



Literacy and Intervention

DISTRICT OF COLUMBIA STATE STANDARDS



Intensive, Multisensory Reading Intervention with Proven Results

Grades Pre-K–8+



S.P.I.R.E.[®]
Correlated to the
District of Columbia Standards and Learning Activities

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 District of Columbia Standards and Learning Activities. 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 1 unless specifically stated otherwise for each component.

STANDARDS/LEARNING ACTIVITIES	S.P.I.R.E. Components
Strand: Language Development	
Vocabulary and Concept Development	
1.LD-V.7. Identify base words (look) and their inflectional forms (e.g., looks, looked, looking).	TM; BLM; RDR; WB Reference Scope and Sequence Level1 - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Independent Work Level 3 pp. 83-141 - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Independent Work
1.LD-V.8. Classify common words into conceptual categories (e.g., animals, foods, opposites).	TM Levels 1-8 The word lists provided in the Appendix can be used to classify common words into conceptual categories.

STANDARDS/LEARNING ACTIVITIES	S.P.I.R.E. Components
1.LD-V.9. Recognize that some words, called compound words, are made up of two short words (e.g., sailboat, football, popcorn).	TM; BLM; RDR Levels 1-4 - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading (Phoneme/Grapheme Analysis) - Step 6 Reading <i>For example:</i> Level 1 pp. 174-178
1.LD-V.10. Determine meanings of words by using a beginning dictionary.	TM; RDR There are opportunities in each lesson for students to reference a beginning dictionary to determine meanings of words. - Step 5 Pre-reading - Step 6 Reading
Strand: Beginning Reading	
Print Concepts	
1.BR-PC.1. Understand that spoken words are represented in written English by sequences of letters.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling - Independent Work
1.BR-PC.2. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).	TM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 6 Reading - Step 10 Sentence Dictation - Independent Work
1.BR-PC.3. Identify the author and title of a book, and use a book's table of contents.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
1.BR-PC.4. Know the order of the letters of the alphabet.	TM; BLM - Step 1 Phonogram Cards - Step 3 Word Building

STANDARDS/LEARNING ACTIVITIES	S.P.I.R.E. Components
1.BR-PC.5. Match oral words to printed words.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Step 9 Spelling - Step 10 Sentence Dictation - Independent Work
Phonemic Awareness	
1.BR-PA.6. Generate a series of original 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.BR-PA.7. Orally segment a multi-syllabic word into its syllables.	TM; BLM; RDR; WB Levels 3-4 <i>For example:</i> Level 3 – Syllable Division pp. 142-198 Level 4 – Consonant <i>-le</i> Syllable pp. 34-57
1.BR-PA.8. Recognize the new spoken word when a specified phoneme is added, changed, or removed.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 5 Pre-reading - Step 8 Pre-spelling/Phonological Awareness
1.BR-PA.9. Distinguish between long- and short-vowel sounds in orally stated single-syllable words.	TM; BLM; RDR; WB Level 1 – Steps 1-10, Short Sounds pp. 1-123 Level 2 – Steps 1-10, Long and Short Sounds pp. 177-210

STANDARDS/LEARNING ACTIVITIES	S.P.I.R.E. Components
1.BR-PA.10. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant clusters and all speech sounds, including those represented by digraphs, such as /th/, /sh/, etc.	TM; BLM; RDR; WB Levels 1-4 - Step 2 Phonological Awareness - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling
1.BR-PA.11. Segment spoken phonemes contained in one-syllable words of two to five phonemes into individual phonemes.	TM; BLM; RDR; WB Levels 1-4 - Step 2 Phonological Awareness - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling
1.BR-PA.12. Blend isolated phonemes to form two-syllable words using vowel digraphs and vowel diphthongs.	TM; BLM; RDR; WB Levels 1-4 - Step 2 Phonological Awareness - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 7 Sound Dictation - Step 9 Spelling - Independent Work <i>For example:</i> TM – Level 1, pp. 172-317 TM – Level 3, pp. 142-177
Phonics	
1.BR-P.13. Decode regularly spelled one- and two-syllable words fluently in decodable text by applying the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels): •consonant blends (e.g., bl, st, tr), •consonant digraphs (e.g., th, sh, ck), and •vowel digraphs and diphthongs (e.g., ea, ie, ee).	TM; BLM; RDR; WB Levels 1-5 - Step 1 Phonogram Cards (Decodable Word Cards) - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Independent Work

STANDARDS/LEARNING ACTIVITIES	S.P.I.R.E. Components
1.BR-P.14. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.	TM; BLM; RDR; WB Reference Scope and Sequence Level1 - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Independent Work Level 3 pp. 83-141 - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Independent Work
1.BR-P.15. Read common abbreviations (e.g., Wed., Sept.) fluently.	N/A
1.BR-P.16. Use knowledge of base words to predict the meaning of compound words (e.g., football, popcorn, daydream).	TM; BLM; RDR; WB Levels 1-4 - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading (Phoneme/Grapheme Analysis) - Step 6 Reading <i>For example:</i> Level 1 pp. 172-201
1.BR-P.17. Read words with common spelling patterns (e.g., -ite, -iate) in decodable text.	TM; RDR Levels 1-5 - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling
1.BR-P.18. Recognize high-frequency words and irregular sight words (e.g., the, have, said, come, give, of).	TM; BLM; RDR; WB Reference word lists in the Appendix. - Step 1 Phonogram Cards - Step 5 Pre-reading - Step 6 Reading

STANDARDS/LEARNING ACTIVITIES	S.P.I.R.E. Components
1.BR-P.19. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.	TM Levels 1-4 - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading (Phoneme-Grapheme Analysis) - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness
Fluency	
1.BR-F.20. Read aloud grade-appropriate text fluently, accurately, and with comprehension.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading
Strand: Informational Text	
Expository Text	
1.IT-E.1. Identify the topic of text heard or read.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading
1.IT-E.2. Respond appropriately to questions based on facts in text heard or read.	TM; RDR; BLM; WB Levels 1-4 - Step 5 Pre-reading - Step 6 Reading - Independent Work
1.IT-E.3. Make predictions about the content using text features (e.g., title, table of contents, headings, bold print).	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading
Document and Procedural Text	
1.IT-DP.4. Follow a set of written multistep directions with picture cues to assist.	TM; WB Levels 1-8 - Independent Work <i>For example: Level 2, p. 20; Level 6, p.8</i>

STANDARDS/LEARNING ACTIVITIES	S.P.I.R.E. Components
1.IT-DP.5. State the meaning of specific signs, graphics, and symbols.	TM; WB Levels 1-8 - Independent Work <i>For example:</i> Level 1, p. 40; Level 2, p. 56
Strand: Literary Text	
Understanding Text	
1.LT-U.1. Make predictions about what will happen next in a story and explain why the predictions were or were not confirmed.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading
1.LT-U.2. Sequence a series of events in a literary selection heard or read.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading
Connections	
1.LT-C.3. Identify similarities and differences between the characters or events in stories by the same author.	N/A
Genre	
1.LT-G.4. Identify differences between fiction and nonfiction and determine whether a literary selection is realistic or a fantasy.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading
Theme	
1.LT-T.5. Relate a theme in fiction to life experiences.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading
Fiction	
1.LT-F.6. Identify elements of plot, character, and setting in a favorite story.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading

STANDARDS/LEARNING ACTIVITIES	S.P.I.R.E. Components
Poetry	
1.LT-P.7. Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.	TM; RDR Levels 2-4 - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> Level 2 Reader pp. 3, 67, 86-87 Level 4 Reader pp. 24-26, 44, 92
Style and Language	
1.LT-S.8. Identify words that the author selects in a literary selection to create a graphic visual experience.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading

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Grade 2

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the District of Columbia Standards and Learning Activities. 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/LEARNING ACTIVITIES	S.P.I.R.E. Component
Strand: Language Development	
Vocabulary and Concept Development	
2.LD-V.8. Identify and use prefixes and suffixes (e.g., <i>un-</i> , <i>re-</i> , <i>-ful</i> , <i>-ly</i>) to determine the meaning of words.	TM: Level 3, p. 107; WB: p. 35; RDR: p. 106
2.LD-V.9. Identify common antonyms and synonyms.	TM: Lesson 3, Step 5, p. 138; WB: p. 69; BLM: p. 90; RDR: p. 16
2.LD-V.10. Determine the meaning of compound words using knowledge of the meaning of individual words. (e.g., <i>lunchtime</i> , <i>daydream</i> , <i>everyday</i>).	TM: Lesson 7, Step 4, p. 239; BLM: p. 27; RDR: p. 20; WB: p. 59
2.LD-V.11. Identify the relevant meaning for a word with multiple meanings, using its context (<i>saw/saw</i>).	TM: Lesson 8, Step 5, p. 245; RDR: p. 65; WB: p. 25
2.LD-V.12. Determine meanings and uses of words (parts of speech) with the aid of a beginning dictionary.	N/A
Strand: Beginning Reading	
Print Concepts	
2.BR-PC.1. Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, and quotation marks).	TM: Intro Lesson, Step 10, p. 6; WB: p. 10
Phonemic Awareness	
2.BR-PA.2. Segment spoken phonemes in two-syllable words using manipulatives to mark each phoneme.	Level 3: Step 2 in all lessons beginning with p. 144 contain instructions for the student to use manipulatives to segment and blend phonemes in two-syllable words.

STANDARDS/LEARNING ACTIVITIES	S.P.I.R.E. Component
Phonics	
2.BR-P.3. Decode phonetically regular multisyllabic real and nonsense words fluently using letter-sound knowledge.	TM: Lesson 15, Step 5, p. 279; BLM: p. 27; WB: p. 9; RDR: p. 18
2.BR-P.4. Apply knowledge of basic syllabication rules when reading two- or three-syllable written words (e.g., v/cv =su/per, vc/cv = sup/per).	TM: Lesson 15, Step 5, p. 279; WB: p. 38; WB: p. 27; RDR: pp. 67–68
2.BR-P.5. Apply the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs (e.g., <i>ng</i> in <i>sing</i>), and vowel digraphs and diphthongs (e.g., <i>ea</i> , <i>oy</i>).	TM: Lesson 4, Step 2, p. 83; WB: p. 1; BLM: p. 5; RDR: p. 5
2.BR-P.6. Recognize regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>man/men</i> , <i>sheep/sheep</i>) in context.	TM: Level 3, Intro Lesson, p. 108; BLM: p. 96; WB: p. 100; RDR: p. 45
2.BR-P.7. Identify the two words that make up a contraction and read common contractions accurately. (e.g., haven't, it's, aren't).	RDR: p. 94
2.BR-P.8. Read common abbreviations (e.g., Mr., Mrs., Ave., Rd.) fluently.	TM: Level 3, p. 36; RDR: Level 3, p. 14
2.BR-P.9. Read accurately special vowel spellings and common word endings in decodable text.	TM: Level 3, p. 199; RDR: pp. 87–89
2.BR-P.10. Recognize common irregularly spelled words by sight (e.g., <i>have</i> , <i>said</i> , <i>where</i>).	TM: Lesson 1, Step 1, p. 8; WB: p. 6; BLM: p. 11; RDR: p. 1
2.BR-P.11. Know and use word families (e.g., - <i>ight</i> , - <i>ought</i>) to decode unknown words.	TM: Level 4, Intro Lesson, p. 170
Fluency	
2.BR-F.12. Read aloud grade-appropriate text fluently, accurately, and with comprehension.	All selections can be used to practice fluency.
Strand: Informational Text	
Expository Text	
2.IT-E.1. Identify the purpose and restate important facts from a text heard or read.	TM: Lesson 16, Step 5, p. 284; WB: p. 97; RDR: p. 115
2.IT-E.2. Answer questions about text heard or read.	All nonfictions selections can be used to meet this standard.
2.IT-E.3. Make predictions about the content using text features (e.g., title, table of contents, headings, captions, key words) and explain why the predictions were or were not confirmed.	RDR: Level 5, pp. 71–74

STANDARDS/LEARNING ACTIVITIES	<i>S.P.I.R.E.</i> Component
Document and Procedural Text	
2.IT-DP.4. Follow a set of written multistep directions.	RDR: Level 5, pp. 21–23
2.IT-DP.5. Identify and use knowledge of common graphic features (illustrations, type, size).	WB: p. 28; RDR: p. 27
Strand: Literary Text	
Understanding Text	
2.LT-U.1. Identify major and minor characters in several stories.	Any selection can be used to identify major and minor characters.
2.LT-U.2. Identify cause and effect of specific events in a biography.	RDR: Level 4, pp. 70–71
Connections	
2.LT-C.3. Identify similarities and differences in the works of an illustrator or an author.	N/A
2.LT-C.4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.	TM: Lesson 3, Step 6, p. 21; WB: p. 9; RDR: p. 7
Genre	
2.LT-G.5. Identify differences among the common forms of literature: poetry, drama, fiction, and nonfiction.	The selections at this level contain fiction and one poem.
Theme	
2.LT-T.6. Identify the meaning of a favorite poem or story.	TM: Lesson 17, Steps 5 & 6, pp. 288–289; WB: p. 101; RDR: p. 117
Fiction	
2.LT-F.7. Describe the characters' traits in a story.	TM: Lesson 3, Step 5, p. 20; WB: p. 24; RDR: p. 7
Poetry	
2.LT-P.8. Identify rhythm, rhyme, assonance, and alliteration in poetry.	TM: Lesson 17, Steps 5 & 6, pp. 288–289; WB: p. 101; RDR: p. 117
2.LT-P.9. Identify the speaker of a poem.	TM: Lesson 17, Step 6, p. 289
Drama	
2.LT-D.10. Identify the elements of dialogue and use them in informal plays.	N/A
Style and Language	
2.LT-S.11. Identify sensory details in literature and spoken language.	TM: Lesson 17, Step 5, p. 288; RDR: p. 117

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Grade 3

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the District of Columbia Standards and Learning Activities. 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/LEARNING ACTIVITIES	S.P.I.R.E. Component
Strand: Language Development	
Vocabulary and Concept Development	
3.LD-V.8. Identify the meaning of common prefixes and suffixes (e.g., <i>un-</i> , <i>re-</i> , <i>in-</i> , <i>dis-</i> , <i>-ful</i> , <i>-ly</i> , <i>-less</i>), and know how they change the meaning of roots.	TM: Intro Lesson 1, Step 1, p. 108; WB: p. 57; BLM: p. 6; RDR: p. 51
3.LD-V.9. Identify roots of words (e.g., “graph” is a common root in <i>autograph</i> , <i>photograph</i> , <i>biography</i>).	TM: Lesson 4, Step 6, p. 53; WB: p. 22; RDR: p. 21
3.LD-V.10. Identify playful uses of language (e.g., tongue twisters, riddles).	WB: Level 4, p. 60
3.LD-V.11. Recognize that some words and phrases have both a literal and nonliteral meaning (e.g., <i>take steps</i>).	WB: p. 5; RDR: pp. 54–55
3.LD-V.12. Use context of the sentence to determine the intended meaning of an unknown word or a word with multiple meanings.	WB: p. 11; BLM: p. 89; RDR: pp. 8–9
3.LD-V.13. Determine meanings of words and alternate word choices using intermediate-level dictionaries and thesauri.	N/A
Strand: Beginning Reading	
Phonics	
3.BR-P.1. Apply knowledge of basic syllabication rules when reading four- and five-syllable written words in decodable text.	RDR: pp. 78–79

STANDARDS/LEARNING ACTIVITIES	S.P.I.R.E. Component
3.BR-P.2. Apply knowledge of the following common spelling patterns to read words in decodable text that <ul style="list-style-type: none"> • drop the final “e” and add endings such as <i>-ing</i>, <i>-ed</i>, or <i>-able</i> (e.g., <i>use</i>, <i>using</i>, <i>used</i>, <i>usable</i>); • have final consonants that need to be doubled when adding an ending (e.g., <i>hop</i> to <i>hopping</i>); • require changing the final “y” to “i” (e.g., <i>baby</i> to <i>babies</i>); • end in <i>-tion</i>, <i>-sion</i> (e.g., <i>election</i>, <i>vision</i>); and • include common prefixes, suffixes, and roots. 	TM: Lesson 2, Step 6, p. 196; BLM: p. 71; WB: p. 65; RDR: pp. 91–93
3.BR-P.3. Identify the two words that make up regular and irregular contractions.	WB: p. 77; RDR: pp. 91–93
3.BR-P.4. Use knowledge of word order (syntax) and context to confirm decoding.	All selections can be used to practice using syntax and context to confirm decoding.
Fluency	
3.BR-F.5. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, expression, and intonation relevant to the text.	All selections can be used to practice fluency.
Strand: Informational Text	
Expository Text	
3.IT-E.1. Identify the purpose or main point and supporting details in text.	All lessons require students to identify the main idea and supporting details.
3.IT-E.2. Identify the facts given in a text.	TM: Lesson 4, Steps 5 & 6, pp. 52–53; RDR: p. 21
3.IT-E.3. Distinguish cause from effect.	TM: Lesson 2, Step 6, pp. 43–44; WB: p. 104; RDR: pp. 16–17
3.IT-E.4. Identify and use knowledge of common textual features (e.g., title, headings, table of contents, glossary, captions) to make predictions about content.	RDR: Level 5, pp. 71–74
3.IT-E.5. Form questions about text and locate facts in response to those questions.	All selections can be used to have students form questions and find answers in the text.
Document and Procedural Text	
3.IT-DP.6. Locate specific information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.	N/A

STANDARDS/LEARNING ACTIVITIES	<i>S.P.I.R.E.</i> Component
3.IT-DP.7. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	RDR: Level 5, pp. 21–23
Strand: Literary Text	
Understanding Text	
3.LT-U.1. Identify chapter titles and illustrations as parts of a text that help the reader predict what will happen next in a story.	All selections have titles that can help students make predictions.
3.LT-U.2. Recognize dialect in conversational voices in stories when they are read aloud.	All fiction selections that contain dialogue, when read aloud, can be used to recognize dialects from different parts of the country.
3.LT-U.3. Form questions about a text and locate facts/details to answer those questions.	All selections can be used to have students form questions and find answers in the text.
3.LT-U.4. Use story details and prior knowledge to understand ideas that are not directly stated in the text.	TM: Lesson 3, Step 5, p. 48; WB: p. 20; RDR: p. 19
Connections	
3.LT-C.5. Compare (and contrast) literary elements (plots, settings, and characters) across stories.	Any two fiction selections can be used to compare and contrast story elements.
Genre	
3.LT-G.6. Identify common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.	This level contains fiction, nonfiction, and poetry selections.
Theme	
3.LT-T.7. Identify themes as moral lessons in folktales and fables.	RDR: Level 4, pp. 110–112
Fiction	
3.LT-F.8. Identify the elements of stories (problem, solution, character, and setting) and analyze how major events lead from problem to solution.	TM: Lesson 2, Steps 5 & 6, pp. 131–132; WB: p. 4; RDR: pp. 49–50
3.LT-F.9. Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities.	TM: Lesson 3, Steps 5 & 6, pp. 239–240; WB: p. 15; RDR: pp. 83–84
3.LT-F.10. Identify who is telling the story or speaking in a poem.	TM: Lesson 3, Step 5, pp. 20–21; WB: p. 11; RDR: pp. 8–9
3.LT-F.11. Identify rhyme, rhythm, repetition, similes, and sensory images in poetry.	TM: Lesson 4, Step 5, p. 25; WB: p. 12; RDR: p. 11

STANDARDS/LEARNING ACTIVITIES	<i>S.P.I.R.E.</i> Component
Drama	
3.LT-D.12. Identify and analyze the elements of plot and character as presented through dialogue in scripts that are read, viewed, listened to, or performed.	N/A
Style and Language	
3.LT-S.13. Identify sensory words.	TM: Lesson 2, Step 6, p. 71; WB: p. 36; RDR: pp. 5–6
Traditional and Narrative Classical Literature	
3.LT-TN.14. Identify the adventures or exploits of a character type in traditional literature.	N/A
3.LT-TN.15. Identify natural events explained in origin myths.	N/A
3. LT-TN.16. Describe the events in well-known traditional narratives.	N/A

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Grade 4

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STANDARDS/LEARNING ACTIVITIES	<i>S.P.I.R.E.</i> Component
Strand: Language Development	
Vocabulary and Concept Development	
4.LD-V.9. Determine the effect of affixes on roots.	TM: Level 3, Intro Lesson 1, p. 108; WB: Level 3, p. 57
4.LD-V.10. Use knowledge of morphology or the analysis of word roots and affixes to determine the meaning of unfamiliar words.	TM: Lesson 2, Step 6, p. 26; WB: p. 26; RDR: pp. 85–86
4.LD-V.11. Identify and use playful language such as puns, jokes, and palindromes.	RDR: p. 76
4.LD-V.12. Identify the meaning of figurative language and phrases.	TM: Lesson 3, Step 6, pp. 105–106; WB: p. 33; RDR: p. 58
4.LD-V.13. Recognize and use words with multiple meanings (e.g., <i>sentence, school, hard</i>) and determine which meaning is intended from the context of the sentence.	TM: Lesson 2, Step 6, p. 158; WB: p. 64; RDR: pp. 16–18
4.LD-V.14. Determine meanings and other features of words (e.g., pronunciation, syllabication, parts of speech) using intermediate-level dictionaries and thesauri.	N/A
Strand: Beginning Reading	
Fluency	
4.BR-F.1. Read aloud from familiar literary and informational text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.	All selections can be used to practice fluency.

STANDARDS/LEARNING ACTIVITIES	S.P.I.R.E. Component
Strand: Informational Text	
Expository Text	
4.IT-E.1. Identify the purpose and main points of a text and summarize its supporting details.	All lessons with nonfiction selections require students to identify the main idea and supporting details.
4.IT-E.2. Distinguish fact from opinion.	TM: Lesson 3, Step 6, p. 187; WB: p. 29; RDR: pp. 99–100
4.IT-E.3. Identify cause-and-effect relationships stated and implied.	TM: Lesson 2, Step 6, p. 183; WB: p. 12; RDR: pp. 99–100
4.IT-E.4. Identify and use knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).	RDR: Level 5, pp. 71–74
4.IT-E.5. Ask questions and support answers by connecting prior knowledge with literal and inferential information found in texts.	TM: Lesson 2, Step 5, p. 73; WB: p. 9; RDR: pp. 34–37
Document and Procedural Text	
4.IT-DP.6. Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.	N/A
Argument and Persuasive Text	
4.IT-A.8. Identify what the author is arguing or trying to persuade the reader to think or do.	TM: Lesson 2, Step 6, p. 209; WB: p. 54; RDR: pp. 110–112
Strand: Literary Text	
Connection	
4.LT-C.1. Identify similarities and differences between the characters or events in a story and the experiences in an author’s life.	TM: Lesson 1, Step 4, p. 111; RDR: p. 61
Genre	
4.LT-G.2. Distinguish among common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.	This level contains fiction, nonfiction, poetry, and fables.
4.LT-G.3. Apply knowledge of different forms of literature as a strategy for reading and writing.	All selections can be used to meet this standard.
Theme	
4.LT-T.4. Compare the moral lessons of several fables.	RDR: pp. 110–112 and RDR pp. 107–108 can be used to compare lessons learned.

STANDARDS/LEARNING ACTIVITIES	S.P.I.R.E. Component
Fiction	
4.LT-F.5. Explain how the plot, setting, or characters influence the events in a story, using evidence from the text.	Any fiction selection can be used to explain how story elements influence story events.
4.LT-F.6. Describe a character's traits, relationships, and feelings, using evidence from the text (e.g., thoughts, dialogue, actions).	TM: Lesson 1, Step 6, p. 153; WB: p. 69; RDR: pp. 81–83
Literary Nonfiction	
4.LT-LNF.7. Identify the differences in point of view between an autobiography and a biography.	N/A
Poetry	
4.LT-P.8. Recognize the similarities of sounds in words (e.g., onomatopoeia, alliteration, assonance) and rhythmic patterns in a poetry selection.	RDR: p. 45
4.LT-P.9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry (narrative poem, free verse, lyrical poem, humorous poem).	Rhyme is the focus of all the poems at this level.
Drama	
4.LT-D.10. Identify the structural elements particular to dramatic literature, such as scenes, acts, and a cast of characters.	N/A
Style and Language	
4.LT-S.11. Identify sensory details and figurative language in a story or poem.	TM: Lesson 3, Step 6, p. 133; WB: p. 26; RDR: pp. 73–74
Traditional Narrative and Classical Literature	
4.LT-TN.12. Identify phenomena explained in origin myths.	N/A
4.LT-TN.13. Identify significant characters and events in Greek, Roman, and Norse mythology that have influenced English vocabulary.	N/A

S.P.I.R.E.[®]
Correlated to the
District of Columbia Standards and Learning Activities

