MAINE 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
Maine English Language Arts Parameters for Essential Instruction

Grades K–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 Maine English Language Arts Parameters for Essential Instruction. 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.

STANDARDS/PARAMETERS	*S.P.I.R.E.* Component
A. READING	
A1 Comprehension, Vocabulary, Alphabetics, Fluency	
a. Use comprehension strategies to understand texts within a grade appropriate span of text complexity.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading *For example:* Level 1 TM pp. 175-176
b. Develop vocabulary using knowledge of word parts and relationships among words including action words and different words that describe similar meanings.	TM; BLM; RDR; WB Levels 1-5 - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling - Independent Work
c. Demonstrate *phonemic awareness* and use *phonics* to decode new words.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 4 Decoding/ Sentence Reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling - Step 10 Sentence Dictation - Independent Work

STANDARDS/PARAMETERS	*S.P.I.R.E.* Component
d.　　　Read fluently and accurately with appropriate pacing and expression.	TM; RDR Levels 1-4 - Step 4 Decoding/Sentence Reading - Step 6 Reading
e.　　　Demonstrate comprehension by making logical predictions based on text or stating connections made.	TM; RDR; WB Levels 1-4 - Step 5 Pre-reading - Step 6 Reading *For example:* Level 1 TM pp. 181-182 - Independent Work
A2 Literary Texts	
a.　　　Identify and describe *settings* and *characters*.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading *For example:* Level 1 TM p. 107 - Independent Work
b.　　　Retell the sequence of events and include essential details.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading *For example:* Level 2 TM p. 147 - Independent Work
c.　　　Answer questions about information found directly in the text.	TM; RDR; WB - Step 6 Reading *For example:* Level 2 TM p. 246 - Independent Work
d.　　　Read dramatic scripts with support.	TM; RDR Levels 1-5 There are several selections in the Student Readers that have examples of dialogue that can be used for dramatic reading. - Step 5 Pre-reading - Step 6 Reading *For example:* Level 3 RDR pp. 54-55

STANDARDS/PARAMETERS	*S.P.I.R.E.* Component
e. Read a variety of poems with support.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading *For example*: Level 2 TM pp. 288-289
A3 Informational Texts	
a. Ask and answer relevant questions.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
b. Restate facts from the text.	TM; RDR; WB Levels 1-5 - Step 6 Reading *For example:* Level 3 TM pp. 196-197 - Independent Work *For example:* Level 3 TM p. 198
c. Follow one-step and two-step written instructions.	TM; RDR; WB Levels 1-4 - Independent Work

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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 Maine English Language Arts Parameters for Essential Instruction. 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
A. READING	
A1 Comprehension, Vocabulary, Alphabetics, Fluency	
a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of text (s).	All lessons require students to use a range of strategies to read.
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.	All selections can be used to develop vocabulary.
c. Determine the meaning of unknown words by using a variety of strategies including using the *context* of the text, word connections, and a dictionary.	TM: Lesson 1, Step 6, p. 38; WB: p. 15; RDR: p. 14
d. Use *phonics* including *syllable types*, *word parts*, word families and common *prefixes* and *suffixes* to read fluently and build meaning as they read.	TM: Lesson 3, Step 1, p. 118; BLM: p. 7; RDR: pp. 49–50; WB: p. 58
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.	All selections can be used to practice fluency.
f. Demonstrate comprehension of text(s) by stating connections or inferences made.	TM: Lesson 2, Step 6, p. 72; WB: p. 30; RDR: pp. 27–28
A2 Literary Texts	
a. Identify and describe what characters are like based on what they say or do and by how the author or illustrator portrays them.	TM: Lesson 2, Steps 5 & 6, pp. 131–132; WB: p. 15; RDR: pp. 49–50

