



*Literacy and Intervention*

## MISSOURI STATE STANDARDS



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

Grades Pre-K–8+



**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Missouri Communication Arts Grade-Level 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 Missouri Communication Arts Grade-Level 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>1 Develop and apply skills and strategies to the reading process</b>	
<b>A Print Concepts</b>	
Demonstrate concepts of print <ul style="list-style-type: none"> <li>• upper- and lower-case letters</li> <li>• first and last letters in words</li> <li>• spaces between words</li> <li>• letter and word order</li> <li>• punctuation has meaning</li> </ul>	TM; BLM; WB <ul style="list-style-type: none"> <li>- Step 1 Phonogram Cards</li> <li>- Step 2 Phonological Awareness</li> <li>- Step 3 Word Building</li> <li><i>For example:</i> WB pp. 14, 24, 34, 47, 54, 63, 75</li> <li>- Step 4 Decoding/Sentence Reading</li> <li>- Step 10 Sentence Dictation</li> <li><i>For example:</i> TM pp. 72-73</li> </ul>
<b>B. Phonemic Awareness</b>	
Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> <li>• separate and say sounds in words</li> <li>• blend sounds to form words</li> <li>• replace beginning and ending sounds to form new words</li> </ul>	TM; BLM; RDR; WB <ul style="list-style-type: none"> <li>Levels 1-4</li> <li>- Step 2 Phonological Awareness</li> <li>- Step 3 Word Building</li> <li><i>For example:</i> TM pp. 68-69</li> <li>- Step 5 Pre-reading</li> <li>- Step 7 Sound Dictation</li> <li>- Step 8 Pre-spelling/Phonological Awareness</li> <li>- Step 9 Spelling</li> </ul>

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>C. Phonics</b>	
Develop and apply <b>decoding strategies</b> to “problem-solve” regularly spelled one- or two-syllable words when reading	TM; BLM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling
<b>D. Fluency</b>	
Read grade-level instructional text <ul style="list-style-type: none"> <li>• by developing automaticity of an increasing core of high-frequency words</li> <li>• with appropriate phrasing and expression</li> </ul>	TM; BLM; RDR; WB Reference word lists in the Appendix for use of high-frequency words - Step 1 Phonogram Cards - Step 5 Pre-reading - Step 6 Reading - Independent Work
<b>E. Vocabulary</b>	
Develop vocabulary through text, using <ul style="list-style-type: none"> <li>• base words</li> <li>• classroom resources</li> </ul>	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 5 Pre-reading
<b>F. Pre-Reading</b>	
Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>• access prior knowledge</li> <li>• preview</li> <li>• predict with evidence</li> <li>• set a purpose for reading, with assistance</li> </ul>	TM; RDR - Step 5 Pre-reading <i>For example:</i> TM pp. 175-176 - Step 6 Reading <i>For example:</i> TM pp. TM p. 299
<b>G. During Reading</b>	
During reading, develop and utilize, with assistance, strategies to <ul style="list-style-type: none"> <li>• self-question and correct</li> <li>• infer</li> <li>• predict and check</li> <li>• using cueing systems: meaning, structure, visual</li> </ul>	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM p. 164 - Independent Work <i>For example:</i> TM p. 165

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>H. Post-Reading</b>	
Develop and apply post-reading skills to respond to text <ul style="list-style-type: none"> <li>• question to clarify</li> <li>• retell</li> <li>• reflect</li> <li>• analyze</li> <li>• draw conclusions</li> </ul>	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 207-208 - Independent Work <i>For example:</i> TM p. 209
<b>I. Making Connections</b>	
Identify connections between <ul style="list-style-type: none"> <li>• text ideas ---similarities and differences in various fiction and non-fiction works, with assistance</li> <li>• text ideas and own experiences</li> </ul>	TM; RDR; WB - Step 5 Pre-reading <i>For example:</i> TM pp. 159-160 - Step 6 Reading - Independent Work
<b>2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times</b>	
<b>A. Text Features</b>	
Locate and apply information in title, pictures and names of author and illustrator	TM; BLM; RDR; WB Levels 1-4 - Step 5 Pre-reading - Step 6 Reading - Independent Work
<b>B. Literary Devices</b>	
Read and respond to rhythm, rhyme and alliteration in poetry and prose	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
<b>C. Text Elements</b>	
Use details from text to identify <ul style="list-style-type: none"> <li>• characters</li> <li>• problem</li> <li>• solutions</li> <li>• events in logical sequence</li> </ul>	TM; BLM; RDR; WB Levels 1-4 - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> Level 1, TM p. 107 - Independent Work

