



Literacy and Intervention

MINNESOTA STATE STANDARDS



Intensive, Multisensory Reading Intervention with Proven Results

Grades Pre-K–8+



S.P.I.R.E.[®]
Correlated to the
Minnesota Language Arts Academic Standards

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 Minnesota Language Arts Academic 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 1 unless specifically stated otherwise for each component.

STANDARDS	<i>S.P.I.R.E.</i> Component
I. READING AND LITERATURE	
A. Word Recognition, Analysis, and Fluency	
1. Identify letters, words and sentences.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling - Step 10 Sentence Dictation - Independent Work
2. Match spoken words with print.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Step 9 Spelling - Step 10 Sentence Dictation - Independent Work

STANDARDS	S.P.I.R.E. Component
3. See, hear, say and write the letters, blends and digraphs that correspond with the common sounds of the English Language.	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
4. Segment and blend beginning, middle and ending sounds (phonemes) to read unfamiliar words.	TM; BLM; RDR; WB Levels 1-4 - Step 2 Phonological Awareness - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling
5. Divide spoken and written words into syllables and identify phonemes and phonograms within words.	TM; BLM; RDR; WB Levels 1-4 <i>For example:</i> Level 1 – Step 2, Phonological Awareness (Blending Syllables) TM p. 179 Level 3 – Syllable Division, TM pp. 142-198 Level 4 – Consonant <i>-le</i> Syllable, TM pp. 34-57
6. Use letter sounds, word patterns and parts of simple compound words to decode unfamiliar words when reading.	TM; BLM; RDR Levels 1-4 - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading (Phoneme/Grapheme Analysis) - Step 6 Reading <i>For example:</i> Level 1 pp. 174-178
7. Generate rhyming words in a rhyming pattern.	TM; BLM; WB Levels 1-4 - Step 2 Phonological Awareness Sounds are identified and rhyming words are made. - Step 3 Word Building - Step 5 Pre-reading

STANDARDS	<i>S.P.I.R.E.</i> Component
8. Read 100 high-frequency words.	TM; BLM; RDR; WB Reference word lists in the Appendix. - Step 1 Phonogram Cards - Step 5 Pre-reading - Step 6 Reading
9. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
10. Read aloud grade-appropriate text with accuracy and emerging fluency.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading
B. Vocabulary Expansion	
1. Learn new words through explicit instruction and independent reading.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading
2. Use descriptive words when speaking of people, places, things, actions and events.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading
3. Identify and generate antonyms and synonyms, and use them to understand and express word meaning.	TM; RDR, WB Levels 2-8 Word lists in Appendix - Step 3 Word Building - Step 4 Decoding and Sentence Reading - Independent Work
4. Use context to predict and infer word meanings.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Component
C. Comprehension	
1. Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational text.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 261-262
2. Recall and use prior learning and preview text to prepare for reading.	TM; RDR - Step 5 Pre-reading <i>For example:</i> TM p. 130 Introducing the Story - Step 6 Reading
3. Monitor comprehension and reread as needed at points of difficulty, using strategies to self-correct when needed.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
4. Make predictions of outcomes and verify from texts.	TM; RDR; WB - Step 5 Pre-reading <i>For example:</i> TM pp. 228-229 - Step 6 Reading - Independent Work
5. Identify or infer topic.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading
6. Make simple inferences and draw and support conclusions.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 261-262
7. Use story illustrations to enhance comprehension.	TM; BLM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example:</i> TM p. 209, "Discuss the first illustration with them."

STANDARDS	S.P.I.R.E. Component
8. Write or draw a response that shows comprehension of a story that has been read.	TM; BLM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example:</i> TM p. 183, “Then brainstorm with them what they could draw in the box below.”
9. Relate texts to prior knowledge and experiences.	TM; RDR - Step 5 Pre-reading <i>For example:</i> TM p. 130 Introducing the Story - Step 6 Reading
D. Literature	
1. Read from and listen to texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biographical texts) from America, as well as from other countries.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading
2. Identify and describe main characters setting and sequences of story events.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading
3. Respond to text and use details from stories to support interpretation and make personal connections.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> Level 1, TM pp. 175-176 <i>Introducing the Story</i>
4. Retell familiar stories using a beginning, middle and end.	TM; RDR - Step 6 Reading - Independent Work
5. Read and listen to selections for personal enjoyment.	TM; RDR - Step 6 Reading - Independent Work

STANDARDS	<i>S.P.I.R.E.</i> Component
6. Understand the role of illustrations in conveying meaning in picture books.	<p>The reading selections in the <i>Student Reader</i> do not have illustrations, however, the importance of illustrations is discussed and reading selections from trade books can be used to assist students in understanding the role of illustrations in making meaning.</p> <p>TM; RDR</p> <ul style="list-style-type: none"> - Step 6 Reading - Independent Work <p><i>For example:</i> TM p. 178 “Discuss the illustrations with them, identifying each picture.”</p>