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
b.　　　Explain the basic *plots* of various texts (realistic fiction, historical fiction, classic fairy tales, myths, folktales, legends, or fables) by identifying the problem and solution in relation to the other story elements.	TM: Lesson 2, Steps 5& 6, pp. 43–44; WB: p. 18; RDR: pp. 16–17
c.　　　Identify the speaker in a selection to aid comprehension.	TM: Lesson 3, Step 5, pp. 20–21; WB: p. 11; RDR: pp. 8–9
d.　　　Identify and explain *literary devices*, including similes and exaggeration, to understand the text.	TM: Lesson 1, Step 6, p. 94; RDR: p. 38
e.　　　Recognize *theme(s)* that are explicitly stated in text(s) to aid comprehension.	TM: Lesson 1, Step 6, p. 11; WB: p. 4; RDR: p. 3
f.　　　Explain how poems are different from other kinds of *fiction* and demonstrate understanding by stating what a poem is about.	TM: Lesson 4, Step 5, p. 25; WB: p. 12; RDR: p. 11
g.　　　Identify the main purpose of a passage or a particular part of a passage to aid comprehension.	All selections can be used to help identify main purpose.
A3 Informational Texts	
a.　　　Generate questions, with support that can be answered using text *features* and information found within the text.	RDR: Level 5, pp. 71–74
b.　　　Use organizational *text features* including titles, tables of contents, chapter headings, a glossaries, an index, illustrations, and maps to locate information or to aid comprehension.	RDR: Level 5, pp. 71–74
c.　　　Identify answers in the text or important ideas to demonstrate understanding.	All lessons using nonfiction selections require students to find answers or important ideas in the text.
d.　　　Make reasonable statements about text.	All nonfiction selections can be used to meet this standard.
e.　　　Follow simple written instructions.	TM: Lesson 4, Step 6, p. 81; WB: p. 36; RDR: p. 34
f.　　　Identify the main reason or purpose for a particular section of text to aid comprehension.	Nonfiction selections were written to inform or explain.

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Grade 4

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STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
A. READING	
A1 Comprehension, Vocabulary, Alphabetics, Fluency	
a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of text (s).	All lessons require students to use a range of strategies to read.
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.	All selections can be used to develop vocabulary.
c. Determine the meaning of unknown words by using a variety of strategies including applying knowledge of synonyms, antonyms, *homophones*, and *homographs*.	WB: p. 38; RDR: p. 61
d. Use *phonics* including *word parts* and common *root words* to read fluently and build meaning as they read.	All lessons require students to use phonics and word parts to read fluently and build meaning.
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.	All selections can be used to practice fluency.
f. Demonstrate comprehension of text(s) by stating connections or inferences made and stating questions or conclusions that indicate deeper understanding(s).	TM: Lesson 1, Steps & 6, pp. 94–95; WB: p. 29; RDR: pp. 49–52
A2 Literary Texts	
a. Use knowledge of the situation, setting, and a *character's* traits, motivations, and feelings to determine the causes for that *character's* actions.	TM: Lesson 1, Steps 5 & 6, pp. 20–21; WB: p. 5; RDR: pp. 4–5

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
b. Identify the main events of the *plot* including the cause and the effect of events on future actions and the major *theme(s).*	TM: Lesson 3, Step 6, p. 55; WB: p. 16; RDR: pp. 24–26
c. Define "narrator" and identify the *narrator* or speaker in a selection or story to aid comprehension.	TM: Lesson 2, Step 5, p. 26; RDR: pp. 7–8
d. Identify and describe the effect of common *literary devices* on the reader, including *figurative language* and *symbolism*, to understand the text.	TM: Lesson 3, Step 6, p. 133; WB: p. 42; RDR: pp. 73–74
e. Explain *theme(s)* that are explicitly stated in text(s).	TM: Lesson 1, Step 6, p. 68; WB: p. 19; RDR: pp. 30–32
f. Identify *rhyme*, *rhythm*, *alliteration*, and *onomatopoeia* in *poetry* and use this knowledge to understand poems.	TM: Lesson 4, Step 6, p. 84; WB: p. 26; RDR: p. 44
g. Identify the main purpose of a passage or particular parts of a passage to aid comprehension.	Poetry and fiction selections are written to entertain.
A3 Informational Texts	
a. Create questions that can be answered by the text using *text features* and information found within the text.	RDR: Level 5, pp. 71–74
b. Use organizational *text features* including headings and sub-headings, bullets, bold-face fonts, illustrations, maps, and charts to locate information or to aid comprehension.	RDR: Level 5, pp. 71–74
c. Identify the *main idea(s)* of and details from the text which support the main idea(s) succinctly stating this information.	All selections can be used to practice identifying main idea and details.
d. Draw conclusions about information from text.	TM: Lesson 2, Step 6, p. 183; WB: p. 59; RDR: pp. 99–100
e. Follow multi-step written instructions with four or more steps.	RDR: Level 5, pp. 21–23
f. Identify the main purpose of a text, particular paragraphs, or a section of the text to aid comprehension.	Nonfiction selections are written to inform or explain.

