



*Literacy and Intervention*

## MICHIGAN STATE STANDARDS



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

Grades Pre-K–8+



**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Michigan English Language Arts Grade Level Content Expectations**

**Grade 1**

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 Michigan English Language Arts Grade Level Content Expectations. 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 1 unless specifically stated otherwise for each component.

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>Strand 1: READING</b> <b>Word Recognition and Word Study</b>	
<b>Phonemic Awareness</b>	
<b>R.WS.01.01</b> demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	TM; RDR - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness
<b>R.WS.01.02</b> recognize that words are composed of sounds blended together and carry meaning.	TM; BLM; RDR; WB - Step 3 Word Building - Step 4 Decoding/Sentence Reading <i>For example:</i> TM p. 180-181 - Step 5 Pre-reading (Phoneme-Grapheme Analysis) - Independent Work
<b>Phonics</b>	
<b>R.WS.01.03</b> understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling - Independent Work

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<p><b>R.WS.01.04</b> use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs <i>th, ch, sh</i>.</p>	<p>TM; BLM; RDR; WB Levels 1-5 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</p>
<b>Word Recognition</b>	
<p><b>R.WS.01.05</b> automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>TM; BLM; RDR; WB Levels 1-4 Reference word lists in the Appendix. - Step 1 Phonogram Cards - Step 5 Pre-reading - Step 6 Reading</p>
<p><b>R.WS.01.06</b> make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.</p>	<p>TM; BLM; RDR; WB Levels 1-4 Reference word lists in the Appendix. - Step 1 Phonogram Cards - Step 5 Pre-reading - Step 6 Reading</p>
<p><b>R.WS.01.07</b> use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.</p>	<p>TM; BLM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work</p>
<p><b>R.WS.01.08</b> use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts.</p>	<p>TM; BLM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work</p>

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<p><b>R.WS.01.09</b> know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>TM; BLM; RDR; WB            - Step 4 Decoding/Sentence Reading  <i>For example:</i> TM p. 197 “What is the rim of a cup?”            - Step 5 Pre-reading            - Step 6 Reading            - Independent Work</p>
<p><b>Vocabulary</b></p>	
<p><b>R.WS.01.10</b> in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.</p>	<p>TM; BLM; RDR; WB            - Step 4 Decoding/Sentence Reading            - Step 5 Pre-reading (Introducing the Story)  <i>For example:</i> TM p. 106-107            - Step 6 Reading  <i>For example:</i> TM p. 176 “Did you make a picture in your mind of the first sentence?”            - Independent Work</p>
<p><b>Fluency</b></p>	
<p><b>R.FL.01.01</b> automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.</p>	<p>TM; BLM; RDR; WB            Reference word lists in the Appendix.            - Step 1 Phonogram Cards            - Step 5 Pre-reading            - Step 6 Reading</p>
<p><b>R.FL.01.02</b> use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.</p>	<p>TM; BLM; RDR; WB            - Step 4 Decoding/Sentence Reading            - Step 5 Pre-reading            - Step 6 Reading</p>
<p><b>R.FL.01.03</b> read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.</p>	<p>TM; RDR            - Step 6 Reading            - Independent Work</p>

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>Narrative Text</b>	
<b>R.NT.01.01</b> recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.	N/A
<b>R.NT.01.02</b> identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.	TM; RDR Levels 1-8 - Step 5 Pre-reading - Step 6 Reading
<b>R.NT.01.03</b> identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).	TM; RDR Levels 1-8 - Step 5 Pre-reading - Step 6 Reading
<b>R.NT.01.04</b> identify how authors/ illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally, to indicate a sequence of events and sense of story.	N/A
<b>R.NT.01.05</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	TM; RDR; WB Levels 1-8 - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example:</i> Level 1 TM p. 165 “Brainstorm with them what they could draw in the box.”
<b>Informational Text</b>	
<b>R.IT.01.01</b> identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science and social studies magazines.	N/A
<b>R.IT.01.02</b> discuss informational text patterns including descriptive, sequential, and enumerative.	N/A
<b>R.IT.01.03</b> explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.	N/A

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<p><b>R.IT.01.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p>	<p>TM; RDR; WB Levels 1-8 - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example:</i> Level 1 TM p. 305</p>
<b>Comprehension</b>	
<p><b>R.CM.01.01</b> make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.</p>	<p>TM; RDR; WB Levels 1-8 - Step 5 Pre-reading <i>For example:</i> Level 1 TM p. 261 (Introducing the Story) - Step 6 Reading - Independent Work <i>For example:</i> Level 1 TM pp. 262-263</p>
<p><b>R.CM.01.02</b> retell in sequence up to three important ideas and details of familiar simple oral and written text.</p>	<p>TM; RDR; WB - Step 6 Reading - Independent Work</p>
<p><b>R.CM.01.03</b> compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.</p>	<p>TM; RDR; WB - Step 6 Reading <i>For example:</i> TM p. 107 - Independent Work <i>For example:</i> TM p. 108</p>
<p><b>R.CM.01.04</b> apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>N/A</p>
<b>Metacognition</b>	
<p><b>R.MT.01.01</b> self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text.</p>	<p>TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work</p>

