

ALIGNMENT

SPIRE[®] 4th Edition

TEXAS Essential Knowledge and Skills
English Language Arts and Reading
Grades 1-6



Alignment to
Essential Knowledge and Skills
English Language Arts and Reading
Grades 1-6



TEXAS

Essential Knowledge and Skills English Language Arts and Reading Grades 1-6

The following references are examples from the Teacher’s Manual and appropriate components in the SPIRE program that align to the Texas Essential Knowledge and Skills English Language Arts and Reading. This correlation is intended to illustrate the program’s approach to these standards.

(TM = Teacher’s Manual; WB = Workbook; BLM = Blackline Masters)

Examples are assumed to be at Level unless specifically stated otherwise for each component.

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
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| §110.3. English Language Arts and Reading, Grade 1, Adopted 2017 | |
| (b) Knowledge and skills. | |
| 1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | |
| (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Workbook. |
| (B) follow, restate, and give oral instructions that involve a short, related sequence of actions; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Workbook. |
| (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Workbook. |
| (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and | Teacher can use program components to practice this standard by having students engage in oral exercises using the Workbook. |
| (E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings. | Teacher can use program components to practice this standard by having students engage in oral exercises using the Workbook. |
| 2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | |
| (A) demonstrate phonological awareness by: | |
| (i) producing a series of rhyming words; | TM: Step 2 - Phonological Awareness: pp. 9, 35, 43 |
| (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; | TM: Step 2 – Step 3: Word Building: pp. 58, 66, 82, 104, 112 |
| (iii) distinguishing between long and short vowel sounds in one-syllable words; | TM: Short vowel sounds are taught at this level, pp.1-235. Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - P respelling; Step 9 - Spelling; Independent Work WB: pp. 7-144 BLM: Key Word Sheet, pp. 2-6 |
| (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; | SS: Step 2 - Phonological Awareness; <i>For example</i> , pp. 27, 73, 89, 120, 157; Step 3 - Word Building; <i>For example</i> , pp. 90, 112, 120, 128 |
| (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; | TM: Step 3 - Word Building, <i>For example</i> , pp. 3, 10, 20, 28, 36 |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (vi) manipulating phonemes within base words; and | SS: Step 2 - Phonological Awareness; <i>For example</i> , pp. 27, 73, 89, 120, 157; Step 3 - Word Building; <i>For example</i> , pp. 90, 112, 120, 128 |
| (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; | TM: Step 2 - Phonological Awareness, <i>For example</i> , pp. 24, 27, 35, 48, 208, 211; Step 3 - Word Building; Step 5 - Prereading – Phoneme Grapheme Analysis; Step 8 - Prespelling BLM: Phoneme Segmentation Sheet, p. 1 |
| (B) demonstrate and apply phonetic knowledge by: | |
| (i) decoding words in isolation and in context by applying common letter sound correspondences; | TM: Step 1 – Phonogram Cards: Step 4 - Decoding and Sentence Reading; Reinforcing Lesson, Step 7 – Sound Dictation; Reinforcing Lessons – Step 8 - Prespelling BLM: Concept Mastery Fluency Drill: pp. 54-57 |
| (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; | TM: Step 2: Phonological Awareness - Reinforcing Lessons 6-9; Step 3 Word Building - Reinforcing Lessons 6-9; Step 5: Prereading - Reinforcing Lessons 6-9; Step 7: Sound Dictation - Reinforcing Lessons 6-9 BLM: pp. 7-10 |
| (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; | See <i>S.P.I.R.E.</i> Levels 3, 4, 5 |
| (iv) using knowledge of base words to decode common compound words and contractions; | TM: Step 2 – Phonological Awareness: <i>For example</i> , pp. 173, 175, 220, 244, 279, 286 |
| (v) decoding words with inflectional endings, including -ed, -s, and -es; and | See <i>S.P.I.R.E.</i> Level 3 |
| (vi) identifying and reading at least 100 high-frequency words from a research-based list; | TM: Step 1 – Phonogram Cards: Decodable Word Cards, Sight Word Cards BLM: Sight Word Cards, pp. 26-41 |
| (C) demonstrate and apply spelling knowledge by: | |
| (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; | See <i>S.P.I.R.E.</i> Levels 3, 4 |
| (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; | TM: Step 8 – Prespelling - Reinforcing Lessons 6-9; Step 9 – Spelling, - Reinforcing Lessons 6-9 BLM: Diction Paper, p. 13; Lesson Planner, p. 32 |
| (iii) spelling words using sound-spelling patterns; and | TM: Step 8 – Prespelling - Reinforcing Lessons 6-9; Step 9 – Spelling, - Reinforcing Lessons 6-9 BLM: Diction Paper, p. 13; Lesson Planner, p. 32 |
| (iv) spelling high-frequency words from a research-based list; | TM: Step 8 – Prespelling - Reinforcing Lessons 6-9; Step 9 – Spelling, - Reinforcing Lessons 6-9 BLM: Diction Paper, p. 13; Lesson Planner, p. 32 |
| (D) demonstrate print awareness by identifying the information that different parts of a book provide; | See <i>Sounds Sensible</i> |
| (E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words. | TM: Step 7 – Sound Dictation; Step 9 – Spelling; Step 10 – Sentence Dictation |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
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| | BLM: Dictation Papers pp. 13, 14 |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | |
| (A) use a resource such as a picture dictionary or digital resource to find words; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; | TM: Step 5 –Prereading – Introducing the Story, Reinforcing Lessons: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i> pp. 190, 305, 338, 378, 385 The <i>SPIRE</i> Readers are not illustrated. However, the Decodable Readers Sets A & B are illustrated. |
| (C) identify the meaning of words with the affixes -s, -ed, and -ing; and | See <i>S.P.I.R.E.</i> Level 3 |
| (D) identify and use words that name actions, directions, positions, sequences, categories, and locations. | TM: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, pp. 3, 98, 371, 391, 538 |
| 4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Reread for Fluency |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time. | TM: Step 4 - Decoding and Sentence Reading; Step 6 - Reading/Reading Comprehension WB: All passages in this level can be used. |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | |
| (A) establish purpose for reading assigned and self-selected texts with adult assistance; | TM: Step 5 – Prereading: Introducing the Story |
| (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; | Teacher can use the following to teach standard: TM: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension WB: Independent Practice, <i>For example</i> , pp. 24, 28, 33, 41, 51 BLM: pp. 16-31 |
| (C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; | TM: Step 6 – Reading Comprehension, pp. 184, 424, 489 |
| (D) create mental images to deepen understanding with adult assistance; | TM: Step 6 - Reading Comprehension, <i>For example</i> , pp. 191, 198, 206, 214, 223, 231 |
| (E) make connections to personal experiences, ideas in other texts, and society with adult assistance; | TM: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 231, 247, 256, 264, 279, 288 |
| (F) make inferences and use evidence to support understanding with adult assistance; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (G) evaluate details to determine what is most important with adult assistance; | TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 100, 409, 425, 433, 474, 498 BLM: pp. 16-31 |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (H) synthesize information to create new understanding with adult assistance; | TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 23, 39, 61, 77, 93, 115 BLM: pp. 16-31 |
| (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. | TM: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 231, 247, 256, 264, 279, 288 |
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | |
| (A) describe personal connections to a variety of sources; | TM: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 288, 297, 313, 321, 330, 346 |
| (B) write brief comments on literary or informational texts; | WB: Independent Practice, <i>For example</i> , pp. 24, 28, 33, 41, 51, 56 BLM: pp. 16-31 |
| (C) use text evidence to support an appropriate response; | TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 100, 409, 425, 433, 474, 498 BLM: pp. 16-31 |
| (D) retell texts in ways that maintain meaning; | TM: Step 6 – Reading Comprehension: Comprehension activity, <i>For example</i> , pp. 93, 131, 161, 232, 289, 331 WB: <i>For example</i> , pp. 59, 82, 100, 123, 142 BLM: pp. 19, 29 |
| (E) interact with sources in meaningful ways such as illustrating or writing; and | TM: Step 6 – Reading Comprehension: Comprehension activity, <i>For example</i> , pp. 348, 356, 365, 400, 409, 417 WB: Independent Practice: <i>For example</i> , pp. 10, 14, 19, 24, 33, 41 BLM: pp. 16-31 |
| (F) respond using newly acquired vocabulary as appropriate. | TM: Reinforcing Lessons: Step 4 - Decoding and Sentence Reading: Vocabulary Development, <i>For example</i> , pp. 52, 98, 144; Step 6 - Reading Comprehension: pp. 199, 206, 214 |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | |
