

ALIGNMENT

# SPIRE<sup>UP</sup>

## GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS



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Alignment to

**Georgia's Standards**  
for English Language Arts  
**Grades K to 5**

# **SPIRE** **UP**

## Georgia's Standards for English Language Arts

*SPIRE Up* is a blended print and digital intervention program designed to help striving readers achieve reading success. Rooted in the principles of Structured Literacy and based on the science of reading, instruction in *SPIRE Up* is explicit, systematic, cumulative, data-driven, and multisensory. This provides a dynamic learning path for students in grades 2 through 8 with persistent reading challenges.

*SPIRE Up* integrates an evidence-aligned focus on decoding and word recognition with support and practice in vocabulary and comprehension to move students across the decoding threshold and beyond. Crossing the decoding threshold gives students the prerequisite skills they need to benefit from more advanced reading instruction. Once students can read with sufficient fluency to make meaning out of text, they can benefit from continuing instruction supporting the further development of vocabulary and comprehension.

*SPIRE Up* is aligned to most of the Phonological Awareness, Concepts of Print, Phonics, and Fluency standards in the Foundations Domain and many of the Grammar Conventions and Vocabulary standards in the Language Domain through grade 5. Additionally, *SPIRE Up* supports the development of comprehension skills that will allow students to engage with increasingly complex texts, covering some of the standards in the Texts domain. *SPIRE Up* includes reading content with text complexity appropriate for students with a functional reading level of K through grade 5.

| Grade                                                                                                                             | Standard Code | Standard                                                                                                                                                                                                     | SPIRE Up Alignment                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Kindergarten</b>                                                                                                               |               |                                                                                                                                                                                                              |                                                                                              |
| <b>DOMAIN: Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.</b> |               |                                                                                                                                                                                                              |                                                                                              |
| K                                                                                                                                 | K.F.PA        | <b>I. BIG IDEA: Phonological Awareness</b> Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated. |                                                                                              |
| K                                                                                                                                 | K.F.PA.1      | <b>Rhyme</b> Identify and produce rhyme in spoken language and oral texts.                                                                                                                                   |                                                                                              |
| K                                                                                                                                 | K.F.PA.1.a    | Identify and pair words that rhyme in spoken language, distinguishing them from those that do not. (I/C)                                                                                                     | Skills 1-5, 7, 8, 10, 12, 15, 19-21, 26-28, 36-38, 42, 44-46, 48-49, 63, Lesson A and B      |
| K                                                                                                                                 | K.F.PA.1.b    | Orally produce words that rhyme. (I/C)                                                                                                                                                                       | Skills 1-5, 7, 8, 10, 12, 15, 19-21, 26-28, 36-38, 42, 44-46, 48-49, 63, Lesson A and B      |
| K                                                                                                                                 | K.F.PA.2      | <b>Words &amp; Sentences</b> Recognize the basic relationships that exist between words and sentences.                                                                                                       |                                                                                              |
| K                                                                                                                                 | K.F.PA.2.a    | Know words are put together to make sentences, and sentences communicate complete thoughts. (I/C)                                                                                                            | All skills, Lesson A, B, and C                                                               |
| K                                                                                                                                 | K.F.PA.2.b    | Segment phrases and sentences into words. (I/C)                                                                                                                                                              | All skills, Lesson B                                                                         |
| K                                                                                                                                 | K.F.PA.2.c    | Know that sounds are put together to make words and that words have distinct meanings. (I/C)                                                                                                                 | All skills, Lesson A, B, and C                                                               |
| K                                                                                                                                 | K.F.PA.3      | <b>Compound Words</b> Identify and manipulate separate words in compound words.                                                                                                                              |                                                                                              |
| K                                                                                                                                 | K.F.PA.3.a    | Blend and segment separate words in spoken compound words. (I/C)                                                                                                                                             | Skills 27, 28, 45, 45, Lesson A and B                                                        |
| K                                                                                                                                 | K.F.PA.3.b    | Add, delete, and substitute single words in spoken compound words. (I/C)                                                                                                                                     | Skills 24, 29, Lesson A and B                                                                |
| K                                                                                                                                 | K.F.PA.4      | <b>Syllables</b> Identify and manipulate syllables in spoken words.                                                                                                                                          |                                                                                              |
| K                                                                                                                                 | K.F.PA.4.a    | Know that syllables are word parts with one vowel sound. (I/C)                                                                                                                                               | All skills, Lesson A, B, and C                                                               |
| K                                                                                                                                 | K.F.PA.4.b    | Count and pronounce syllables in single and multisyllabic spoken words. (I/C)                                                                                                                                | All skills, Lesson A, B, and C                                                               |
| K                                                                                                                                 | K.F.PA.4.c    | Blend and segment syllables in spoken words. (I/C)                                                                                                                                                           | Skills 6, 8, 11, 12, 18, 23-26, 28, 29, 31-33, 43, 47, 50-58, 60-61, 63-64, Lesson A and B   |
| K                                                                                                                                 | K.F.PA.4.d    | Delete syllables in spoken words. (I/C)                                                                                                                                                                      | Skills 6, 18, 23, 25, 29, 31, 32, 50-58, 64, Lesson A and B                                  |
| K                                                                                                                                 | K.F.PA.5      | <b>Onsets &amp; Rimes</b> Blend and segment onsets and rimes in spoken words.                                                                                                                                |                                                                                              |
| K                                                                                                                                 | K.F.PA.5.a    | Blend onsets and rimes of spoken one-syllable words. (I/C)                                                                                                                                                   | Skills 7, 9, 11, 13, 14, 23, 25, 30, 36, 38, 46, 49, Lesson A and B                          |
| K                                                                                                                                 | K.F.PA.5.b    | Segment onsets and rimes of spoken one-syllable words. (I/C)                                                                                                                                                 | Skills 7, 9, 11, 13, 14, 23, 25, 30, 36, 38, 46, 49, Lesson A and B                          |
| K                                                                                                                                 | K.F.PA.6      | <b>Phonemic Awareness</b> Identify and manipulate the individual sounds in spoken words.                                                                                                                     |                                                                                              |
| K                                                                                                                                 | K.F.PA.6.a    | Isolate and pronounce initial, final, and then medial sounds in spoken words with three phonemes. (I/C)                                                                                                      | Skills 1-7, 9-13, 19-22, 24, 25, 27, 28, 33-35, 37-46, 48, 56, 57, 59, 61-63, Lesson A and B |
| K                                                                                                                                 | K.F.PA.6.b    | Identify short and long vowel sounds in spoken one-syllable words. (I/C)                                                                                                                                     | Skills 5, 6, 11, 20, 20, 22, 28, 33, 34, 38, Lesson A and B                                  |
| K                                                                                                                                 | K.F.PA.6.c    | Blend, count, and segment up to three phonemes in spoken one-syllable words. (I/C)                                                                                                                           | Skills 6, 8, 11, 12, 18, 23-26, 28, 29, 31-33, 43, 47, 50-58, 60-61, 63-64, Lesson A and B   |

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| <b>Kindergarten</b> |               |                                                                                                                                                                                                       |                                                                                                           |
| K                   | K.F.PA.6.d    | Add, delete, and substitute phonemes in spoken one-syllable words with up to three phonemes. (I/C)                                                                                                    | Skills 6, 7, 9, 13-18, 20, 21, 23-26, 28, 29, 31, 32, 34-36, 39-43, 46, 49-58, 59, 62, 64, Lesson A and B |
| K                   | K.F.CP        | <b>II. BIG IDEA: Concepts of Print</b> Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.                      |                                                                                                           |
| K                   | K.F.CP.1      | <b>Conceptualizing Text</b> Understand that texts communicate messages.                                                                                                                               |                                                                                                           |
| K                   | K.F.CP.1.a    | Recognize that texts and images represent objects and ideas, have meaning, and convey messages. (I/C)                                                                                                 | All skills, Lesson A, B, and C                                                                            |
| K                   | K.F.CP.1.c    | Distinguish between letters, words, digits, and graphics. (I/C)                                                                                                                                       | All skills, Lesson A, B, and C                                                                            |
| K                   | K.F.CP.2      | <b>Book Orientation &amp; Directionality of Print Texts</b> Understand the conventional layout of books and how to maneuver them.                                                                     |                                                                                                           |
| K                   | K.F.CP.2.a    | Hold books upright and begin reading at the front. (I/C)                                                                                                                                              | All skills, Lesson A, B, and C                                                                            |
| K                   | K.F.CP.2.b    | Follow text from top to bottom, left to right, and turn pages from right to left. (I/C)                                                                                                               | All skills, Lesson A, B, and C                                                                            |
| K                   | K.F.CP.2.c    | Identify the front and back covers of books and their basic elements: titles, author names, illustrator names, and graphics. (I/C)                                                                    | All skills, Lesson A, B, and C                                                                            |
| K                   | K.F.CP.3      | <b>Mechanics of Print Texts</b> Build a knowledge base of print conventions.                                                                                                                          |                                                                                                           |
| K                   | K.F.CP.3.a    | Recognize that written words are made up of individual letters. (I/C)                                                                                                                                 | All skills, Lesson A, B, and C                                                                            |
| K                   | K.F.CP.3.b    | Recognize that words are separated by spaces. (I/C)                                                                                                                                                   | All skills, Lesson A, B, and C                                                                            |
| K                   | K.F.CP.3.c    | Understand that sentences begin with capital letters and end with punctuation to indicate the end of a sentence. (I/C)                                                                                | All skills, Lesson A, B, and C                                                                            |
| K                   | K.F.CP.4      | <b>Alphabet Knowledge</b> Demonstrate knowledge of the alphabet.                                                                                                                                      |                                                                                                           |
| K                   | K.F.CP.4.a    | Recite the letters of the alphabet in order. (I/C)                                                                                                                                                    | Skills 1-5, Lesson A                                                                                      |
| K                   | K.F.CP.4.b    | Name and identify each uppercase and lowercase letter in random order. (I/C)                                                                                                                          | Skills 1-5, Lesson A                                                                                      |
| K                   | K.F.P         | <b>III. BIG IDEA: Phonics</b> Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation. |                                                                                                           |
| K                   | K.F.P.1       | <b>Phoneme-Grapheme Correspondences</b> Identify and produce phoneme-grapheme correspondences.                                                                                                        |                                                                                                           |
| K                   | K.F.P.1.a     | Identify and produce basic one-to-one phoneme-grapheme correspondences for the most frequently used sound for each consonant. (I/C)                                                                   | Skills 1-5, Lesson A                                                                                      |
| K                   | K.F.P.1.b     | Identify and produce both long and short vowel sounds for A, E, I, O, U. (I/C)                                                                                                                        | Skills 1-5, Lesson A                                                                                      |
| K                   | K.F.P.2       | <b>Decoding with Phonics</b> Use grade-level phonics skills to decode words in context and in isolation.                                                                                              |                                                                                                           |
| K                   | K.F.P.2.a     | Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words (VC, CV, CVC). (I/C)                                                                        | Skills 1-18, 18, Lesson A and B                                                                           |

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| <b>Kindergarten</b> |               |                                                                                                                                                                                                                                           |                                |
| K                   | K.F.P.2.b     | Identify and decode parts of irregularly spelled high-frequency words. (I/C)                                                                                                                                                              | All skills, Lesson B           |
| K                   | K.F.P.2.e     | Identify and distinguish between words that are spelled similarly by identifying the sounds of the letters that differ. (I/C)                                                                                                             | All skills, Lesson A           |
| K                   | K.F.P.3       | <b>Encoding with Phonics</b> Use grade-level phonics skills to encode words in context and in isolation.                                                                                                                                  |                                |
| K                   | K.F.P.3.a     | Use knowledge of letter/sound correspondences to connect letters (graphemes) to sounds (phonemes) to encode simple one-syllable words, including high-frequency words (VC, CV, CVC). (I/C)                                                | All skills, Lesson A, B, and C |
| K                   | K.F.P.3.b     | Identify and encode irregularly spelled high-frequency words. (I/C)                                                                                                                                                                       | All skills, Lesson B           |
| K                   | K.F.F         | <b>IV. BIG IDEA: Fluency</b> Students read text aloud or silently with speed, accuracy, and expression.                                                                                                                                   |                                |
| K                   | K.F.F.1       | <b>Oral &amp; Silent Reading Fluency</b> Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.                            |                                |
| K                   | K.F.F.1.a     | Develop sight word vocabulary using decoding skills by reading regularly and irregularly spelled high-frequency words in isolation and context with increasing automaticity, including first and last names of students and others. (I/C) | All skills, Lesson B           |
| K                   | K.F.F.1.b     | Read familiar texts chorally with appropriate volume and rate. (I/C)                                                                                                                                                                      | All skills, Lesson C           |
| K                   | K.F.F.1.c     | Read grade-level texts with purpose and understanding. (I/C)                                                                                                                                                                              | All skills, Lesson C           |
| K                   | K.F.H         | <b>V. BIG IDEA: Handwriting</b> Students develop print handwriting skills.                                                                                                                                                                |                                |
| K                   | K.F.H.1       | <b>Motor Skills &amp; Letter/Word Formation</b> Use fine motor skills to form legible letters and words in print.                                                                                                                         |                                |
| K                   | K.F.H.1.a     | Form all uppercase and lowercase letters. (I/C)                                                                                                                                                                                           | All skills, Lesson C           |
| K                   | K.F.H.1.b     | Form words, including first and last names. (I/C)                                                                                                                                                                                         | All skills, Lesson A, B, and C |
| K                   | K.F.H.1.c     | Use appropriate spacing between letters, words, and sentences. (I/C)                                                                                                                                                                      | All skills, Lesson C           |
| K                   | K.F.H.2       | <b>Transcription &amp; Handwriting Fluency</b> Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.                                    |                                |
| K                   | K.F.H.2.a     | Practice basic transcription skills. (I/C)                                                                                                                                                                                                | All skills, Lesson B           |
| K                   | K.F.H.2.b     | Begin building handwriting fluency by forming accurate letters, including those in first and last names. (I/C)                                                                                                                            | All skills, Lesson C           |

