM4: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension WB4: All passages in this level can be used. TM5: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension WB5: All passages in this level can be used. TM6: Step 4 – Decoding and Sentence Reading; Step 6 – Reading/ Reading Comprehension WB6: All passages in this level can be used.

Reading Standards for Informational Grade 8

CCSS Reference	Reading: Informational	SPIRE
	Key Ideas and Details	
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn 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.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of 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>

CCSS Reference	Reading: Informational	SPIRE
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<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>
Craft and Structure		
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<p>TM4: Step 5 – Prereading, <i>For example</i>, pp. 157, 289, 297</p> <p>TM5: Step 5 – Prereading, <i>For example</i>, pp. 355, 364, 427</p> <p>TM6: Step 5 – Prereading, <i>For example</i>, pp. 369, 378, 388</p>
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<p>TM5: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 25, 43</p> <p>WB5: Graphic Organizer: pp. 19, 32</p> <p>BLM5: p. 18</p> <p>TM6: Reinforcing Lessons: Step 6 – Reading Comprehension: Comprehension Activity, pp. 90, 186, 177, 274</p> <p>WB6: Graphic Organizer: pp. 66, 126, 134, 191</p> <p>BLM6: pp. 25, 31</p>
RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	n/a
Integration of Knowledge and Ideas		
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	n/a

CCSS Reference	Reading: Informational	SPIRE
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	n/a
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	n/a
Range and Level of Text Complexity		
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 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>

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 8

Text Types and Purposes		
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	
W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	
W.8.1.D	Establish and maintain a formal style.	

W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.	
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.8.2	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; 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.8.2.A	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
W.8.2.B	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
W.8.2.C	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
W.8.2.D	Establish and maintain a formal style.	
W.8.2.E	Provide a concluding statement or section that follows from the information or explanation presented.	
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
W.8.3.A	Engage and orient the reader by establishing a context and point of view 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.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	
W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	
W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	
W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.	
Production and Distribution of Writing		
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WB6: p.120

W.8.5	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	
Research to Build and Present Knowledge		
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.8.9a	Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	
W.8.9b	Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	
Range of Writing		
W.8.10	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 <i>S.P.I.R.E</i> reading and literacy program at this Level.
Presentation of Knowledge and Ideas		
4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	

Speaking and Listening Standards Grade 8

	Comprehension and Collaboration	
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	
SL.8.1.A	Come to discussions prepared, having read or researched material under study; 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.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<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.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

Presentation of Knowledge and Ideas		
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; 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.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 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.	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>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>
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 8

	Conventions of Standard English	
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) 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.8.1.B	Form and use verbs in the active and passive voice.	
L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.*	
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.8.2.B	Use an ellipsis to indicate an omission.	
L.8.2.C	Spell correctly.	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 TM6: Step 3 – Word Building; Step 5: Prereading; Step 8 – Prespelling; Step 9 – Spelling
	Knowledge of Language	
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.8.3.A	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.

	Vocabulary Acquisition and Use	
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	
L.8.4.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>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.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	Affixes are taught extensively in Levels 7 and 8 though not distinguished as Greek or Latin.
L.8.4.C	Consult general and specialized 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.	TM6: p. 241
L.8.4.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.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) 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.8.5.B	Use the relationship between particular words 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.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level.
L.8.6	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.	<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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