| (A) discuss topics and determine theme using text evidence with adult assistance; | TM: Reading Comprehension: Main Idea and Details, <i>For example</i> , pp. 14, 115, 177, 298, 356 |
| (B) describe the main character(s) and the reason(s) for their actions; | TM: Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 76, 168, 184, 206, 214, 247 WB: Independent Practice: <i>For example</i> , pp. 10, 14, 19, 24, 33, 41 |
| (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and | TM: Step 6 – Reading Comprehension: Comprehension activity, <i>For example</i> , pp. 93, 131, 161, 232, 289, 331 WB: <i>For example</i> , pp. 59, 82, 100, 123, 142 BLM: pp. 19, 29 |
| (D) describe the setting. | TM: Step 6 - Reading Comprehension, <i>For example</i> , pp. 60, 76, 114, 198, 264, 288 |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems; | TM: Step 6 – Reading Comprehension, p. 138 WB: 86 |
| (C) discuss elements of drama such as characters and setting; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) recognize characteristics and structures of informational text, including: | |
| (i) the central idea and supporting evidence with adult assistance; | Most selections are stories at the lower levels, however, the upper level books have more informational text. |
| (ii) features and simple graphics to locate or gain information; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iii) organizational patterns such as chronological order and description with adult assistance; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) recognize characteristics of multimodal and digital texts. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: | |
| (A) discuss the author's purpose for writing text; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) discuss how the use of text structure contributes to the author's purpose; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; | TM: Step 6 - Reading Comprehension: Figurative Language, p. 139 |
| (D) discuss how the author uses words that help the reader visualize; and | TM: Step 6 - Reading Comprehension: Figurative Language, p. 139 |
| (E) listen to and experience first- and third-person texts. | TM: Step 6 - Reading Comprehension, p. 256 |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | |
| (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) develop drafts in oral, pictorial, or written form by organizing ideas; | |
| (i) organizing with structure; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) developing an idea with specific and relevant details; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| (C) revise drafts by adding details in pictures or words; | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (D) edit drafts using standard English conventions, including: | |
| (i) complete sentences with subject-verb agreement; | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (ii) past and present verb tense; | TM: Step 4 – Decoding and Sentence Reading, pp. 296, 487 |
| (iii) singular, plural, common, and proper nouns; | TM: Step 4 – Decoding and Sentence Reading, p. 296 |
| (iv) adjectives, including articles; | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (v) adverbs that convey time; | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (vi) prepositions; | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (vii) pronouns, including subjective, objective, and possessive cases; | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (viii) capitalization for the beginning of sentences and the pronoun "I"; | TM: Step 10: Sentence Dictation, pp. 6, 9, 11, 16 |
| (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and | TM: Step 4 - Word and Sentence Decoding, pp. 295, 320, 345; TM: Step 10: Sentence Dictation, pp. 6, 11, 16, 100 |
| (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and | TM: Step 8 - Prespelling; Step 9 - Spelling |
| (E) publish and share writing. | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | |
| (A) dictate or compose literary texts, including personal narratives and poetry; | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (B) dictate or compose informational texts. | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (C) dictate or compose correspondence such as thank you notes or letters. | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | |
| (A) generate questions for formal and informal inquiry with adult assistance; | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (B) develop and follow a research plan with adult assistance; | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (C) identify and gather relevant sources and information to answer the questions with adult assistance; | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (D) demonstrate understanding of information gathered with adult assistance; and | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
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| §110.4. English Language Arts and Reading, Grade 2, Adopted 2017. | |
| (b) Knowledge and skills. | |
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | |
| (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Workbook. |
| (B) follow, restate, and give oral instructions that involve a short, related sequence of actions; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Workbook. |
| (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Workbook. |
| D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and | Teacher can use program components to practice this standard by having students engage in oral exercises using the Workbook. |
| (E) develop social communication such as distinguishing between asking and telling. | Teacher can use program components to practice this standard by having students engage in oral exercises using the Workbook. |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | |
| (A) demonstrate phonological awareness by: | |
| (i) producing a series of rhyming words; | TM: Step 2 – Phonological Awareness: Rhyme Providing, <i>For example</i> , pp. 10, 18, 42, 57, 65, 167, 175 |
| (ii) distinguishing between long and short vowel sounds in one-syllable and multisyllable words; | TM: Long vowels are taught at the end of Level 2, pp. 284-382; Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 5 - Phoneme-Grapheme Analysis; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work WB: pp. 163-217 BLM: Key Word Concept Sheet, pp. 9-15 |
| (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and | TM: Step 3 – Word Building, pp. 136 TM: Step 5 – Prereading: Phoneme-Grapheme Analysis, <i>For example</i> , pp. 20, 28, 36, 44, 52, 67, 75 WB: Phoneme-Grapheme Sheet |
| (iv) manipulating phonemes within base words; | TM: Step 5 – Prereading: Phoneme-Grapheme Analysis, <i>For example</i> , pp. 153, 169, 185, 200, 216, 224, 240 WB: Phoneme-Grapheme Sheet, p. 12 |
| (B) demonstrate and apply phonetic knowledge by: | |
| (i) decoding words with short, long, or variant vowels, trigraphs, and blends; | TM: Reinforcing Lessons: Step 4 – Decoding and Sentence Reading, <i>For example</i> , pp. 4, 193, 207, 287, 301, 316, 329 |
| (ii) decoding words with silent letters such as knife and gnat; | TM: Step 8: Prespelling, pp. 333, 342, 351, 360, 388 |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | See <i>S.P.I.R.E.</i> Level 3 |
| (iv) decoding compound words, contractions, and common abbreviations; | TM: Step 8: Prespelling, pp. 379 |
| (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCVC; | See <i>S.P.I.R.E.</i> Level 3 |
| (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and | See <i>S.P.I.R.E.</i> Level 3, Lessons 4-7 |
| (vii) identifying and reading high-frequency words from a research-based list; | TM: Step 1 – Phonogram Cards: Decodable Word Cards, Sight Word Cards |
| (C) demonstrate and apply spelling knowledge by: | |
| (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including | TM: Step 8 - Prespelling; Step 9 – Spelling BLM: Sounds and Words Dictation Paper, p. 16 |
| (ii) spelling words with silent letters such as knife and gnat; | Begins in <i>S.P.I.R.E.</i> Level 6 |
| (iii) spelling compound words, contractions, and common abbreviations; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iv) spelling multisyllabic words with multiple sound-spelling patterns; | See <i>S.P.I.R.E.</i> Level 3 |
| (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and | See <i>S.P.I.R.E.</i> Level 3 |
| (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; | See <i>S.P.I.R.E.</i> Level 3, Lessons 4-7 |
| (D) alphabetize a series of words and use a dictionary or glossary to find words; and | <i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson. |
| (E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | |
| (A) use print or digital resources to determine meaning and pronunciation of unknown words; | <i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson. |
| (B) use context within and beyond a sentence to determine the meaning of unfamiliar words; | <i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson. |
| (C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and | See <i>S.P.I.R.E.</i> Level 3, Lessons 4-7 |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
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| (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. | TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill There are opportunities using Vocabulary Development to discuss synonyms, homonym, and multiple meaning words. |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | TM: In all Reinforcing Lessons, students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example</i> , pp. 331, 340, 349, 358, 367 WB: All passages are emergent-reader texts, <i>For example</i> , pp. 188, 193, 198, 203, 208 |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | TM: Independent Work, <i>For example:</i> pp. 71, 87, 110, 133, 189, 220, 267 |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | |
| (A) establish purpose for reading assigned and self-selected texts; | TM: Step 5 – Prereading: Introducing the story, <i>For example:</i> pp. 13, 21, 29, 37, 44, 60, 68 |
| (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | TM: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: <i>For example</i> , pp. 137, 155, 214 WB: Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 87, 99, 132 BLM: pp. 17, 21, 25, 27 |
| (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; | Beyond the scope of S.P.I.R.E. reading and literacy program at this Level. |
| (D) create mental images to deepen understanding; | TM: Step 6: Reading Comprehension, pp. 13, 21, 29, 37, 44, 60 |
| (E) make connections to personal experiences, ideas in other texts, and society; | TM: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 178, 185, 201, 208, 216, 224 |
| (F) make inferences and use evidence to support understanding; | Beyond the scope of S.P.I.R.E reading and literacy program at this Level. |
| (G) evaluate details read to determine key ideas; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 249, 351 WB: pp. 144, 199 BLM: p. 19 |
| (H) synthesize information to create new understanding; and | TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 155, 163, 170, 179, 187, 202, 210 BLM: p. 18-34 |
| (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. | TM: Reinforcing Lessons: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 21, 28, 36, 44, 60, 68, 75 |
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
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| (A) describe personal connections to a variety of sources; | TM: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 75, 83, 91, 107, 114, 122, 130 |
| (B) write brief comments on literary or informational texts that demonstrate an understanding of the text; | WB: Graphic Organizer, pp. 13, 18, 23, 28, 33, 41, 46 BLM: p. 18-34 |
| (C) use text evidence to support an appropriate response; | TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 50, 63, 75, 96, 108, 128, 153 WB: All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 14, 19, 74, 82, 87, 98, 107 BLM: p. 18-34 |
| (D) retell and paraphrase texts in ways that maintain meaning and logical order; | TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 38, 77, 179, 257, 332 WB: pp. 28, 51, 106, 148, 189 BLM: p. 20 |
| (E) interact with sources in meaningful ways such as illustrating or writing; and | WB: All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 120, 124, 128, 137, 145, 153, 158 |
| (F) respond using newly acquired vocabulary as appropriate. | TM: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i> : pp. 146, 193, 240; Step 6 - Reading Comprehension: Comprehension Activity: Word Meaning, pp. 93, 154 |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | |
| (A) discuss topics and determine theme using text evidence with adult assistance; | TM: Reinforcing Lessons: Step 4 – Sentence Comprehension; Step 6 - Reading Comprehension: Comprehension Activity, pp. 249, 351; Independent Practice, p. 353 WB: pp. 144, 199 BLM: p. 19 |
| (B) describe the main character's (characters') internal and external traits; | TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 14, 69, 234, 265 WB2: pp. 13, 46, 136, 152 BLM2: pp. 21, 23, 32 |
| (C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and | TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 38, 77, 179, 257, 332 WB: pp. 28, 51, 106, 148, 189 BLM: p. 20 |
| (D) describe the importance of the setting. | TM: Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 12, 25, 332 |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The | |
| (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;is expected to: | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) explain visual patterns and structures in a variety of poems; | TM: Step 5 – Prereading: Introducing the Poem, pp. 91, 153, 349 |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| | WB: pp. 59, 93, 198 |
| (C) discuss elements of drama such as characters, dialogue, and setting; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) recognize characteristics and structures of informational text, including: | |
| (i) the central idea and supporting evidence with adult assistance; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) features and graphics to locate and gain information; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iii) organizational patterns such as chronological order and cause and effect stated explicitly; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (E) recognize characteristics of persuasive text, including: | |
| (i) stating what the author is trying to persuade the reader to think or do; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) distinguishing facts from opinion; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) recognize characteristics of multimodal and digital texts. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: | |
| (A) discuss the author's purpose for writing text; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) discuss how the use of text structure contributes to the author's purpose; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) discuss the author's use of print and graphic features to achieve specific purposes; | TM: Step 5 – Prereading, pp. 91, 153; Step 6: Reading Comprehension, p. 93 WB: pp. 59, 93 |
| (D) discuss the use of descriptive, literal, and figurative language; | TM: Step 5 – Prereading, p. 347; Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity (Word Meanings), pp. 93, 154 |
| (E) identify the use of first or third person in a text; and | TM: Step 6 - Reading Comprehension, pp. 107, 264 |
| (F) identify and explain the use of repetition. | TM: Step 6 - Reading Comprehension, pp. 92, 93 WB: p. 59 |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | |
| (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) develop drafts into a focused piece of writing by: | |
| (i) organizing with structure; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) developing an idea with specific and relevant details; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) edit drafts using standard English conventions, including: | |
| (i) complete sentences with subject-verb agreement; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) past, present, and future verb tense; | TM: Independent Work: p. 24 |
| (iii) singular, plural, common, and proper nouns; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iv) adjectives, including articles; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (v) adverbs that convey time and adverbs that convey place; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (vi) prepositions and prepositional phrases; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (vii) pronouns, including subjective, objective, and possessive cases; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (viii) coordinating conjunctions to form compound subjects and predicates; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and | TM: Step 10 – Sentence Dictation, pp. 7, 14, 52, 130 |
| (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and | TM: Step 3 - Word Building; Step 5: Prereading; Step 8 - Prespelling; Step 9 - Spelling |
| (E) publish and share writing. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | |
| (A) compose literary texts, including personal narratives and poetry; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) compose informational texts, including procedural texts and reports; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) compose correspondence such as thank you notes or letters. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | |
| (A) generate questions for formal and informal inquiry with adult assistance; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) develop and follow a research plan with adult assistance; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) identify and gather relevant sources and information to answer the questions; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) identify primary and secondary sources; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (E) demonstrate understanding of information gathered; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) cite sources appropriately; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| §110.5. English Language Arts and Reading, Grade 3, Adopted 2017 | |
| (b) Knowledge and skills. | |
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | |
| (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |
| (B) follow, restate, and give oral instructions that involve a series of related sequences of action; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |
| (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |
| (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |
| (E) develop social communication such as conversing politely in all situations. | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | |
| (A) demonstrate and apply phonetic knowledge by: | |
| (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; | See <i>S.P.I.R.E.</i> Level 6 |
| (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | See <i>S.P.I.R.E.</i> Levels 6, 7, 8 |