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| <b>Kindergarten</b>                                                                                                                                                                |               |                                                                                                                                                                                                                                                                                                                               |                                                                                                        |
| <b>DOMAIN: Practices (P)</b> Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |               |                                                                                                                                                                                                                                                                                                                               |                                                                                                        |
| K                                                                                                                                                                                  | K.P.EICC      | <b>I. BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition</b> Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |                                                                                                        |
| K                                                                                                                                                                                  | K.P.EICC.1    | <b>Reader &amp; Writer Identity</b> Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.                                                                                                                |                                                                                                        |
| K                                                                                                                                                                                  | K.P.EICC.1.a  | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C)                                                                                                                                                                                                    | All skills, Lesson C (reading goals)                                                                   |
| K                                                                                                                                                                                  | K.P.EICC.1.d  | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)                                                                                                                                                | All skills, Lesson C (interpretation)                                                                  |
| K                                                                                                                                                                                  | K.P.EICC.1.e  | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C)                                                                                                            | All skills, Lesson C (discussing texts)                                                                |
| K                                                                                                                                                                                  | K.P.EICC.1.f  | Develop independence and autonomy as a reader and writer. (I/C)                                                                                                                                                                                                                                                               | All skills, Lesson C (reader)                                                                          |
| K                                                                                                                                                                                  | K.P.EICC.3    | <b>Comprehension Strategies</b> Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.                                                                                           |                                                                                                        |
| K                                                                                                                                                                                  | K.P.EICC.3.a  | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)                                                                                                                                                                                                                               | All skills, Lesson C                                                                                   |
| K                                                                                                                                                                                  | K.P.EICC.3.b  | Scan and skim the text, making note of structures and sections that might be most useful. (I)                                                                                                                                                                                                                                 | Skills 7, 9, 11, 13, 14, 18, 21-23, 27, 29-33, 35, 37, 40, 42, 46, 49, 53, 55-57, 60, 62, 64, Lesson C |
| K                                                                                                                                                                                  | K.P.EICC.3.c  | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I)                                                                                                                                            | All skills, Lesson C                                                                                   |
| K                                                                                                                                                                                  | K.P.EICC.3.d  | Summarize and visualize sections of the text to maintain understanding. (I)                                                                                                                                                                                                                                                   | All skills, Lesson C                                                                                   |
| K                                                                                                                                                                                  | K.P.EICC.3.e  | Make and track predictions about the events and information likely to come next. (I)                                                                                                                                                                                                                                          | All skills, Lesson C                                                                                   |
| K                                                                                                                                                                                  | K.P.EICC.3.f  | Make, track, and support inferences about different levels of meaning within the text. (I)                                                                                                                                                                                                                                    | Skills 28, 44, 47, 54, Lesson C                                                                        |
| K                                                                                                                                                                                  | K.P.EICC.3.g  | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I)                                                                                                                                                                                       | Skills 11, 20, 22-26, 28-39, 41-45, 47-52, 54-64, Lesson C; Skills 51-55, 64, Lesson A and B           |

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| <b>Kindergarten</b> |               |                                                                                                                                                                                                                                                    |                                  |
| K                   | K.P.ST        | <b>II. BIG IDEA: Situating Texts</b> Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.                                          |                                  |
| K                   | K.P.ST.1      | <b>Context</b> Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.                   |                                  |
| K                   | K.P.ST.1.a    | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)                                                                                              | All Skills, Lesson C             |
| K                   | K.P.ST.1.b    | Consider how context impacts the purposes of the author and the audience. (I/C)                                                                                                                                                                    | All Skills, Lesson C             |
| K                   | K.P.ST.1.c    | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. (I/C)                                                                                                          | All Skills, Lesson C             |
| K                   | K.P.ST.2      | <b>Author, Audience, &amp; Purpose</b> Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.                          |                                  |
| K                   | K.P.ST.2.a    | Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)                          | Skill 20, Lesson C (interpreted) |
| K                   | K.P.AC        | <b>III. BIG IDEA: Author's Craft</b> Students apply knowledge of author's craft to enhance the interpretation and construction of texts.                                                                                                           |                                  |
| K                   | K.P.AC.1      | <b>Reading like a Writer</b> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.                   |                                  |
| K                   | K.P.AC.1.a    | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)     | All skills, Lesson C             |
| K                   | K.P.AC.1.b    | Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)                                            | Skills 11, 23, 43, 54, Lesson C  |
| K                   | K.P.AC.1.d    | Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C) | Skills 43, 54, 56, 61, Lesson C  |
| K                   | K.P.CP        | <b>IV. BIG IDEA: Collaboration &amp; Presentation</b> Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.                                                                          |                                  |
| K                   | K.P.CP.1      | <b>Collaboration</b> Collaborate with others to accomplish shared goals and projects.                                                                                                                                                              |                                  |
| K                   | K.P.CP.1.a    | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)                                                                                                                                     | All skills, Lesson C             |
| K                   | K.P.CP.1.b    | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)                                                                                               | All skills, Lesson C             |



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| <b>Kindergarten</b>                                                                                                                                                                                                                                                            |               |                                                                                                                                                                                                                   |                                                                   |
| K                                                                                                                                                                                                                                                                              | K.P.CP.1.c    | Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)                                                                                  | All skills, Lesson C (discussions)                                |
| K                                                                                                                                                                                                                                                                              | K.P.CP.1.d    | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)                                                                                                    | All skills, Lesson C (discuss topics)                             |
| <b>DOMAIN: Language (L) Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.</b> |               |                                                                                                                                                                                                                   |                                                                   |
| K                                                                                                                                                                                                                                                                              | K.L.GC        | <b>I. BIG IDEA: Grammar Conventions</b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.                |                                                                   |
| K                                                                                                                                                                                                                                                                              | K.L.GC.1      | <b>Grammar, Usage, &amp; Mechanics</b> Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language. |                                                                   |
| K                                                                                                                                                                                                                                                                              | K.L.GC.1.1    | Usage: Use nouns and verbs to share complete thoughts when speaking. (Introduce, Master)                                                                                                                          | All skills, Lesson A, B, and C                                    |
| K                                                                                                                                                                                                                                                                              | K.L.GC.1.2    | Usage: Form and use singular and plural nouns when speaking. (Introduce, Master)                                                                                                                                  | All skills, Lesson A, B, and C                                    |
| K                                                                                                                                                                                                                                                                              | K.L.GC.1.3    | Usage: Use interrogatives to ask questions when speaking. (Introduce, Master)                                                                                                                                     | All skills, Lesson A, B, and C                                    |
| K                                                                                                                                                                                                                                                                              | K.L.GC.1.4    | Mechanics: Capitalize the first word of a sentence and the pronoun <i>I</i> . (Introduce, Master)                                                                                                                 | All skills, Lesson B                                              |
| K                                                                                                                                                                                                                                                                              | K.L.GC.1.5    | Grammar: Form regular plural nouns by adding -s or -es. (Introduce)                                                                                                                                               | Skills 1, 2, 13, 16, 18, 23, 25, 31, 32, 34, 49, 54, 62, Lesson B |
| K                                                                                                                                                                                                                                                                              | K.L.GC.1.6    | Grammar: Form and use verbs by adding -ing, -ed, or -s. (Introduce)                                                                                                                                               | Skills 1, 2, 13, 16, 18, 23, 25, 31, 32, 34, 49, 54, 62, Lesson B |
| K                                                                                                                                                                                                                                                                              | K.L.GC.1.7    | Grammar: Use action verbs. (Introduce)                                                                                                                                                                            | Skills 1, 2, 13, 16, 18, 23, 25, 31, 32, 34, 49, 54, 62, Lesson B |
| K                                                                                                                                                                                                                                                                              | K.L.GC.1.8    | Grammar: Use adjectives and adverbs. (Introduce)                                                                                                                                                                  | Skills 5, 8, 19, 24, 28, 30, 40, 47, 51, 53, 50, Lesson B         |
| K                                                                                                                                                                                                                                                                              | K.L.GC.1.9    | Grammar: Use common and proper nouns. (Introduce)                                                                                                                                                                 | Skills 5, 8, 19, 24, 28, 30, 40, 43, 47, 51, 53, 55, Lesson B     |
| K                                                                                                                                                                                                                                                                              | K.L.GC.1.10   | Grammar: Form and use the simple verb tenses. (Introduce)                                                                                                                                                         | Skills 1, 2, 13, 16, 18, 23, 25, 31, 32, 34, 49, 54, 62, Lesson B |
| K                                                                                                                                                                                                                                                                              | K.L.GC.1.12   | Mechanics: Capitalize proper nouns. (Introduce)                                                                                                                                                                   | All skills, Lesson B                                              |
| K                                                                                                                                                                                                                                                                              | K.L.GC.1.13   | Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Introduce)                                                                                                                | All skills, Lesson B                                              |
| K                                                                                                                                                                                                                                                                              | K.L.GC.2      | <b>Syntax</b> Recognize and compose coherent sentences that express complete thoughts.                                                                                                                            |                                                                   |
| K                                                                                                                                                                                                                                                                              | K.L.GC.2.a    | Recognize that conventional sentences always include a subject and a predicate. (I)                                                                                                                               | Skills 1, 4, 9, 13, 16, 31, 59, Lesson B                          |
| K                                                                                                                                                                                                                                                                              | K.L.GC.2.b    | With adult support, use simple sentences to express complete thoughts in written texts. (C)                                                                                                                       | All skills, Lesson C                                              |
| K                                                                                                                                                                                                                                                                              | K.L.GC.2.c    | With adult support, use singular and plural subjects with matching verbs. (C)                                                                                                                                     | Skills 13, 31, Lesson B                                           |



| Grade                                                                                            | Standard Code | Standard                                                                                                                                                                                                                                                         | SPIRE Up Alignment                                                         |
|--------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Kindergarten</b>                                                                              |               |                                                                                                                                                                                                                                                                  |                                                                            |
| K                                                                                                | K.L.V         | <b>II. BIG IDEA: Vocabulary</b> Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |                                                                            |
| K                                                                                                | K.L.V.1       | <b>General, Academic, &amp; Specialized Vocabulary</b> Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.                                                                                                 |                                                                            |
| K                                                                                                | K.L.V.1.a     | Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content. (I)                                                                                                                                     | All skills, Lesson C                                                       |
| K                                                                                                | K.L.V.1.b     | Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings. (C)                                                                                                                                     | All skills, Lesson C                                                       |
| K                                                                                                | K.L.V.3       | <b>Meaning &amp; Purpose</b> Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.                                                                |                                                                            |
| K                                                                                                | K.L.V.3.a     | With adult support, determine or clarify the meaning of unknown and multiple-meaning words and phrases. (I)                                                                                                                                                      | All skills, Lesson C                                                       |
| K                                                                                                | K.L.V.3.e     | Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing. (C)                                                                                                                               | Skills 19, 21, 24, 28, 32, 36, 37, 40, 41, 43, 46, 48, 57, 60, 61 Lesson C |
| <b>DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.</b> |               |                                                                                                                                                                                                                                                                  |                                                                            |
| K                                                                                                | K.T.C         | <b>I. BIG IDEA: Context</b> Students explore the relationships and roles of authors, purposes, and audiences of texts.                                                                                                                                           |                                                                            |
| K                                                                                                | K.T.C.1       | <b>Purpose &amp; Audience</b> Explain how authors of texts use language for a specific purpose and a target audience.                                                                                                                                            |                                                                            |
| K                                                                                                | K.T.C.1.a     | Identify the general purpose (e.g., to tell stories, to provide information, to share opinions) and target audience in a variety of texts. (I)                                                                                                                   | Skill 20, Lesson C                                                         |
| K                                                                                                | K.T.SS        | <b>II. BIG IDEA: Structures &amp; Style</b> Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.                                                              |                                                                            |
| K                                                                                                | K.T.SS.1      | <b>Organization</b> Identify and use organizational structures to craft meaning.                                                                                                                                                                                 |                                                                            |
| K                                                                                                | K.T.SS.1.c    | With adult support, retell events and actions in sequence. (C)                                                                                                                                                                                                   | Skills 7, 9, 11, 14, 23, 32, 42, 46, 55, 57, 62, Lesson C                  |
| K                                                                                                | K.T.SS.2      | <b>Craft</b> Identify and use descriptive and engaging language.                                                                                                                                                                                                 |                                                                            |
| K                                                                                                | K.T.SS.2.a    | Identify interesting and/or descriptive words that express feelings or appeal to the senses in texts. (I)                                                                                                                                                        | Skills 11, 23, 43, 54, Lesson C                                            |
| K                                                                                                | K.T.T         | <b>III. BIG IDEA: Techniques</b> Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.                                                                                             |                                                                            |
| K                                                                                                | K.T.T.1       | <b>Narrative Techniques</b> Identify and use narrative techniques to shape understanding.                                                                                                                                                                        |                                                                            |
| K                                                                                                | K.T.T.1.a     | Identify techniques used to craft stories, including characters, setting, and major events. (I)                                                                                                                                                                  | Skills 1-3, 6, 12-14, 27, 31, 42, 46, 47, 57, 60, Lesson C                 |
| K                                                                                                | K.T.T.1.c     | With adult support, demonstrate an understanding of the central message, lesson, or moral of the story based on the words and actions of the main characters. (I)                                                                                                | Skills 2, 27, Lesson C                                                     |

| Grade               | Standard Code | Standard                                                                                                                    | SPIRE Up Alignment                                                                                |
|---------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Kindergarten</b> |               |                                                                                                                             |                                                                                                   |
| K                   | K.T.T.2       | <b>Expository Techniques</b> Identify and use expository techniques to shape understanding.                                 |                                                                                                   |
| K                   | K.T.T.2.a     | Identify techniques used to craft expository texts, including main topic. (I)                                               | Skills 4, 5, 7-11, 15-26, 28-30, 31-41, 44, 45, 48-53, 55, 56, 58, 59, 61-64, Lesson C            |
| K                   | K.T.T.2.b     | With adult support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (I) | Skills 7, 9, 11, 18, 21, 22, 23, 29, 30, 32, 33, 35, 37, 40, 49, 53, 55, 56, 57, 62, 64, Lesson C |
| K                   | K.T.T.4       | <b>Poetic Techniques</b> Identify and use poetic techniques to shape understanding.                                         |                                                                                                   |
| K                   | K.T.T.4.a     | Identify poetic techniques used to craft poetic texts, including rhyme. (I)                                                 | Skills 43, 54, Lesson C                                                                           |

| Grade                                                                                                                             | Standard Code | Standard                                                                                                                                                                                                     | SPIRE Up Alignment                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Grade 1</b>                                                                                                                    |               |                                                                                                                                                                                                              |                                                                                                 |
| <b>DOMAIN: Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.</b> |               |                                                                                                                                                                                                              |                                                                                                 |
| 1                                                                                                                                 | 1.F.PA        | <b>I. BIG IDEA: Phonological Awareness</b> Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated. |                                                                                                 |
| 1                                                                                                                                 | 1.F.PA.4      | <b>Syllables</b> Identify and manipulate syllables in spoken words.                                                                                                                                          |                                                                                                 |
| 1                                                                                                                                 | 1.F.PA.4.d    | Add, delete, and substitute syllables in spoken words. (I/C)                                                                                                                                                 | Skills 6, 18, 23-25, 29, 31, 32, 47, 50-58, 60, 64, Lesson A and B                              |
| 1                                                                                                                                 | 1.F.PA.5      | <b>Onsets &amp; Rimes</b> Blend and segment onsets and rimes in spoken words.                                                                                                                                |                                                                                                 |
| 1                                                                                                                                 | 1.F.PA.5.a    | Blend onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions. (I/C)                                                                           | Skills 7, 9, 11, 13, 14, 23, 25, 30, 36, 38, 46, 49, Lesson A and B                             |
| 1                                                                                                                                 | 1.F.PA.5.b    | Segment onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions. (I/C)                                                                         | Skills 7, 9, 11, 13, 14, 23, 25, 30, 36, 38, 46, 49, Lesson A and B                             |
| 1                                                                                                                                 | 1.F.PA.6      | <b>Phonemic Awareness</b> Identify and manipulate the individual sounds in spoken words.                                                                                                                     |                                                                                                 |
| 1                                                                                                                                 | 1.F.PA.6.a    | Isolate and pronounce initial, medial, and final sounds in spoken one-syllable words, including words with digraphs and blends. (I/C)                                                                        | Skills 1-7, 9-13, 19-22, 24-25, 27-28, 33-35, 37-46, 48, 56-57, 59, 61-62, Lesson A and B       |
| 1                                                                                                                                 | 1.F.PA.6.b    | Distinguish between short and long vowel sounds in spoken one-syllable words. (I/C)                                                                                                                          | Skills 5, 6, 11, 20, 22, 28, 33, 34, 38, Lesson A and B                                         |
| 1                                                                                                                                 | 1.F.PA.6.c    | Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words. (I/C)                                                                                                       | Skills 6, 8-10, 12-19, 22, 27, 29, 30, 33, 35-37, 39, 41, 48, 59, 61, Lesson A and B            |
| 1                                                                                                                                 | 1.F.PA.6.d    | Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes. (I/C)                                                                                                         | Skills 7, 9, 13-17, 20, 21, 23-26, 28, 29, 32, 34-36, 39-43, 46, 49, 58, 59, 62, Lesson A and B |
| 1                                                                                                                                 | 1.F.P         | <b>III. BIG IDEA: Phonics</b> Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.        |                                                                                                 |
| 1                                                                                                                                 | 1.F.P.1       | <b>Phoneme-Grapheme Correspondences</b> Identify and produce phoneme-grapheme correspondences.                                                                                                               |                                                                                                 |
| 1                                                                                                                                 | 1.F.P.1.a     | Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and digraphs. (I/C)                                                                                               | Skills 7-10, 14-16, 17, Lesson A, B, and C                                                      |
| 1                                                                                                                                 | 1.F.P.1.b     | Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs. (I/C)                                                                                        | Skills 1-5, 18, 20-21, 27-29, 33, 36, 39, 42, 43, 48, 49, Lesson A, B, and C                    |
| 1                                                                                                                                 | 1.F.P.2       | <b>Decoding with Phonics</b> Use grade-level phonics skills to decode words in context and in isolation.                                                                                                     |                                                                                                 |
| 1                                                                                                                                 | 1.F.P.2.a     | Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words. (I/C)                                           | All skills, Lesson A, B, and C                                                                  |
| 1                                                                                                                                 | 1.F.P.2.b     | Identify and decode parts of irregularly spelled words, including high-frequency words. (I/C)                                                                                                                | All skills, Lesson B                                                                            |
| 1                                                                                                                                 | 1.F.P.2.d     | Decode two-syllable words with basic patterns by applying knowledge of basic syllable types. (I/C)                                                                                                           | Skills 12-64, Lesson A, B, and C                                                                |