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>R.MT.01.02</b> self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
<b>R.MT.01.03</b> plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.	N/A
<b>R.MT.01.04</b> self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author’s perspective.	N/A

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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 Michigan English Language Arts Grade Level Content Expectations. 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>Strand 1: READING</b>	
<b>Word Recognition and Word Study</b>	
<b>Phonemic Awareness</b>	
<b>R.WS.02.01</b> demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	TM: Introductory Lesson, Step 5, p. 34; BLM: p. 15; RDR: p. 12; WB: p. 5
<b>R.WS.02.02</b> recognize that words are composed of sounds blended together and carry meaning.	All lessons can be used to meet this standard.
<b>Phonics</b>	
<b>R.WS.02.03</b> understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.	N/A
<b>R.WS.02.04</b> use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter- sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs <i>wh, ph</i> , irregular vowels <i>ei, ie, ea, ue</i> .	TM: Introductory Lesson, Step 1, pp. 31–32; BLM: p. 21; RDR: p. 12; WB: p. 50
<b>Word Recognition</b>	
<b>R.WS.02.05</b> automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.	All selections can be used to meet this standard.
<b>R.WS.02.06</b> make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.	All selections can be used to meet this standard.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>R.WS.02.07</b> make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.	All selections can be used to meet this standard.
<b>R.WS.02.08</b> use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.	TM: Lesson 3, Step 5, p. 166; RDR: p. 11; WB: p. 14
<b>R.WS.02.09</b> know the meanings of words encountered frequently in grade-level reading and oral language contexts.	All selections can be used to meet this standard.
<b>R.WS.02.10</b> use syntactic and semantic cues including reading context; picture clues; prefixes <i>re-</i> , <i>un-</i> ; and suffixes <i>-s</i> , <i>-ed</i> , <i>-ing</i> to determine the meaning of words in grade-appropriate texts.	TM: Level 3, Lesson 1, p. 108; BLM: Level 3, pp. 41–44; RDR: Level 3, p. 35; WB: Level 3, pp. 40–43
<b>Vocabulary</b>	
<b>R.WS.02.11</b> in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.	TM: Lesson 3, Step 5, p. 166; RDR: p. 11; WB: p. 14
<b>Fluency</b>	
<b>R.FL.02.01</b> automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.	All selections can be used to practice fluency.
<b>R.FL.02.02</b> use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.	All selections can be used to practice fluency.
<b>R.FL.02.03</b> read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.	All selections can be used to practice fluency.
<b>Narrative Text</b>	
<b>R.NT.02.01</b> describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.	N/A
<b>R.NT.02.02</b> identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama.	TM: Lesson 5, Step 5, p. 58; RDR: p. 22

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>R.NT.02.03</b> identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.	TM: Lesson 4, Step 6, p. 227; WB: p. 87
<b>R.NT.02.04</b> identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.	TM: Lesson 2, Step 6, p. 77; RDR: p. 27
<b>R.NT.02.05</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	All lessons and selections can be used to meet this standard.
<b>Informational Text</b>	
<b>R.IT.02.01</b> identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how-to" books, personal correspondence, science and social studies magazines.	RDR: Level 5, pp. 21–23
<b>R.IT.02.02</b> discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.	All nonfiction selections can be used to meet this standard.
<b>R.IT.02.03</b> explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.	RDR: Level 5, pp. 71–74
<b>R.IT.02.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	All selections can be used to meet this standard.
<b>Comprehension</b>	
<b>R.CM.02.01</b> make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.	TM: Lesson 2, Step 5, pp. 218–219; WB: p. 85
<b>R.CM.02.02</b> retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.	WB: p. 35
<b>R.CM.02.03</b> compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.	TM: Level 4, Lesson 4, p. 112; RDR: Level 4, pp. 54–56; WB: Level 4, p. 65