| (iii) decoding compound words, contractions, and abbreviations; | TM: Step 3 – Word Building, pp. 91, 100, 109, 117, 118, 174 |
| (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; | TM: Step 1 – Phonogram Cards, <i>For example</i> , pp. 2, 9, 27, 43, 50, 59; Step 2 – Phonological Awareness: Sound Providing, <i>For example</i> , pp. 91, 108, 117, 133, 184; Step 2 – Phonological Awareness: Segmentation, <i>For example</i> , pp. 142, 178, 193; Step 3 – Word Building, <i>For example</i> , pp. 193, 202, 210; Step 4 – Decoding and Sentence Reading, <i>For example</i> , pp. 222, 229 WB: Key Word Sheets: pp. 10-15 |
| (v) decoding words using knowledge of prefixes; | TM: Lesson 14: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 4 – Decoding and |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Sentence Reading; Step 6 – Reading; Step 7 - Sound Dictation; Step 9 - Spelling; Independent Work |
| (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and | TM: Lessons 4-7: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 4 – Decoding and Sentence Reading; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work |
| (vii) identifying and reading high-frequency words from a research-based list; | TM: Step 1 – Phonogram Cards: Sight Words/Decodable Word Cards BLM: Key Word Sheets, pp. 18-34 |
| (B) demonstrate and apply spelling knowledge by: | |
| (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | TM: Step 8 - Prespelling; Step 9 – Spelling BLM: Lesson Dictation Paper, p. 16 |
| (ii) spelling homophones; | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (iii) spelling compound words, contractions, and abbreviations; | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (iv) spelling multisyllabic words with multiple sound-spelling patterns; | TM: Lessons 8-9: Step 8 – Prespelling; Step 9 – Spelling BLM: pp. 10, 11 |
| (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; | TM: Lessons 8-9: Step 8 – Prespelling; Step 9 – Spelling BLM: pp. 10, 11 |
| (vi) spelling words using knowledge of prefixes; and | TM: Lesson 14: Step 8 – Prespelling; Step 9 - Spelling |
| (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; | TM: Lessons 4-7: Step 8 - Prespelling; Step 9 - Spelling |
| (C) alphabetize a series of words to the third letter; and | <i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson. |
| (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. | Beyond the scope of <i>S.P.I.R.E</i> reading and literacy program at this Level. |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | |
| (A) use print or digital resources to determine meaning, syllabication, and pronunciation; | <i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson. |
| (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; | <i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson. |
| (C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and | TM: Lessons 4-7: Step 1 - Phonogram Cards; Step 2 - Segmentation; Step 3 - Word Building; Step 4 – Decoding and Sentence Reading; Step 7 - Sound Dictation; Step 8 - Prespelling; Step 9 - Spelling; Independent Work |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
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| (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. | TM: Step 4 – Decoding and Sentence Reading: Vocabulary Development to teach skill There are opportunities using Vocabulary Development to discuss synonyms, homonym, and multiple meaning words. |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | TM: Step 6: Reading Comprehension: Rereading for Fluency, Rereading for Fluency, <i>For Example:</i> pp. 13, 22, 31, 55, 63, 79, 95 |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | TM: Independent Practice, <i>For example:</i> pp. 15, 24, 33, 41, 57, 65, 73 |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | |
| (A) establish purpose for reading assigned and self-selected texts; | TM: Step 5 – Prereading: Introducing the Story/Article |
| (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example,</i> pp. 146, 155, 188, 197, 206, 214 WB: <i>For example,</i> pp. 93, 99, 116, 121, 126, 132 BLM: pp. 17-27 |
| (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; | Beyond the scope of S.P.I.R.E reading and literacy program at this Level. |
| (D) create mental images to deepen understanding; | TM: Step 6: Reading Comprehension, pp. 232, 241, 250, 258 |
| (E) make connections to personal experiences, ideas in other texts, and society; | TM: Step 5 – Prereading: Introducing the Story, <i>For example,</i> pp. 145, 154, 187, 196, 205, 213, 231 |
| (F) make inferences and use evidence to support understanding; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 197, 242, 259 WB: pp. 121, 146, 156 |
| (G) evaluate details read to determine key ideas | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 70, 79, 121, 304 WB: pp. 47, 51, 78, 183 BLM: p. 18 |
| (H) synthesize information to create new understanding; and | TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example,</i> pp. 146, 155, 188, 197, 206, 214 WB: <i>For example,</i> pp. 93, 99, 116, 121, 126, 132 BLM: pp. 17-27 |
| (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | TM: Reinforcing Lessons: Step 5 – Prereading: Introducing the Story, <i>For example,</i> pp. 274, 283, 293, 339, 355, 365 |
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | |
| (A) describe personal connections to a variety of sources, including self-selected texts; | TM: Step 5 – Prereading: Introducing the Story/Article, <i>For example,</i> pp. 78, 94, 102, 111, 120 |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (B) write a response to a literary or informational text that demonstrates an understanding of a text; | WB: All sentence exercises in the workbook meet standard, <i>For example</i> , pp. 15, 26, 39, 44, 53, 63 |
| (C) use text evidence to support an appropriate response; | TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 146, 155, 188, 197, 206, 214 WB: <i>For example</i> , pp. 93, 99, 116, 121, 126, 132 BLM: pp. 17-27 |
| (D) retell and paraphrase texts in ways that maintain meaning and logical order; | TM: Reinforcing Lessons: Step 6 - Reading Comprehension, pp. 103, 146, 206, 250 WB: pp. 67, 93, 126, 150 BLM: p. 20 |
| (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | WB: pp. 14, 21, 80, 137, 151, 161, 178 |
| (F) respond using newly acquired vocabulary as appropriate; and | TM: Step 4 - Decoding and Sentence Reading: Vocabulary Development; <i>For example</i> : pp. 128, 163, 171; Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 276, 285, 294, 304, 340, 357, 367 |
| (G) discuss specific ideas in the text that are important to the meaning. | TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 146, 155, 188, 197, 206, 214 WB: <i>For example</i> , pp. 93, 99, 116, 121, 126, 132 BLM: pp. 17-27 |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | |
| (A) infer the theme of a work, distinguishing theme from topic; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) explain the relationships among the major and minor characters; | TM: Reinforcing Lessons: Step 6 - Reading Comprehension, pp. 54, 95, 140 WB: Graphic Organizer exercises in the workbook meet standard, pp. 37, 61, 232 BLM: pp. 23, 24, 26 |
| (C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and | TM: Reinforcing Lessons: Step 6 - Reading Comprehension, pp. 103, 146, 206, 250, 276 WB: pp. 67, 93, 126, 150, 165 BLM: p. 18 |
| (D) explain the influence of the setting on the plot. | TM: Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 30, 62, 111, 145, 205 |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | |
| (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems; | TM: Step 5 – Prereading: Introducing the Poem, pp. 38, 69 |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| (C) discuss elements of drama such as characters, dialogue, setting, and acts; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) recognize characteristics and structures of informational text, including: | |
| (i) the central idea with supporting evidence; | TG: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 79, 121 WB: pp. 50, 51, 77, 78 BLM: p. 18 |
| (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iii) organizational patterns such as cause and effect and problem and solution; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (E) recognize characteristics and structures of argumentative text by: | |
| (i) identifying the claim; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) distinguishing facts from opinion; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iii) identifying the intended audience or reader; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) recognize characteristics of multimodal and digital texts. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: | |
| (A) explain the author's purpose and message within a text; | TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 78, 120 |
| (B) explain how the use of text structure contributes to the author's purpose; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) explain the author's use of print and graphic features to achieve specific purposes; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (E) identify the use of literary devices, including first- or third-person point of view; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) discuss how the author's use of language contributes to voice; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (G) identify and explain the use of hyperbole. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | |
| (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| (B) develop drafts into a focused, structured, and coherent piece of writing by: | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (i) organizing with purposeful structure, including an introduction and a conclusion; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) developing an engaging idea with relevant details; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) edit drafts using standard English conventions, including: | |
| (i) complete simple and compound sentences with subject-verb agreement; | TM: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation |
| (ii) past, present, and future verb tense; | TM: Step 1 – Phonogram Cards, p. 101 |
| (iii) singular, plural, common, and proper nouns; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iv) adjectives, including their comparative and superlative forms; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (v) adverbs that convey time and adverbs that convey manner; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (vi) prepositions and prepositional phrases; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (vii) pronouns, including subjective, objective, and possessive cases; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ix) capitalization of official titles of people, holidays, and geographical names and places; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and | TM: Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling |
| (E) publish written work for appropriate audiences. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | |
| (A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (D) compose correspondence such as thank you notes or letters. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | |
| (A) generate questions on a topic for formal and informal inquiry; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) develop and follow a research plan with adult assistance; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) identify and gather relevant information from a variety of sources; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) identify primary and secondary sources; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (E) demonstrate understanding of information gathered; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) recognize the difference between paraphrasing and plagiarism when using source materials; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (G) create a works cited page; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| §110.6. English Language Arts and Reading, Grade 4, Adopted 2017 | |
| b) Knowledge and skills. | |
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | |
| (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |
| (B) follow, restate, and give oral instructions that involve a series of related sequences of action; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |
| (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |
| (D) work collaboratively with others to develop a plan of shared responsibilities. | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | |
| (A) demonstrate and apply phonetic knowledge by: | |
| (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; | TM: Step 1 – Phonogram Cards, <i>For example</i> , pp. 49, 50, 57; Step 2 – Phonological Awareness: Sound Providing, <i>For example</i> , pp. 51, 57, 76; Step 2 – Phonological Awareness: Segmentation, <i>For example</i> , pp. 57, 67, 154; Step 3 – Word |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Building, <i>For example</i> , pp. 51, 58, 68, 77; Step 4 – Decoding and Sentence Reading, <i>For example</i> , pp. 41, 52, 58, 68 |
| (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | TM: Step 1 – Phonogram Cards, <i>For example</i> , pp. 49, 50, 57; Step 2 – Phonological Awareness: Sound Providing, <i>For example</i> , pp. 51, 57, 76; Step 2 – Phonological Awareness: Segmentation, <i>For example</i> , pp. 57, 67, 154; Step 3 – Word Building, <i>For example</i> , pp. 51, 58, 68, 77; Step 4 – Decoding and Sentence Reading, <i>For example</i> , pp. 41, 52, 58, 68 |
| (iii) decoding words using advanced knowledge of syllable division patterns such as VV; | TM: Step 2: Phonological Awareness: Sound Providing, p. 57 |
| (iv) decoding words using knowledge of prefixes; | See <i>S.P.I.R.E.</i> Levels 3, 6 |
| (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and | TM: Step 3: Word Building, pp. 303, 326, 336 |
| (vi) identifying and reading high-frequency words from a research-based list; | TM: Step 1 – Phonogram Cards: Sight Words/Decodable Word Cards BLM: Key Word Sheets, pp. 3-16 |
| (B) demonstrate and apply spelling knowledge by: | |
| (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | TM: Step 9 - Spelling, <i>For example</i> , pp. 12, 28, 82, 117, 126, 142 BLM: Dictation Paper, p. 17 |
| (ii) spelling homophones; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iii) spelling multisyllabic words with multiple sound-spelling patterns; | TM: Step 9 - Spelling, <i>For example</i> , pp. 63, 73, 82, 117, 126, 142 BLM: Dictation Paper, p. 17 |
| (iv) spelling words using advanced knowledge of syllable division patterns; | TM: Step 9 - Spelling, <i>For example</i> , pp. 54, 63, 73, 82, 142, 151 BLM: Dictation Paper, p. 17 |
| (v) spelling words using knowledge of prefixes; and | See <i>S.P.I.R.E.</i> Levels 3, 6 |
| (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and | TM: Step 6: Reading, p. 237; Step 9 – Spelling, pp. 17, 238 BLM: Dictation Paper, p. 50 |
| (C) write legibly in cursive to complete assignments. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | |
| (A) use print or digital resources to determine meaning, syllabication, and pronunciation; | <i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson. |
| (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; | TM: Step 4 - Decoding and Sentence Reading: Vocabulary Development, pp. 176, 219, 226 |
| (C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and | See <i>S.P.I.R.E.</i> Levels 3, 6 |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (D) identify, use, and explain the meaning of homophones such as reign/rain. | TM: Step 4 – Decoding and Sentence Reading, p. 24; Independent Practice, p. 99 |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | TM: In all Reinforcing Lessons, students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example</i> , pp. 26, 43, 79-80, 95, 105 WB: All passages meet standard, <i>For example</i> , pp. 156-158, 169-171, 192-193 |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | TM: Independent Practice, <i>For example</i> : pp. 29, 38, 47, 65, 74, 83 |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | |
| (A) establish purpose for reading assigned and self-selected texts; | TM: Step 5 – Prereading: Introducing the Story/Article, , <i>For example</i> : pp. 236, 245, 254, 263, 280, 289 |
| (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | TM: Step 6 – Reading Comprehension: <i>For example</i> , pp. 61, 79, 87, 95, 105, 114 WB: Independent Practice, <i>For example</i> , pp. 174, 190, 196, 202, 216, 222 BLM: pp. 18-25 |
| (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; | TM: Step 6 - Reading Comprehension: Comprehension Activity, pp. 204, 281, 330 WB: pp. 139, 188, 220 BLM: p. 22 |
| (D) create mental images to deepen understanding; | TM: Step 6: Reading Comprehension, <i>For example</i> , pp. 26, 34, 43, 61, 71, 79 |
| (E) make connections to personal experiences, ideas in other texts, and society; | TM: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 79, 95, 104, 114, 123, 139 |
| (F) make inferences and use evidence to support understanding; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 62, 116 WB: pp. 44, 82 BLM: p. 20 |
| (G) evaluate details read to determine key ideas; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 290, 298 WB: pp. 194, 200 BLM: p. 19 |
| (H) synthesize information to create new understanding; and | TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 186, 195, 204, 213, 238, 247 WB: pp. 127, 133, 139, 144, 159, 165 BLM: pp. 18-23 |
| (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | TM: Step 5 – Prereading: Introducing the Story, <i>For example</i> , pp. 79, 95, 104, 114, 123, 139 |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
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| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | |
| (A) describe personal connections to a variety of sources, including self-selected texts; | TM: Step 6: Reading Comprehension, <i>For example</i> , pp. 26, 34, 43, 61, 71, 79 |
| (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; | WB: Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 129, 135, 141, 161, 167, 174 |
| (C) use text evidence to support an appropriate response; | TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 255, 264, 272, 280, 289, 297 WB: Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 141, 161, 167, 174, 190, 196 BLM: pp. 18-25 |
| (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | WB: Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 24, 46, 60, 70, 77, 84 |
| (F) respond using newly acquired vocabulary as appropriate; and | TM: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example</i> : pp. 4, 10, 17, 52, 87, 131; Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 95, 105, 114, 123, 131, 139 |
| (G) discuss specific ideas in the text that are important to the meaning. | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 290, 298 WB: pp. 194, 200 BLM: p. 19 |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | |
| (A) infer basic themes supported by text evidence; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) explain the interactions of the characters and the changes they undergo; | TM: Step 6 - Reading Comprehension, pp. 81, 116 WB: pp. 58, 82 BLM: pp. 20, 24 |
| (C) analyze plot elements, including the rising action, climax, falling action, and resolution; and | TM: Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 34, 80 WB: pp. 28, 58 BLM: pp. 18, 24 |
| (D) explain the influence of the setting, including historical and cultural settings, on the plot. | TM: Reinforcing Lessons: Step 6 - Reading Comprehension, <i>For example</i> , pp. 34, 80 WB: pp. 28, 58 BLM: pp. 18, 24 |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; | TM: Step 5 – Prereading: Introducing the Story, pp. 319, 329 WB: pp. 212-213, 218-219 |
| (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images; | TM: Step 4 - Decoding and Sentence Reading: p. 24; Step 6: Reading Comprehension: pp. 125, 159 WB: pp. 88, 125 BLM: p. 21 |
| (C) explain structure in drama such as character tags, acts, scenes, and stage directions; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) recognize characteristics and structures of informational text, including: | |
| (i) the central idea with supporting evidence; | TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 290, 298 WB: Independent Practice: pp. 194, 196, 200, 202 BLM: p. 19 |
| (ii) features such as pronunciation guides and diagrams to support understanding; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iii) organizational patterns such as compare and contrast; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (E) recognize characteristics and structures of argumentative text by: | |
| (i) identifying the claim; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) explaining how the author has used facts for an argument; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iii) identifying the intended audience or reader; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) recognize characteristics of multimodal and digital texts. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: | |
| (A) explain the author's purpose and message within a text; | TM: Step 5 – Prereading: Introducing the Article, pp. 157, 289, 297 |
| (B) explain how the use of text structure contributes to the author's purpose; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) explain the author's use of print and graphic features to achieve specific purposes; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; | TM: Step 4 - Decoding and Sentence Reading: p. 24; Step 6: Reading Comprehension: pp. 125, 159 WB: pp. 88, 125 BLM: p. 21 |
| (E) identify the use of literary devices, including first- or third-person point of view; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) discuss how the author's use of language contributes to voice; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| (G) identify and explain the use of anecdote. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | |
| (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) develop drafts into a focused, structured, and coherent piece of writing by: | |
| (i) organizing with purposeful structure, including an introduction and a conclusion; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) developing an engaging idea with relevant details; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) edit drafts using standard English conventions, including: | |
| (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; | TM: Step 4 - Word and Sentence Decoding; Step 10 - Sentence Dictation |
| (ii) past tense of irregular verbs; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iii) singular, plural, common, and proper nouns; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iv) adjectives, including their comparative and superlative forms; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (v) adverbs that convey frequency and adverbs that convey degree; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (vi) prepositions and prepositional phrases; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (vii) pronouns, including reflexive; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and | TM: Step 3 - Word Building; Step 8 – Prespelling; Step 9 – Spelling |
| (E) publish written work for appropriate audiences. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| (A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft; | TM: Independent Practice, p. 172 WB: Independent Practice, p. 119 |
| (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; | TM: Independent Practice, p. 47 WB: Independent Practice, p. 35 |
| (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) compose correspondence that request information. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | |
| (A) generate and clarify questions on a topic for formal and informal inquiry; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) develop and follow a research plan with adult assistance; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) identify and gather relevant information from a variety of sources; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) identify primary and secondary sources; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (E) demonstrate understanding of information gathered; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) recognize the difference between paraphrasing and plagiarism when using source materials; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (G) develop a bibliography; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| §110.7. English Language Arts and Reading, Grade 5, Adopted 2017 | |
| b) Knowledge and skills. | |
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | |
| (A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |
| (B) follow, restate, and give oral instructions that include multiple action steps; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student and Workbook. |
| (C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |
| (D) work collaboratively with others to develop a plan of shared responsibilities. | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
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| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | |
| (A) demonstrate and apply phonetic knowledge by: | |
| (i) decoding words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | TM: Step 2 – Phonological Awareness: Segmentation, <i>For example</i> , pp. 186, 195, 211; Step 3 – Word Building, <i>For example</i> , pp. 212, 214, 294; Step 4 – Decoding and Sentence Reading, <i>For example</i> , pp. 162, 196, 213 |
| (iii) decoding words using advanced knowledge of syllable division patterns; | TM: Step 2 – Phonological Awareness: Segmentation, <i>For example</i> , pp. 186, 195, 211; Step 8 – Prespelling: Phonological Awareness, <i>For example</i> , pp. 61, 129, 139, 147, 157, 191 |
| (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and | TM: Step 3 - Word Building, <i>For example</i> , pp. 85, 92, 143, 151; Step 4: Decoding and Sentence Reading, <i>For example</i> , pp. 92, 152 |
| (v) identifying and reading high-frequency words from a research-based list; | TM: Step 1 – Phonogram Cards: Sight Words/Decodable Word Cards BLM: Key Word Sheets, pp. 3-16 |
| (B) demonstrate and apply spelling knowledge by: | |
| (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | TM: Step 8 – Prespelling, <i>For example</i> , pp. 61, 94, 113, 119; Step 9 – Spelling, <i>For example</i> , pp. 228, 249, 281 BLM: Dictation Paper, p. 17 |
| (ii) spelling words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician; | See <i>S.P.I.R.E.</i> Level 7 |
| (iii) spelling multisyllabic words with multiple sound-spelling patterns; | TM: Step 9 - Spelling, <i>For example</i> , pp. 192, 249, 281, 291, 300 BLM: Dictation Paper, p. 17 |
| (iv) spelling words using advanced knowledge of syllable division patterns; | TM: Step 9 - Spelling, <i>For example</i> , pp. 192, 228, 249, 281, 291, 332 BLM: Dictation Paper, p. 17 |
| (v) spelling words using knowledge of prefixes; and | See <i>S.P.I.R.E.</i> Levels 3, 6 |
| (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and | TM: Step 3 – Word Building, pp. 21, 187, 151; Step 9 - Spelling, <i>For example</i> , pp. 192, 249, 281 BLM: Phoneme-Grapheme Sheet, p. 18 |
| (C) write legibly in cursive. | |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | |
| (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; | <i>Vocabulary Development</i> exercised used during <i>Step 4 – Decoding and Sentence Reading</i> give teacher an opportunity to discuss challenging words that students come across in the Reader in every lesson. |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
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| (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; | TM: Step 4 - Decoding and Sentence Reading: Vocabulary Development; Reinforcing Lessons, <i>For example:</i> pp. 163, 206, 254, 261, 347, 401 |
| (C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and | See <i>S.P.I.R.E.</i> Levels 3, 6 |
| (D) identify, use, and explain the meaning of adages and puns. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | TM: In all Reinforcing Lessons, students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example,</i> pp. 171-172, 190-191, 216-217 WB: All passages meet standard, <i>For example,</i> pp. 182-184, 203-204, 221-225 |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | TM: Independent Practice, <i>For example:</i> pp. 175, 184, 193, 219, 229, 240 |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | |
| (A) establish purpose for reading assigned and self-selected texts; | TM: Step 5 – Prereading: Introducing the Story/Article, <i>For example:</i> pp. 329, 356, 364, 373, 394, 416 |
| (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | TM: Step 6 – Reading Comprehension: <i>For example,</i> pp. 24, 33, 42, 56, 68, 78 WB: Independent Practice, <i>For example,</i> pp. 15, 21, 27, 34, 45, 51 BLM: pp. 18-30 |
| (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; | TM: Step 6 - Reading Comprehension: Comprehension Activity, pp. 34, 128, 418 WB: pp. 25, 84, 288 BLM: p. 22 |
| (D) create mental images to deepen understanding; | TM: Step 6: Reading Comprehension, <i>For example,</i> pp. 12, 14, 24, 136, 145, 154 |
| (E) make connections to personal experiences, ideas in other texts, and society; | TM: Step 5 – Prereading: Introducing the Story, <i>For example,</i> pp. 78, 126, 136, 145, 215, 288 |
| (F) make inferences and use evidence to support understanding; | TM: Step 6 – Reading Comprehension: Comprehension Activity, p. 394 |
| (G) evaluate details read to determine key ideas; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 182, 307, 357, 428, 439 WB: pp. 126, 211, 245, 296, 304 BLM: p. 21 |
| (H) synthesize information to create new understanding; and | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 60, 248 |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
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| | WB: pp. 43, 170 BLM: p. 24 |
| (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | TM: Step 5 – Prereading: Introducing the Article/Story, <i>For example</i> , pp. 329, 338, 355, 364, 373, 383 |
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | |
| (A) describe personal connections to a variety of sources, including self-selected texts; | TM: Step 5 – Prereading: Introducing the Story, pp. 189, 198, 215, 247, 279, 288 |
| (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; | WB: Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 51, 58, 86, 94, 101, 111 |
| (C) use text evidence to support an appropriate response; | TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 24, 33, 42, 59, 68, 145 BLM: pp. 18-30 |
| (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 60, 248 WB: pp. 43, 170 BLM: p. 24 |
| (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | WB: Sentence exercises in the workbook meet standard, <i>For example</i> , pp. 86, 94, 101, 111, 121, 128 |
| (F) respond using newly acquired vocabulary as appropriate; and | TM: Step 4 - Decoding and Sentence Reading: Vocabulary Development, <i>For example:</i> pp. 5, 50, 86; Step 6 - Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 126, 136, 145 |
| (G) discuss specific ideas in the text that are important to the meaning. | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 182, 307, 357, 428, 439 WB: pp. 126, 211, 245, 296, 304 BLM: p. 21 |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | |
| (A) infer multiple themes within a text using text evidence; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) analyze the relationships of and conflicts among the characters; | TM: Reinforcing Lessons: Step 6 - Reading Comprehension, pp. 80, 270 WB: pp. 56, 185 BLM: p. 25, 27 |
| (C) analyze plot elements, including rising action, climax, falling action, and resolution; and | TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 79, 127, 279 WB: p. 56 BLM: p. 25 |
| (D) analyze the influence of the setting, including historical and cultural settings, on the plot. | TM: Step 6 – Reading Comprehension: Comprehension Activity, <i>For example</i> , pp. 79, 269, 279 |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
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| | WB: p. 56 BLM: pp. 25 |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | |
| A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 138, 156, 341, 366 WB: pp. 92, 109, 234, 253 BLM: 20 |
| (C) explain structure in drama such as character tags, acts, scenes, and stage directions; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) recognize characteristics and structures of informational text, including: | |
| (i) the central idea with supporting evidence; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 182, 307, 357, 428, 439 WB: pp. 126, 211, 245, 296, 304 BLM: p. 21 |
| (ii) features such as insets, timelines, and sidebars to support understanding; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iii) organizational patterns such as logical order and order of importance; | TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 25, 43 WB: Graphic Organizer: pp. 19, 32 BLM: p. 18 |
| (E) recognize characteristics and structures of argumentative text by: | |
| (i) identifying the claim; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) explaining how the author has used facts for or against an argument; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iii) identifying the intended audience or reader; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) recognize characteristics of multimodal and digital texts. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: | |
| (A) explain the author's purpose and message within a text; | TM: Step 5 – Prereading: Introducing the Article, <i>For example</i> , pp. 33, 41, 58, 68, 78, 126 |
| (B) explain how the use of text structure contributes to the author's purpose; | TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 25, 43 WB: Graphic Organizer: pp. 19, 32 BLM: p. 18 |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
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| (C) explain the author's use of print and graphic features to achieve specific purposes; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 138, 156, 341, 366 WB: pp. 92, 109, 234, 253 BLM: p. 20 |
| (E) identify the use of literary devices, including first- or third-person point of view; | TM: Step 6 - Reading Comprehension: Comprehension Activity, p. 375 |
| (F) discuss how the author's use of language contributes to voice; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (G) identify and explain the use of hyperbole, stereotyping, and anecdote. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | |
| (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) develop drafts into a focused, structured, and coherent piece of writing by: | |
| (i) organizing with purposeful structure, including an introduction and a conclusion; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) developing an engaging idea with relevant details; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) edit drafts using standard English conventions, including: | |
| (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) past tense of irregular verbs; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iii) collective nouns; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iv) adjectives, including their comparative and superlative forms; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (v) conjunctive adverbs; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (vii) pronouns, including indefinite; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (viii) subordinating conjunctions to form complex sentences; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ix) capitalization of abbreviations, initials, acronyms, and organizations; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and | TM: Step 8 – Prespelling, <i>For example</i> , pp. 61, 94, 113, 119; Step 9 – Spelling, <i>For example</i> , pp. 228, 249, 281 BLM: Dictation Paper, p. 17 |
| (E) publish written work for appropriate audiences. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | |
| (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) compose correspondence that request information. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | |
| (A) generate and clarify questions on a topic for formal and informal inquiry; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) develop and follow a research plan with adult assistance; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) identify and gather relevant information from a variety of sources; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) understand primary and secondary sources; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (E) demonstrate understanding of information gathered; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) differentiate between paraphrasing and plagiarism when using source materials; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (G) develop a bibliography; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| §110.22. English Language Arts and Reading, Grade 6, Adopted 2017 | |
| b) Knowledge and skills. | |
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | |
| (A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
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| (B) follow, restate, and give oral instructions that include multiple action steps; | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student and Workbook. |
| (C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |
| (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. | Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Workbook. |
| 2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | |
| (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) use context such as definition, analogy, and examples to clarify the meaning of words; and | TM: Step 4 - Decoding and Sentence Reading: Vocabulary Development, <i>For example:</i> pp. 5, 12, 19, 68, 106, 142 |