| Grade          | Standard Code | Standard                                                                                                                                                                                                                | SPIRE Up Alignment               |
|----------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <b>Grade 1</b> |               |                                                                                                                                                                                                                         |                                  |
| 1              | 1.F.P.3       | <b>Encoding with Phonics</b> Use grade-level phonics skills to encode words in context and in isolation.                                                                                                                |                                  |
| 1              | 1.F.P.3.a     | Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words. (I/C)                                                          | All skills, Lesson A, B, and C   |
| 1              | 1.F.P.3.b     | Identify and encode irregularly spelled words, including high-frequency words. (I/C)                                                                                                                                    | All skills, Lesson B             |
| 1              | 1.F.P.3.d     | Encode two-syllable words with basic patterns by applying knowledge of basic syllable types. (I/C)                                                                                                                      | Skills 12-64, Lesson A, B, and C |
| 1              | 1.F.F         | <b>IV. BIG IDEA: Fluency</b> Students read text aloud or silently with speed, accuracy, and expression.                                                                                                                 |                                  |
| 1              | 1.F.F.1       | <b>Oral &amp; Silent Reading Fluency</b> Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.          |                                  |
| 1              | 1.F.F.1.a     | Increase sight word vocabulary using decoding skills by reading grade-appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity. (I/C) | All skills, Lesson A, B, and C   |
| 1              | 1.F.F.1.b     | Read a wide range of grade-level texts aloud with increasing accuracy. (I/C)                                                                                                                                            | All skills, Lesson C             |
| 1              | 1.F.F.1.c     | Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/ pause, and intonation) to demonstrate understanding. (I/C)                                                       | All skills, Lesson C             |
| 1              | 1.F.F.1.d     | Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary. (I/C)                                                                                                 | All skills, Lesson C             |
| 1              | 1.F.H         | <b>V. BIG IDEA: Handwriting</b> Students develop print handwriting skills.                                                                                                                                              |                                  |
| 1              | 1.F.H.1       | <b>Motor Skills &amp; Letter/Word Formation</b> Use fine motor skills to form legible letters and words in print.                                                                                                       |                                  |
| 1              | 1.F.H.1.a     | Form all uppercase and lowercase letters and words with accuracy and consistency. (I/C)                                                                                                                                 | All skills, Lesson A, B, and C   |
| 1              | 1.F.H.1.b     | Form words with accuracy and consistency. (I/C)                                                                                                                                                                         | All skills, Lesson A, B, and C   |
| 1              | 1.F.H.1.c     | Use appropriate spacing between letters, words, and sentences across lines on a page. (I/C)                                                                                                                             | All skills, Lesson A, B, and C   |
| 1              | 1.F.H.2       | <b>Transcription &amp; Handwriting Fluency</b> Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.                  |                                  |
| 1              | 1.F.H.2.a     | Perform basic transcription skills. (I/C)                                                                                                                                                                               | All skills, Lesson A, B, and C   |
| 1              | 1.F.H.2.b     | Build handwriting fluency by forming accurate letters and words with increasing speed. (I/C)                                                                                                                            | All skills, Lesson A, B, and C   |

| Grade                                                                                                                                                                              | Standard Code | Standard                                                                                                                                                                                                                                                                                                                      | SPIRE Up Alignment                                                                                     |
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| <b>Grade 1</b>                                                                                                                                                                     |               |                                                                                                                                                                                                                                                                                                                               |                                                                                                        |
| <b>DOMAIN: Practices (P)</b> Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |               |                                                                                                                                                                                                                                                                                                                               |                                                                                                        |
| 1                                                                                                                                                                                  | 1.P.EICC      | <b>I. BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition</b> Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |                                                                                                        |
| 1                                                                                                                                                                                  | 1.P.EICC.1    | <b>Reader &amp; Writer Identity</b> Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.                                                                                                                |                                                                                                        |
| 1                                                                                                                                                                                  | 1.P.EICC.1.a  | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C)                                                                                                                                                                                                    | All skills, Lesson C (reading goals)                                                                   |
| 1                                                                                                                                                                                  | 1.P.EICC.1.d  | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)                                                                                                                                                | All skills, Lesson C (interpretation)                                                                  |
| 1                                                                                                                                                                                  | 1.P.EICC.1.e  | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C)                                                                                                            | All skills, Lesson C (discussing texts)                                                                |
| 1                                                                                                                                                                                  | 1.P.EICC.1.f  | Develop independence and autonomy as a reader and writer. (I/C)                                                                                                                                                                                                                                                               | All skills, Lesson C (reader)                                                                          |
| 1                                                                                                                                                                                  | 1.P.EICC.3    | <b>Comprehension Strategies</b> Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.                                                                                           |                                                                                                        |
| 1                                                                                                                                                                                  | 1.P.EICC.3.a  | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)                                                                                                                                                                                                                               | All skills, Lesson C                                                                                   |
| 1                                                                                                                                                                                  | 1.P.EICC.3.b  | Scan and skim the text, making note of structures and sections that might be most useful. (I)                                                                                                                                                                                                                                 | Skills 7, 9, 11, 13, 14, 18, 21-23, 27, 29-33, 35, 37, 40, 42, 46, 49, 53, 55-57, 60, 62, 64, Lesson C |
| 1                                                                                                                                                                                  | 1.P.EICC.3.c  | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I)                                                                                                                                            | All skills, Lesson C                                                                                   |
| 1                                                                                                                                                                                  | 1.P.EICC.3.d  | Summarize and visualize sections of the text to maintain understanding. (I)                                                                                                                                                                                                                                                   | All skills, Lesson C                                                                                   |
| 1                                                                                                                                                                                  | 1.P.EICC.3.e  | Make and track predictions about the events and information likely to come next. (I)                                                                                                                                                                                                                                          | All skills, Lesson C                                                                                   |
| 1                                                                                                                                                                                  | 1.P.EICC.3.f  | Make, track, and support inferences about different levels of meaning within the text. (I)                                                                                                                                                                                                                                    | Skills 28, 44, 47, 54, Lesson C                                                                        |
| 1                                                                                                                                                                                  | 1.P.EICC.3.g  | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I)                                                                                                                                                                                       | Skills 11, 20, 22-26, 28-39, 41-45, 47-52, 54-64, Lesson C; Skills 51-55, 64, Lesson A and B           |

| Grade          | Standard Code | Standard                                                                                                                                                                                                                                           | SPIRE Up Alignment                    |
|----------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>Grade 1</b> |               |                                                                                                                                                                                                                                                    |                                       |
| 1              | 1.P.ST.2      | <b>Author, Audience, &amp; Purpose</b> Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.                          |                                       |
| 1              | 1.P.ST.2.a    | Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)                          | Skill 20, Lesson C (interpreted)      |
| 1              | 1.P.AC        | <b>III. BIG IDEA: Author's Craft</b> Students apply knowledge of author's craft to enhance the interpretation and construction of texts.                                                                                                           |                                       |
| 1              | 1.P.AC.1      | <b>Reading like a Writer</b> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.                   |                                       |
| 1              | 1.P.AC.1.a    | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)     | All skills, Lesson C                  |
| 1              | 1.P.AC.1.b    | Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)                                            | Skills 11, 23, 43, 54, Lesson C       |
| 1              | 1.P.AC.1.d    | Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C) | Skills 43, 54, 56, 61, Lesson C       |
| 1              | 1.P.CP        | <b>IV. BIG IDEA: Collaboration &amp; Presentation</b> Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.                                                                          |                                       |
| 1              | 1.P.CP.1      | <b>Collaboration</b> Collaborate with others to accomplish shared goals and projects.                                                                                                                                                              |                                       |
| 1              | 1.P.CP.1.a    | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)                                                                                                                                     | All skills, Lesson C                  |
| 1              | 1.P.CP.1.b    | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)                                                                                               | All skills, Lesson C                  |
| 1              | 1.P.CP.1.c    | Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)                                                                                                                   | All skills, Lesson C (discussions)    |
| 1              | 1.P.CP.1.d    | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)                                                                                                                                     | All skills, Lesson C (discuss topics) |

| Grade                                                                                                                                                                                                                                                                          | Standard Code | Standard                                                                                                                                                                                                          | SPIRE Up Alignment                                                                 |
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| <b>Grade 1</b>                                                                                                                                                                                                                                                                 |               |                                                                                                                                                                                                                   |                                                                                    |
| <b>DOMAIN: Language (L)</b> Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |               |                                                                                                                                                                                                                   |                                                                                    |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC        | <b>I. BIG IDEA: Grammar Conventions</b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.                |                                                                                    |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1      | <b>Grammar, Usage, &amp; Mechanics</b> Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language. |                                                                                    |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.5    | Grammar: Form regular plural nouns by adding -s or -es. (Master)                                                                                                                                                  | Skills 1, 2, 13, 16, 18, 23, 25, 31, 32, 34, 49, 54, 62, Lesson B                  |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.6    | Grammar: Form and use verbs by adding -ing, -ed, or -s. (Master)                                                                                                                                                  | Skills 1, 2, 13, 16, 18, 23, 25, 31, 32, 34, 49, 54, 62, Lesson B                  |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.7    | Grammar: Use action verbs. (Master)                                                                                                                                                                               | Skills 1, 2, 13, 16, 18, 23, 25, 31, 32, 34, 49, 54, 62, Lesson B                  |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.8    | Grammar: Use adjectives and adverbs. (Continue)                                                                                                                                                                   | Skills 5, 8, 19, 24, 28, 30, 40, 47, 51, 53, 50, Lesson B                          |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.9    | Grammar: Use common and proper nouns. (Continue)                                                                                                                                                                  | Skills 5, 8, 19, 24, 28, 30, 40, 43, 47, 51, 53, 55, Lesson B                      |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.10   | Grammar: Form and use the simple verb tenses. (Continue)                                                                                                                                                          | Skills 1, 2, 13, 16, 18, 23, 25, 31, 32, 34, 49, 54, 62, Lesson B                  |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.12   | Mechanics: Capitalize proper nouns. (Continue)                                                                                                                                                                    | All skills, Lesson B                                                               |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.13   | Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Continue)                                                                                                                 | All skills, Lesson B                                                               |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.14   | Grammar: Form plural nouns by changing -y to -ies. (Introduce)                                                                                                                                                    | Skill 58, Lesson A, B, and C                                                       |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.15   | Grammar: Use personal pronouns (subject, object, and possessive). (Introduce)                                                                                                                                     | Skills 43, 55, Lesson B                                                            |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.16   | Grammar: Use frequently occurring prepositions. (Introduce)                                                                                                                                                       | Skills 3, 10, 11, 14, 22, 37, 38, 41, 44, 58, Lesson B                             |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.18   | Mechanics: Use apostrophes to form contractions and singular possessive nouns. (Introduce)                                                                                                                        | Skills 34, 35, 40, 60, Lesson A, B, and C                                          |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.19   | Grammar: Form and use irregular plural nouns. (Introduce)                                                                                                                                                         | Skill 59, Lesson A, B, and C                                                       |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.20   | Grammar: Form and use the past tense of irregular verbs. (Introduce)                                                                                                                                              | Skills 32, 49, 54, 62, Lesson B                                                    |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.1.21   | Grammar: Use coordinating conjunctions to join words, phrases, or clauses. (Introduce)                                                                                                                            | Skills 20, 36, 39, 46, 52, Lesson B                                                |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.2      | <b>Syntax</b> Recognize and compose coherent sentences that express complete thoughts.                                                                                                                            |                                                                                    |
| 1                                                                                                                                                                                                                                                                              | 1.L.GC.2.a    | Distinguish between complete and incomplete simple sentences, and identify sentence type (i.e., declarative, imperative, interrogative, and exclamatory). (I)                                                     | Skills 1, 4, 6, 7, 9, 12, 15, 16, 17, 21, 26, 27, 29, 35, 42, 45, 50, 63, Lesson B |