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>R.CM.02.04</b> apply significant knowledge from grade-level science, social studies, and mathematics texts.	N/A
<b>Metacognition</b>	
<b>R.MT.02.01</b> self-monitor comprehension by recognizing when meaning is breaking down and use strategies including making credible predictions to increase comprehension when reading or listening to text.	TM: Lesson 1, Step 6, p. 158; WB: p. 14
<b>R.MT.02.02</b> self-monitor comprehension by using strategies including constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading.	All strategies can be used to practice self-monitoring comprehension in selections.
<b>R.MT.02.03</b> self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text.	TM: Lesson 5, Step 6, p. 147; WB: p. 47
<b>R.MT.02.04</b> plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work.	N/A
R.MT.02.05 self-monitor comprehension by using graphic organizers such as a Venn diagram and paragraphs to compare and contrast or indicate a sequence of ideas.	Graphic organizers can be used for all selections to strengthen comprehension.
R.MT.02.06 determine which resources contain appropriate information for the intended task using teacher/student generated criteria.	N/A
<b>Critical Standards</b>	
<b>R.CS.02.01</b> develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.	N/A
<b>Reading Attitude</b>	
<b>R.AT.02.01</b> be enthusiastic about reading and learning how to read.	N/A
<b>R.AT.02.02</b> do substantial reading and writing on their own during free time in school and at home.	N/A

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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 Michigan English Language Arts Grade Level Content Expectations. 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>Strand 1: READING</b>	
<b>Word Recognition and Word Study</b>	
<b>Word Recognition</b>	
<b>R.WS.03.01</b> automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.	All selections can be used to meet this standard.
<b>R.WS.03.02</b> use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.	All lessons require students to use all of these means to decode and understand unknown words.
<b>R.WS.03.03</b> know the meanings of words encountered frequently in grade-level reading and oral language contexts.	All selections can be used to meet this standard.
<b>R.WS.03.04</b> automatically recognize the 220 Dolch basic sight words and 95 common nouns.	All selections can be used to meet this standard.
<b>R.WS.03.05</b> make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.	All selections can be used to meet this standard.
<b>R.WS.03.06</b> acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.	All lessons and selections can be used to practice identifying unknown words and word parts.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>Fluency</b>	
<b>R.WS.03.07</b> apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text.	All selections can be used to practice fluency.
<b>Vocabulary</b>	
<b>R.WS.03.08</b> in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.	TM: Lesson 1, Step 6, p. 38; WB: p. 78; RDR: pp. 8–9
<b>Narrative Text</b>	
<b>R.NT.03.01</b> explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.	N/A
<b>R.NT.03.02</b> identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction.	RDR: Level 4, pp. 107–108
<b>R.NT.03.03</b> identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).	TM: Lesson 1, Steps 5 & 6, pp. 37–38; RDR: p. 14
<b>R.NT.03.04</b> explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.	TM: Lesson 2, Steps 5 & 6, pp. 234–235; RDR: pp. 87–89
<b>Informational Text</b>	
<b>R.IT.03.01</b> identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.	Any nonfiction selection can be used to meet this standard.
<b>R.IT.03.02</b> identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution.	
<b>R.IT.03.03</b> explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas.	RDR: Level 5, pp. 71–74

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>Comprehension</b>	
<b>R.CM.03.01</b> connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	TM: Lesson 3, Step 5, p. 104; WB: p. 33; RDR: pp. 43–44
<b>R.CM.03.02</b> retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.	All selections can be used to retell events in sequence.
<b>R.CM.03.03</b> compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.	Any two selections can be used to meet this standard.
<b>R.CM.03.04</b> apply significant knowledge from grade-level science, social studies, and mathematics texts.	N/A
<b>Metacognition</b>	
<b>R.MT.03.01</b> self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing.	All selections can be used to meet this standard.
<b>R.MT.03.02</b> plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns.	All selections can use graphic organizers to help students comprehend text.
<b>Critical Standards</b>	
<b>R.CS.03.01</b> develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.	N/A
<b>Reading Attitude</b>	
<b>R.AT.03.01</b> be enthusiastic about reading and do substantial reading and writing on their own.	N/A

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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 Michigan English Language Arts Grade Level Content Expectations. 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>Strand 1: READING</b>	
<b>Word Recognition and Word Study</b>	
<b>Word Recognition</b>	
<b>R.WS.04.01</b> explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.	All lessons require students to apply word structure, sentence structure, and prediction to decode words and understand their meaning.
<b>R.WS.04.02</b> use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.	All lessons require students to use all of these means to decode and understand unknown words.
<b>R.WS.04.03</b> automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	All selections can be used to meet this standard.
<b>R.WS.04.04</b> know the meanings of words encountered frequently in grade-level reading and oral language contexts.	All selections can be used to meet this standard.
<b>R.WS.04.05</b> acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.	All selections can be used to meet this standard.
<b>Fluency</b>	
<b>R.WS.04.06</b> fluently read beginning grade-level text and increasingly demanding text as the year proceeds.	All selections can be used to practice fluency.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>Vocabulary</b>	
<b>R.WS.04.07</b> in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.	TM: Lesson 3, Step 6, p. 133; WB: p. 67; RDR: pp. 73–74
<b>Narrative Text</b>	
<b>R.NT.04.01</b> describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.	N/A
<b>R.NT.04.02</b> identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.	TM: Lesson 4, Step 6, p. 112; RDR: p. 62;
<b>R.NT.04.03</b> analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.	TM: Lesson 2, Step 5, p. 26; WB: p. 67; RDR: pp. 7–8
<b>R.NT.04.04</b> explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.	RDR: pp. 110–112
<b>Informational Text</b>	
<b>R.IT.04.01</b> identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.	TM: Lesson 2, Step 5, pp. 127–128; RDR: pp. 70–71
<b>R.IT.04.02</b> identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.	All nonfiction selections can be used to practice identifying and describing text patterns.
<b>R.IT.04.03</b> explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.	RDR: Level 5, pp. 71–74
<b>Comprehension</b>	
<b>R.CM.04.01</b> connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	TM: Lesson 2, Step 5, p. 99; WB: p. 48; RDR: pp. 54–56