| (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose. | TM: In all Reinforcing Lessons, students read sentences in Step 4 - Decoding and Sentence Reading and selections in Step 6 - Reading Comprehension with purpose and an emphasis on fluency and comprehension, <i>For example,</i> pp. 165, 175, 185 WB: All passages meet standard, <i>For example,</i> pp. 114-117, 122-125, 130-133 |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | TM: Independent Practice, <i>For example:</i> pp. 189, 212, 222, 232, 257, 267 |
| (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | |
| (A) establish purpose for reading assigned and self-selected texts; | TM: Step 5 – Prereading: Introducing the Story/Article, <i>For example:</i> pp. 165, 175, 185, 208, 218, 228 |
| (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | TM: Step 6 – Reading Comprehension: <i>For example,</i> pp. 28, 39, 49, 59, 77, 88 WB: Independent Practice, <i>For example,</i> pp. 22, 30, 37, 58, 68, 76 BLM: pp. 25-36 |
| (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; | TM: Step 6 - Reading Comprehension: Comprehension Activity, pp. 125, 452 |
| (D) create mental images to deepen understanding; | TM: Step 6: Reading Comprehension, <i>For example,</i> pp. 281, 287, 289, 297, 299, 307 |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (E) make connections to personal experiences, ideas in other texts, and society; | TM: Step 5 – Prereading: Introducing the Story/Article, <i>For example:</i> pp. 175, 185, 208, 218, 228, 272 |
| (F) make inferences and use evidence to support understanding; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 127, 353 WB: pp. 96, 246 BLM: p. 29 |
| (G) evaluate details read to determine key ideas; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 29, 61, 99, 228, 264, 310, 335, 380 WB: pp. 20, 44, 74, 162, 183, 218, 231, 265 BLM: p. 28 |
| (H) synthesize information to create new understanding; and | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 177, 290 WB: pp. 126, 203 BLM: p. 31 |
| (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | TM: Step 5 – Prereading: Introducing the Article/Story, <i>For example,</i> pp. 185, 218, 228, 252, 262, 272 |
| (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | |
| (A) describe personal connections to a variety of sources, including self-selected texts; | TM: Step 5 – Prereading: Introducing the Story/Article, <i>For example:</i> pp. 165, 175, 185, 208, 218, 228 |
| (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres; | WB: Sentence exercises in the workbook meet standard, <i>For example,</i> pp. 164, 185, 193, 205, 212, 220 |
| (C) use text evidence to support an appropriate response; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 29, 61, 99, 228, 264, 310, 335, 380 WB: Independent Practice, <i>For example,</i> pp. 22, 30, 37, 58, 68, 76 BLM: pp. 25-36 |
| (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 177, 290 WB: pp. 126, 203 BLM: p. 31 |
| (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | WB: Independent Practice, <i>For example,</i> pp. 22, 30, 37, 58, 68, 76 |
| (F) respond using newly acquired vocabulary as appropriate; and | TM: Step 4 - Decoding and Sentence Reading: Vocabulary Development, <i>For example:</i> pp. 5, 12, 19, 68, 106, 142; Step 6 - Reading Comprehension: Comprehension Activity, <i>For example,</i> pp. 99, 228, 264, 310, 335, 380 |
| (G) discuss and write about the explicit or implicit meanings of text; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 29, 61, 99, 228, 264, 310, 335, 380 WB: Independent Practice, <i>For example,</i> pp. 22, 30, 37, 58, 68, 76 |
| (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 166, 177, 186, 264, 310, 335, 380 |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | WB: Independent Practice, <i>For example</i> , pp. 58, 68, 76, 88, 98, 103 |
| (I) reflect on and adjust responses as new evidence is presented. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | |
| (A) infer multiple themes within and across texts using text evidence; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) analyze how the characters' internal and external responses develop the plot; | TM: Step 6 - Reading Comprehension, pp. 78, 127, 218-219 WB: pp. 56, 155 BLM: p. 26 |
| (C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and | TM: Step 6 - Reading Comprehension, pp. 78, 162, 218-219 WB: pp. 56, 155 BLM: p. 26 |
| (D) analyze how the setting, including historical and cultural settings, influences character and plot development. | TM: Step 6 - Reading Comprehension, pp. 218-219 WB: pp. 56, 155 BLM: p. 26 |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | |
| (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths; | TM: Step 5 – Prereading: Introducing the Story, pp. 77, 252, 451 |
| (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) analyze how playwrights develop characters through dialogue and staging; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) analyze characteristics and structural elements of informational text, including: | |
| (i) the controlling idea or thesis with supporting evidence; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 29, 61, 99, 228, 264, 310, 335, 380 WB: pp. 20, 44, 74, 162, 183, 218, 231, 265 BLM: p. 28 |
| (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iii) organizational patterns such as definition, classification, advantage, and disadvantage; | TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 90, 186, 210, 274, 370 WB: Graphic Organizer: pp. 66, 134, 148, 191, 257 BLM: p. 25 |
| (E) recognize characteristics and structures of argumentative text by: | |
| (i) identifying the claim; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (ii) explaining how the author uses various types of evidence to support the argument; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iii) identifying the intended audience or reader; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) recognize characteristics of multimodal and digital texts. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: | |
| (A) explain the author's purpose and message within a text; | |
| (B) explain how the use of text structure contributes to the author's purpose; | TM: Reinforcing Lessons: Step 6 - Reading Comprehension: Comprehension Activity, pp. 90, 186, 210, 274, 370 WB: Graphic Organizer: pp. 66, 134, 148, 191, 257 BLM: p. 25 |
| (C) explain the author's use of print and graphic features to achieve specific purposes; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes; | TM: Step 6 – Reading Comprehension: Comprehension Activity, pp. 116, 453 WB: pp. 87, 306 BLM: p. 27 |
| (E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) analyze how the author's use of language contributes to mood and voice; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (G) explain the differences between rhetorical devices and logical fallacies. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | |
| (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) develop drafts into a focused, structured, and coherent piece of writing by: | |
| (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) developing an engaging idea reflecting depth of thought with specific facts and details; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) edit drafts using standard English conventions, including: | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) consistent, appropriate use of verb tenses; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iii) conjunctive adverbs; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (v) pronouns, including relative; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as <i>either/or</i> and <i>neither/nor</i> ; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ix) correct spelling, including commonly confused terms such as <i>its/it's</i> , <i>affect/effect</i> , <i>there/their/they're</i> , and <i>to/two/too</i> ; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (E) publish written work for appropriate audiences. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | |
| (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; | WB: Independent Practice: p. 120 |
| (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | |
| (A) generate student-selected and teacher-guided questions for formal and informal inquiry; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (B) develop and revise a plan; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (D) identify and gather relevant information from a variety of sources; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |

| Texas Essential Knowledge and Skills – English Language Arts and Reading | S.P.I.R.E. Page Citations |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| (E) differentiate between primary and secondary sources; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (F) synthesize information from a variety of sources; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (G) differentiate between paraphrasing and plagiarism when using source materials; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (H) examine sources for: | |
| (i) reliability, credibility, and bias; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype; | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (I) display academic citations and use source materials ethically; and | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |
| (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level. |



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