| Grade                                                                                            | Standard Code | Standard                                                                                                                                                                                                                                                         | SPIRE Up Alignment                                                                       |
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| <b>Grade 1</b>                                                                                   |               |                                                                                                                                                                                                                                                                  |                                                                                          |
| 1                                                                                                | 1.L.GC.2.b    | Use a variety of simple sentences (including a variety of sentence types) to develop clarity in written texts. (C)                                                                                                                                               | All skills, Lesson C                                                                     |
| 1                                                                                                | 1.L.GC.2.c    | Use singular and plural subjects with matching verbs. (C)                                                                                                                                                                                                        | Skills 13, 31, Lesson B                                                                  |
| 1                                                                                                | 1.L.V         | <b>II. BIG IDEA: Vocabulary</b> Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |                                                                                          |
| 1                                                                                                | 1.L.V.1       | <b>General, Academic, &amp; Specialized Vocabulary</b> Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.                                                                                                 |                                                                                          |
| 1                                                                                                | 1.L.V.1.a     | Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content. (I)                                                                                                                                     | All skills, Lesson C                                                                     |
| 1                                                                                                | 1.L.V.1.b     | Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings. (C)                                                                                                                                     | All skills, Lesson C                                                                     |
| 1                                                                                                | 1.L.V.2       | <b>Word Analysis</b> Acquire and apply word analysis skills to deconstruct and construct words to make meaning.                                                                                                                                                  |                                                                                          |
| 1                                                                                                | 1.L.V.2.a     | Identify frequently occurring root words (e.g., look) and inflectional endings used to form and comprehend new words (e.g., looks, looked, looking). (I)                                                                                                         | Skills 13, 31, 32, Lesson A, B, and C                                                    |
| 1                                                                                                | 1.L.V.2.c     | Construct words using frequently occurring roots words and inflectional endings. (C)                                                                                                                                                                             | Skills 13, 31, 32, Lesson A, B, and C                                                    |
| 1                                                                                                | 1.L.V.3       | <b>Meaning &amp; Purpose</b> Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.                                                                |                                                                                          |
| 1                                                                                                | 1.L.V.3.a     | Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (I)                                                                                                                              | Skills 1, 2, 4-9, 13, 18, 20-24, 28-32, 35, 38, 39, 44, 46, 48, 52, 53, 56, 63, Lesson B |
| 1                                                                                                | 1.L.V.3.b     | Identify the relationship between words and their synonyms and antonyms. (I)                                                                                                                                                                                     | Skills 19, 21, 24, 28, 32, 36, 37, 40, 41, 43, 46, 48, 57, 60, 61, Lesson C              |
| 1                                                                                                | 1.L.V.3.c     | Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance). (I)                                                                                                                                          | Skills 19, 21, 24, 28, 32, 36, 37, 40, 41, 43, 46, 48, 57, 60, 61 Lesson C               |
| 1                                                                                                | 1.L.V.3.e     | Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing. (C)                                                                                                                               | All skills, Lesson C                                                                     |
| <b>DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.</b> |               |                                                                                                                                                                                                                                                                  |                                                                                          |
| 1                                                                                                | 1.T.C         | <b>I. BIG IDEA: Context</b> Students explore the relationships and roles of authors, purposes, and audiences of texts.                                                                                                                                           |                                                                                          |
| 1                                                                                                | 1.T.C.1       | <b>Purpose &amp; Audience</b> Explain how authors of texts use language for a specific purpose and a target audience.                                                                                                                                            |                                                                                          |
| 1                                                                                                | 1.T.C.1.a     | Identify the general purpose (e.g., to tell stories, to provide information, to share opinions, to explain ideas) and target audience in a variety of texts. (I)                                                                                                 | Skill 20, Lesson C                                                                       |

| Grade          | Standard Code | Standard                                                                                                                                                                                            | SPIRE Up Alignment                                                                                |
|----------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Grade 1</b> |               |                                                                                                                                                                                                     |                                                                                                   |
| 1              | 1.T.SS        | <b>II. BIG IDEA: Structures &amp; Style</b> Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |                                                                                                   |
| 1              | 1.T.SS.1      | <b>Organization</b> Identify and use organizational structures to craft meaning.                                                                                                                    |                                                                                                   |
| 1              | 1.T.SS.1.a    | Identify and use various text features (e.g., diagrams, tables of contents) to locate information and make meaning in texts. (I)                                                                    | Skills 56, 61, Lesson C                                                                           |
| 1              | 1.T.SS.1.c    | Use transition words or phrases, such as once upon a time, next, and last to sequence events and actions. (C)                                                                                       | Skills 33, 48, 57, 60, 64, Lesson B                                                               |
| 1              | 1.T.SS.2      | <b>Craft</b> Identify and use descriptive and engaging language.                                                                                                                                    |                                                                                                   |
| 1              | 1.T.SS.2.a    | Identify and explain the use of descriptive words in texts. (I)                                                                                                                                     | All skills, Lesson C                                                                              |
| 1              | 1.T.T         | <b>III. BIG IDEA: Techniques</b> Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.                                |                                                                                                   |
| 1              | 1.T.T.1       | <b>Narrative Techniques</b> Identify and use narrative techniques to shape understanding.                                                                                                           |                                                                                                   |
| 1              | 1.T.T.1.a     | Identify techniques used to craft stories, including characters, setting, major events, and dialogue. (I)                                                                                           | Skills 1-3, 6, 12-14, 27, 31, 42, 46, 47, 57, 60, Lesson C                                        |
| 1              | 1.T.T.1.b     | Identify a simple plot with a problem and solution. (I)                                                                                                                                             | Skills 13, 27, 31, 60, Lesson C                                                                   |
| 1              | 1.T.T.1.c     | Describe traits of the main characters and explain how their words and actions support the central message, lesson, or moral of the story. (I)                                                      | Skills 1-3, 6, 12-14, 27, 31, 42, 46, 47, 57, 60, Lesson C                                        |
| 1              | 1.T.T.2       | <b>Expository Techniques</b> Identify and use expository techniques to shape understanding.                                                                                                         |                                                                                                   |
| 1              | 1.T.T.2.a     | Identify techniques used to craft expository texts, including main topic and supporting details. (I)                                                                                                | Skills 4, 5, 7-11, 15-26, 28-30, 31-41, 44, 45, 48-53, 55, 56, 58, 59, 61-64, Lesson C            |
| 1              | 1.T.T.2.b     | Describe the connection between two individuals, events, ideas, or pieces of information in a text. (I)                                                                                             | Skills 7, 9, 11, 18, 21, 22, 23, 29, 30, 32, 33, 35, 37, 40, 49, 53, 55, 56, 57, 62, 64, Lesson C |
| 1              | 1.T.T.4       | <b>Poetic Techniques</b> Identify and use poetic techniques to shape understanding.                                                                                                                 |                                                                                                   |
| 1              | 1.T.T.4.a     | Identify and describe poetic techniques used to craft texts, including rhyme, alliteration, and repeated lines. (I)                                                                                 | Skills 43, 54, Lesson C                                                                           |

| Grade                                                                                                                             | Standard Code | Standard                                                                                                                                                                                                                | SPIRE Up Alignment                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Grade 2</b>                                                                                                                    |               |                                                                                                                                                                                                                         |                                                                             |
| <b>DOMAIN: Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.</b> |               |                                                                                                                                                                                                                         |                                                                             |
| 2                                                                                                                                 | 2.F.P         | <b>III. BIG IDEA: Phonics</b> Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.                   |                                                                             |
| 2                                                                                                                                 | 2.F.P.1       | <b>Phoneme-Grapheme Correspondences</b> Identify and produce phoneme-grapheme correspondences.                                                                                                                          |                                                                             |
| 2                                                                                                                                 | 2.F.P.1.a     | Identify and produce all phoneme- grapheme correspondences for all consonants, including consonant blends and digraphs. (I/C)                                                                                           | Skills 1-4, 7-10, 14-17, Lesson A, B, and C                                 |
| 2                                                                                                                                 | 2.F.P.1.b     | Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e, vowel digraphs, r-controlled vowels, and diphthongs. (I/C)                                                                 | Skills 1-5, 18, 20-21, 24-29, 33, 36, 39, 41-46, 48, 49, Lesson A, B, and C |
| 2                                                                                                                                 | 2.F.P.2       | <b>Decoding with Phonics</b> Use grade-level phonics skills to decode words in context and in isolation.                                                                                                                |                                                                             |
| 2                                                                                                                                 | 2.F.P.2.a     | Decode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high-frequency words. (I/C)                          | Skills 11-64, Lesson A, B, and C                                            |
| 2                                                                                                                                 | 2.F.P.2.b     | Identify and decode parts of irregularly spelled words, including high-frequency words. (I/C)                                                                                                                           | All skills, Lesson B                                                        |
| 2                                                                                                                                 | 2.F.P.2.d     | Decode two-syllable words by applying knowledge of all major syllable types. (I/C)                                                                                                                                      | Skills 11-64, Lesson A, B, and C                                            |
| 2                                                                                                                                 | 2.F.P.3       | <b>Encoding with Phonics</b> Use grade-level phonics skills to encode words in context and in isolation.                                                                                                                |                                                                             |
| 2                                                                                                                                 | 2.F.P.3.a     | Encode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high- frequency words. (I/C)                         | Skills 11-64, Lesson A, B, and C                                            |
| 2                                                                                                                                 | 2.F.P.3.b     | Identify and encode irregularly spelled words, including high-frequency words. (I/C)                                                                                                                                    | All skills, Lesson B                                                        |
| 2                                                                                                                                 | 2.F.P.3.c     | Encode two-syllable nonsense words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC). (I/C)                                                                                                                 | <i>SPIRE Up</i> focuses instruction on decoding and encoding real words.    |
| 2                                                                                                                                 | 2.F.P.3.d     | Encode two-syllable words by applying knowledge of all major syllable types. (I/C)                                                                                                                                      | Skills 11-64, Lesson A, B, and C                                            |
| 2                                                                                                                                 | 2.F.F         | <b>IV. BIG IDEA: Fluency</b> Students read text aloud or silently with speed, accuracy, and expression.                                                                                                                 |                                                                             |
| 2                                                                                                                                 | 2.F.F.1       | <b>Oral &amp; Silent Reading Fluency</b> Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.          |                                                                             |
| 2                                                                                                                                 | 2.F.F.1.a     | Increase sight word vocabulary using decoding skills by reading grade appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity. (I/C) | All skills, Lesson A, B, and C                                              |
| 2                                                                                                                                 | 2.F.F.1.b     | Read a wide range of grade-level texts aloud with increasing automaticity. (I/C)                                                                                                                                        | All skills, Lesson C                                                        |
| 2                                                                                                                                 | 2.F.F.1.c     | Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/ pause, and intonation) to demonstrate understanding. (I/C)                                                       | All skills, Lesson C                                                        |

| Grade                                                                                                                                                                              | Standard Code | Standard                                                                                                                                                                                                                                                                                                                      | SPIRE Up Alignment                                                                                     |
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| <b>Grade 2</b>                                                                                                                                                                     |               |                                                                                                                                                                                                                                                                                                                               |                                                                                                        |
| 2                                                                                                                                                                                  | 2.F.F.1.d     | Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary. (I/C)                                                                                                                                                                                                       | All skills, Lesson C                                                                                   |
| 2                                                                                                                                                                                  | 2.F.H         | <b>V. BIG IDEA: Handwriting</b> Students develop print handwriting skills.                                                                                                                                                                                                                                                    |                                                                                                        |
| 2                                                                                                                                                                                  | 2.F.H.1       | <b>Motor Skills &amp; Letter/Word Formation</b> Use fine motor skills to form legible letters and words in print.                                                                                                                                                                                                             |                                                                                                        |
| 2                                                                                                                                                                                  | 2.F.H.1.a     | Form all uppercase and lowercase letters and words with accuracy, consistency, and efficiency. (I/C)                                                                                                                                                                                                                          | All skills, Lesson A and B                                                                             |
| 2                                                                                                                                                                                  | 2.F.H.1.b     | Form words and sentences efficiently. (I/C)                                                                                                                                                                                                                                                                                   | All skills, Lesson B and C                                                                             |
| 2                                                                                                                                                                                  | 2.F.H.1.c     | Use appropriate spacing throughout the body of a text. (I/C)                                                                                                                                                                                                                                                                  | All skills, Lesson C                                                                                   |
| 2                                                                                                                                                                                  | 2.F.H.2       | <b>Transcription &amp; Handwriting Fluency</b> Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.                                                                                                                        |                                                                                                        |
| 2                                                                                                                                                                                  | 2.F.H.2.a     | Efficiently and accurately transcribe text. (I/C)                                                                                                                                                                                                                                                                             | All skills, Lesson A and B                                                                             |
| 2                                                                                                                                                                                  | 2.F.H.2.b     | Track and maintain speed and efficiency while forming words and sentences. (I/C)                                                                                                                                                                                                                                              | All skills, Lesson B and C                                                                             |
| <b>DOMAIN: Practices (P)</b> Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |               |                                                                                                                                                                                                                                                                                                                               |                                                                                                        |
| 2                                                                                                                                                                                  | 2.P.EICC      | <b>I. BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition</b> Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |                                                                                                        |
| 2                                                                                                                                                                                  | 2.P.EICC.1    | <b>Reader &amp; Writer Identity</b> Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.                                                                                                                |                                                                                                        |
| 2                                                                                                                                                                                  | 2.P.EICC.1.a  | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C)                                                                                                                                                                                                    | All skills, Lesson C (reading goals)                                                                   |
| 2                                                                                                                                                                                  | 2.P.EICC.1.d  | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)                                                                                                                                                | All skills, Lesson C (interpretation)                                                                  |
| 2                                                                                                                                                                                  | 2.P.EICC.1.e  | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C)                                                                                                            | All skills, Lesson C (discussing texts)                                                                |
| 2                                                                                                                                                                                  | 2.P.EICC.1.f  | Develop independence and autonomy as a reader and writer. (I/C)                                                                                                                                                                                                                                                               | All skills, Lesson C (reader)                                                                          |
| 2                                                                                                                                                                                  | 2.P.EICC.3    | <b>Comprehension Strategies</b> Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.                                                                                           |                                                                                                        |
| 2                                                                                                                                                                                  | 2.P.EICC.3.a  | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)                                                                                                                                                                                                                               | All skills, Lesson C                                                                                   |
| 2                                                                                                                                                                                  | 2.P.EICC.3.b  | Scan and skim the text, making note of structures and sections that might be most useful. (I)                                                                                                                                                                                                                                 | Skills 7, 9, 11, 13, 14, 18, 21-23, 27, 29-33, 35, 37, 40, 42, 46, 49, 53, 55-57, 60, 62, 64, Lesson C |

| Grade          | Standard Code | Standard                                                                                                                                                                                                                                           | SPIRE Up Alignment                                                                           |
|----------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Grade 2</b> |               |                                                                                                                                                                                                                                                    |                                                                                              |
| 2              | 2.P.EICC.3.c  | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I)                                                                 | All skills, Lesson C                                                                         |
| 2              | 2.P.EICC.3.d  | Summarize and visualize sections of the text to maintain understanding. (I)                                                                                                                                                                        | All skills, Lesson C                                                                         |
| 2              | 2.P.EICC.3.e  | Make and track predictions about the events and information likely to come next. (I)                                                                                                                                                               | All skills, Lesson C                                                                         |
| 2              | 2.P.EICC.3.f  | Make, track, and support inferences about different levels of meaning within the text. (I)                                                                                                                                                         | Skills 28, 44, 47, 54, Lesson C                                                              |
| 2              | 2.P.EICC.3.g  | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I)                                                                                                            | Skills 11, 20, 22-26, 28-39, 41-45, 47-52, 54-64, Lesson C; Skills 51-55, 64, Lesson A and B |
| 2              | 2.P.ST.2      | <b>Author, Audience, &amp; Purpose</b> Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.                          |                                                                                              |
| 2              | 2.P.ST.2.a    | Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)                          | Skill 20, Lesson C (interpreted)                                                             |
| 2              | 2.P.AC        | <b>III. BIG IDEA: Author's Craft</b> Students apply knowledge of author's craft to enhance the interpretation and construction of texts.                                                                                                           |                                                                                              |
| 2              | 2.P.AC.1      | <b>Reading like a Writer</b> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.                   |                                                                                              |
| 2              | 2.P.AC.1.a    | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)     | All skills, Lesson C                                                                         |
| 2              | 2.P.AC.1.b    | Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)                                            | Skills 11, 23, 43, 54, Lesson C                                                              |
| 2              | 2.P.AC.1.d    | Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C) | Skills 43, 54, 56, 61, Lesson C                                                              |
| 2              | 2.P.CP        | <b>IV. BIG IDEA: Collaboration &amp; Presentation</b> Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.                                                                          |                                                                                              |
| 2              | 2.P.CP.1      | <b>Collaboration</b> Collaborate with others to accomplish shared goals and projects.                                                                                                                                                              |                                                                                              |
| 2              | 2.P.CP.1.a    | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)                                                                                                                                     | All skills, Lesson C                                                                         |