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>R.CM.04.02</b> retell through concise summarization grade-level narrative and informational text.	All selections can be used to practice retelling through summarization.
<b>R.CM.04.03</b> explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.	The selections about playing basketball can be used to meet this standard.
<b>R.CM.04.04</b> apply significant knowledge from grade-level science, social studies, and mathematics texts.	N/A
<b>Metacognition</b>	
<b>R.MT.04.01</b> self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.	All selections can be used to meet this standard.
<b>R.MT.04.02</b> plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.	All selections can be used to meet this standard.
<b>Critical Standards</b>	
<b>R.GS.04.01</b> develop, discuss, and apply individual and shared standards using student/ class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.	N/A
<b>Reading Attitude</b>	
<b>R.AT.04.01</b> be enthusiastic about reading and do substantial reading and writing on their own.	N/A

**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Michigan English Language Arts Grade Level Content Expectations**

**Grade 5**

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the Michigan English Language Arts Grade Level Content Expectations. 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>Strand 1: READING</b>	
<b>Word Recognition and Word Study</b>	
<b>Word Recognition</b>	
<b>R.WS.05.01</b> explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.	All lessons require students to apply word structure, sentence structure, and prediction to decode words and understand their meaning.
<b>R.WS.05.02</b> use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.	All lessons require students to use all of these means to decode and understand unknown words.
<b>R.WS.05.03</b> automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	All selections can be used to meet this standard.
<b>R.WS.05.04</b> know the meanings of words encountered frequently in grade-level reading and oral language contexts.	All selections can be used to meet this standard.
<b>R.WS.05.05</b> acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.	TM: Lesson 3, Step 6, p. 220; WB: p. 79; RDR: pp. 154–155
<b>Fluency</b>	
<b>R.WS.05.06</b> fluently read beginning grade-level text and increasingly demanding text as the year proceeds.	All selections can be used to practice fluency.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>Vocabulary</b>	
<b>R.WS.05.07</b> in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.	TM: Lesson 2, Step 6, p. 110; WB: p. 20; RDR: p. 93
<b>Narrative Text</b>	
<b>R.NT.05.01</b> analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.	N/A
<b>R.NT.05.02</b> analyze the structure, elements, style, and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery.	TM: Lesson 5, Steps 5 & 6, pp. 230–231; WB: p. 15; RDR: pp. 163–169
<b>R.NT.05.03</b> analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved.	TM: Lesson 3, Steps 5 & 6, pp. 43–44; WB: p. 18; RDR: pp. 29–32
<b>R.NT.05.04</b> explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.	TM: Lesson 3, Steps 5 & 6, pp. 170–171; WB: p. 60; RDR: pp. 115–118
<b>Informational Text</b>	
<b>R.IT.05.01</b> analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.	N/A
<b>R.IT.05.02</b> identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.	All nonfiction selections can be used to practice identifying and describing text patterns.
<b>R.IT.05.03</b> explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.	RDR: pp. 71–74
<b>Comprehension</b>	
<b>R.CM.05.01</b> connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	TM: Lesson 3, Step 6, pp. 170–171; WB: p. 60; RDR: pp. 131–136
<b>R.CM.05.02</b> retell through concise summarization grade-level narrative and informational text.	All selections can be used to practice summarizing.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>R.CM.05.03</b> analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.	TM: Lesson 2, Step 6, p. 39; WB: p. 15; RDR: pp. 25–27
<b>R.CM.05.04</b> apply significant knowledge from grade-level science, social studies, and mathematics texts.	N/A
<b>Metacognition</b>	
<b>R.MT.05.01</b> self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.	All selections can be used to meet this standard.
<b>R.MT.05.02</b> plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.	All selections can be used to meet this standard.
<b>Critical Standards</b>	
<b>R.CS.05.01</b> develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.	N/A
<b>Reading Attitude</b>	
<b>R.AT.05.01</b> be enthusiastic about reading and do substantial reading and writing on their own.	N/A