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Grade 2

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STANDARDS	<i>S.P.I.R.E.</i> Component
I. READING AND LITERATURE	
A. Word Recognition, Analysis, and Fluency	
1. Use word structure and phonics knowledge (including consonants, blends, digraphs, and vowel combinations to decode words.	TM: Introductory Lesson, Step 1, pp. 1–2; BLM: p. 7; RDR: p. 1; WB: p. 11
2. Identify individual word parts to decode and determine the meaning of compound and multi-syllabic words.	TM: Lesson 7, Step 4, p. 239; BLM: p. 27; RDR: p. 20; WB: p. 59
3. Fluently read 200 high-frequency words.	All selections can be used to practice reading high-frequency words.
4. Read aloud grade-appropriate text with accuracy, fluency and expression.	All selections can be used to practice fluency.
5. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.	All selections can be used to practice self-correcting.
B. Vocabulary Expansion	
1. Learn and use new words through explicit instruction and independent reading.	All selections can be used to meet this standard.
2. Use a growing range of descriptive words when speaking of people, places, things, actions and events.	All selections can be used to develop vocabulary.
3. Use context and word structure to help determine a word’s meaning.	TM: Lesson 3, Step 5, p. 166; RDR: p. 11; WB: p. 14

STANDARDS	<i>S.P.I.R.E.</i> Component
4. Identify prefixes and suffixes.	TM: Level 3, Lesson 1, p. 108; BLM: Level 3, pp. 41–44; RDR: Level 3, p. 35; WB: Level 3, pp. 40–43
5. Generate and use antonyms, synonyms, and multiple-meaning words to express meaning.	TM: Lesson 12, Step 5, p. 264; BLM: p. 29; RDR: p. 65; WB: p. 69
6. Use a grade-appropriate dictionary or glossary to locate word meanings.	N/A
C. Comprehension	
1. Read aloud grade-appropriate texts (that have not been previewed) with accuracy and comprehension.	All selections can be used to practice fluency and comprehension.
2. Recall and use prior learning and preview text to prepare for reading.	All lessons in which students read selections connect to prior knowledge.
3. Analyze text by using pictures, diagrams, titles and headings.	RDR: Level 5, pp. 71–74
4. Monitor comprehension, reread and use strategies to self-correct when necessary.	All selections can be used to monitor comprehension.
5. Restate the sequence of events or ideas in a text, and summarize.	WB: p. 35
6. Identify the topic, facts and supporting details in non-fiction texts.	TM: Level 3, Lesson 3, pp. 196–197; RDR: Level 3, pp. 78–79; WB: Level 3, pp. 96–97
7. Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts.	All lessons require students to answer literal and inferential questions.
8. Make predictions about text and verify outcomes.	TM: Lesson 1, Step 6, p. 158; WB: p. 14
9. Summarize text.	All selections can be used to practice summarizing.
10. Follow two-step written directions.	RDR: Level 5, pp. 21–23
D. Literature	
1. Read from and listen to texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biography) from America, as well as from other countries.	N/A

STANDARDS	<i>S.P.I.R.E.</i> Component
2. Identify and describe main characters, settings and plot.	TM: Lesson 4, Step 6, p. 227; WB: p. 87
3. Use details from the story to support interpretation.	All lessons require students to use details to answer questions about the selection.
4. Compare and contrast works by different authors in the same genre or regarding the same theme.	N/A
5. Compare and contrast two works by the same author.	N/A
6. Critically read and evaluate texts to determine the author's purpose.	TM: Lesson 16, Steps 5 & 6, pp. 284–285; WB: p. 97; RDR: pp. 115
7. Read selections for personal enjoyment.	N/A

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Grade 3

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STANDARDS	<i>S.P.I.R.E.</i> Component
I. READING AND LITERATURE	
A. Word Recognition, Analysis, and Fluency	
1. Read unfamiliar complex and multi-syllabic words using advanced phonetic and structural analysis.	TM: Introductory Lesson, Step 1, pp. 170–171; BLM: p. 22; RDR: p. 75
2. Read aloud narrative and expository text with fluency, accuracy, and appropriate pacing, intonation and expression.	All selections can be used to practice fluency.
3. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.	All selections can be used to practice self-correcting.
B. Vocabulary Expansion	
1. Acquire, understand and use new vocabulary through explicit instruction and independent reading.	All selections can be used to develop vocabulary.
2. Identify and correctly use antonyms, synonyms, homonyms and multiple-meaning words.	TM: Lesson 1, Step 6, p. 38; RDR: p. 8
3. Use context and word structure to determine the meaning of unfamiliar words.	TM: Lesson 3, Step 6, p. 21; BLM: p. 89; RDR: p. 5; WB: p. 17
4. Use knowledge of prefixes and suffixes to determine the meaning of unknown words.	TM: Introductory Lesson 3, Step 1, pp. 118–119; BLM: pp. 4–7; RDR: p. 35; WB: p. 41
5. Use dictionaries and glossaries to understand the meaning of new words.	N/A

