



*Literacy and Intervention*

## FLORIDA STATE STANDARDS



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

Grades Pre-K–8+



**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Florida State English Language Arts Standards**

**Grade 1**

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the Florida State English Language Arts Standards and Benchmarks. This correlation is intended to illustrate the program’s approach to these standards. All examples are taken from Level 1 unless specified. (TM = Teacher’s Manual; BLM = Blackline Master; RDR = Student Reader; WB = Workbook; N/A = Not Applicable)

STANDARDS/BENCHMARKS	<i>S.P.I.R.E.</i> Components
<b>STRAND 1: READING PROCESS</b>	
<b>Standard 1</b>	
<b>Concepts of Print</b>	
The student demonstrates knowledge of the concept of print and how it is organized and read.	
LA.1.1.1.1 The student will locate the title, table of contents, names of author and illustrator, glossary, and index.	TM; BLM; RDR; WB - Step 6 Reading – for example: Table of Contents - Independent Work
LA.1.1.1.2: The student will distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).	TM; BLM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 6 Reading – for example: Table of Contents - Independent Work
<b>Standard 3</b>	
<b>Phonemic Awareness</b>	
The student demonstrates phonemic awareness.	
LA.1.1.3.1: The student will identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);	TM; BLM; RDR - Step 2 Phonological Awareness - Step 5 Pre-reading - Step 6 Reading - Step 7 Sound Dictation
LA.1.1.3.2: The student will blend three to five phonemes to form words;	TM; BLM; RDR - Step 2 Phonological Awareness

STANDARDS/BENCHMARKS	S.P.I.R.E. Components
LA.1.1.3.3: The student will segment single syllable words into individual phonemes; and	TM; BLM; RDR - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading
LA.1.1.3.4: The student will manipulate individual phonemes to create new words through addition, deletion, and substitution.	TM; BLM - Step 2 Phonological Awareness - Step 3 Word Building
<b>Standard 4 Phonics/Word Analysis</b>	
The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
LA.1.1.4.1: The student will generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words.	TM - Step 1 Phonogram Cards - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling - Step 10 Sentence Dictation
LA.1.1.4.2: The student will identify the sounds of vowels and consonant digraphs in printed words.	Levels 1 and 4 Reference Scope and Sequence
LA.1.1.4.3: The student will decode words with r-controlled letter-sound associations.	Level 5: TM; BLM; RDR Referenced in Scope and Sequence - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling

STANDARDS/BENCHMARKS	S.P.I.R.E. Components
LA.1.1.4.4: The student will decode words from common word families.	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 - Step 9 Spelling - Step 10 Sentence Dictation - Independent Work
LA.1.1.4.5: The student will recognize high frequency words.	TM; RDR - Step 1 Phonogram Cards - Step 6 Reading
LA.1.1.4.6: The student will identify common, irregular words, compound words, and contractions.	TM; 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
LA.1.1.4.7: The student will decode base words and inflectional endings.	TM; RDR Listed in Scope and Sequence - Step 3 Word Building - Step 4 Decoding/Sentence Reading
LA.1.1.4.8: The student will use self-correction when subsequent reading indicates an earlier misreading.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 6 Reading

STANDARDS/BENCHMARKS	S.P.I.R.E. Components
<b>Standard 5 Fluency</b>	
The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.1.1.5.1: The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context.	TM; RDR; BLM; WB - Step 1 Phonogram Cards - Step 4 Decoding/Sentence Reading - Step 6 Reading - Independent Work
LA.1.1.5.2: The student will recognize high frequency and familiar words in isolation and in context.	TM; RDR; BLM; WB - Step 1 Phonogram Cards - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work
LA.1.1.5.3: The student will adjust reading rate based on purpose, text difficulty, form, and style.	TM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work
<b>Standard 6 Vocabulary Development</b>	
The student uses multiple strategies to develop grade appropriate vocabulary.	
LA.1.1.6.1: The student will use new vocabulary that is introduced and taught directly.	TM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work
LA.1.1.6.2: The student will listen to, read, and discuss both familiar and conceptually challenging text.	TM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work

