



Literacy and Intervention

ILLINOIS STATE STANDARDS



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

Grades Pre-K–8+



***S.P.I.R.E.*[®]**
Correlated to the
Illinois Learning Standards

Grades 1–3

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the Illinois Learning 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
State Goal 1: Read with Understanding and Fluency	
A. Apply word analysis and vocabulary skills to comprehend selections.	
1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.	All lessons require students to apply word analysis skills to decode and recognize new words.
1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	TM: Level 2, Lesson 3, Step 6, p. 21; WB: Level 1, p. 102; RDR: Level 3, pp. 5–6
B. Apply reading strategies to improve understanding and fluency.	
1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	TM: Level 3, Steps 5 & 6, pp. 70–72; WB: Level 1, p. 110; RDR: Level 2, p. 115
1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	Levels 1, 2, and 3 contain fiction, nonfiction, poetry, and fables.
1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	Students can use selections from all three levels to continuously check and clarify for understanding.
1.B.1d Read age-appropriate material aloud with fluency and accuracy.	Selections at all three levels can be used to practice fluency.
C. Comprehend a broad range of reading materials.	
1.C.1a Use information to form questions and verify predictions.	Selections at all three levels can be used to practice forming questions and verifying predictions.
1.C.1b Identify important themes and topics.	Selections at all three levels can be used to practice identifying important themes and topics.

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
1.C.1c Make comparisons across reading selections.	Comparisons can be made across selections at all three levels.
1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).	Selections at all three levels can be used to practice summarizing.
1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).	Selections at all three levels can be used to identify how authors express their ideas.
1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.	N/A

S.P.I.R.E.[®]
Correlated to the
Illinois Learning Standards

Grades 4–5

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
State Goal 1: Read with Understanding and Fluency	
A. Apply word analysis and vocabulary skills to comprehend selections.	
1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins, and derivations.	TM: Level 4, Lesson 3, Step 5, p. 187; WB: Level 5, p. 74; RDR: Level 5, pp. 10–12
1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	TM: Level 4, Lesson 3, Step 6, p. 79; WB: Level 5, p. 79; RDR: Level 5, pp. 91–93
B. Apply reading strategies to improve understanding and fluency.	
1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	Teachers and students can set purpose for all selections.
1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	All nonfiction selections can be used to identify structure to improve comprehension.
1.B.2c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , clarify terminology, seek additional information).	All selections can be used to practice checking and clarifying for understanding, terminology, and additional information.
1.B.2d Read age-appropriate material aloud with fluency and accuracy.	All selections can be used to practice fluency.
C. Comprehend a broad range of reading materials.	
1.C.2a Use information to form and refine questions and predictions.	All selections can be used to meet this standard.
1.C.2b Make and support inferences and form interpretations about main themes and topics.	TM: Level 4, Lesson 2, Steps 5 & 6, pp. 208–209; WB: Level 5, p. 88; RDR: Level 4, pp. 110–112

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
1.C.2c Compare and contrast the content and organization of selections.	Any two fiction or any two nonfiction selections can be used to compare and contrast content and organization.
1.C.2d Summarize and make generalizations from content and relate to purpose of material.	All selections can be used to practice summarizing and making generalizations.
1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).	N/A
1.C.2f Connect information presented in tables, maps and charts to printed or electronic text.	N/A