MASSACHUSETTS STATE STANDARDS

S.P.I.R.E. 3rd Edition
Specialized Program Individualizing Reading Excellence

Intensive, Multisensory Reading Intervention with Proven Results

Grades Pre-K–8+

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ORTON-GILLINGHAM BASED PROGRAM

S.P.I.R.E.®
Correlated to the
Massachusetts English Language Arts Curriculum Framework
June 2001

Grades 1 & 2

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 Massachusetts English Language Arts Curriculum Framework. 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 Levels 1 and 2 unless specifically stated otherwise for each component.

FRAMEWORK STANDARDS	*S.P.I.R.E.* Component
Standard 4: Vocabulary and Concept Development	
4.3 Identify and sort common words into conceptual categories (*opposites, living things*).	TM Levels 1-8 The word lists provided in the Appendix can be used to classify common words into conceptual categories and learn new grade-level vocabulary. Each lesson introduces grade-level vocabulary using the Phonogram Cards, Spelling and reading selections from the Student Readers.
4.4 Identify base words (look) and their inflectional forms (*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

FRAMEWORK STANDARDS	*S.P.I.R.E.* Component
4.5　　Identify the relevant meaning for a word with multiple meanings using its context (*saw/saw*).	TM; RDR Levels 1-4 - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
4.6　　Identify common antonyms and synonyms.	TM; RDR, WB Levels 2-8 Word lists in Appendix - Step 3 Word Building - Step 4 Decoding and Sentence Reading - Independent Work
4.7　　Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (*lunchtime, daydream, everyday*).	TM; BLM; RDR Levels 1-4 - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading (Phoneme/Grapheme Analysis) - Step 6 Reading *For example:* Level 1 pp. 174-178
4.8　　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 3 Word Building - Step 5 Pre-reading - Step 6 Reading
Standard 7: Beginning Reading	
7.4 Demonstrate understanding of the various features of written English:	
•　　know the order of the letters in the alphabet	TM; BLM; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building *For example:* WB pp. 14, 24, 34, 47, 54, 63, 75

FRAMEWORK STANDARDS	*S.P.I.R.E.* Component
• understand that spoken words are represented in written English by sequences of letters	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 - Step 7 Sound Dictation - Independent Work
• match oral words to printed words	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 - Step 6 Reading - Step 8 Pre-spelling/Phonological Awareness - Step 10 Sentence Dictation - Independent Work
• recognize that there are correct spellings for words	TM; BLM; RDR; WB - Step 8 pre-spelling/Phonological Awareness - Step 9 Spelling - Step 10 Sentence Dictation
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled	TM; BLM; RDR; WB Reference word lists in the Appendix - Step 8 pre-spelling/Phonological Awareness - Step 9 Spelling - Step 10 Sentence Dictation
• recognize the distinguishing features of a sentence (capitalization, end punctuation) and a paragraph (indentation, spacing)	TM; BLM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 6 Reading - Step 10 Sentence Dictation - Independent Work

FRAMEWORK STANDARDS	*S.P.I.R.E.* Component
• identify the author and title of a book, and use a table of contents	TM; BLM; RDR; WB Levels 1-4 - Step 5 Pre-reading - Step 6 Reading - Independent Work
7.5 Demonstrate orally that phonemes exist:	
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words	TM; BLM; RDR; WB Levels 1-5 Reference *Scope and Sequence* Students identify and produce letter-sound correspondences throughout the program in every lesson, adding appropriate consonant and vowel sounds as they progress. They explore the sounds in single consonants, blends and digraphs, diphthongs, consonant clusters and all speech sounds. Level 1 – Steps 1-10, Short Sounds TM pp. 1-123 Level 2 – Steps 1-10, Long and Short Sounds TM pp. 177-210 Level 2 – Steps 1-10, TM Lessons 1-5 ff,ll,ss
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words	TM; BLM; RDR; WB Levels 1-5 Reference *Scope and Sequence* Students identify and produce letter-sound correspondences throughout the program in every lesson, adding appropriate consonant and vowel sounds as they progress. They explore the sounds in single consonants, blends and digraphs, diphthongs, consonant clusters and all speech sounds. Level 1 – Steps 1-10, Short Sounds TM pp. 1-123 Level 2 – Steps 1-10, Long and Short Sounds TM pp. 177-210 Level 2 – Steps 1-10, TM Lessons 1-5 ff,ll,ss
7.6 Recognize common irregularly spelled words by sight (have, said, where).	TM; BLM; RDR; WB Reference word lists in the Appendix. - Step 1 Phonogram Cards - Step 5 Pre-reading - Step 6 Reading
7.7 Use letter-sound knowledge to decode written English:	