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Grade 5

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STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
A. READING	
A1 Comprehension, Vocabulary, Alphabetics, Fluency	
a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of text (s).	All lessons require students to use a range of strategies to read.
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.	All selections can be used to develop vocabulary.
c. Determine the meaning of unknown words by using a variety of strategies including distinguishing and interpreting words with multiple meanings and using word, *context cues*.	WB: p. 29; RDR: p.4
d. Use *phonics* including *word parts* and less common *root words* to read fluently and build meaning as they read.	All lessons require students to use phonics and word parts to read fluently and build meaning.
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.	All selections can be used to practice fluency.
f. Demonstrate deep comprehension that goes beyond the text(s) by stating connections or inferences made and explaining relationships among prior knowledge and the conclusions and connections made.	TM: Lesson 3, Step 5, p. 113; WB: p. 14; RDR: pp. 25–27
A2 Literary Texts	
a. Make inferences about *characters'* actions and explain how their behaviors affect the *plot* and/or *theme*.	TM: Lesson 1, Step 6, p. 129; WB: p. 45; RDR: pp. 83–89

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
b. Summarize texts and select representative passages for support to identify the main problem or *conflict* and explain how it is resolved.	TM: Lesson 3, Step 6, pp. 43–44; WB: p. 18; RDR: pp. 29–32
c. Identify the speaker or *narrator* in a selection and tell whether the speaker or narrator is a character involved in the story.	TM: Lesson 3, Step 6, p. 89; RDR: pp. 51–54
d. Identify and define the function of *figurative language* and the use of *literary devices* including *symbolism*, to understand the text.	TM: Lesson 2, Step 6, p. 215; WB: p. 77; RDR: pp. 148–152
e. Explain that *theme* refers to the central ideas or meaning of a selection and identify theme(s) whether they are implied or stated directly.	TM: Lesson 1, Steps 5 & 6, pp. 194–195; WB: p. 69; RDR: pp. 131–136
f. Identify and describe the function of common *literary devices* including *simile*, *alliteration*, *idioms*, simple *metaphors*, and *imagery* in *poetry* and use this knowledge to understand poems.	TM: Lesson 2, Step 6, p. 199; WB: p. 71; RDR: pp. 138–139
g. Identify the main purpose of a poem, passage, or particular parts of a passage to aid comprehension.	Poetry and fiction selections have been written to entertain.
A3 Informational Texts	
a. Create and revise questions that can be answered by using *text features* and information found within the text.	RDR: pp. 71–74
b. Use *text features* including diagrams, illustrations, charts, and maps to aid comprehension.	RDR: pp. 71–74
c. Identify, summarize, or paraphrase the *main ideas* and details presented in texts and use evidence from the text to support those ideas.	All selections can be used to practice identifying main ideas and details.
d. Distinguish between facts and opinions in text and/or draw conclusions from text.	TM: Lesson 1, Step 6, p. 105; WB: p. 36; RDR: pp. 67–69
e. Follow multiple-step instructions which may be related to a content area text.	TM: Lesson 1, Step 6, p. 34; WB: p. 12; RDR: pp. 21–23
f. Identify the main purpose of a text, particular paragraphs, or sections of the text to aid comprehension.	Nonfiction selections have been written to explain or inform.