STANDARDS	<i>S.P.I.R.E.</i> Component
C. Comprehension	
1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.	All selections can be used to practice fluency and comprehension.
2. Recall and use prior learning and preview text, using title, headings and illustrations, to prepare for reading.	RDR: Level 5, pp. 71–74
3. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.	All lessons require students to answer literal, inferential, interpretive, and evaluative questions.
4. Retell, restate or summarize information orally, in writing, and through graphic organizers.	All selections can be used to practice summarizing.
5. Infer and identify main idea and determine relevant details in non-fiction text.	TM: Lesson 4, Step 6, p. 81; WB: p. 36; RDR: p. 34
6. Monitor comprehension and use strategies to self-correct when needed.	All selections can be used to monitor comprehension and self-correct.
7. Follow three-step written directions.	N/A
D. Literature	
1. Read from and listen to American literature, as well as literature from other countries.	N/A
2. Identify, describe and respond to literary elements of characterization, plot, setting and theme.	All fiction selections can be used to identify and respond to story elements.
3. Identify and describe patterns of sounds such as rhyme and rhythm in poetry.	RDR: p. 11
4. Compare and contrast similar works by different authors in the same genre or the same theme.	There are two selections about camping trips that can be compared and contrasted.
5. Compare and contrast two works by the same author.	N/A
6. Identify and determine the meanings of similes and metaphors.	TM: Lesson 2, Step 6, p. 43; RDR: p. 16; WB: p. 18
7. Critically read, and examine text to determine author's purpose.	All selections can be used to identify author's purpose.
8. Respond to literature using ideas and details from the text to support reactions and make literary connections.	All lessons require students to react to the text.
9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.	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 Minnesota Language Arts Academic 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	<i>S.P.I.R.E.</i> Component
I. READING AND LITERATURE	
A. Word Recognition, Analysis, and Fluency	
1. Read unfamiliar complex and multi-syllabic words using advanced phonetic and structural analysis in grade-appropriate text.	All lessons require students to use phonetic and structural analysis to read unfamiliar words.
2. Read aloud narrative and expository text with fluency, accuracy, and appropriate pacing, intonation and expression.	All selections can be used to practice fluency.
B. Vocabulary Expansion	
1. Acquire, understand and use new vocabulary through explicit instruction and independent reading.	All selections can be used to develop vocabulary.
2. Identify and understand root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to comprehend texts.	TM: Lesson 3, Step 6, pp. 105–106; WB: p. 39; BLM: p. 83; RDR: pp. 16–18
3. Use dictionaries or glossaries to find the meaning of new words.	N/A
4. Use context and word structure to determine word meanings.	TM: Lesson 1, Step 6, p. 68; WB: p. 38; BLM: p. 87; RDR: pp. 102–103
5. Use knowledge of prefixes and suffixes to determine the meaning of unknown words.	TM: Level 8, Intro Lesson, p. 24; WB: Level 8, p. 7
C. Comprehension	
1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.	All selections can be used to meet this standard.

STANDARDS	S.P.I.R.E. Component
2. Recall and use prior learning and preview text to prepare for reading.	TM: Lesson 1, Step 5, p. 44; WB: p. 9
3. Generate and answer literal, inferential, interpretive and evaluative questions about what is read to demonstrate understanding.	All lessons require students to answer literal, inferential, interpretive, and evaluative questions.
4. Summarize and paraphrase what is read.	All selections can be used to practice summarizing and paraphrasing.
5. Infer and identify main idea and determine relevant details in non-fiction text.	TM: Lesson 2, Step 6, p. 183; WB: p. 61; RDR: pp. 99–100
6. Distinguish fact from opinion, determine cause and effect, and draw conclusions.	TM: Lesson 2, Step 6, p. 183; WB: p. 67; RDR: pp. 99–100
7. Demonstrate relationships between ideas or events in the texts using graphic organizers.	Graphic organizers can be used with any selection to demonstrate relationships between ideas or events.
8. Monitor comprehension, notice when reading breaks down and use strategies to self-correct.	All selections can be used to monitor comprehension.
9. Follow multiple-step written instructions.	RDR: Level 5, pp. 21–23
10. Compare and contrast information on the same topic from two sources.	Two fiction selections about basketball are included for which students can compare and contrast information.
D. Literature	
1. Read and respond to a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries.	N/A
2. Identify, respond to, and compare and contrast the literary elements of characterization, plot, setting and theme.	Any two fiction selections can be used to compare and contrast story elements.
3. Identify patterns of sounds such as rhyme and rhythm in poetry.	TM: Lesson 4, Step 6, p. 84; WB: p. 54; RDR: pp. 44–45
4. Compare and evaluate similar works by different authors in the same genre or theme.	N/A
5. Compare and evaluate two works by the same author.	N/A
6. Identify first person and third person point of view.	TM: Lesson 2, Step 5, p. 26; RDR: pp. 7–8
7. Identify and determine the meanings of similes and metaphors.	WB: p. 42; RDR: pp. 73–74