FRAMEWORK STANDARDS	*S.P.I.R.E.* Component
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words	TM; BLM; RDR; WB Levels 1-4 *For example:* Level 1 – Step 2, Phonological Awareness (Blending Syllables) TM p. 179 Level 3 – Syllable Division, TM pp. 142-198 Level 4 – Consonant –*le* Syllable, TM pp. 34-57
• read accurately many irregularly spelled words, special vowel spellings, and common word endings	TM; BLM; RDR; WB Levels 1-4 Reference Scope and Sequence Level1 - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Independent Work Level 3 TM 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
• apply knowledge of letter patterns to identify syllables	TM; BLM; RDR; WB Levels 1-4 *For example:* Level 1 – Step 2, Phonological Awareness (Blending Syllables) TM p. 179 Level 3 – Syllable Division, TM pp. 142-198 Level 4 – Consonant –*le* Syllable, TM pp. 34-57

FRAMEWORK STANDARDS	*S.P.I.R.E.* Component
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs	TM; BLM; RDR; WB Levels 1-5 Reference *Scope and Sequence* Students identify and produce letter-sound correspondences throughout the program in every lesson, adding appropriate consonant and vowel sounds as they progress. They explore the sounds in single consonants, blends and digraphs, diphthongs, consonant clusters and all speech sounds. Level 1 – Steps 1-10, Short Sounds TM pp. 1-123 Level 2 – Steps 1-10, Long and Short Sounds TM pp. 177-210 Level 2 – Steps 1-10, TM Lessons 1-5 ff,ll,ss
• know and use more difficult word families (-ought) and known words to decode unknown words	TM; BLM; RDR; WB Levels 6-8 Reference Scope and Sequence - Step 1 Phonogram Cards - Step 3 Word Building - Step 4 Decoding/Sentence Reading
• read words with several syllables	TM; BLM; RDR; WB Levels 1-4 *For example:* Level 1 – Step 2, Phonological Awareness (Blending Syllables) TM p. 179 Level 3 – Syllable Division, TM pp. 142-198 Level 4 – Consonant *–le* Syllable, TM pp. 34-57
• read aloud with fluency and comprehension at grade level	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
Standard 8: Understanding a Text	
For imaginative/literary texts:	
8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading

FRAMEWORK STANDARDS	*S.P.I.R.E.* Component
8.7 Retell a story's beginning, middle, and end.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading
8.8 Distinguish cause from effect.	N/A
For informational/expository texts:	
8.9 Make predictions about the content of a text using prior knowledge and text features (headings, table of contents, key words), and explain whether they were confirmed or disconfirmed and why.	TM; RDR Levels 1-8 Students make predictions and discuss the text using prior knowledge in each reading selection from the Student Reader. Most selections are stories or poems at the lower levels, however, the upper level books have more informational/expository text. - Step 6 Reader *For example*: Level 5 Student Reader *The Dragonfly* pp. 145-146, TM p. 210 *The Dormouse* pp. 154-155, TM pp 220-221 Students also compare fiction and nonfiction on pages 220-221, using the word "*dormouse*" in two reading selections.
8.10 Restate main ideas.	TM; RDR Levels 1-8 There are selections from each Student Reader that can be used to summarize main ideas. Most selections are stories or poems at the lower levels, however, the upper level books have more informational/expository text. - Step 6 Reader *For example*: Level 5 Student Reader *The Dragonfly* pp. 145-146, TM p. 210 *The Dormouse* pp. 154-155, TM pp 220-221 Students also compare fiction and nonfiction on pages 220-221, using the word "*dormouse*" in two reading selections.
Standard 9: Making Connections	
9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.	N/A