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times</b>	
<b>A. Text Features</b>	
Identify and explain information in text, pictures, title and charts	TM; BLM; RDR; WB Levels 1-4 - Step 5 Pre-reading - Step 6 Reading - Independent Work
<b>B. Literary Devices</b>	
Read and respond to rhythm, rhyme and alliteration in nonfiction text	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> Level 3, TM pp. 80-81; RDR p. 34
<b>C. Text Elements</b>	
Use details from text to <ul style="list-style-type: none"> <li>• ask questions to clarify understanding</li> <li>• recognize important information in text</li> <li>• identify main ideas</li> <li>• identify supporting details</li> </ul>	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 261-262 - Independent Work
<b>D. Understanding Directions</b>	
Read and follow a simple direction to perform a task	TM; BLM; WB Levels 1-8 - Independent Work <i>For example:</i> Level 1, TM p. 275; WB p. 101 Level 2, Tm p. 251; WB p. 78

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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 Missouri Communication Arts Grade-Level 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>1 Develop and apply skills and strategies to the reading process</b>	
<b>C. Phonics</b>	
Develop and apply decoding strategies to “problem-solve” unknown words when reading	All lessons and selections require students to apply decoding strategies to read unknown words.
<b>D. Fluency</b>	
Read grade-level instructional text with <b>fluency</b> , accuracy and expression	All selections can be used to practice fluency.
<b>E. Vocabulary</b>	
Develop vocabulary through text, using <ul style="list-style-type: none"> <li>• base words</li> <li>• classroom resources</li> <li>• context clues</li> </ul>	All selections can be used to develop vocabulary.
<b>F. Pre-Reading</b>	
Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>• access prior knowledge</li> <li>• preview</li> <li>• predict and confirm or reject</li> <li>• set a purpose for reading</li> </ul>	TM: Lesson 1, Step 5, p. 12; WB: p. 85

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>G. During Reading</b>	
During reading, develop and utilize strategies to <ul style="list-style-type: none"> <li>• self-question and correct</li> <li>• infer</li> <li>• predict and check</li> <li>• using cueing</li> <li>• systems: meaning, structure, visual</li> </ul>	TM: Lesson 2, Step 6, p. 17
<b>H. Post-Reading</b>	
Apply post-reading skills to identify the main idea and supporting details <ul style="list-style-type: none"> <li>• question to clarify</li> <li>• reflect</li> <li>• analyze</li> <li>• draw conclusions</li> <li>• summarize</li> <li>• paraphrase</li> </ul>	TM: Lesson 3, Step 6, pp. 20–21; WB: p. 9; RDR: p. 7
<b>I. Making Connections</b>	
Identify connections between <ul style="list-style-type: none"> <li>• text ideas --- similarities and differences in information and relationships in various fiction and non-fiction works, with assistance</li> <li>• text ideas and own experiences</li> <li>• text ideas and the world, with assistance</li> </ul>	The two selections about jobs can be used to make text-to-text, text-to-self, and text-to-world connections.
<b>2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times</b>	
<b>A. Text Features</b>	
Locate and apply specific information in title, pictures and table of contents	All selections have titles that can be used to glean information as to what the selection is about.
<b>B. Literary Devices</b>	
Identify author’s use of rhythm, rhyme and alliteration in poetry and prose, with assistance	RDR: p. 117

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>C. Text Elements</b>	
Use details from text to <ul style="list-style-type: none"> <li>• make basic inferences about setting, characters and problem</li> <li>• predict solution</li> <li>• identify events in logical sequence</li> </ul>	All selections can be used to meet this standard.
<b>3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times</b>	
<b>A. Text Features</b>	
Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs	RDR: Level 5, pp. 71–74
<b>B. Literary Devices</b>	
Identify and explain author’s use of rhythm, rhyme and alliteration in nonfiction text	RDR: Level 3, pp. 78–79
<b>C. Text Elements</b>	
Use details from text to <ul style="list-style-type: none"> <li>• ask questions to clarify understanding</li> <li>• identify main ideas and provide support</li> <li>• retell sequence of events</li> <li>• make basic inferences about problems and solutions</li> </ul>	All selections can be used to meet this standard.
<b>D. Understanding Directions</b>	
Read and follow simple directions to perform a task	N/A