| Grade                                                                                                                                                                                                                                                                          | Standard Code | Standard                                                                                                                                                                                                          | SPIRE Up Alignment                                                |
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| <b>Grade 2</b>                                                                                                                                                                                                                                                                 |               |                                                                                                                                                                                                                   |                                                                   |
| 2                                                                                                                                                                                                                                                                              | 2.P.CP.1.b    | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)                                                              | All skills, Lesson C                                              |
| 2                                                                                                                                                                                                                                                                              | 2.P.CP.1.c    | Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)                                                                                  | All skills, Lesson C (discussions)                                |
| 2                                                                                                                                                                                                                                                                              | 2.P.CP.1.d    | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)                                                                                                    | All skills, Lesson C (discuss topics)                             |
| <b>DOMAIN: Language (L)</b> Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |               |                                                                                                                                                                                                                   |                                                                   |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC        | <b>I. BIG IDEA: Grammar Conventions</b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.                |                                                                   |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1      | <b>Grammar, Usage, &amp; Mechanics</b> Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language. |                                                                   |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1.8    | Grammar: Use adjectives and adverbs. (Master)                                                                                                                                                                     | Skills 5, 8, 19, 24, 28, 30, 40, 47, 51, 53, 50, Lesson B         |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1.9    | Grammar: Use common and proper nouns. (Master)                                                                                                                                                                    | Skills 5, 8, 19, 24, 28, 30, 40, 43, 47, 51, 53, 55, Lesson B     |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1.10   | Grammar: Form and use the simple verb tenses. (Master)                                                                                                                                                            | Skills 1, 2, 13, 16, 18, 23, 25, 31, 32, 34, 49, 54, 62, Lesson B |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1.12   | Mechanics: Capitalize proper nouns. (Master)                                                                                                                                                                      | All skills, Lesson B                                              |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1.13   | Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Master)                                                                                                                   | All skills, Lesson B                                              |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1.14   | Grammar: Form plural nouns by changing -y to -ies. (Master)                                                                                                                                                       | Skill 58, Lesson A, B, and C                                      |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1.15   | Grammar: Use personal pronouns (subject, object, and possessive). (Master)                                                                                                                                        | Skills 43, 55, Lesson B                                           |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1.16   | Grammar: Use frequently occurring prepositions. (Master)                                                                                                                                                          | Skills 3, 10, 11, 14, 22, 37, 38, 41, 44, 58, Lesson B            |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1.18   | Mechanics: Use apostrophes to form contractions and singular possessive nouns. (Continue)                                                                                                                         | Skills 34, 35, 40, 60, Lesson A, B, and C                         |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1.19   | Grammar: Form and use irregular plural nouns. (Continue)                                                                                                                                                          | Skill 59, Lesson A, B, and C                                      |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1.20   | Grammar: Form and use the past tense of irregular verbs. (Continue)                                                                                                                                               | Skills 32, 49, 54, 62, Lesson B                                   |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1.21   | Grammar: Use coordinating conjunctions to join words, phrases, or clauses. (Continue)                                                                                                                             | Skills 20, 36, 39, 46, 52, Lesson B                               |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1.22   | Grammar: Form and use verbs by adding -d or -es. (Introduce, Master)                                                                                                                                              | Skills 31, 32, Lesson A, B, and C                                 |
| 2                                                                                                                                                                                                                                                                              | 2.L.GC.1.27   | Grammar: Form and use prepositional phrases. (Introduce)                                                                                                                                                          | Skills 3, 10, 11, 14, 22, 37, 38, 41, 44, 58, Lesson B            |



| Grade          | Standard Code | Standard                                                                                                                                                                                                                                                         | SPIRE Up Alignment                                                                       |
|----------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>Grade 2</b> |               |                                                                                                                                                                                                                                                                  |                                                                                          |
| 2              | 2.L.GC.1.28   | Grammar: Form and use comparative and superlative adjectives and adverbs. (Introduce)                                                                                                                                                                            | Skill 53, Lesson B                                                                       |
| 2              | 2.L.GC.1.29   | Usage: Ensure pronoun-antecedent agreement. (Introduce)                                                                                                                                                                                                          | Skills 43, 55, Lesson B                                                                  |
| 2              | 2.L.GC.2      | <b>Syntax</b> Recognize and compose coherent sentences that express complete thoughts.                                                                                                                                                                           |                                                                                          |
| 2              | 2.L.GC.2.a    | Distinguish between simple and compound sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, and exclamatory). (I)                                                                                                           | Skills 1, 4, 6, 7, 9, 12, 15, 16, 17, 21, 26, 27, 29, 35, 42, 45, 50, 63, Lesson B       |
| 2              | 2.L.GC.2.b    | Use a variety of simple and compound sentences (including a variety of sentence types) to develop clarity and coherence in written texts. (C)                                                                                                                    | All skills, Lesson C                                                                     |
| 2              | 2.L.GC.2.c    | Use correct subject and verb agreement in sentence constructions. (C)                                                                                                                                                                                            | Skills 13, 31, Lesson B                                                                  |
| 2              | 2.L.V         | <b>II. BIG IDEA: Vocabulary</b> Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |                                                                                          |
| 2              | 2.L.V.1       | <b>General, Academic, &amp; Specialized Vocabulary</b> Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.                                                                                                 |                                                                                          |
| 2              | 2.L.V.1.a     | Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content. (I)                                                                                                                                     | All skills, Lesson C                                                                     |
| 2              | 2.L.V.1.b     | Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings. (C)                                                                                                                                     | All skills, Lesson C                                                                     |
| 2              | 2.L.V.2       | <b>Word Analysis</b> Acquire and apply word analysis skills to deconstruct and construct words to make meaning.                                                                                                                                                  |                                                                                          |
| 2              | 2.L.V.2.a     | Identify and use frequently occurring root words and affixes (e.g., prefixes, suffixes) to deconstruct words to determine or clarify meaning. (I)                                                                                                                | Skills 13, 31, 32, 51-55, 64, Lesson A, B, and C                                         |
| 2              | 2.L.V.2.c     | Construct words using frequently occurring root words and affixes. (C)                                                                                                                                                                                           | Skills 13, 31, 32, 51-55, 64, Lesson A, B, and C                                         |
| 2              | 2.L.V.3       | <b>Meaning &amp; Purpose</b> Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.                                                                |                                                                                          |
| 2              | 2.L.V.3.a     | Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (I)                                                                                                                              | Skills 1, 2, 4-9, 13, 18, 20-24, 28-32, 35, 38, 39, 44, 46, 48, 52, 53, 56, 63, Lesson B |
| 2              | 2.L.V.3.b     | Determine the relationship between words and their synonyms and antonyms. (I)                                                                                                                                                                                    | Skills 19, 21, 24, 28, 32, 36, 37, 40, 41, 43, 46, 48, 57, 60, 61, Lesson C              |
| 2              | 2.L.V.3.c     | Distinguish shades of meaning among verbs that differ in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic). (I)                                                                             | Skills 19, 21, 24, 28, 32, 36, 37, 40, 41, 43, 46, 48, 57, 60, 61 Lesson C               |
| 2              | 2.L.V.3.e     | Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing. (C)                                                                                                                               | All skills, Lesson C                                                                     |



| Grade                                                                                            | Standard Code | Standard                                                                                                                                                                                            | SPIRE Up Alignment                                                                                       |
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| <b>Grade 2</b>                                                                                   |               |                                                                                                                                                                                                     |                                                                                                          |
| <b>DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.</b> |               |                                                                                                                                                                                                     |                                                                                                          |
| 2                                                                                                | 2.T.C         | <b>I. BIG IDEA: Context</b> Students explore the relationships and roles of authors, purposes, and audiences of texts.                                                                              |                                                                                                          |
| 2                                                                                                | 2.T.C.1       | <b>Purpose &amp; Audience</b> Explain how authors of texts use language for a specific purpose and a target audience.                                                                               |                                                                                                          |
| 2                                                                                                | 2.T.C.1.a     | Determine the general purpose and target audience in a variety of texts. (I)                                                                                                                        | Skill 20, Lesson C                                                                                       |
| 2                                                                                                | 2.T.SS        | <b>II. BIG IDEA: Structures &amp; Style</b> Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |                                                                                                          |
| 2                                                                                                | 2.T.SS.1      | <b>Organization</b> Identify and use organizational structures to craft meaning.                                                                                                                    |                                                                                                          |
| 2                                                                                                | 2.T.SS.1.a    | Explain how various text features (e.g., captions, subheadings, charts, indexes) contribute to meaning and organization of texts. (I)                                                               | Skills 56, 61, Lesson C                                                                                  |
| 2                                                                                                | 2.T.SS.1.c    | Use conjunctions and transition words or phrases to sequence events and actions. (C)                                                                                                                | Skills 33, 48, 57, 60, 64, Lesson B                                                                      |
| 2                                                                                                | 2.T.SS.2      | <b>Craft</b> Identify and use descriptive and engaging language.                                                                                                                                    |                                                                                                          |
| 2                                                                                                | 2.T.SS.2.a    | Identify the difference between literal and nonliteral or figurative language in texts. (I)                                                                                                         | Skills 43, 47, 54, 55, 60, Lesson C                                                                      |
| 2                                                                                                | 2.T.T         | <b>III. BIG IDEA: Techniques</b> Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.                                |                                                                                                          |
| 2                                                                                                | 2.T.T.1       | <b>Narrative Techniques</b> Identify and use narrative techniques to shape understanding.                                                                                                           |                                                                                                          |
| 2                                                                                                | 2.T.T.1.a     | Identify and describe techniques used to craft stories, including characters, setting, major events, and dialogue. (I)                                                                              | Skills 1-3, 6, 12-14, 27, 31, 42, 46, 47, 57, 60, Lesson C                                               |
| 2                                                                                                | 2.T.T.1.b     | Identify the major plot events that occur between a problem and solution. (I)                                                                                                                       | Skills 13, 27, 31, 60 Lesson C                                                                           |
| 2                                                                                                | 2.T.T.1.c     | Identify and describe how characters' responses to major challenges or events support the central message, lesson, or moral of the story. (I)                                                       | Skills 1-3, 6, 12-14, 27, 31, 42, 46, 47, 57, 60, Lesson C                                               |
| 2                                                                                                | 2.T.T.2       | <b>Expository Techniques</b> Identify and use expository techniques to shape understanding.                                                                                                         |                                                                                                          |
| 2                                                                                                | 2.T.T.2.a     | Identify and describe techniques used to craft expository texts, including main idea and key supporting details within specific paragraphs. (I)                                                     | Skills 4, 5, 8, 10, 15-17, 19, 20, 24-26, 34, 36, 38, 39, 41, 43, 45, 48, 50-52, 58-59, 61, 63, Lesson C |
| 2                                                                                                | 2.T.T.2.b     | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (I)                                                        | Skills 7, 9, 11, 18, 21, 23, 30, 32, 37, 40, 49, 53, 55, 56, 62, 64, Lesson C                            |
| 2                                                                                                | 2.T.T.4       | <b>Poetic Techniques</b> Identify and use poetic techniques to shape understanding.                                                                                                                 |                                                                                                          |
| 2                                                                                                | 2.T.T.4.a     | Identify, classify, and describe poetic techniques used to craft texts, including rhyme, alliteration, repeated lines, stanzas, and line breaks. (I)                                                | Skills 43, 54, Lesson C                                                                                  |

| Grade                                                                                                                                                                              | Standard Code | Standard                                                                                                                                                                                                                                                                                                                      | SPIRE Up Alignment                                                  |
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| <b>Grade 3</b>                                                                                                                                                                     |               |                                                                                                                                                                                                                                                                                                                               |                                                                     |
| <b>DOMAIN: Foundations (F)</b> Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.                                                  |               |                                                                                                                                                                                                                                                                                                                               |                                                                     |
| 3                                                                                                                                                                                  | 3.F.P         | <b>III. BIG IDEA: Phonics</b> Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.                                                                                                                         |                                                                     |
| 3                                                                                                                                                                                  | 3.F.P.4       | <b>Decoding &amp; Encoding with Phonics</b> Use knowledge of phonics to decode and encode grade-level words.                                                                                                                                                                                                                  |                                                                     |
| 3                                                                                                                                                                                  | 3.F.P.4.a     | Decode and encode words with graphemes that represent multiple letter-sound correspondences. (I/C)                                                                                                                                                                                                                            | Skills 7-10, 27-29, 33, 36-39, 41-43, 48-49, 63, Lesson A, B, and C |
| 3                                                                                                                                                                                  | 3.F.P.4.b     | Decode and encode single-syllable and multisyllabic words of all syllable types. (I/C)                                                                                                                                                                                                                                        | All skills, Lesson A and B                                          |
| 3                                                                                                                                                                                  | 3.F.P.4.c     | Decode and encode words with common prefixes and suffixes. (I/C)                                                                                                                                                                                                                                                              | Skills 51-55, 64, Lesson A and B                                    |
| 3                                                                                                                                                                                  | 3.F.F         | <b>IV. BIG IDEA: Fluency</b> Students read texts aloud or silently with speed, accuracy, and expression.                                                                                                                                                                                                                      |                                                                     |
| 3                                                                                                                                                                                  | 3.F.F.1       | <b>Oral &amp; Silent Reading Fluency</b> Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.                                                                                                                      |                                                                     |
| 3                                                                                                                                                                                  | 3.F.F.1.a     | Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity. (I/C)                                                                                                                                                                              | All skills, Lesson A, B, and C                                      |
| 3                                                                                                                                                                                  | 3.F.F.1.b     | Read a variety of unfamiliar grade-level texts with increasing accuracy. (I/C)                                                                                                                                                                                                                                                | All skills, Lesson C                                                |
| 3                                                                                                                                                                                  | 3.F.F.1.c     | Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension. (I/C)                                                                                                                                                                      | All skills, Lesson C                                                |
| 3                                                                                                                                                                                  | 3.F.F.1.d     | Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary. (I/C)                                                                                                                                                                                               | All skills, Lesson C                                                |
| <b>DOMAIN: Practices (P)</b> Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |               |                                                                                                                                                                                                                                                                                                                               |                                                                     |
| 3                                                                                                                                                                                  | 3.P.EICC      | <b>I. BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition</b> Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |                                                                     |
| 3                                                                                                                                                                                  | 3.P.EICC.1    | <b>Reader &amp; Writer Identity</b> Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.                                                                                                                |                                                                     |
| 3                                                                                                                                                                                  | 3.P.EICC.1.a  | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C)                                                                                                                                                                                                    | All skills, Lesson C (reading goals)                                |
| 3                                                                                                                                                                                  | 3.P.EICC.1.d  | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)                                                                                                                                                | All skills, Lesson C (interpretation)                               |