FRAMEWORK STANDARDS	*S.P.I.R.E.* Component
9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators (alphabet books, nursery rhymes, counting books).	N/A
Standard 10: Genre	
10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature.	TM; RDR Levels 1-8 - Step 5 Pre-reading - Step 6 Reading
Standard 11: Theme	
11.1 Relate themes in works of fiction and nonfiction to personal experience.	TM; RDR Levels 1-8 - Step 5 Pre-reading *For example:* Level 1 TM pp. 58-59 (Introducing the Story) - Step 6 Reading
Standard 12: Fiction	
12.1 Identify the elements of plot, character, and setting in a favorite story.	TM; RDR Levels 1-8 - Step 5 Pre-reading - Step 6 Reading
Standard 13: Nonfiction	
13.1 Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents). 13.2 Identify and use knowledge of common graphic features (illustrations, type size). 13.3 Make predictions about the content of a text using prior knowledge and text and graphic features. 13.4 Explain whether predictions about the content of a text were confirmed or disconfirmed and why. 13.5 Restate main ideas and important facts from a text heard or read.	TM; RDR Levels 1-8 Students make predictions, restate main ideas and discuss the text using prior knowledge in each reading selection from the Student Reader. Most selections are stories or poems at the lower levels, however, the upper level books have more informational/expository text. - Step 6 Reader *For example*: Level 5 Student Reader *The Dragonfly* pp. 145-146, TM p. 210 *The Dormouse* pp. 154-155, TM pp 220-221 Students also compare fiction and nonfiction on pages 220-221, using the word "*dormouse*" in two reading selections.

FRAMEWORK STANDARDS	*S.P.I.R.E.* Component
Standard 14: Poetry	
14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.	TM; RDR Levels 1-5 - Step 5 Pre-reading *For example:* Level 1 TM pp. 87-88 - Step 6 Reading

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Grade 3

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STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
Standard 4: Vocabulary and Concept Development	
• Recognize that words are constructed of many parts: letters, syllables, root words, prefixes, and suffixes.	
• Recognize that prefixes can change the meanings of root words (for example, a*greeable/disagreeable, happy/unhappy, tell/retell*).	TM: Introductory Lesson 3, Step 1, pp. 118–119; BLM: pp. 4–7; RDR: p. 35; WB: p. 41
• Identify roots of words (for example, -*graph* is a common root in *autograph, photograph, biography*).	RDR: p. 17
• Recognize that many English words have Greek or Latin roots.	RDR: Level 5, p. 154
• Recognize that some words and phrases have both a literal and a non-literal meaning (for example, *take steps*).	TM: Lesson 2, Step 6, p. 43; RDR: p. 16; WB: p. 18
• Identify playful uses of language (for example, riddles, crossword puzzles, tongue twisters).	N/A
• Determine the meaning of unknown words by using their context.	TM: Lesson 3, Step 6, p. 21; BLM: p. 89; RDR: p. 5; WB: p. 17
• Use the context of the sentence to determine the correct meaning of a word with multiple meanings.	TM: Lesson 3, Step 6, p. 21; RDR: p. 63; WB: p. 75
• Determine the meanings of words using a beginning dictionary.	N/A
• Identify and apply the meanings of the terms antonym, synonym, and homophone.	TM: Introductory Lesson 3, Step 5, p. 212; RDR: p. 25; WB: p. 14