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**Grade 3**

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>1 Develop and apply skills and strategies to the reading process</b>	
<b>C. Phonics</b>	
Apply decoding strategies to independently “problem-solve” unknown words when reading	All lessons and selections require students to apply decoding strategies to read unknown words.
<b>D. Fluency</b>	
Read grade-level instructional text <ul style="list-style-type: none"> <li>• with fluency, accuracy and expression</li> <li>• adjusting reading rate to difficulty and type of text</li> </ul>	All selections can be used to practice fluency.
<b>E. Vocabulary</b>	
Develop vocabulary through text, using <ul style="list-style-type: none"> <li>• base words</li> <li>• synonyms and antonyms</li> <li>• context clues</li> <li>• glossary</li> <li>• dictionary, with assistance</li> </ul>	WB: p. 72; RDR: p. 14
<b>F. Pre-Reading</b>	
Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>• access prior knowledge</li> <li>• preview</li> <li>• predict</li> <li>• set a purpose for reading</li> </ul>	TM: Lesson 1, Step 5, p. 65; WB: p. 6

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>G. During Reading</b>	
During reading, utilize strategies to <ul style="list-style-type: none"> <li>• self-question and correct</li> <li>• infer</li> <li>• visualize</li> <li>• predict and check</li> <li>• using cueing</li> <li>• systems: meaning, structure, visual</li> </ul>	TM: Lesson 3, Step 6, p. 21; WB: p. 9
<b>H. Post-Reading</b>	
Apply post-reading skills to identify and explain the relationship between the main idea and supporting details <ul style="list-style-type: none"> <li>• question to clarify</li> <li>• reflect</li> <li>• analyze</li> <li>• draw conclusions</li> <li>• summarize</li> <li>• paraphrase</li> </ul>	TM: Lesson 1, Step 6, p. 11; WB: p. 4
<b>I. Making Connections</b>	
Identify and explain connections between <ul style="list-style-type: none"> <li>• text ideas --- information and relationships in various fiction and non-fiction works (compare and contrast)</li> <li>• text ideas and own experiences</li> <li>• text ideas and the world</li> </ul>	The two fiction selections about a camping trip can be used to make text-to-text connections, text-to-self connections, and text-to-world connections.
<b>2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times</b>	
<b>A. Text Features</b>	
Locate and <ul style="list-style-type: none"> <li>• apply information in title, table of contents and glossary</li> <li>• recognize the text features of fiction, poetry and drama in grade-level text</li> </ul>	TM: Lesson 4, Step 5, p. 25; WB: p. 12; RDR: p. 11
<b>B. Literary Devices</b>	
Explain examples of <b>sensory details</b> and <b>figurative language</b> within the context of poetry and prose	RDR: pp. 54–55

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>C. Text Elements</b>	
Use details from text to <ul style="list-style-type: none"> <li>• make inferences about setting, character traits and problem and solution</li> <li>• make predictions</li> <li>• draw conclusions</li> <li>• compare and contrast characters and changes in problems and settings</li> <li>• identify the narrator</li> <li>• identify cause and effect</li> <li>• identify events from the beginning, middle and end</li> <li>• identify author's purpose</li> </ul>	All selections can be used to meet this standard.
<b>3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times</b>	
<b>A. Text Features</b>	
Locate and interpret key information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, glossary, captions and maps to answer questions	RDR: Level 5, pp. 71–74
<b>B. Literary Devices</b>	
Explain examples of sensory details and figurative language within the context of nonfiction text	RDR: pp. 78–79
<b>C. Text Elements</b>	
Use details from text to <ul style="list-style-type: none"> <li>• answer questions</li> <li>• retell main idea and important details</li> <li>• organize a sequence of events</li> <li>• identify simple cause and effect</li> <li>• draw conclusions</li> <li>• compare and contrast texts</li> <li>• identify author's purpose for writing text</li> <li>• make inferences about problems and solutions</li> </ul>	All selections can be used to meet this standard.

<b>STANDARDS/EXPECTATIONS</b>	<b><i>S.P.I.R.E.</i> Component</b>
<b>D. Understanding Directions</b>	
Read and follow two- and three-step directions to complete a simple task	N/A

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**Grade 4**

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>1 Develop and apply skills and strategies to the reading process</b>	
<b>C. Phonics</b>	
Apply decoding strategies to “problem-solve” unknown words when reading	All lessons and selections require students to apply decoding strategies to read unknown words.
<b>D. Fluency</b>	
Read grade-level instructional text <ul style="list-style-type: none"> <li>• with fluency, accuracy and expression</li> <li>• adjusting reading rate to difficulty and type of text</li> </ul>	All selections can be used to practice fluency.
<b>E. Vocabulary</b>	
Develop vocabulary through text, using <ul style="list-style-type: none"> <li>• root words and affixes</li> <li>• synonyms and antonyms</li> <li>• context clues</li> <li>• glossary and dictionary</li> </ul>	WB: p. 8; RDR: pp. 102–103
<b>F. Pre-Reading</b>	
Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>• access prior knowledge</li> <li>• preview</li> <li>• predict</li> <li>• set a purpose for reading</li> </ul>	TM: Lesson 1, Step 5, p. 94; WB: p. 9

