



*Literacy and Intervention*

## CALIFORNIA STATE STANDARDS



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

Grades Pre-K–8+



**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**English-Language Arts Content Standards for California Public Schools**  
**Grade 1**

The following references are examples from the Teacher’s Manual and appropriate components in the *S.P.I.R.E.* program that align to the English-Language Arts Content Standards for California Public Schools. This correlation is intended to illustrate the program’s approach to these standards. (TM = Teacher’s Manual; WB = Workbook; BLM = Blackline Master; RDR = Reader; N/A = Not Applicable) Examples are from Levels 1 unless specified.

STANDARDS	S.P.I.R.E. Components
<b>Standard 1</b> <b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>	
<b>Concepts About Print</b>	
1.1 Match oral words to printed words.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Step 9 Spelling - Independent Work
1.2 Identify the title and author of a reading selection.	TM; WB - Step 6 Reading - Independent Work
1.3 Identify letters, words, and sentences.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work

STANDARDS	S.P.I.R.E. Components
<b>Phonemic Awareness</b>	
1.4 Distinguish initial, medial, and final sounds in single-syllable words.	TM; BLM; RDR - Step 2 Phonological Awareness - Step 3 Word Building - Step 5 Pre-reading - Step 6 Reading - Step 7 Sound Dictation - Step 9 Spelling
1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> ).	TM; BLM; RDR Level 1: TM – Short Sounds pp. 1-123 Level 2: TM – Long and Short Sounds pp. 177-210 - Step 2 Phonological Awareness - Step 3 Word Building - Step 5 Pre-reading - Step 6 Reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness
1.6 Create and state a series of rhyming words, including consonant blends.	TM; BLM; WB Levels 1-4 - Step 2 Phonological Awareness – Sounds are identified and rhyming words are made - Step 3 Word Building - Step 5 Pre-reading
1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ).	TM; BLM - Step 2 Phonological Awareness - Step 3 Word Building
1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i> ).	TM; BLM; RDR - Step 2 Phonological Awareness - Step 3 Word Building - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Components
<p>1.9 Segment single-syllable words into their components (e.g., cat = /c/a/t/; <i>splat</i> = /s/p/l/a/t/; <i>rich</i> = /r/i/ch/).</p>	<p>TM; BLM; RDR; WB</p> <ul style="list-style-type: none"> <li>- Step 2 Phonological Awareness</li> <li>- Step 3 Word Building</li> <li>- Step 4 Decoding/Sentence Reading</li> <li>- Step 5 Pre-reading</li> <li>- Step 8 Pre-spelling/Phonological Awareness</li> <li>- Step 9 Spelling</li> <li>- Independent Work</li> </ul>
<b>Decoding and Word Recognition</b>	
<p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p>	<p>TM; BLM; RDR</p> <p>Levels 1-4</p> <ul style="list-style-type: none"> <li>- Step 1 Phonogram Cards</li> <li>- Step 2 Phonological Awareness</li> <li>- Step 3 Word Building</li> <li>- Step 4 Decoding/Sentence Reading</li> <li>- Step 5 Pre-reading</li> <li>- Step 7 Sound Dictation</li> <li>- Step 8 Pre-spelling/Phonological Awareness</li> </ul>
<p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p>	<p>TM; BLM; RDR; WB</p> <p>The Appendix has lists of common and irregular sight words</p> <ul style="list-style-type: none"> <li>- Step 1 Phonogram Cards (Decodable Word Cards)</li> <li>- Step 2 Phonological Awareness</li> <li>- Step 4 Decoding/Sentence Reading</li> <li>- Step 5 Pre-reading</li> <li>- Step 6 Reading</li> <li>- Independent Work</li> </ul>
<p>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p>	<p>TM; BLM; RDR</p> <p>Levels 1-5</p> <p>Referenced in Scope and Sequence</p> <ul style="list-style-type: none"> <li>- Step 4 Decoding/Sentence Reading</li> <li>- Step 5 Pre-reading</li> <li>- Step 7 Sound Dictation</li> <li>- Step 8 Pre-spelling</li> </ul>

STANDARDS	S.P.I.R.E. Components
1.13 Read compound words and contractions.	TM; RDR; BLM; WB Levels 1-4 - Step 5 Pre-reading - Step 6 Reading - Independent Work
1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ).	TM; RDR; BLM Level 3 pp. 83-141 - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding and Sentence Reading - Step 5 Pre-reading - Step 6 Reading
1.15 Read common word families (e.g., <i>-ite, -ate</i> ).	TM Levels 1 and 2 - Step 5 Pre-reading - Step 6 Reading - Step 9 Spelling
1.16 Read aloud with fluency in a manner that sounds like natural speech.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
<b>Vocabulary and Concept Development</b>	
1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	TM; RDR Levels 1-8 The word lists provided in the Appendix can be used to classify words into concrete categories. Selected vocabulary from each reader can also be used for creating word lists of words into conceptual categories.
<b>Standard 2 Reading Comprehension</b>	
<b>Structural Features of Informational Materials</b>	
2.1 Identify text that uses sequence or other logical order.	TM; RDR - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Components
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	
2.2 Respond to <i>who, what, when, where, and how</i> questions.	TM; RDR - Step 6 Reading
2.3 Follow one-step written instructions.	TM; WB Levels 1-8 - Independent Work
2.4 Use context to resolve ambiguities about word and sentence meanings.	TM; RDR Levels 1-8 - Step 6 Reading
2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	TM; RDR Levels 1-8 - Step 5 Pre-reading - Step 6 Reading
2.6 Relate prior knowledge to textual information.	TM; RDR Levels 1-8 - Step 5 Pre-reading - Step 6 Reading
2.7 Retell the central ideas of simple expository or narrative passages.	TM; RDR Levels 1-8 - Step 6 Reading

**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**English-Language Arts Content Standards for California Public Schools**

**Grade 2**

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the English-Language Arts Content Standards for California Public Schools. This correlation is intended to illustrate the program’s approach to these standards. (TM = Teacher’s Manual; WB = Workbook; BLM = Blackline Masters; RDR = Reader; N/A = Not Applicable) Examples are assumed to be at level unless specifically stated otherwise for each component.

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>Standard 1</b> <b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>	
<b>Decoding and Word Recognition</b>	
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	TM: Introductory Lesson, Step 1, pp. 1–2; BLM: p. 7; RDR: p. 1; WB: p. 11
1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i> ).	TM: Lesson 16, Step 3, pp. 282–283; BLM: p. 37; RDR: p. 23; WB: p. 27
1.3 Decode two-syllable nonsense words and regular multisyllable words.	TM: Lesson 16, Step 3, pp. 282–283; BLM: p. 37; RDR: p. 23; WB: p. 27
1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ).	RDR: Level 3, p. 14
1.5 Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i> ) and irregular plurals (e.g., <i>fly/flies, wife/wives</i> ).	TM: Lesson 4, Step 2, p. 169; BLM: p. 27; RDR: p. 43; WB: p. 82
1.6 Read aloud fluently and accurately and with appropriate intonation and expression.	All selections can be used to practice fluency and accuracy in reading.
<b>Vocabulary and Concept Development</b>	
1.7 Understand and explain common antonyms and synonyms.	TM: Lesson 12, Step 5, p. 264; BLM: p. 29; RDR: p. 65; WB: p. 69
1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	TM: Lesson 7, Step 4, p. 239; BLM: p. 27; RDR: p. 20; WB: p. 59
1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-, un-, -ing, -ly</i> ).	TM: Level 3, Lesson 1, p. 108; BLM: Level 3, pp. 41–44; RDR: Level 3, p. 35; WB: Level 3, pp. 40–43

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
1.10 Identify simple multiple-meaning words.	TM: Lesson 8, Step 5, p. 245; RDR: p. 65; WB: p. 25
<b>Standard 2 Reading Comprehension</b>	
<b>Structural Features of Informational Materials</b>	
2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.	RDR: pp. 71–74
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	
2.2 State the purpose in reading (i.e., tell what information is sought).	A purpose for reading fiction and nonfiction texts can be set by the teacher for all selections.
2.3 Use knowledge of the author’s purpose(s) to comprehend informational text.	RDR: Level 5, pp. 21–23
2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what, if, how</i> ).	TM: Level 5, Lesson 3, Step 6, pp. 23–24
2.5 Restate facts and details in the text to clarify and organize ideas.	TM: Lesson 5, Step 6, p. 89; WB: p. 17
2.6 Recognize cause-and-effect relationships in a text.	TM: Lesson 2, Step 6, p. 106; RDR: p. 27; WB: p. 34
2.7 Interpret information from diagrams, charts, and graphs.	N/A
2.8 Follow two-step written instructions.	RDR: Level 5, pp. 21–23



**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**English-Language Arts Content Standards for California Public Schools**

**Grade 3**

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the English-Language Arts Content Standards for California Public Schools. This correlation is intended to illustrate the program’s approach to these standards. (TM = Teacher’s Manual; WB = Workbook; BLM = Blackline Masters; RDR = Reader; N/A = Not Applicable) Examples are assumed to be at level unless specifically stated otherwise for each component.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>Standard 1</b> <b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>	
<b>Decoding and Word Recognition</b>	
1.1 Know and use complex word families when reading (e.g., <i>-ight</i> ) to decode unfamiliar words.	TM: Level 4, Intro Lesson, p. 170; WB: Level 4, p. 56; BLM: Level 4, p. 45; RDR: Level 4, pp. 96–97
1.2 Decode regular multisyllabic words.	TM: Lesson 2, p. 14; WB: p. 8; BLM: p. 4; RDR: p. 21
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	All selections can be used to practice reading text with fluency, accuracy, appropriate pacing, intonation, and expression.
<b>Vocabulary and Concept Development</b>	
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	TM: Lesson 4, Step 4, p. 51; BLM: p. 87; WB: p. 101; RDR: p. 9
1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i> ).	TM: Lesson 4, Step 6, p. 297; WB: p. 95; RDR: pp. 78–79
1.6 Use sentence and word context to find the meaning of unknown words.	TM: Lesson 4, Step 6, p. 196; WB: p. 14; BLM: p. 91; RDR: pp. 78–79
1.7 Use a dictionary to learn the meaning and other features of unknown words.	N/A
1.8 Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i> ) and suffixes (e.g., <i>-er, -est, -ful</i> ) to determine the meaning of words.	TM: Intro Lesson 3, pp. 118–122; WB: p. 57; BLM: p. 44; RDR: p. 45