| Grade          | Standard Code | Standard                                                                                                                                                                                                                                       | SPIRE Up Alignment                                                                                     |
|----------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Grade 3</b> |               |                                                                                                                                                                                                                                                |                                                                                                        |
| 3              | 3.P.EICC.1.e  | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C)                             | All skills, Lesson C (discussing texts)                                                                |
| 3              | 3.P.EICC.1.f  | Develop independence and autonomy as a reader and writer. (I/C)                                                                                                                                                                                | All skills, Lesson C (reader)                                                                          |
| 3              | 3.P.EICC.3    | <b>Comprehension Strategies</b> Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.            |                                                                                                        |
| 3              | 3.P.EICC.3.a  | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)                                                                                                                                                | All skills, Lesson C                                                                                   |
| 3              | 3.P.EICC.3.b  | Scan and skim the text, making note of structures and sections that might be most useful. (I)                                                                                                                                                  | Skills 7, 9, 11, 13, 14, 18, 21-23, 27, 29-33, 35, 37, 40, 42, 46, 49, 53, 55-57, 60, 62, 64, Lesson C |
| 3              | 3.P.EICC.3.c  | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I)                                                             | All skills, Lesson C                                                                                   |
| 3              | 3.P.EICC.3.d  | Summarize and visualize sections of the text to maintain understanding. (I)                                                                                                                                                                    | All skills, Lesson C                                                                                   |
| 3              | 3.P.EICC.3.e  | Make and track predictions about the events and information likely to come next. (I)                                                                                                                                                           | All skills, Lesson C                                                                                   |
| 3              | 3.P.EICC.3.f  | Make, track, and support inferences about different levels of meaning within the text. (I)                                                                                                                                                     | Skills 28, 44, 47, 54, Lesson C                                                                        |
| 3              | 3.P.EICC.3.g  | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I)                                                                                                        | Skills 11, 20, 22-26, 28-39, 41-45, 47-52, 54-64, Lesson C; Skills 51-55, 64, Lesson A and B           |
| 3              | 3.P.ST.2      | <b>Author, Audience, &amp; Purpose</b> Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.                      |                                                                                                        |
| 3              | 3.P.ST.2.a    | Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)                      | Skill 20, Lesson C (interpreted)                                                                       |
| 3              | 3.P.AC        | <b>III. BIG IDEA: Author's Craft</b> Students apply knowledge of author's craft to enhance the interpretation and construction of texts.                                                                                                       |                                                                                                        |
| 3              | 3.P.AC.1      | <b>Reading like a Writer</b> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.               |                                                                                                        |
| 3              | 3.P.AC.1.a    | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C) | All skills, Lesson C                                                                                   |

| Grade                                                                                                                                                                                                                                                                          | Standard Code | Standard                                                                                                                                                                                                                                           | SPIRE Up Alignment                                     |
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| <b>Grade 3</b>                                                                                                                                                                                                                                                                 |               |                                                                                                                                                                                                                                                    |                                                        |
| 3                                                                                                                                                                                                                                                                              | 3.P.AC.1.b    | Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)                                            | Skills 11, 23, 43, 54, Lesson C                        |
| 3                                                                                                                                                                                                                                                                              | 3.P.AC.1.d    | Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C) | Skills 43, 54, 56, 61, Lesson C                        |
| 3                                                                                                                                                                                                                                                                              | 3.P.CP        | <b>IV. BIG IDEA: Collaboration &amp; Presentation</b> Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.                                                                          |                                                        |
| 3                                                                                                                                                                                                                                                                              | 3.P.CP.1      | <b>Collaboration</b> Collaborate with others to accomplish shared goals and projects.                                                                                                                                                              |                                                        |
| 3                                                                                                                                                                                                                                                                              | 3.P.CP.1.a    | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)                                                                                                                                     | All skills, Lesson C                                   |
| 3                                                                                                                                                                                                                                                                              | 3.P.CP.1.b    | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)                                                                                               | All skills, Lesson C                                   |
| 3                                                                                                                                                                                                                                                                              | 3.P.CP.1.c    | Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)                                                                                                                   | All skills, Lesson C (discussions)                     |
| 3                                                                                                                                                                                                                                                                              | 3.P.CP.1.d    | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)                                                                                                                                     | All skills, Lesson C (discuss topics)                  |
| <b>DOMAIN: Language (L)</b> Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |               |                                                                                                                                                                                                                                                    |                                                        |
| 3                                                                                                                                                                                                                                                                              | 3.L.GC        | <b>I. BIG IDEA: Grammar Conventions</b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.                                                 |                                                        |
| 3                                                                                                                                                                                                                                                                              | 3.L.GC.1      | <b>Grammar, Usage, &amp; Mechanics</b> Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.                                  |                                                        |
| 3                                                                                                                                                                                                                                                                              | 3.L.GC.1.18   | Mechanics: Use apostrophes to form contractions and singular possessive nouns. (Master)                                                                                                                                                            | Skills 34, 35, 40, 60, Lesson A, B, and C              |
| 3                                                                                                                                                                                                                                                                              | 3.L.GC.1.19   | Grammar: Form and use irregular plural nouns. (Master)                                                                                                                                                                                             | Skill 59, Lesson A, B, and C                           |
| 3                                                                                                                                                                                                                                                                              | 3.L.GC.1.20   | Grammar: Form and use the past tense of irregular verbs. (Master)                                                                                                                                                                                  | Skills 32, 49, 54, 62, Lesson B                        |
| 3                                                                                                                                                                                                                                                                              | 3.L.GC.1.21   | Grammar: Use coordinating conjunctions to join words, phrases, or clauses. (Master)                                                                                                                                                                | Skills 20, 36, 39, 46, 52, Lesson B                    |
| 3                                                                                                                                                                                                                                                                              | 3.L.GC.1.27   | Grammar: Form and use prepositional phrases. (Master)                                                                                                                                                                                              | Skills 3, 10, 11, 14, 22, 37, 38, 41, 44, 58, Lesson B |
| 3                                                                                                                                                                                                                                                                              | 3.L.GC.1.28   | Grammar: Form and use comparative and superlative adjectives and adverbs. (Continue)                                                                                                                                                               | Skill 53, Lesson B                                     |

| Grade          | Standard Code | Standard                                                                                                                                                                                                                                                         | SPIRE Up Alignment                                                                       |
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| <b>Grade 3</b> |               |                                                                                                                                                                                                                                                                  |                                                                                          |
| 3              | 3.L.GC.1.29   | Usage: Ensure pronoun-antecedent agreement. (Continue)                                                                                                                                                                                                           | Skills 43, 55, Lesson B                                                                  |
| 3              | 3.L.GC.1.32   | Grammar: Use interjections. (Introduce)                                                                                                                                                                                                                          | Skills 56, 61, Lesson B                                                                  |
| 3              | 3.L.GC.1.34   | Usage: Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise). (Introduce)                                                                                                                                               | Skills 24, 28, 36, 41, 46, Lesson C; Skills 29, 33, Lesson A                             |
| 3              | 3.L.GC.1.37   | Mechanics: Use apostrophes to form plural possessives nouns. (Introduce)                                                                                                                                                                                         | Skills 43, 55, Lesson A, B, C                                                            |
| 3              | 3.L.GC.2      | <b>Syntax</b> Apply understandings of sentence structure to comprehend and compose varied sentences.                                                                                                                                                             |                                                                                          |
| 3              | 3.L.GC.2.c    | Use correct subject and verb agreement in a variety of sentences. (C)                                                                                                                                                                                            | Skills 13, 31, Lesson B                                                                  |
| 3              | 3.L.V         | <b>II. BIG IDEA: Vocabulary</b> Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |                                                                                          |
| 3              | 3.L.V.1       | <b>General, Academic, &amp; Specialized Vocabulary</b> Acquire and use general, academic, and specialized vocabulary words and phrases with precision in a variety of settings.                                                                                  |                                                                                          |
| 3              | 3.L.V.1.a     | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. (I)                                                                                                                                    | All skills, Lesson C                                                                     |
| 3              | 3.L.V.1.b     | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. (C)                                                                                                                           | All skills, Lesson C                                                                     |
| 3              | 3.L.V.2       | <b>Word Analysis</b> Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.                                                                                                       |                                                                                          |
| 3              | 3.L.V.2.a     | Deconstruct words using common roots, root words, and affixes to determine meaning. (I)                                                                                                                                                                          | Skills 13, 31, 32, 51-55, 64, Lesson A, B, and C                                         |
| 3              | 3.L.V.2.b     | Identify affixes associated with specific parts of speech (e.g., -ly is commonly used with adverbs) to aid comprehension. (I)                                                                                                                                    | Skills 31, 32, 51-55, 64, Lesson A, B, and C                                             |
| 3              | 3.L.V.2.c     | Construct words using common roots, root words, and affixes. (C)                                                                                                                                                                                                 | Skills 13, 31, 32, 51-55, 64, Lesson A, B, and C                                         |
| 3              | 3.L.V.3       | <b>Meaning &amp; Purpose</b> Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.                                                                |                                                                                          |
| 3              | 3.L.V.3.a     | Use context (e.g., images and graphs) within and beyond a sentence to determine or clarify the meaning of unknown words and multiple-meaning words and phrases. (I)                                                                                              | Skills 1, 2, 4-9, 13, 18, 20-24, 28-32, 35, 38, 39, 44, 46, 48, 52, 53, 56, 63, Lesson B |
| 3              | 3.L.V.3.b     | Identify homophones and homographs and use the relationship between synonyms and antonyms to clarify word meanings. (I)                                                                                                                                          | Skills 19, 21, 24, 28, 32, 36, 37, 40, 41, 43, 46, 48, 57, 60, 61, Lesson C              |
| 3              | 3.L.V.3.c     | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (I)                                                                                                   | Skills 19, 21, 24, 28, 32, 36, 37, 40, 41, 43, 46, 48, 57, 60, 61 Lesson C               |
| 3              | 3.L.V.3.e     | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. (C)                                                                                                                         | All skills, Lesson C                                                                     |

| Grade                                                                                            | Standard Code | Standard                                                                                                                                                                                                                                 | SPIRE Up Alignment                                                                                       |
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| <b>Grade 3</b>                                                                                   |               |                                                                                                                                                                                                                                          |                                                                                                          |
| <b>DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.</b> |               |                                                                                                                                                                                                                                          |                                                                                                          |
| 3                                                                                                | 3.T.C         | <b>I. BIG IDEA: Context</b> Students describe the influences of purpose and audience on texts.                                                                                                                                           |                                                                                                          |
| 3                                                                                                | 3.T.C.1       | <b>Purpose &amp; Audience</b> Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.                                                            |                                                                                                          |
| 3                                                                                                | 3.T.C.1.a     | Determine the purpose (e.g., entertain, inform, persuade) and target audience of a text. (I)                                                                                                                                             | Skill 20, Lesson C                                                                                       |
| 3                                                                                                | 3.T.SS        | <b>II. BIG IDEA: Structures &amp; Style</b> Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.                                      |                                                                                                          |
| 3                                                                                                | 3.T.SS.1      | <b>Organization</b> Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.                                                                                                 |                                                                                                          |
| 3                                                                                                | 3.T.SS.1.a    | Describe how texts are arranged to represent information and ideas using text features (e.g., map, captions) and organizational structures (e.g., cause/effect), referring to parts of texts using terms such as chapter or section. (I) | Skills 7, 9, 11, 13, 14, 18, 21-23, 27, 29-33, 35, 37, 40, 42, 46, 49, 53, 55-57, 60-62, 64, Lesson C    |
| 3                                                                                                | 3.T.SS.1.c    | Use conjunctions and transition words or phrases, such as although and since, to add cohesion and link ideas and information. (C)                                                                                                        | Skills 33, 48, 57, 60, 64, Lesson B                                                                      |
| 3                                                                                                | 3.T.SS.2      | <b>Craft</b> Use language to interpret meaning and craft engaging texts.                                                                                                                                                                 |                                                                                                          |
| 3                                                                                                | 3.T.SS.2.a    | Identify and describe the use of figurative language, such as similes, metaphors, and idioms in a wide variety of texts. (I)                                                                                                             | Skills 11, 16, 27, 43, 47, 53, 54, 55, 60, Lesson C                                                      |
| 3                                                                                                | 3.T.T         | <b>III. BIG IDEA: Techniques</b> Students explain, analyze, and use various techniques to comprehend and shape meaning.                                                                                                                  |                                                                                                          |
| 3                                                                                                | 3.T.T.1       | <b>Narrative Techniques</b> Explain, analyze, and use narrative techniques to shape understandings.                                                                                                                                      |                                                                                                          |
| 3                                                                                                | 3.T.T.1.a     | Explain how narrative techniques are used to present ideas, design texts, and convey information about characters, setting, and plot. (I)                                                                                                | Skills 1-3, 6, 12-14, 27, 31, 42, 46, 47, 57, 60, Lesson C                                               |
| 3                                                                                                | 3.T.T.1.b     | Explain how characters, setting, problem, and solution function in the plot. (I)                                                                                                                                                         | Skills 13, 27, 31, 60 Lesson C                                                                           |
| 3                                                                                                | 3.T.T.1.c     | Describe characters' traits, motivations, actions, thoughts, and feelings and explain their connection to the central message, lesson, or moral of the story. (I)                                                                        | Skills 1-3, 6, 12-14, 27, 31, 42, 46, 47, 57, 60, Lesson C                                               |
| 3                                                                                                | 3.T.T.2       | <b>Expository Techniques</b> Explain, analyze, and use expository techniques to shape understandings.                                                                                                                                    |                                                                                                          |
| 3                                                                                                | 3.T.T.2.a     | Describe the techniques used to present and design expository texts, including facts and key details used to support the main idea. (I)                                                                                                  | Skills 4, 5, 8, 10, 15-17, 19, 20, 24-26, 34, 36, 38, 39, 41, 43, 45, 48, 50-52, 58-59, 61, 63, Lesson C |
| 3                                                                                                | 3.T.T.2.b     | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (I)                                                                                           | Skills 7, 9, 11, 18, 21, 23, 30, 32, 37, 40, 49, 53, 55, 56, 62, 64, Lesson C                            |
| 3                                                                                                | 3.T.T.4       | <b>Poetic Techniques</b> Explain, analyze, and use poetic techniques to shape understandings.                                                                                                                                            |                                                                                                          |
| 3                                                                                                | 3.T.T.4.a     | Discuss and explain techniques used to present and design poetry, including rhyme scheme. (I)                                                                                                                                            | Skills 43, 54, Lesson C                                                                                  |