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
Standard 8: Understanding a Text	
• Identify foreshadowing clues as the parts of a text that help the reader predict what will happen later in a story.	TM: Lesson 3, Step 6, pp. 76–77; RDR: pp. 30–32
• Identify sensory details in literature.	TM: Lesson 2, Step 6, pp. 186–187; RDR: pp. 72–73
• Identify the speaker of a poem or narrator of a story.	TM: Lesson 4, Step 6, p. 26; WB: p. 11
• Retell the events of a story in sequence.	WB: p. 106
• Identify narrative elements of character, setting, and plot.	TM: Lesson 1, Step 6, p. 11; RDR: p. 21; WB: p. 4
• Form questions about a text and locate facts/details in order to answer those questions.	All selections can be used to locate facts in response to questions asked.
• Distinguish cause from effect.	TM: Lesson 2, Step 6, pp. 43–44; RDR: pp. 43–44; WB: p. 49
• Distinguish fact from fiction.	TM: Lesson 3, Step 6, pp. 196–197; RDR: pp. 78–79
• Identify main ideas and supporting details.	TM: Lesson 1, Step 6, p. 11; RDR: p. 3; WB: p. 4
Standard 10: Genre	
• Distinguish among forms of literature (for example, poetry, fiction, nonfiction, and drama).	TM: Lesson 4, Step 5, p. 25; RDR: p. 11
Standard 11: Theme	
• Identify themes as lessons in stories, fables, and poems.	TM: Level 5, Lesson 2, p. 38; RDR: Level 5, pp. 25–27
Standard 12: Fiction	
• Identify the elements of fiction (problem, solution, character, and setting) and analyze how major events lead from problem to solution.	TM: Lesson 1, Step 6, p. 11; RDR: p. 21; WB: p. 4
• Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities.	TM: Lesson 1, Step 6, p. 93; RDR: p. 38; WB: p. 20
Standard 13: Nonfiction	
• Identify and use knowledge of common textual features (for example, title, headings, key words, paragraphs, table of contents, glossary, captions accompanying illustrations or photographs).	RDR: Level 5, pp. 71–74

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
• Identify and use knowledge of common graphic features (for example, charts, graphs, maps, diagrams, illustrations).	N/A
• Form questions about the text and locate facts/details in order to answer those questions.	All selections can be used to locate facts in response to questions asked.
• Distinguish cause from effect.	TM: Lesson 2, Step 6, pp. 43–44; RDR: pp. 43–44; WB: p. 49
• Distinguish fact from fiction.	TM: Lesson 3, Step 6, pp. 196–197; RDR: pp. 78–79
• Identify main ideas and supporting details.	TM: Lesson 1, Step 6, p. 11; RDR: p. 3; WB: p. 4
Standard 14: Poetry	
• Identify poetic elements (for example, rhyme, rhythm, repetition, sensory images).	TM: Lesson 3, Step 5, p. 48
• Identify terminology for structural elements of poems (for example, that *stanza* and *verse* are both terms for groups of lines in poetry).	N/A
Standard 15: Style and Language	
• Identify words appealing to the senses or involving direct comparisons in literature and spoken language.	TM: Lesson 2, Step 6, pp. 186–187; RDR: pp. 72–73
Standard 16: Myth, Traditional Narrative, and Classical Literature	
• Identify natural events explained in origin myths.	N/A
• Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology, and in other traditional literature.	N/A
Standard 17: Dramatic Literature	
• Identify and analyze elements of plot and character presented through dialogue in scripts that are read, viewed, listened, or performed.	N/A