STANDARDS	<i>S.P.I.R.E.</i> Component
8. Critically read and evaluate text to determine author’s purpose and point of view.	TM: Lesson 2, Steps 5 & 6, pp. 208–209; WB: p. 48; RDR: pp. 110–112
9. Respond to literature using ideas and details from the text to support reactions and make literary connections.	All fiction selections and corresponding lessons can be used to meet this standard.
10. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.	N/A

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Grade 5

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the Minnesota Language Arts Academic 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	<i>S.P.I.R.E.</i> Component
I. READING AND LITERATURE	
A. Word Recognition, Analysis, and Fluency	
1. Read unfamiliar, complex and multi-syllabic words using advanced phonetic and structural analysis.	All lessons require students to use phonetic and structural analysis to read unfamiliar words.
2. Read aloud narrative and expository text with fluency, accuracy and appropriate pacing, intonation and expression.	All selections can be used to practice fluency.
B. Vocabulary Expansion	
1. Acquire, understand and use new vocabulary through explicit instruction as well as independent reading.	All selections can be used to develop vocabulary.
2. Use knowledge of root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to understand texts.	TM: Lesson 3, Step 6, p. 139; WB: p. 74; RDR: pp. 29–32
3. Use word reference materials, such as dictionaries, thesauruses, to understand and express word meaning.	N/A
4. Analyze word structure and use context clues in order to understand new words.	All selections can be used to meet this standard.
C. Comprehension	
1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.	All selections can be used to meet this standard.
2. Recall and use prior learning and preview text to prepare for reading.	TM: Lesson 2, Step 5, p. 252

STANDARDS	<i>S.P.I.R.E.</i> Component
3. Summarize and paraphrase key ideas from text.	All selections can be used to practice summarizing.
4. Identify main idea and supporting details in fiction text.	All fiction selections can be used to identify main idea and supporting details.
5. Infer main ideas and determine relevant details in non-fiction texts.	All nonfiction selections can be used to infer main ideas and determine relevant details.
6. Generate graphic organizers to enhance comprehension of texts and to describe text structure and organization.	Graphic organizers can be created to enhance comprehension of all selections.
7. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.	All lessons require students to answer literal, inferential, interpretive, and evaluative questions.
8. Distinguish fact from opinion and provide evidence to support conclusions.	TM: Lesson 4, Step 6, p. 225; WB: p. 52; RDR: pp. 158–160
9. Determine cause and effect and draw conclusions.	TM: Lesson 1, Step 6, pp. 128–129; WB: p. 7; RDR: pp. 83–89
10. Compare and contrast information on the same topic from multiple sources.	Three nonfiction articles contain information about hibernation.
11. Critically read and evaluate text to identify author’s point of view and purpose.	TM: Lesson 4, Step 6, p. 118; RDR: p. 80
12. Notice when comprehension breaks down, reread and use strategies to self-correct.	All selections can be used to meet this standard.
13. Follow multiple-step written directions.	
D. Literature	
1. Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries.	TM: Lesson 1, Step 6, p. 34; WB: p. 12; RDR: pp. 21–23
2. Identify and analyze literary elements and devices in works of fiction including characterization, plot, tone and theme and the ways they convey meaning.	All fiction selections can be used to practice identifying and analyzing literary elements.
3. Evaluate nonfiction texts by analyzing structure, concept development, design and style.	All nonfiction selections can be used to practice analyzing structure and development.
4. Interpret literature by answering questions that ask for analysis and evaluation.	All lessons require students to answer analytical and evaluative questions.
5. Distinguish among various literary genres and subgenres.	TM: Lesson 2, Step 5, p. 38
6. Distinguish between third person omniscient and first person point of view.	TM: Lesson 2, Step 6, p. 200; RDR: pp. 51–54/pp. 140–141; RDR: pp. 44–49

STANDARDS	<i>S.P.I.R.E.</i> Component
7. Identify and determine the meanings of similes and metaphors.	TM: Lesson 1, Step 4, p. 32; BLM: p. 106; WB: p. 33; RDR: p. 55
8. Respond to literature using ideas and details from the text to support reactions and make literary connections.	All fiction selections and corresponding lessons can be used to meet this standard.
9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.	N/A