| Grade                                                                                                                                                                              | Standard Code | Standard                                                                                                                                                                                                                                                                                                                      | SPIRE Up Alignment                                                  |
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| <b>Grade 4</b>                                                                                                                                                                     |               |                                                                                                                                                                                                                                                                                                                               |                                                                     |
| <b>DOMAIN: Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.</b>                                                  |               |                                                                                                                                                                                                                                                                                                                               |                                                                     |
| 4                                                                                                                                                                                  | 4.F.P         | <b>III. BIG IDEA: Phonics</b> Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.                                                                                                                         |                                                                     |
| 4                                                                                                                                                                                  | 4.F.P.4       | <b>Decoding &amp; Encoding with Phonics</b> Use knowledge of phonics to decode and encode grade-level words.                                                                                                                                                                                                                  |                                                                     |
| 4                                                                                                                                                                                  | 4.F.P.4.a     | Decode and encode words with graphemes that represent multiple letter-sound correspondences. (I/C)                                                                                                                                                                                                                            | Skills 7-10, 27-29, 33, 36-39, 41-43, 48-49, 63, Lesson A, B, and C |
| 4                                                                                                                                                                                  | 4.F.P.4.b     | Decode and encode single-syllable and multisyllabic words of all syllable types. (I/C)                                                                                                                                                                                                                                        | All skills, Lesson A and B                                          |
| 4                                                                                                                                                                                  | 4.F.P.4.c     | Decode and encode words with common prefixes and suffixes. (I/C)                                                                                                                                                                                                                                                              | Skills 51-55, 64, Lesson A and B                                    |
| 4                                                                                                                                                                                  | 4.F.F         | <b>IV. BIG IDEA: Fluency</b> Students read texts aloud or silently with speed, accuracy, and expression.                                                                                                                                                                                                                      |                                                                     |
| 4                                                                                                                                                                                  | 4.F.F.1       | <b>Oral &amp; Silent Reading Fluency</b> Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.                                                                                                                      |                                                                     |
| 4                                                                                                                                                                                  | 4.F.F.1.a     | Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity. (I/C)                                                                                                                                                                              | All skills, Lesson A, B, and C                                      |
| 4                                                                                                                                                                                  | 4.F.F.1.b     | Read a variety of unfamiliar grade-level texts with increasing automaticity. (I/C)                                                                                                                                                                                                                                            | All skills, Lesson C                                                |
| 4                                                                                                                                                                                  | 4.F.F.1.c     | Read a wide range of grade-level texts aloud with accurate prosody (phrasing, expression, juncture/ pause, and intonation) to aid comprehension. (I/C)                                                                                                                                                                        | All skills, Lesson C                                                |
| 4                                                                                                                                                                                  | 4.F.F.1.d     | Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary. (I/C)                                                                                                                                                                                               | All skills, Lesson C                                                |
| <b>DOMAIN: Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b> |               |                                                                                                                                                                                                                                                                                                                               |                                                                     |
| 4                                                                                                                                                                                  | 4.P.EICC      | <b>I. BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition</b> Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |                                                                     |
| 4                                                                                                                                                                                  | 4.P.EICC.1    | <b>Reader &amp; Writer Identity</b> Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.                                                                                                                |                                                                     |
| 4                                                                                                                                                                                  | 4.P.EICC.1.a  | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C)                                                                                                                                                                                                    | All skills, Lesson C (reading goals)                                |
| 4                                                                                                                                                                                  | 4.P.EICC.1.d  | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)                                                                                                                                                | All skills, Lesson C (interpretation)                               |



| Grade          | Standard Code | Standard                                                                                                                                                                                                                                       | SPIRE Up Alignment                                                                                     |
|----------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Grade 4</b> |               |                                                                                                                                                                                                                                                |                                                                                                        |
| 4              | 4.P.EICC.1.e  | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C)                             | All skills, Lesson C (discussing texts)                                                                |
| 4              | 4.P.EICC.1.f  | Develop independence and autonomy as a reader and writer. (I/C)                                                                                                                                                                                | All skills, Lesson C (reader)                                                                          |
| 4              | 4.P.EICC.3    | <b>Comprehension Strategies</b> Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.            |                                                                                                        |
| 4              | 4.P.EICC.3.a  | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)                                                                                                                                                | All skills, Lesson C                                                                                   |
| 4              | 4.P.EICC.3.b  | Scan and skim the text, making note of structures and sections that might be most useful. (I)                                                                                                                                                  | Skills 7, 9, 11, 13, 14, 18, 21-23, 27, 29-33, 35, 37, 40, 42, 46, 49, 53, 55-57, 60, 62, 64, Lesson C |
| 4              | 4.P.EICC.3.c  | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I)                                                             | All skills, Lesson C                                                                                   |
| 4              | 4.P.EICC.3.d  | Summarize and visualize sections of the text to maintain understanding. (I)                                                                                                                                                                    | All skills, Lesson C                                                                                   |
| 4              | 4.P.EICC.3.e  | Make and track predictions about the events and information likely to come next. (I)                                                                                                                                                           | All skills, Lesson C                                                                                   |
| 4              | 4.P.EICC.3.f  | Make, track, and support inferences about different levels of meaning within the text. (I)                                                                                                                                                     | Skills 28, 44, 47, 54, Lesson C                                                                        |
| 4              | 4.P.EICC.3.g  | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I)                                                                                                        | Skills 11, 20, 22-26, 28-39, 41-45, 47-52, 54-64, Lesson C; Skills 51-55, 64, Lesson A and B           |
| 4              | 4.P.ST.2      | <b>Author, Audience, &amp; Purpose</b> Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.                      |                                                                                                        |
| 4              | 4.P.ST.2.a    | Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)                      | Skill 20, Lesson C (interpreted)                                                                       |
| 4              | 4.P.AC        | <b>III. BIG IDEA: Author's Craft</b> Students apply knowledge of author's craft to enhance the interpretation and construction of texts.                                                                                                       |                                                                                                        |
| 4              | 4.P.AC.1      | <b>Reading like a Writer</b> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.               |                                                                                                        |
| 4              | 4.P.AC.1.a    | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C) | All skills, Lesson C                                                                                   |

| Grade                                                                                                                                                                                                                                                                          | Standard Code | Standard                                                                                                                                                                                                                                           | SPIRE Up Alignment                                           |
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| <b>Grade 4</b>                                                                                                                                                                                                                                                                 |               |                                                                                                                                                                                                                                                    |                                                              |
| 4                                                                                                                                                                                                                                                                              | 4.P.AC.1.b    | Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)                                            | Skills 11, 23, 43, 54, Lesson C                              |
| 4                                                                                                                                                                                                                                                                              | 4.P.AC.1.d    | Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C) | Skills 43, 54, 56, 61, Lesson C                              |
| 4                                                                                                                                                                                                                                                                              | 4.P.CP        | <b>IV. BIG IDEA: Collaboration &amp; Presentation</b> Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.                                                                          |                                                              |
| 4                                                                                                                                                                                                                                                                              | 4.P.CP.1      | <b>Collaboration</b> Collaborate with others to accomplish shared goals and projects.                                                                                                                                                              |                                                              |
| 4                                                                                                                                                                                                                                                                              | 4.P.CP.1.a    | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)                                                                                                                                     | All skills, Lesson C                                         |
| 4                                                                                                                                                                                                                                                                              | 4.P.CP.1.b    | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)                                                                                               | All skills, Lesson C                                         |
| 4                                                                                                                                                                                                                                                                              | 4.P.CP.1.c    | Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)                                                                                                                   | All skills, Lesson C (discussions)                           |
| 4                                                                                                                                                                                                                                                                              | 4.P.CP.1.d    | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)                                                                                                                                     | All skills, Lesson C (discuss topics)                        |
| <b>DOMAIN: Language (L)</b> Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |               |                                                                                                                                                                                                                                                    |                                                              |
| 4                                                                                                                                                                                                                                                                              | 4.L.GC        | <b>I. BIG IDEA: Grammar Conventions</b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.                                                 |                                                              |
| 4                                                                                                                                                                                                                                                                              | 4.L.GC.1      | <b>Grammar, Usage, &amp; Mechanics</b> Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.                                  |                                                              |
| 4                                                                                                                                                                                                                                                                              | 4.L.GC.1.28   | Grammar: Form and use comparative and superlative adjectives and adverbs. (Master)                                                                                                                                                                 | Skill 53, Lesson B                                           |
| 4                                                                                                                                                                                                                                                                              | 4.L.GC.1.29   | Usage: Ensure pronoun-antecedent agreement. (Master)                                                                                                                                                                                               | Skills 43, 55, Lesson B                                      |
| 4                                                                                                                                                                                                                                                                              | 4.L.GC.1.32   | Grammar: Use interjections. (Master)                                                                                                                                                                                                               | Skills 56, 61, Lesson B                                      |
| 4                                                                                                                                                                                                                                                                              | 4.L.GC.1.34   | Usage: Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise). (Master)                                                                                                                                    | Skills 24, 28, 36, 41, 46, Lesson C; Skills 29, 33, Lesson A |
| 4                                                                                                                                                                                                                                                                              | 4.L.GC.1.37   | Mechanics: Use apostrophes to form plural possessives nouns. (Master)                                                                                                                                                                              | Skills 43, 55, Lesson A, B, C                                |
| 4                                                                                                                                                                                                                                                                              | 4.L.GC.1.45   | Usage: Recognize and correct vague pronoun references. (Introduce)                                                                                                                                                                                 | Skills 43, 55, Lesson B                                      |

| Grade          | Standard Code | Standard                                                                                                                                                                                                                                                         | SPIRE Up Alignment                                                                       |
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| <b>Grade 4</b> |               |                                                                                                                                                                                                                                                                  |                                                                                          |
| 4              | 4.L.GC.2      | <b>Syntax</b> Apply understandings of sentence structure to comprehend and compose varied sentences.                                                                                                                                                             |                                                                                          |
| 4              | 4.L.GC.2.a    | Apply understandings of sentence structure to comprehend a wide variety of grade-level texts. (I)                                                                                                                                                                | All skills, Lesson C                                                                     |
| 4              | 4.L.GC.2.c    | Use correct subject and verb agreement to consistently achieve clarity in a variety of sentences. (C)                                                                                                                                                            | Skills 13, 31, Lesson B                                                                  |
| 4              | 4.L.V         | <b>II. BIG IDEA: Vocabulary</b> Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |                                                                                          |
| 4              | 4.L.V.1       | <b>General, Academic, &amp; Specialized Vocabulary</b> Acquire and use general, academic, and specialized vocabulary words and phrases with precision in a variety of settings.                                                                                  |                                                                                          |
| 4              | 4.L.V.1.a     | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. (I)                                                                                                                                    | All skills, Lesson C                                                                     |
| 4              | 4.L.V.1.b     | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. (C)                                                                                                                           | All skills, Lesson C                                                                     |
| 4              | 4.L.V.2       | <b>Word Analysis</b> Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.                                                                                                       |                                                                                          |
| 4              | 4.L.V.2.a     | Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning. (I)                                                                                                                                                    | Skills 31, 32, 51-55, 64, Lesson A, B, and C                                             |
| 4              | 4.L.V.2.b     | Explain how the part of speech and the meaning of a root or root word changes based on the use of different affixes (e.g., beautiful as an adjective vs. beautifully as an adverb). (I)                                                                          | Skills 31, 32, 51-55, 64, Lesson A, B, and C                                             |
| 4              | 4.L.V.2.c     | Construct words using knowledge of Greek and Latin roots, root words, and affixes. (C)                                                                                                                                                                           | Skills 31, 32, 51-55, 64, Lesson A, B, and C                                             |
| 4              | 4.L.V.3       | <b>Meaning &amp; Purpose</b> Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.                                                                |                                                                                          |
| 4              | 4.L.V.3.a     | Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (I)                                                                                                    | Skills 1, 2, 4-9, 13, 18, 20-24, 28-32, 35, 38, 39, 44, 46, 48, 52, 53, 56, 63, Lesson B |
| 4              | 4.L.V.3.b     | Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs. (I)                                                                                                                                                 | Skills 19, 21, 24, 28, 32, 36, 37, 40, 41, 43, 46, 48, 57, 60, 61, Lesson C              |
| 4              | 4.L.V.3.c     | Distinguish shades of meaning among closely related adverbs (e.g., quickly, swiftly, rapidly). (I)                                                                                                                                                               | Skills 19, 21, 24, 28, 32, 36, 37, 40, 41, 43, 46, 48, 57, 60, 61 Lesson C               |
| 4              | 4.L.V.3.e     | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. (C)                                                                                                                         | All skills, Lesson C                                                                     |

| Grade                                                                                            | Standard Code | Standard                                                                                                                                                                                            | SPIRE Up Alignment                                                                                       |
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| <b>Grade 4</b>                                                                                   |               |                                                                                                                                                                                                     |                                                                                                          |
| <b>DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.</b> |               |                                                                                                                                                                                                     |                                                                                                          |
| 4                                                                                                | 4.T.C         | <b>I. BIG IDEA: Context</b> Students describe the influences of purpose and audience on texts.                                                                                                      |                                                                                                          |
| 4                                                                                                | 4.T.C.1       | <b>Purpose &amp; Audience</b> Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.                       |                                                                                                          |
| 4                                                                                                | 4.T.C.1.a     | Determine audience and identify the development of the purpose across a text. (I)                                                                                                                   | Skill 20, Lesson C                                                                                       |
| 4                                                                                                | 4.T.SS        | <b>II. BIG IDEA: Structures &amp; Style</b> Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |                                                                                                          |
| 4                                                                                                | 4.T.SS.1      | <b>Organization</b> Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.                                                            |                                                                                                          |
| 4                                                                                                | 4.T.SS.1.c    | Use conjunctions and transition words or phrases, such as similarly and in contrast, to show relationships between ideas and information. (C)                                                       | Skills 33, 48, 57, 60, 64, Lesson B                                                                      |
| 4                                                                                                | 4.T.SS.2      | <b>Craft</b> Use language to interpret meaning and craft engaging texts.                                                                                                                            |                                                                                                          |
| 4                                                                                                | 4.T.SS.2.a    | Identify and explain how figurative language, such as hyperboles and personification, shapes how ideas and information in texts are understood. (I)                                                 | Skills 11, 16, 27, 43, 47, 53, 54, 55, 60, Lesson C                                                      |
| 4                                                                                                | 4.T.T         | <b>III. BIG IDEA: Techniques</b> Students explain, analyze, and use various techniques to comprehend and shape meaning.                                                                             |                                                                                                          |
| 4                                                                                                | 4.T.T.1       | <b>Narrative Techniques</b> Explain, analyze, and use narrative techniques to shape understandings.                                                                                                 |                                                                                                          |
| 4                                                                                                | 4.T.T.1.a     | Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot. (I)                                                             | Skills 1-3, 6, 12-14, 27, 31, 42, 46, 47, 57, 60, Lesson C                                               |
| 4                                                                                                | 4.T.T.1.b     | Describe how the text's protagonist and antagonist function in the plot, drive the conflict, and contribute to the development of other characters. (I)                                             | Skills 13, 27, 31, 60 Lesson C                                                                           |
| 4                                                                                                | 4.T.T.1.c     | Identify and describe common themes in texts (e.g., good vs. evil) that are revealed through details about characters. (I)                                                                          | Skills 1-3, 6, 12-14, 27, 31, 42, 46, 47, 57, 60, Lesson C                                               |
| 4                                                                                                | 4.T.T.2       | <b>Expository Techniques</b> Explain, analyze, and use expository techniques to shape understandings.                                                                                               |                                                                                                          |
| 4                                                                                                | 4.T.T.2.a     | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. (I)                                                     | Skills 4, 5, 8, 10, 15-17, 19, 20, 24-26, 34, 36, 38, 39, 41, 43, 45, 48, 50-52, 58-59, 61, 63, Lesson C |
| 4                                                                                                | 4.T.T.2.b     | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (I)                      | Skills 7, 9, 11, 18, 21, 23, 30, 32, 37, 40, 49, 53, 55, 56, 62, 64, Lesson C                            |
| 4                                                                                                | 4.T.T.4       | <b>Poetic Techniques</b> Explain, analyze, and use poetic techniques to shape understandings.                                                                                                       |                                                                                                          |
| 4                                                                                                | 4.T.T.4.a     | Discuss and explain techniques used to present and design different types of poetry, including free verse, rhymed verse, haiku, and limerick. (I)                                                   | Skills 43, 54, Lesson C                                                                                  |