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>Standard 2 Reading Comprehension</b>	
<b>Structural Features of Informational Materials</b>	
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	RDR: Level 5, pp. 71–74
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	All lessons ask literal questions about text.
2.3 Demonstrate comprehension by identifying answers in the text.	All lessons invite students to demonstrate comprehension by identifying answers in the text.
2.4 Recall major points in the text and make and modify predictions about forthcoming information.	TM: Lesson 1, Steps 5 & 6, pp. 10–11; WB: p. 4
2.5 Distinguish the main idea and supporting details in expository text.	TM: Lesson 4, Step 6, pp. 196–197; WB: p. 96; RDR: pp. 78–79
2.6 Extract appropriate and significant information from the text, including problems and solutions.	TM: Lesson 2, Step 5, p. 131; WB: p. 61; RDR: pp. 49–50
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	TM: Level 5, Lesson 2, Step 6, p. 16; RDR: Level 5, p. 8

**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**English-Language Arts Content Standards for California Public Schools**

**Grade 4**

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the English-Language Arts Content Standards for California Public Schools. This correlation is intended to illustrate the program’s approach to these standards. (TM = Teacher’s Manual; WB = Workbook; BLM = Blackline Masters; RDR = Reader; N/A = Not Applicable) Examples are assumed to be at level unless specifically stated otherwise for each component.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>Standard 1</b> <b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>	
<b>Word Recognition</b>	
1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	All selections can be used to practice reading text with fluency and accuracy.
<b>Vocabulary and Concept Development</b>	
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	TM: Lesson 3, Step 6, p. 105; WB: p. 33; BLM: p. 94; RDR: p. 58
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.	TM: Lesson 1, Step 6, p. 20; RDR: pp. 4–5
1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i> ).	RDR: Level 5, p. 93
1.5 Use a thesaurus to determine related words and concepts.	N/A
1.6 Distinguish and interpret words with multiple meanings.	TM: Lesson 3, Step 6, p. 105; WB: p. 1; BLM: p. 83; RDR: pp. 4–5
<b>Standard 2</b> <b>Reading Comprehension</b>	
<b>Structural Features of Informational Materials</b>	
2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	TM: Lesson 2, Step 6, p. 128; WB: p. 59; RDR: pp. 99–100

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	All selections can be used to practice reading for different purposes.
2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	TM: Lesson 1, Step 6, p. 21; WB: p. 42; RDR: pp. 38–42
2.4 Evaluate new information and hypotheses by testing them against known information and ideas.	TM: Level 5, Lesson 3, p. 19; RDR: Level 5, pp. 10–12
2.5 Compare and contrast information on the same topic after reading several passages or articles.	TM: Lesson 2, Step 5, p. 157; RDR: pp. 4–5/pp. 85–86
2.6 Distinguish between cause and effect and between fact and opinion in expository text.	RDR: pp. 99–100
2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	N/A

**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**English-Language Arts Content Standards for California Public Schools**

**Grade 5**

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the English-Language Arts Content Standards for California Public Schools. This correlation is intended to illustrate the program’s approach to these standards. (TM = Teacher’s Manual; WB = Workbook; BLM = Blackline Masters; RDR = Reader; N/A = Not Applicable) Examples are assumed to be at level unless specifically stated otherwise for each component.

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>Standard 1</b> <b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>	
<b>Word Recognition</b>	
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	All selections can be used to practice reading text with fluency and accuracy.
<b>Vocabulary and Concept Development</b>	
1.2 Use word origins to determine the meaning of unknown words.	RDR: p. 99
1.3 Understand and explain frequently used synonyms, antonyms, and homographs.	WB: p. 74; RDR: pp. 110–113
1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i> ).	RDR: p. 93
1.5 Understand and explain the figurative and metaphorical use of words in context.	TM: Lesson 4, Step 6, pp. 93–94; WB: p. 77; RDR: pp. 44–49
<b>Standard 2</b> <b>Reading Comprehension (Focus on Informational Materials)</b>	
<b>Structural Features of Informational Materials</b>	
2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	RDR: pp. 71–74
2.2 Analyze text that is organized in sequential or chronological order.	TM: Lesson 1, Step 6, p. 159; WB: p. 84; RDR: pp. 99–101

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>	
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	TM: Lesson 3, Step 6, p. 139; WB: p. 36; RDR: pp. 95–97
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	TM: Lesson 3, Step 6, pp. 170–171; WB: p. 18
<b>Expository Critique</b>	
2.5 Distinguish facts, supported inferences, and opinions in text.	TM: Lesson 4, Step 6, p. 225; WB: p. 18; BLM: p. 91; RDR: pp. 158–160