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>G. During Reading</b>	
<ul style="list-style-type: none"> <li>• During reading, utilize strategies to self-question and correct</li> <li>• infer</li> <li>• visualize</li> <li>• predict and check using cueing systems: meaning, structure, visual</li> </ul>	TM: Lesson 4, Step 6, p. 84; WB: p. 38; RDR: p. 44
<b>H. Post-Reading</b>	
<p>Apply post-reading skills to comprehend text</p> <ul style="list-style-type: none"> <li>• question to clarify</li> <li>• reflect</li> <li>• analyze</li> <li>• draw conclusions</li> <li>• summarize</li> <li>• paraphrase</li> </ul>	TM: Lesson 1, Step 6, p. 153; WB: p. 48
<b>I. Making Connections</b>	
<p>Identify and explain connections between</p> <ul style="list-style-type: none"> <li>• text ideas ---information and relationships in various fiction and non-fiction works</li> <li>• text ideas and own experiences</li> <li>• text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame</li> </ul>	The two fiction selections about basketball can be used to make text-to-text, text-to-self, and text-to-world connections.
<b>2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times</b>	
<b>A. Text Features</b>	
<p>Locate</p> <ul style="list-style-type: none"> <li>• interpret and apply information in title, table of contents and glossary</li> <li>• and recognize the text features of fiction, poetry and drama in grade-level text</li> </ul>	RDR: p. 10
<b>B. Literary Devices</b>	
<p>Explain examples of sensory details and figurative language within the context of poetry and prose</p>	WB: p. 42; RDR: pp. 73–74

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>C. Text Elements</b>	
Use details from text to <ul style="list-style-type: none"> <li>• make inferences about setting, character traits, problem and solution and story events</li> <li>• make predictions</li> <li>• draw conclusions</li> <li>• identify cause and effect</li> <li>• compare and contrast various elements</li> <li>• identify author’s purpose</li> </ul>	All selections can be used to meet this standard.
<b>3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times</b>	
<b>A. Text Features</b>	
Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text	RDR: Level 5, pp. 71–74
<b>B. Literary Devices</b>	
Explain examples of sensory details and figurative language within the context of nonfiction text	TM: Lesson 2, Step 6, p. 129; RDR: pp. 70–71
<b>C. Text Elements</b>	
Use details from text to <ul style="list-style-type: none"> <li>• retell main ideas</li> <li>• organize a sequence of events</li> <li>• identify cause and effect</li> <li>• draw conclusions</li> <li>• compare and contrast texts</li> <li>• make predictions</li> <li>• make inferences</li> <li>• distinguish between fact and opinion</li> <li>• identify and explain author’s purpose</li> <li>• make inferences about problems and solutions</li> </ul>	All selections can be used to meet this standard.
<b>D. Understanding Directions</b>	
Read and follow three- and four-step directions to complete a task	TM: Level 5, p. 34

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**Grade 5**

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>1 Develop and apply skills and strategies to the reading process</b>	
<b>C. Phonics</b>	
Apply decoding strategies to “problem-solve” unknown words when reading	All lessons and selections require students to apply decoding strategies to read unknown words..
<b>D. Fluency</b>	
Read grade-level <ul style="list-style-type: none"> <li>• instructional text</li> <li>• with fluency, accuracy and expression</li> <li>• adjusting reading rate to difficulty and type of text</li> </ul>	All selections can be used to practice fluency.
<b>E. Vocabulary</b>	
Develop vocabulary through text, using <ul style="list-style-type: none"> <li>• roots and affixes</li> <li>• context clues</li> <li>• glossary and dictionary</li> </ul>	All selections can be used to develop vocabulary through understanding roots, affixes, and context clues.
<b>F. Pre-Reading</b>	
Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>• access prior knowledge</li> <li>• preview</li> <li>• predict</li> <li>• set a purpose and rate for reading</li> </ul>	TM: Lesson 3, Step 5, p. 43; WB: p. 18



STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>G. During Reading</b>	
During reading, utilize strategies to <ul style="list-style-type: none"> <li>• self-question and correct</li> <li>• infer</li> <li>• visualize</li> <li>• predict and check using cueing systems: meaning, structure, visual</li> </ul>	TM: Lesson 1, Step 6, pp. 79–80; WB: p. 12
<b>H. