



*Literacy and Intervention*

## GEORGIA STATE STANDARDS



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

Grades Pre-K–8+



**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Georgia English Language Arts and Reading 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 Georgia English Language Arts and Reading Standards. 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>Concepts of Print</b>	
<b>ELA1R1 The student demonstrates knowledge of concepts of print.</b>	
a. Understands that there are correct spellings for words.	All lessons teach students to spell words correctly.
b. Identifies the beginning and end of a paragraph.	N/A
c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.	WB: Level 2, p. 10
<b>Standard 2</b> <b>Phonological Awareness</b>	
<b>ELA1R2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words.</b>	
a. Isolates beginning, middle, and ending sounds in single-syllable words.	TM: Intro Lesson, Step 5, p. 3; WB: p. 88; BLM: p. 68
b. Identifies onsets and rimes in spoken one-syllable words.	TM: Intro Lesson, Step 2, p. 232
c. Adds, deletes, or substitutes target sounds to change words (e.g., change <i>top</i> to <i>stop</i> ; change <i>smile</i> to <i>mile</i> ; change <i>cat</i> to <i>cap</i> ).	TM: Lesson 4, Step 2, p. 268; WB: p. 9; BLM: p. 93; RDR: p. 12
d. Distinguishes between long and short vowel sounds in spoken, one-syllable words ( <i>can</i> and <i>cane</i> ).	TM: Level 2, Intro Lesson, p. 177
e. Orally blends two to four phonemes into recognizable and/or nonsense words.	TM: Lesson 1, Step 2, p. 8
f. Automatically segments one-syllable words into sounds.	TM: Lesson 1, Step 3, p. 8

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>Standard 3 Phonics</b>	
<b>ELA1R3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words.</b>	
a. Automatically generates the sounds for all letters and letter patterns, including long and short vowels.	TM: Level 2, Intro Lesson, p. 181
b. Applies knowledge of letter-sound correspondence to decode new words.	All lessons require students to decode words by using knowledge of letter-sound correspondences.
c. Reads words containing consonant blends and digraphs.	TM: Intro Lesson, Step 4, p. 147; WB: p. 79; BLM: p. 85; RDR: p. 74
d. Reads words with inflectional endings.	TM: Level 3, Intro Lesson, p. 108; WB: p. 55; BLM: p. 112; RDR: p. 9
e. Reads compound words and contractions in grade appropriate texts.	TM: Lesson 4, Step 5, p. 110; WB: p. 64; RDR: p. 42
f. Reads words containing vowel digraphs and r-controlled vowels.	TM: Intro Lesson, Step 4, p. 145; BLM: p. 89; WB: p. 56; RDR: p. 76
g. Uses spelling patterns to recognize words.	All lessons require students to use spelling patterns to recognize words.
h. Applies learned phonics skills when reading and writing words, sentences, and stories.	All learned phonics skills are applied as students read selections.
<b>Standard 4 Fluency</b>	
<b>ELA1R4 The student demonstrates the ability to read orally with speed, accuracy, and expression.</b>	
a. Applies letter-sound knowledge to decode quickly and accurately.	All selections can be used to practice applying letter-sound knowledge to decode.
b. Automatically recognizes additional high frequency and familiar words within texts.	All selections require students to recognize and read high-frequency words.
c. Reads grade-level text with appropriate expression.	All selections can be used to practice reading with appropriate expression.
d. Reads first-grade text at a target rate of 60 words correct per minute.	All selections can be used to meet this standard.
e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.	All selections can be used to practice self-correction.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>Standard 5 Vocabulary</b>	
<b>ELA1R5 The student acquires and uses grade-level words to communicate effectively.</b>	
a. Reads and listens to a variety of texts and uses new words in oral and written language.	All selections can be used to develop new vocabulary.
b. Recognizes grade-level words with multiple meanings.	TM: Lesson 2, Step 6, p. 103; WB: p. 44; BLM: p. 106; RDR: p. 5
c. Identifies words that are opposites (antonyms) or have similar meanings (synonyms).	TM: Lesson 3, Step 6, p. 186; WB: p. 13; RDR: p. 58
<b>Standard 6 Comprehension</b>	
<b>ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text.</b>	
a. Reads and listens to a variety of texts for information and pleasure.	All selections at this level are fiction and can be read for pleasure.
b. Makes predictions using prior knowledge.	TM: Lesson 2, Steps 5 & 6, pp. 130–131
c. Asks and answers questions about essential narrative elements (e.g., beginning- middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.	All lessons ask questions about narrative elements of text.
d. Retells stories read independently or with a partner.	All selections can be used to practice retelling.
e. Distinguishes fact from fiction in a text.	N/A
f. Makes connections between texts and/or personal experiences.	TM: Lesson 1, Step 5, p. 43; WB: p. 110
g. Identifies the main idea and supporting details of informational text read or heard.	All lessons require students to identify the main idea and supporting details of selections.
h. Self-monitors comprehension and rereads when necessary.	All selections can be used to practice self-monitoring.
i. Recognizes cause-and-effect relationships in text.	TM: Lesson 1, Steps 5 & 6, p. 43; WB: p. 98; RDR: p. 83
j. Identifies word parts to determine meanings.	TM: Lesson 4, Step 2. p. 109

<b>STANDARDS/EXPECTATIONS</b>	<b><i>S.P.I.R.E.</i> Component</b>
k. Begins to use dictionary and glossary skills to determine word meanings.	N/A
l. Recognizes plot, setting, and character within texts, and compares and contrasts these elements among texts.	All selections can be used to identify story elements and compare them between two or more stories.
m. Recognizes and uses graphic features and graphic organizers to understand text.	N/A

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**Grade 2**

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>Standard 1 Phonics/Word Identification</b>	
<b>ELA2R1 The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words.</b>	
a. Reads words containing blends, digraphs, and diphthongs.	TM: Lesson 13, Step 5, pp. 268–269; BLM: pp. 27–38; RDR: p. 81; WB: p. 33
b. Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives.	TM: Lesson 4, Step 2, p. 169; BLM: p. 27; RDR: p. 43; WB: p. 82
c. Reads compound words and contractions in grade appropriate texts.	TM: Lesson 7, Step 4, p. 239; BLM: p. 27; RDR: p. 20; WB: p. 59
d. Reads and spells words containing r-controlled vowels and silent letters.	TM: Introductory Lesson, Step 9, p. 182; BLM: p. 13; RDR: pp. 70–71; WB: p. 67
e. Reads and spells words containing irregular vowel patterns.	BLM: p. 98; RDR: p. 7
f. Reads multisyllabic words.	TM: Lesson 16, Step 3, pp. 282–283; BLM: p. 37; RDR: p. 23; WB: p. 27
g. Applies learned phonics skills when reading and writing words, sentences, and stories.	Students have to apply learned phonics skills when reading any of the selections.
<b>Standard 2 Fluency</b>	
<b>ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression.</b>	
a. Applies letter-sound knowledge to decode quickly and accurately.	All lessons require students to apply letter-sound knowledge to decode selections.
b. Automatically recognizes additional high frequency and familiar words within texts.	All selections contain high-frequency words that must be recognized by students when reading.

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
c. Reads familiar text with expression.	All selections can be used to practice reading with expression.
d. Reads second-grade texts at a target rate of 90 words correct per minute.	All selections can be used to meet this standard.
e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.	All selections can be used by students to practice self-correction.
<b>Standard 3 Vocabulary</b>	
<b>ELA2R3 The student acquires and uses grade-level words to communicate effectively.</b>	
a. Reads a variety of texts and uses new words in oral and written language.	All selections can be used to develop vocabulary.
b. Recognizes grade appropriate words with multiple meanings.	TM: Lesson 8, Step 5, p. 245; RDR: p. 65; WB: p. 25
c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.	TM: Lesson 12, Step 5, p. 264; BLM: p. 29; RDR: p. 65; WB: p. 69
d. Determines the meaning of unknown words on the basis of context.	TM: Lesson 3, Step 5, p. 166; RDR: p. 11; WB: p. 14
<b>Standard 4 Comprehension</b>	
<b>ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text.</b>	
a. Reads a variety of texts for information and pleasure.	All selections can be used to meet this standard.
b. Makes predictions from text content.	TM: Lesson 1, Step 6, p. 158; WB: p. 14
c. Generates questions before, during, and after reading.	N/A
d. Recalls explicit facts and infers implicit facts.	TM: Lesson 5, Step 6, p. 147; WB: p. 65
e. Summarizes text content.	TM: Lesson 4, Step 6, p. 227; WB: p. 34
f. Distinguishes fact from fiction in a text.	All selections in this level are fiction.
g. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.	N/A
h. Makes connections between texts and/or personal experiences.	TM: Lesson 2, Step 5, pp. 218–219; WB: p. 85
i. Identifies and infers main idea and supporting details.	TM: Lesson 5, Step 6, p. 147; WB: p. 47
j. Self-monitors comprehension and attempts to clarify meaning.	All selections can be used to self-monitor comprehension.
k. Identifies and infers cause-and-effect relationships.	TM: Lesson 3, Step 6, p. 81; RDR: p. 41; WB: p. 35

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
l. Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts.	Any two selections can be used to compare and contrast story elements.
m. Recognizes the basic elements of a variety of genres (e.g., poetry, fables, folktales).	TM: Lesson 5, Step 5, p. 58; RDR: p. 22
n. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.	N/A
o. Recognizes the author's purpose.	Teacher or student can set purpose for reading.
p. Uses word parts to determine meanings.	TM: Level 3, Intro Lesson, p. 108; WB: Level 3, p. 57
q. Uses dictionary, thesaurus, and glossary skills to determine word meanings.	N/A

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**Grade 3**

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>Standard 1 Fluency</b>	
<b>ELA3R1 The student demonstrates the ability to read orally with speed, accuracy, and expression.</b>	
a. Applies letter-sound knowledge to decode quickly and accurately.	All selections are decodable, so students must apply letter-sound knowledge to read.
b. Reads familiar text with expression.	All selections can be used to practice reading fluently with expression
c. Reads third-grade texts at a target rate of 120 words correct per minute.	All selections can be used to meet this standard.
d. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.	All selections can be used by students to practice self-correction.
<b>Standard 2 Vocabulary</b>	
<b>ELA3R2 The student acquires and uses grade-level words to communicate effectively.</b>	
a. Reads literary and informational texts and incorporates new words into oral and written language.	Students can incorporate new words into their vocabulary from literary and informational text.
b. Uses grade-appropriate words with multiple meanings.	TM: Lesson 3, Step 6, p. 21; WB: p. 3; RDR: pp. 5–6
c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.	TM: Lesson 4, Step 6, p. 53; WB: p. 72; BLM: p. 87; RDR: p. 9
d. Identifies the meaning of common idioms and figurative phrases and incorporates them into oral and written language.	TM: Lesson 2, Step 6, p. 43; WB: p. 18; RDR: p. 55

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
e. Identifies and infers meaning from common root words, common prefixes (e.g., <i>un-</i> , <i>re-</i> , <i>dis-</i> , <i>in-</i> ), and common suffixes (e.g., <i>-tion</i> , <i>-ous</i> , <i>-ly</i> ).	TM: Intro Lesson, p. 113; WB: p. 57; BLM: p. 94; RDR: p. 45
f. Determines the meaning of unknown words on the basis of context.	All selections can be used to use context to determine the meaning of unknown words.
<b>Standard 3 Comprehension</b>	
<b>ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text.</b>	
a. Reads a variety of texts for information and pleasure.	All selections can be used to meet this standard.
b. Makes predictions from text content.	TM: Lesson 1, Step 6, p. 93; WB: p. 4; RDR: p. 38
c. Generates questions before, during, and after reading.	N/A
d. Distinguishes fact from opinion.	TM: Lesson 4, Step 6, p. 196; WB: p. 65; BLM: p. 89; RDR: pp. 78–79
e. Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts.	Any two selections can be used to compare and contrast story elements.
f. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.	TM: Lesson 1, Step 6, p. 11; WB: p. 89
g. Summarizes text content.	Any selection can be used to help students practice summarizing.
h. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.	N/A
i. Makes connections between texts and/or personal experiences.	TM: Lesson 2, Step 5, p. 43; WB: p. 77
j. Identifies and infers main idea and supporting details.	All lessons require students to identify the main idea and name supporting details.
k. Self-monitors comprehension to clarify meaning.	All selections can be used to practice self-monitoring by students.
l. Identifies and infers cause-and-effect relationships and draws conclusions.	TM: Lesson 1, Step 6, p. 11; WB: p. 4; RDR: p. 3
m. Recalls explicit facts and infers implicit facts.	All selections and lessons can be used to practice recalling explicit and implicit facts.
n. Identifies the basic elements of a variety of genres (fiction, non-fiction, drama, and poetry).	TM: Lesson 4, Step 5, p. 25; RDR: p. 11

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
o. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.	All lessons ask students to read the title of the text.
p. Recognizes the author's purpose.	TM: Lesson 3, Step 5, p. 48; WB: p. 20; RDR: p. 19
q. Formulates and defends an opinion about a text.	TM: Lesson 1, Step 6, p. 11
r. Applies dictionary, thesaurus, and glossary skills to determine word meanings.	N/A

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**Grade 4**

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>Standard 1 Reading</b>	
<b>ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</b>	
<i>For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</i>	
a. Relates theme in works of fiction to personal experience.	TM: Lesson 1, Step 5, p. 20; WB: p. 9
b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.	All selections can be used to identify and analyze story elements.
c. Identifies the speaker of a poem or story.	TM: Lesson 2, Steps 5 & 6, pp. 26–27; RDR: pp. 7–8
d. Identifies sensory details and figurative language.	TM: Lesson 3, Step 6, pp. 105–106; WB: p. 33; RDR: p. 58
e. Identifies and shows the relevance of foreshadowing clues.	TM: Lesson 1, Step 5, p. 67; WB: p. 48; RDR: pp. 30–32
f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.	TM: Lesson 2, p. 75; WB: p. 21; RDR: pp. 34–37
g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.	TM: Lesson 1, Step 4, p. 111; RDR: p. 61
h. Identifies themes and lessons in folktales, tall tales, and fables.	TM: Lesson 1, Step 6, p. 203; WB: p. 65; RDR: pp. 107–108
i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.	TM: Lesson 4, Steps 5 & 6, pp. 166–167; WB: p. 54; RDR: p. 92

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<i>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</i>	
a. Locates facts that answer the reader's questions.	Any nonfiction selection can be used to locate facts in answer to questions posed by the teacher for that lesson.
b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).	N/A
c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).	N/A
d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).	TM: Lesson 2, Step 6, pp. 50–51; WB: p. 7; RDR: pp. 20–22
e. Distinguishes cause from effect in context.	TM: Lesson 1, Step 6, p. 68; WB: p. 48; RDR: pp. 30–32
f. Summarizes main ideas and supporting details.	All selections can be used to practice summarizing main ideas and supporting details.
g. Makes perceptive and well-developed connections.	TM: Lesson 1, Step 6, p. 68; WB: p. 48
h. Distinguishes fact from opinion or fiction.	TM: Lesson 3, Step 6, p. 187; WB: p. 29; RDR: pp. 99–100
<b>ELA4R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.</b>	
<b>ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing.</b>	
a. Reads a variety of texts and incorporates new words into oral and written language.	All selections can be used to develop vocabulary.
b. Determines the meaning of unknown words using their context.	TM: Lesson 1, Step 6, p. 123; WB: p. 38; RDR: pp. 66–68
c. Identifies the meaning of common root words to determine the meaning of unfamiliar words.	TM: Lesson 2, Step 6, p. 26; WB: p. 64; RDR: pp. 107–108
d. Determines meanings of words and alternate word choices using a dictionary or thesaurus.	N/A
e. Identifies the meaning of common prefixes (e.g., <i>un-</i> , <i>re-</i> , <i>dis-</i> ).	TM: Level 8, Intro Lesson, p. 24; WB: Level 8, p. 7
f. Identifies the meaning of common idioms and figurative phrases.	TM: Lesson 3, Step 6, p. 105; WB: p. 33
g. Identifies playful uses of language (e.g., puns, jokes, palindromes).	RDR: p. 76

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
h. Recognizes and uses words with multiple meanings (e.g., <i>sentence, school, hard</i> ) and determines which meaning is intended from the context of the sentence.	TM: Lesson 2, Step 6, p. 158; WB: p. 64; RDR: pp. 16–18
i. Identifies and applies the meaning of the terms <i>antonym, synonym, and homophone</i> .	TM: Lesson 3, Independent Work, p. 33; WB: p. 8
<b>ELA4R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners.</b>	
a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	All selections require students to use letter-sound knowledge to decode as they read.
b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).	All selections can be used to practice self-correction.
c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	All selections can be used to practice reading with prosody.

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**Grade 5**

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>Standard 1 Reading</b>	
<b>ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</b>	
<i>For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</i>	
a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.	All fiction selections ask students questions about the elements of setting, characterization, and plot.
b. Identifies and analyzes the structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in the plays read, viewed, written, and performed.	N/A
c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version.	N/A
d. Relates a literary work to information about its setting (historically or culturally).	N/A
e. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.	TM: Lesson 3, Step 6, pp. 170–171; WB: p. 60
f. Identifies and analyzes the author’s use of dialogue and description.	TM: Lesson 5, Step 6, pp. 230–231; WB: p. 69

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
g. Applies knowledge of the concept that theme refers to the message about life and the world that the author wants us to understand whether implied or stated.	TM: Lesson 1, Step 6, p. 195; WB: p. 69; RDR: pp. 131–136
h. Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry. i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme) ii. Figurative language (e.g., personification, metaphor, simile, hyperbole) iii. Graphics (i.e., capital letters, line length, stanzas).	TM: Lesson 2, Steps 5 & 6, pp. 198–200; WB: pp. 71–72; RDR: pp. 138–141
i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.	All fiction selections can be used to practice making judgments and inferences about setting, characters, and events.
j. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.	TM: Lesson 1, Step 6, p. 10; WB: p. 3
k. Identifies common structures and stylistic elements (e.g., hyperbole, refrain, simile) in traditional literature.	TM: Lesson 1, Step 6, pp. 79–80; RDR: p. 41
<i>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</i>	
a. Locates facts that answer the reader’s questions.	All nonfiction selections can be used to meet this standard.
b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).	All nonfiction selections can be used to identify common textual features.
c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations).	TM: Lesson 2, Step 6, p. 110; RDR: pp. 71–74
d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).	All nonfiction selections can be used to identify common organizational structures.
e. Distinguishes cause from effect in context.	TM: Lesson 2, Step 6, pp. 252–253; WB: p. 38; RDR: pp. 176–180
f. Identifies and analyzes main ideas, supporting ideas, and supporting details.	All lessons require students to identify and analyze the main idea and supporting ideas and details.
g. Makes perceptive and well-developed connections.	All nonfiction selections can be used to meet this standard.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
h. Relates new information to prior knowledge and experience and makes connections to related topics or information.	TM: Lesson 2, Step 5, p. 252
<b>ELA5R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.</b>	
<b>ELA5R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing.</b>	
a. Reads a variety of texts and incorporates new words into oral and written language.	All selections can be used to incorporate new words into students' oral and written language.
b. Determines the meaning of unfamiliar words using context clues (e.g., definition, example).	TM: Lesson 3, Step 6, p. 220; WB: p. 31; RDR: pp. 154–155
c. Determines the meaning of unfamiliar words using knowledge of common roots, suffixes, and prefixes.	TM: Lesson 3, Step 1, p. 41; RDR: pp. 29–32
d. Determines pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.	N/A
e. Identifies the meaning of common prefixes (e.g., <i>un-</i> , <i>re-</i> , <i>dis-</i> ).	TM: Level 8, Intro Lesson, p. 24
f. Identifies the meaning of common idioms and figurative phrases.	TM: Lesson 2, Step 6, pp. 215–216; WB: p. 77; RDR: pp. 148–152
g. Identifies playful uses of language (e.g., puns, jokes, palindromes).	TM: Lesson 1, Step 6, p. 160; RDR: p. 107
h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.	WB: p. 38; RDR: pp. 29–32
i. Identifies and applies the meaning of the terms <i>antonym</i> , <i>synonym</i> , and <i>homophone</i> .	TM: Lesson 4, Step 6, p. 118; WB: p. 74; RDR: p. 141
<b>ELA5R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners.</b>	
a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	All lessons require students to use letter-sound knowledge to decode.

<b>STANDARDS/EXPECTATIONS</b>	<b><i>S.P.I.R.E.</i> Component</b>
b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).	All selections can be used by students to self-correct.
c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	All selections can be used to practice reading with prosody.