Grade 4

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

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
Standard 4: Vocabulary and Concept Development	
4.9 Identify the meaning of common prefixes (*un-, re-, dis-*).	TM: Level 8, Intro Lesson, p. 24
4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.	RDR: Level 5, p. 154
4.11 Identify the meaning of common idioms and figurative phrases.	TM: Lesson 3, Step 6, p. 133; WB: p. 42; RDR: pp. 73–74
4.12 Identify playful uses of language (puns, jokes, palindromes).	RDR: p. 45
4.13 Determine the meaning of unknown words using their context.	All selections can be used to meet this standard.
4.14 Recognize and use words with multiple meanings (*sentence, school, hard*) and be able to determine which meaning is intended from the context of the sentence.	RDR: pp. 7–8
4.15 Determine meanings of words and alternate word choices using a dictionary or thesaurus.	N/A
4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone.	RDR: pp. 7–8
Standard 7: Beginning Reading	
7.8 Use letter-sound knowledge to decode written English.	All lessons require students to use letter-sound knowledge to decode words.
7.9 Read grade-appropriate imaginative/literary and informational/expository text with comprehension.	All selections can be used to meet this standard.

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
7.10 Read aloud grade-appropriate imaginative/literary and informational/ expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.	All selections can be used to practice fluency.
Standard 8: Understanding a Text	
For imaginative/literary texts:	
8.11 Identify and show the relevance of foreshadowing clues.	TM: Lesson 3, Step 6, pp. 55–56; WB: p. 16; RDR: pp. 24–26
8.12 Identify sensory details and figurative language.	RDR: pp. 73–74
8.13 Identify the speaker of a poem or story.	TM: Lesson 2, Step 5, p. 26; RDR: pp. 7–8
8.14 Make judgments about setting, characters, and events and support them with evidence from the text.	All lessons that direct students to read a selection can be used to meet this standard.
For informational/expository texts:	
8.15 Locate facts that answer the reader's questions.	All nonfiction selections can be used to meet this standard.
8.16 Distinguish cause from effect.	TM: Lesson 2, Step 6, p. 183; WB: p. 59; RDR: pp. 99–100
8.17 Distinguish fact from opinion or fiction.	TM: Lesson 2, Step 6, p. 183; WB: p. 59; RDR: pp. 99–100
8.18 Summarize main ideas and supporting details.	All selections can be used to practice summarizing.
Standard 9: Making Connections	
9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life.	N/A
Standard 10: Genre	
10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.	TM: Lesson 1, Step 5, p. 202; RDR: pp. 107–108
Standard 11: Theme	
11.2 Identify themes as lessons in folktales, fables, and Greek myths for children.	TM: Lesson 1, Step 5, p. 202; RDR: pp. 107–108
Standard 12: Fiction	
12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write.	All fiction selections can be used to practice identifying story elements.

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
Standard 13: Nonfiction	
13.6 Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary).	All nonfiction selections can be used to practice identifying common textual features.
13.7 Identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations).	N/A
13.8 Identify and use knowledge of common organizational structures (chronological order).	RDR: pp. 99–100
13.9 Locate facts that answer the reader's questions.	All nonfiction selections can be used to locate facts that answer the reader's questions.
13.10 Distinguish cause from effect.	RDR: pp. 99–100
13.11 Distinguish fact from opinion or fiction.	RDR: pp. 99–100
13.12 Summarize main ideas and supporting details.	All nonfiction selections can be used to practice summarizing.
Standard 14: Poetry	
14.2 Identify rhyme and rhythm, repetition, similes, and sensory images in poems.	TM: Lesson 4, Step 5, p. 83; WB: p. 26; RDR: pp. 44–45
Standard 15: Style and Language	
15.2 Identify words appealing to the senses or involving direct comparisons in literature and spoken language.	TM: Lesson 4, Step 5, p. 83; WB: p. 26; RDR: p. 45
Standard 16: Myth, Traditional Narrative, and Classical Literature	
16.4 Identify phenomena explained in origin myths (Prometheus/fire; Pandora/ evils).	N/A
16.5 Identify the adventures or exploits of a character type in traditional literature.	N/A
16.6 Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature.	N/A
Standard 17: Dramatic Literature	
17.2 Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.	N/A

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
Standard 18: Dramatic Reading and Performance	
18.2 Plan and perform readings of selected texts for an audience, using clear diction and voice quality (volume, tempo, pitch, tone) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations.	N/A