STANDARDS/BENCHMARKS	S.P.I.R.E. Components
LA.1.1.6.3: The student will use context clues.	TM; RDR - Step 6 Reading
LA.1.1.6.4: The student will categorize key vocabulary and identify salient features.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
LA.1.1.6.5: The student will relate new vocabulary to prior knowledge.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
LA.1.1.6.6: The student will identify and sort common words into conceptual categories.	Levels 1-8 TM - Step 4 Decoding/Sentence Reading The word lists provided in the Appendix can be used to classify common words into conceptual categories.
LA.1.1.6.7: The student will identify common antonyms and synonyms.	Levels 1-8 TM Word lists in Appendix - Step 3 Word Building - Step 4 Decoding/Sentence Reading
LA.1.1.6.8: The student will use meaning of individual words to predict meaning of unknown compound words.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
LA.1.1.6.9: The student will determine the correct meaning of words with multiple meanings (e.g., mine) in context.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
LA.1.1.6.10: The student will determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.	N/A

STANDARDS/BENCHMARKS	S.P.I.R.E. Components
<b>Standard 7 Reading Comprehension</b>	
The student uses a variety of strategies to comprehend grade level text.	
LA.1.1.7.1: The student will identify a texts features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
LA.1.1.7.2: The student will use background knowledge and supporting details from text to verify the accuracy of information presented in read selections.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
LA.1.1.7.3: The student will retell the main idea or essential message.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
LA.1.1.7.4: The student will identify supporting details.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
LA.1.1.7.5: The student will distinguish fact from fiction and cause from effect.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
LA.1.1.7.6: The student will arrange events in sequence.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
LA.1.1.7.7: The student will identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events).	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work

STANDARDS/BENCHMARKS	<i>S.P.I.R.E.</i> Components
LA.1.1.7.8: The student will identify the authors purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
LA.1.1.7.9: The student will self monitor comprehension and reread when necessary.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work

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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 Next Generation Sunshine State Standards and Benchmarks. 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/BENCHMARKS	<i>S.P.I.R.E.</i> Component
<b>STRAND 1: READING PROCESS</b> <b>Standard 4</b> <b>Phonics/Word Analysis</b>	
The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
LA.2.1.4.1: The student will use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families).	TM: Level 6, Intro Lesson, p. 118; BLM: Level 6, p. 9; WB: Level 6, pp. 40–41; RDR: Level 6, pp. 83–90
LA.2.1.4.2: The student will apply knowledge of spelling patterns to identify syllables.	TM: Level 3, Intro Lesson, p. 142; BLM: p. 37; WB: p. 6; RDR: p. 11
LA.2.1.4.3: The student will decode phonetically regular one-syllable and multi-syllable words in isolation and in context.	TM: Lesson 5, Step 3, p. 173; BLM: p. 82; WB: p. 16; RDR: p. 66
LA.2.1.4.4: The student will identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread).	TM: Level 4, Intro Lesson, p. 1; WB: Level 4, p. 4; BLM: Level 4, p. 1; BLM: Level 4, p. 3
LA.2.1.4.5: The student will recognize high frequency words.	TM: Lesson 3, Step 4, p. 19; BLM: p. 11; WB: p. 2; RDR: p. 1
LA.2.1.4.6: The student will recognize common abbreviations.	TM: Level 3, p. 36; RDR: Level 3, p. 14; WB: Level 3, p. 15
LA.2.1.4.7: The student will recognize and correctly use regular and irregular plurals.	TM: Lesson 3, Step 4, p. 138 (regular); TM: Lesson 6, Step 4, p. 234 (irregular); RDR: p. 9 (irregular); RDR: p. 14 (regular); WB: p. 44; BLM: p. 92 (regular)
LA.2.1.4.8: The student will use self-correction when subsequent reading indicates an earlier misreading.	Providing students with opportunities for multiple readings of all selections will allow them to self-correct.

STANDARDS/BENCHMARKS	S.P.I.R.E. Component
<b>Standard 5 Fluency</b>	
The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.2.1.5.1: The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context.	All selections can be used to practice fluency by applying letter-sound knowledge.
LA.2.1.5.2: The student will identify high frequency phonetically irregular words in context.	All selections can be used to practice fluency by reading high-frequency words.
LA.2.1.5.3: The student will adjust reading rate based on purpose, text difficulty, form, and style.	All selections can be used to practice fluency by adjusting reading rate.
<b>Standard 6 Vocabulary Development</b>	
The student uses multiple strategies to develop grade appropriate vocabulary.	
LA.2.1.6.1: The student will use new vocabulary that is introduced and taught directly.	TM: Lesson 3, Step 6, p. 21; WB: p. 63
LA.2.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text.	RDR: p. 89; WB: p. 72
LA.2.1.6.3: The student will use context clues to determine meanings of unfamiliar words.	RDR: p. 54; WB: p. 18
LA.2.1.6.4: The student will categorize key vocabulary and identify salient features.	RDR: p. 61; WB: p. 50
LA.2.1.6.5: The student will relate new vocabulary to familiar words.	TM: Lesson 1, Step 5, p. 101; RDR: p. 54; WB: p. 88
LA.2.1.6.6: The student will identify base (root) words and common prefixes to determine the meanings of prefixed words.	TM: Level 8, Intro Lesson, p. 24; WB: Level 8, p. 3; BLM: Level 8, p. 5; RDR: Level 8, p. 10
LA.2.1.6.7: The student will identify antonyms, synonyms, and homophones.	TM: Lesson 3, Step 5, p. 138; WB: p. 69; BLM: p. 90; RDR: p. 16
LA.2.1.6.8: The student will determine the correct meaning of words with multiple meanings (e.g., mine) in context.	TM: Lesson 5, Step 6, p. 59; WB: p. 63; RDR: p. 16
LA.2.1.6.9: The student will determine meanings of unfamiliar words by using a dictionary and digital tools.	N/A

STANDARDS/BENCHMARKS	S.P.I.R.E. Component
<b>Standard 7 Reading Comprehension</b>	
The student uses a variety of strategies to comprehend grade level text.	
LA.2.1.7.1: The student will identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading.	N/A
LA.2.1.7.2: The student will determine the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear.	Providing students with opportunities for multiple readings of all selections will allow them to determine author's purpose and ask clarifying questions. Fiction selections are usually written to entertain; nonfiction selections are usually written to inform or explain.
LA.2.1.7.3: The student will summarize information in text, including but not limited to main idea, supporting details, and connections between texts.	TM: Lesson 5, Step 6, p. 89; Any of the selections can be used to practice summarizing.
LA.2.1.7.4: The student will identify cause-and-effect relationships in text.	TM: Lesson 3, Step 6, p. 21; WB: p. 9; RDR: p. 7
LA.2.1.7.5: The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	TM: Lesson 1, Step 5, p. 101; WB: p. 72; RDR: p. 37
LA.2.1.7.6: The student will identify themes or topics across a variety of fiction and nonfiction selections.	All selections can be used for practicing the identification of themes and topics.
LA.2.1.7.7: The student will compare and contrast characters and settings in one text.	TM: Lesson 5, Step, p. 147; WB: p. 87, RDR: p. 56
LA.2.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.	Providing students with opportunities for multiple readings of all selections will allow them to repair comprehension when self-monitoring.

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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 Next Generation Sunshine State Standards and Benchmarks. This correlation is intended to illustrate the program’s approach to these standards. (TM = Teacher’s Manual; BLM = Blackline Masters; RDR = Reader; WB = Workbook; N/A = Not Applicable) Examples are assumed to be at level unless specifically stated otherwise for each component.

STANDARDS/BENCHMARKS	<i>S.P.I.R.E.</i> Components
<b>STRAND 1: READING PROCESS</b>	
<b>Standard 4</b>	
<b>Phonics/Word Analysis</b>	
The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
LA.3.1.4.1: The student will use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words.	TM: Introductory Lesson, Step 2, p. 84; BLM: pp. 4–7; RDR: p. 53; WB: p. 41
LA.3.1.4.2: The student will use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families.	TM: Level 4, Lesson 2, p. 194;
LA.3.1.4.3: The student will decode multi-syllabic words in isolation and in context.	TM: Lesson 4, Step 5, p. 52; BLM: pp. 12–13; RDR: p. 21; WB: p. 69
LA.3.1.4.4: The student will use self-correction when subsequent reading indicates an earlier misreading.	Providing students with opportunities for multiple readings of all selections will allow them to self-correct.
<b>Standard 5</b>	
<b>Fluency</b>	
The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.3.1.5.1: The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context.	Introductory Lesson 3, Step 5, p. 212; BLM: pp. 38–51
LA.3.1.5.2: The student will adjust reading rate based on purpose, text difficulty, form, and style.	All selections can be used for students to practice adjusting reading rate based on purpose, text difficulty, form, and style.

STANDARDS/BENCHMARKS	S.P.I.R.E. Components
<b>Standard 6 Vocabulary Development</b>	
The student uses multiple strategies to develop grade appropriate vocabulary.	
LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly;	TM: Lesson 2, Step 5, p. 185; RDR: p. 21; WB: p. 11
LA.3.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text.	All selections can be used. Some readers will have more difficulty reading certain selections than others will. Some selections will be more conceptually challenging to some readers.
LA.3.1.6.3: The student will use context clues to determine meanings of unfamiliar words.	TM: Lesson 3, Step 6, p. 21; BLM: p. 89; RDR: p. 5; WB: p. 17
LA.3.1.6.4: The student will categorize key vocabulary and identify salient features.	WB: p. 103
LA.3.1.6.5: The student will relate new vocabulary to familiar words.	TM: Lesson 2, Step 5, p. 15
LA.3.1.6.6: The student will identify shades of meaning in related words (e.g., blaring, loud).	TM: Introductory Lesson 2, Step 1, p. 113; RDR: p. 65
LA.3.1.6.7: The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.	TM: Introductory Lesson, Step 2, p. 84; BLM: pp. 69–71; RDR: p. 35; WB: p. 45
LA.3.1.6.8: The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.	TM: Introductory Lesson 3, Step 5, p. 212; RDR: p. 25; WB: p. 14
LA.3.1.6.9: The student will determine the correct meaning of words with multiple meanings in context.	TM: Introductory Lesson 4, Step 5, p. 217; BLM: p. 107; RDR: p. 44
LA.3.1.6.10: The student will determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.	N/A
<b>Standard 7 Reading Comprehension</b>	
The student uses a variety of strategies to comprehend grade level text.	
LA.3.1.7.1: The student will identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading.	N/A

STANDARDS/BENCHMARKS	S.P.I.R.E. Components
LA.3.1.7.2: The student will identify the authors purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text.	TM: Lesson 4, Step 6, p. 26; RDR: p. 34
LA.3.1.7.3: The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.	TM: Lesson 4, Step 6, p. 81; RDR: p. 21; WB: p. 106
LA.3.1.7.4: The student will identify cause-and-effect relationships in text.	TM: Lesson 2, Step 6, pp. 43–44; RDR: pp. 43–44; WB: p. 49
LA.3.1.7.5: The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	TM: Lesson 4, Step 6, p. 26; RDR: pp. 11 (poem)
LA.3.1.7.6: The student will identify themes or topics across a variety of fiction and nonfiction selections.	TM: Lesson 3, Step 6, p. 21; RDR: p. 34; WB: p. 112
LA.3.1.7.7: The student will compare and contrast elements, settings, characters, and problems in two texts.	Any two fiction or nonfiction selections can be used to compare and contrast elements, settings, characters, and problems.
LA.3.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.	Providing students with opportunities for multiple readings of all selections will allow them to repair comprehension when self-monitoring.

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**Grade 4**

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the Next Generation Sunshine State Standards and Benchmarks. 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/BENCHMARKS	<i>S.P.I.R.E.</i> Component
<b>STRAND 1: READING PROCESS</b>	
<b>Standard 4</b>	
<b>Phonics/Word Analysis</b>	
The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
LA.4.1.4.1: The student will recognize knowledge of spelling patterns.	All lessons involve students recognizing spelling patterns.
LA.4.1.4.2: The student will use structural analysis.	All lessons involve students using structural analysis to decode words.
LA.4.1.4.3: The student will use language structure to read multi-syllabic words in text.	TM: Intro Lesson, Step 3, p. 35; BLM: p. 82; WB: p. 1; RDR: p. 3
<b>Standard 5</b>	
<b>Fluency</b>	
The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.4.1.5.1: The student will demonstrate the ability to read grade level text.	All selections can be used to practice reading grade-level text
LA.4.1.5.2: The student will adjust reading rate based on purpose, text difficulty, form, and style.	All selections can be used to practice adjusting reading rate.
<b>Standard 6</b>	
<b>Vocabulary Development</b>	
The student uses multiple strategies to develop grade appropriate vocabulary.	
LA.4.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text.	All selections can be used.

STANDARDS/BENCHMARKS	S.P.I.R.E. Component
LA.4.1.6.3: The student will use context clues to determine meanings of unfamiliar words.	TM: Lesson 2, Step 6, pp. 50–51; BLM: p. 87; WB: p. 1; RDR: pp. 20–22
LA.4.1.6.4: The student will categorize key vocabulary and identify salient features.	TM: Lesson 4, Step 6, p. 84; WB: p. 6; BLM: p. 37; RDR: pp. 30–32
LA.4.1.6.5: The student will relate new vocabulary to familiar words.	TM: Lesson 3, Step 6, p. 80; WB: p. 30; BLM: p. 84; RDR: p. 39
LA.4.1.6.6: The student will identify shades of meaning in related words (e.g., blaring, loud).	RDR: p. 88–90
LA.4.1.6.7: The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.	TM: Lesson 1, Step 5, p. 67; WB: p. 48; RDR: pp. 66–68
LA.4.1.6.8: The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.	TM: Lesson 2, Independent Work, p. 130 (synonyms); TM: Lesson 3, Independent Work, p. 33 (antonyms); WB: p. 39 (synonyms); WB: p. 8 (antonyms); WB: p. 19 (homophones); RDR: pp. 4–5
LA.4.1.6.9: The student will determine the correct meaning of words with multiple meanings in context.	TM: Lesson 3, Step 6, p. 80; BLM: p. 95; WB: p. 30; RDR: pp. 7–8
LA.4.1.6.10: The student will determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.	N/A
<b>Standard 7 Reading Comprehension</b>	
The student uses a variety of strategies to comprehend grade level text.	
LA.4.1.7.1: The student will identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps).	N/A
LA.4.1.7.2: The student will identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text;	All selections can be used to determine author’s purpose. Fiction selections have been written to entertain; nonfiction selections have been written to inform or explain.
LA.4.1.7.3: The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.	TM: Lesson 3, Step 6, p. 55; WB: p. 14; RDR: pp. 99–100
LA.4.1.7.4: The student will identify cause-and-effect relationships in text.	TM: Lesson 1, Step 6, pp. 94–95; WB: p. 12; RDR: pp. 54–56

STANDARDS/BENCHMARKS	<i>S.P.I.R.E.</i> Component
LA.4.1.7.5: The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.	TM: Lesson 2, Step 6, p. 183; WB: p. 59; RDR: pp. 99–100
LA.4.1.7.6: The student will identify themes or topics across a variety of fiction and nonfiction selections;	All selections can be used to identify a theme or topic, stated or implied.
LA.4.1.7.7: The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).	Any two fiction selections can be used to compare and contrast elements such as setting, characters, and problem.
LA.4.1.7.8: The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.	Providing students with opportunities for multiple readings of all selections will allow them to repair comprehension when self-monitoring.

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**Next Generation Sunshine State Standards**

**Grade 5**

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the Next Generation Sunshine State Standards and Benchmarks. 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/BENCHMARKS	<i>S.P.I.R.E.</i> Component
<b>STRAND 1: READING PROCESS</b>	
<b>Standard 4</b>	
<b>Phonics/Word Analysis</b>	
The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
LA.5.1.4.1: The student will understand spelling patterns.	All selections can be used to practice spelling patterns learned in Introductory and Reinforcing lessons.
LA.5.1.4.2: The student will recognize structural analysis.	All lessons teach and reinforce phoneme segmentation and blending as well as syllabication rules when appropriate.
LA.5.1.4.3: The student will use language structure to read multi-syllabic words in text.	TM: Lesson 3, Step 5, p. 19; BLM: p. 91; WB: p. 4; RDR: p. 3
<b>Standard 5</b>	
<b>Fluency</b>	
The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.5.1.5.1: The student will demonstrate the ability to read grade level text.	All selections can be used to practice reading grade-level text.
LA.5.1.5.2: The student will adjust reading rate based on purpose, text difficulty, form, and style.	All selections can be used to practice adjusting reading rate.
<b>Standard 6</b>	
<b>Vocabulary Development</b>	
The student uses multiple strategies to develop grade appropriate vocabulary.	
LA.5.1.6.1: The student will use new vocabulary that is introduced and taught directly.	TM: Lesson 2, Step 5, p. 15; WB: p. 4; RDR: pp. 6–8

STANDARDS/BENCHMARKS	<i>S.P.I.R.E.</i> Component
LA.5.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text.	All selections can be used. Some readers will have more difficulty reading certain selections than others will. Some selections will be more conceptually challenging to some readers.
LA.5.1.6.3: The student will use context clues to determine meanings of unfamiliar words.	TM: Lesson 2, Step 6, pp. 38–39; WB: p. 1; BLM: p. 3; RDR: pp. 95–97
LA.5.1.6.4: the student will categorize key vocabulary and identify salient features.	TM: Lesson 2, Step 6, p. 15; WB: p. 1; BLM: p. 42; RDR: pp. 124–126
LA.5.1.6.5: The student will relate new vocabulary to familiar words.	TM: Lesson 3, Step 3, p. 137; WB: p. 23; RDR: pp. 95–97
LA.5.1.6.6: The student will identify shades of meaning in related words (e.g., blaring, loud).	TM: Lesson 1, Step 6, p. 10; WB: p. 74; RDR: p. 4
LA.5.1.6.7: The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.	TM: Level 7, Intro Lesson, p. 80; WB: pp. 28–29; RDR: pp. 91–93
LA.5.1.6.8: The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.	TM: Lesson 4, Step 6, p. 94; WB: p. 35 (synonyms); WB: p. 74 (antonyms); WB: p. 21 (homophones); WB: p. 57 (homographs); BLM, p. 101; RDR: p. 4
LA.5.1.6.9: The student will determine the correct meaning of words with multiple meanings in context.	TM: Lesson 4, Step 6, p. 118; WB: p. 87; BLM: p. 93; RDR: p. 16
LA.5.1.6.10: The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.	RDR: p. 93
LA.5.1.6.11: The student will use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.	N/A
<b>Standard 7 Reading Comprehension</b>	
The student uses a variety of strategies to comprehend grade level text.	
LA.5.1.7.1: The student will explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading.	N/A

STANDARDS/BENCHMARKS	<i>S.P.I.R.E.</i> Component
LA.5.1.7.2: The student will identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an authors perspective influences text.	All selections can be used to determine author’s purpose. Fiction selections have been written to entertain; nonfiction selections have been written to inform or explain.
LA.5.1.7.3: The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.	TM: Lesson 3, Step 6, pp. 170–171; WB: p. 31; RDR: pp. 25–27
LA.5.1.7.4: The student will identify cause-and-effect relationships in text.	TM: Lesson 1, Step 6, pp. 128–129; WB: p. 7; RDR: pp. 83–89
LA.5.1.7.5: The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.	TM: Lesson 1, Step 6, p. 144; WB: p. 84; RDR: pp. 99–101
LA.5.1.7.6: The student will identify themes or topics across a variety of fiction and nonfiction selections.	All selections can be used to identify a theme or topic, stated or implied.
LA.5.1.7.7: The student will compare and contrast elements in multiple texts.	Any two fiction selections can be used to compare and contrast elements such as setting, characters, and problem.
LA.5.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	Providing students with opportunities for multiple readings of all selections will allow them to repair comprehension when self-monitoring.