| Grade                                                                                                                                                                              | Standard Code | Standard                                                                                                                                                                                                                                                                                                                      | SPIRE Up Alignment                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Grade 5</b>                                                                                                                                                                     |               |                                                                                                                                                                                                                                                                                                                               |                                                                     |
| <b>DOMAIN: Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.</b>                                                  |               |                                                                                                                                                                                                                                                                                                                               |                                                                     |
| 5                                                                                                                                                                                  | 5.F.P         | <b>III. BIG IDEA: Phonics</b> Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.                                                                                                                         |                                                                     |
| 5                                                                                                                                                                                  | 5.F.P.4       | <b>Decoding &amp; Encoding with Phonics</b> Use knowledge of phonics to decode and encode grade-level words.                                                                                                                                                                                                                  |                                                                     |
| 5                                                                                                                                                                                  | 5.F.P.4.a     | Decode and encode words with graphemes that represent multiple letter-sound correspondences. (I/C)                                                                                                                                                                                                                            | Skills 7-10, 27-29, 33, 36-39, 41-43, 48-49, 63, Lesson A, B, and C |
| 5                                                                                                                                                                                  | 5.F.P.4.b     | Decode and encode single-syllable and multisyllabic words of all syllable types. (I/C)                                                                                                                                                                                                                                        | All skills, Lesson A and B                                          |
| 5                                                                                                                                                                                  | 5.F.P.4.c     | Decode and encode words with common prefixes and suffixes. (I/C)                                                                                                                                                                                                                                                              | Skills 51-55, 64, Lesson A and B                                    |
| 5                                                                                                                                                                                  | 5.F.F         | <b>IV. BIG IDEA: Fluency</b> Students read texts aloud or silently with speed, accuracy, and expression.                                                                                                                                                                                                                      |                                                                     |
| 5                                                                                                                                                                                  | 5.F.F.1       | <b>Oral &amp; Silent Reading Fluency</b> Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.                                                                                                                      |                                                                     |
| 5                                                                                                                                                                                  | 5.F.F.1.a     | Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity. (I/C)                                                                                                                                                                              | All skills, Lesson A, B, and C                                      |
| 5                                                                                                                                                                                  | 5.F.F.1.b     | Read a wide range of unfamiliar grade-level texts with expression to show meaning and to demonstrate an understanding of tone. (I/C)                                                                                                                                                                                          | All skills, Lesson C                                                |
| 5                                                                                                                                                                                  | 5.F.F.1.c     | Read a wide range of grade-level texts aloud with accurate and automatic prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension. (I/C)                                                                                                                                                           | All skills, Lesson C                                                |
| 5                                                                                                                                                                                  | 5.F.F.1.d     | Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary. (I/C)                                                                                                                                                                                               | All skills, Lesson C                                                |
| <b>DOMAIN: Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</b> |               |                                                                                                                                                                                                                                                                                                                               |                                                                     |
| 5                                                                                                                                                                                  | 5.P.EICC      | <b>I. BIG IDEA: Engagement &amp; Intention for Comprehension &amp; Composition</b> Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |                                                                     |
| 5                                                                                                                                                                                  | 5.P.EICC.1    | <b>Reader &amp; Writer Identity</b> Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.                                                                                                                |                                                                     |
| 5                                                                                                                                                                                  | 5.P.EICC.1.a  | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C)                                                                                                                                                                                                    | All skills, Lesson C (reading goals)                                |
| 5                                                                                                                                                                                  | 5.P.EICC.1.d  | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C)                                                                                                                                                | All skills, Lesson C (interpretation)                               |

| Grade          | Standard Code | Standard                                                                                                                                                                                                                                       | SPIRE Up Alignment                                                                                     |
|----------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Grade 5</b> |               |                                                                                                                                                                                                                                                |                                                                                                        |
| 5              | 5.P.EICC.1.e  | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C)                             | All skills, Lesson C (discussing texts)                                                                |
| 5              | 5.P.EICC.1.f  | Develop independence and autonomy as a reader and writer. (I/C)                                                                                                                                                                                | All skills, Lesson C (reader)                                                                          |
| 5              | 5.P.EICC.3    | <b>Comprehension Strategies</b> Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.            |                                                                                                        |
| 5              | 5.P.EICC.3.a  | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I)                                                                                                                                                | All skills, Lesson C                                                                                   |
| 5              | 5.P.EICC.3.b  | Scan and skim the text, making note of structures and sections that might be most useful. (I)                                                                                                                                                  | Skills 7, 9, 11, 13, 14, 18, 21-23, 27, 29-33, 35, 37, 40, 42, 46, 49, 53, 55-57, 60, 62, 64, Lesson C |
| 5              | 5.P.EICC.3.c  | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I)                                                             | All skills, Lesson C                                                                                   |
| 5              | 5.P.EICC.3.d  | Summarize and visualize sections of the text to maintain understanding. (I)                                                                                                                                                                    | All skills, Lesson C                                                                                   |
| 5              | 5.P.EICC.3.e  | Make and track predictions about the events and information likely to come next. (I)                                                                                                                                                           | All skills, Lesson C                                                                                   |
| 5              | 5.P.EICC.3.f  | Make, track, and support inferences about different levels of meaning within the text. (I)                                                                                                                                                     | Skills 28, 44, 47, 54, Lesson C                                                                        |
| 5              | 5.P.EICC.3.g  | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I)                                                                                                        | Skills 11, 20, 22-26, 28-39, 41-45, 47-52, 54-64, Lesson C; Skills 51-55, 64, Lesson A and B           |
| 5              | 5.P.ST.2      | <b>Author, Audience, &amp; Purpose</b> Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.                      |                                                                                                        |
| 5              | 5.P.ST.2.a    | Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)                      | Skill 20, Lesson C (interpreted)                                                                       |
| 5              | 5.P.AC        | <b>III. BIG IDEA: Author's Craft</b> Students apply knowledge of author's craft to enhance the interpretation and construction of texts.                                                                                                       |                                                                                                        |
| 5              | 5.P.AC.1      | <b>Reading like a Writer</b> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.               |                                                                                                        |
| 5              | 5.P.AC.1.a    | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C) | All skills, Lesson C                                                                                   |



| Grade                                                                                                                                                                                                                                                                          | Standard Code | Standard                                                                                                                                                                                                                                           | SPIRE Up Alignment                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>Grade 5</b>                                                                                                                                                                                                                                                                 |               |                                                                                                                                                                                                                                                    |                                       |
| 5                                                                                                                                                                                                                                                                              | 5.P.AC.1.b    | Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)                                            | Skills 11, 23, 43, 54, Lesson C       |
| 5                                                                                                                                                                                                                                                                              | 5.P.AC.1.d    | Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C) | Skills 43, 54, 56, 61, Lesson C       |
| 5                                                                                                                                                                                                                                                                              | 5.P.CP        | <b>IV. BIG IDEA: Collaboration &amp; Presentation</b> Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.                                                                          |                                       |
| 5                                                                                                                                                                                                                                                                              | 5.P.CP.1      | <b>Collaboration</b> Collaborate with others to accomplish shared goals and projects.                                                                                                                                                              |                                       |
| 5                                                                                                                                                                                                                                                                              | 5.P.CP.1.a    | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)                                                                                                                                     | All skills, Lesson C                  |
| 5                                                                                                                                                                                                                                                                              | 5.P.CP.1.b    | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)                                                                                               | All skills, Lesson C                  |
| 5                                                                                                                                                                                                                                                                              | 5.P.CP.1.c    | Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)                                                                                                                   | All skills, Lesson C (discussions)    |
| 5                                                                                                                                                                                                                                                                              | 5.P.CP.1.d    | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)                                                                                                                                     | All skills, Lesson C (discuss topics) |
| <b>DOMAIN: Language (L)</b> Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |               |                                                                                                                                                                                                                                                    |                                       |
| 5                                                                                                                                                                                                                                                                              | 5.L.GC        | <b>I. BIG IDEA: Grammar Conventions</b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.                                                 |                                       |
| 5                                                                                                                                                                                                                                                                              | 5.L.GC.1      | <b>Grammar, Usage, &amp; Mechanics</b> Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.                                  |                                       |
| 5                                                                                                                                                                                                                                                                              | 5.L.GC.1.45   | Usage: Recognize and correct vague pronoun references. (Continue)                                                                                                                                                                                  | Skills 43, 55, Lesson B               |
| 5                                                                                                                                                                                                                                                                              | 5.L.GC.2      | <b>Syntax</b> Apply understandings of sentence structure to comprehend and compose varied sentences.                                                                                                                                               |                                       |
| 5                                                                                                                                                                                                                                                                              | 5.L.GC.2.a    | Apply understandings of sentence structure to comprehend a wide variety of grade-level texts. (I)                                                                                                                                                  | All skills, Lesson C                  |
| 5                                                                                                                                                                                                                                                                              | 5.L.GC.2.c    | Use correct subject and verb agreement to consistently achieve clarity in a variety of sentences. (C)                                                                                                                                              | Skills 13, 31, Lesson B               |



| Grade                                                                                            | Standard Code | Standard                                                                                                                                                                                                                                                             | SPIRE Up Alignment                                                                       |
|--------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>Grade 5</b>                                                                                   |               |                                                                                                                                                                                                                                                                      |                                                                                          |
| 5                                                                                                | 5.L.V         | <b>II. BIG IDEA: Vocabulary (V)</b> Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |                                                                                          |
| 5                                                                                                | 5.L.V.1       | <b>General, Academic, &amp; Specialized Vocabulary</b> Acquire and use general, academic, and specialized vocabulary words and phrases with precision in a variety of settings.                                                                                      |                                                                                          |
| 5                                                                                                | 5.L.V.1.a     | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. (I)                                                                                                                                        | All skills, Lesson C                                                                     |
| 5                                                                                                | 5.L.V.1.b     | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. (C)                                                                                                                               | All skills, Lesson C                                                                     |
| 5                                                                                                | 5.L.V.2       | <b>Word Analysis</b> Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.                                                                                                           |                                                                                          |
| 5                                                                                                | 5.L.V.2.a     | Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning. (I)                                                                                                                                                        | Skills 31, 32, 51-55, 64, Lesson A, B, and C                                             |
| 5                                                                                                | 5.L.V.2.b     | Explain the connection between roots, root words, affixes, and parts of speech to determine the meaning of words (e.g., discuss as a verb vs. discussion as a noun). (I)                                                                                             | Skills 31, 32, 51-55, 64, Lesson A, B, and C                                             |
| 5                                                                                                | 5.L.V.2.c     | Construct words using knowledge of Greek and Latin roots, root words, and affixes. (C)                                                                                                                                                                               | Skills 31, 32, 51-55, 64, Lesson A, B, and C                                             |
| 5                                                                                                | 5.L.V.3       | <b>Meaning &amp; Purpose</b> Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.                                                                    |                                                                                          |
| 5                                                                                                | 5.L.V.3.a     | Use context (e.g., cause/effect relationships and comparisons in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (I)                                                                                                    | Skills 1, 2, 4-9, 13, 18, 20-24, 28-32, 35, 38, 39, 44, 46, 48, 52, 53, 56, 63, Lesson B |
| 5                                                                                                | 5.L.V.3.b     | Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning. (I)                                                                                                                                                           | Skills 19, 21, 24, 28, 32, 36, 37, 40, 41, 43, 46, 48, 57, 60, 61, Lesson C              |
| 5                                                                                                | 5.L.V.3.c     | Distinguish shades of meaning among related words, including verbs, adjectives, and/or adverbs, to clarify intended meaning. (I)                                                                                                                                     | Skills 19, 21, 24, 28, 32, 36, 37, 40, 41, 43, 46, 48, 57, 60, 61 Lesson C               |
| 5                                                                                                | 5.L.V.3.e     | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. (C)                                                                                                                             | All skills, Lesson C                                                                     |
| <b>DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.</b> |               |                                                                                                                                                                                                                                                                      |                                                                                          |
| 5                                                                                                | 5.T.C         | <b>I. BIG IDEA: Context</b> Students describe the influences of purpose and audience on texts.                                                                                                                                                                       |                                                                                          |
| 5                                                                                                | 5.T.C.1       | <b>Purpose &amp; Audience</b> Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.                                                                                        |                                                                                          |
| 5                                                                                                | 5.T.C.1.a     | Determine audience and explain multiple purposes found across a text. (I)                                                                                                                                                                                            | Skill 20, Lesson C                                                                       |
| 5                                                                                                | 5.T.SS.1.c    | Use conjunctions and transition words or phrases, such as similarly and in contrast, to show relationships between ideas and information. (C)                                                                                                                        | Skills 33, 48, 57, 60, 64, Lesson B                                                      |

| Grade          | Standard Code | Standard                                                                                                                                                                                            | SPIRE Up Alignment                                                                                       |
|----------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Grade 5</b> |               |                                                                                                                                                                                                     |                                                                                                          |
| 5              | 5.T.SS.2      | <b>Craft</b> Use language to interpret meaning and craft engaging texts.                                                                                                                            |                                                                                                          |
| 5              | 5.T.SS.2.a    | Describe the impact of the use of figurative language such as similes, metaphors, idioms, hyperboles, and personification in response to audience and purpose, in various modes and genres. (I)     | Skills 11, 16, 27, 43, 47, 53, 54, 55, 60, Lesson C                                                      |
| 5              | 5.T.T         | <b>III. BIG IDEA: Techniques</b> Students explain, analyze, and use various techniques to comprehend and shape meaning.                                                                             |                                                                                                          |
| 5              | 5.T.T.1       | <b>Narrative Techniques</b> Explain, analyze, and use narrative techniques to shape understandings.                                                                                                 |                                                                                                          |
| 5              | 5.T.T.1.a     | Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot. (I)                                                             | Skills 1-3, 6, 12-14, 27, 31, 42, 46, 47, 57, 60, Lesson C                                               |
| 5              | 5.T.T.1.b     | Analyze how setting, events, conflict, and characterization contribute to the plot. (I)                                                                                                             | Skills 13, 27, 31, 60 Lesson C                                                                           |
| 5              | 5.T.T.1.c     | Explain how a theme is demonstrated through a character's growth or conflict resolution. (I)                                                                                                        | Skills 1-3, 6, 12-14, 27, 31, 42, 46, 47, 57, 60, Lesson C                                               |
| 5              | 5.T.T.2       | <b>Expository Techniques</b> Explain, analyze, and use expository techniques to shape understandings.                                                                                               |                                                                                                          |
| 5              | 5.T.T.2.a     | Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, facts, and key details used to support the main idea. (I)                               | Skills 4, 5, 8, 10, 15-17, 19, 20, 24-26, 34, 36, 38, 39, 41, 43, 45, 48, 50-52, 58-59, 61, 63, Lesson C |
| 5              | 5.T.T.2.b     | 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. (I) | Skills 7, 9, 11, 18, 21, 23, 30, 32, 37, 40, 49, 53, 55, 56, 62, 64, Lesson C                            |
| 5              | 5.T.T.4       | <b>Poetic Techniques</b> Explain, analyze, and use poetic techniques to shape understandings.                                                                                                       |                                                                                                          |
| 5              | 5.T.T.4.a     | Discuss and explain techniques used to present and design poetry, including rhyme and structure. (I)                                                                                                | Skills 43, 54, Lesson C                                                                                  |



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