Grade 5

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the District of Columbia Standards and Learning Activities. 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/LEARNING ACTIVITIES	<i>S.P.I.R.E.</i> Component
Strand: Language Development	
Vocabulary and Concept Development	
5.LD-V.8. Identify the meaning of common Greek and Latin roots and affixes to determine the meaning of unfamiliar words.	RDR: p. 93
5.LD-V.9. Identify and apply the meanings of the terms <i>antonym</i> , <i>synonym</i> , and <i>homophone</i> .	TM: Lesson 3, Step 6, p. 139; WB: p. 74; RDR: pp. 29–32
5.LD-V.10. Determine the meaning of unfamiliar words in context using definitions and examples stated in the text.	Lesson 1, Step 6, p. 210; WB: p. 82; RDR: pp. 145–146
5.LD-V.11. Identify meanings, pronunciations, alternate word choices, correct spellings, and parts of speech of words using dictionaries and thesauri (printed and electronic).	N/A
Strand: Beginning Reading	
Fluency	
5.BR-F.1. Read aloud from familiar literary and informational text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.	
Strand: Informational Text	
Expository Text	
5.IT-E.1. Identify the author’s purpose and summarize the critical details of expository text, maintaining chronological or logical order.	Any nonfiction selection can be used to practice summarizing.

STANDARDS/LEARNING ACTIVITIES	<i>S.P.I.R.E.</i> Component
5.IT-E.2. Distinguish fact from opinion in expository text, providing supporting evidence from text.	TM: Lesson 3, Step 6, p. 257; WB: p. 52; RDR: pp. 99–101
5.IT-E.3. Compare (and contrast) the author’s purpose in informational selections on the same topic.	Any two nonfiction selections can be used to compare and contrast what might be the author’s purpose in writing them.
5.IT-E.4. Identify and use knowledge of common textual features (e.g., title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary).	RDR: pp. 71–74
5.IT-E.5. Identify common organizational structures such as chronological order and cause and effect.	Organizational structures can be determined for any of the nonfiction selections.
Document and Procedural Text	
5.IT-DP.6. Interpret details from text to complete a task, solve a problem, or perform procedures.	TM: Lesson 3, Step 6, p. 19; WB: p. 12; RDR: pp. 10–12
Argument and Persuasive Text	
5.IT-A.7. Determine an author’s position (i.e., what the author is arguing), providing supporting evidence from the text.	TM: Lesson 4, Step 6, p. 118; RDR: p. 80
Strand: Literary Text	
Connections	
5.LT-C.1. Relate the events and characters in a literary work to information about its setting.	TM: Lesson 3, Step 6, pp. 170–171; WB: p. 58; RDR: pp. 115–118
Genre	
5.LT-G.2. Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes.	Any two selections of different genres can be used to meet this standard.
Theme	
5.LT-T.3. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	TM: Lesson 2, Step 6, p. 39; WB: p. 15; RDR: pp. 25–27
Fiction	
5.LT-F.4. Describe the relationships between major and minor characters; analyze how a character’s traits influence that character’s actions.	TM: Lesson 1, Step 6, pp. 128–129; WB: p. 31; RDR: pp. 105–108

STANDARDS/LEARNING ACTIVITIES	<i>S.P.I.R.E.</i> Component
5.LT-F.5. Identify the plot and its components (e.g., main events, conflict, resolution).	All fiction selections can be used to identify the plot and its components.
Literary Nonfiction	
5.LT-LNF.6 Describe the narrative structure of biographies and autobiographies and the themes or central ideas contained within them.	TM: Level 6, Lesson 2, Steps 5 & 6, pp. 56–58; RDR: Level 6, pp. 34–39
Poetry	
5.LT-P.7. Respond to and analyze the effects of the sounds in words (alliteration, onomatopoeia, rhyme scheme), form (free verse, couplets), and figurative language (metaphor, simile) to uncover the meaning of a poem.	TM: Lesson 1, Steps 5 & 6, pp. 6–7; RDR: p. 4
Drama	
5.LT-D.8. Analyze the similarities and differences between a narrative text and its dramatic adaptation.	N/A
Style and Language	
5.LT-S.9. Identify and draw conclusions about the author’s use of sensory details, imagery, and figurative language.	TM: Lesson 2, Steps 5 & 6, pp. 198–199; WB: p. 71; RDR: p. 138
5.LT-S.10. Recognize dialect in conversational voices in American folk tales.	N/A
Traditional Narrative and Classical Literature	
5.LT-TN.11. Compare different versions of the same story from different cultures.	N/A
5.LT-TN.12. Identify common structures in traditional literature.	N/A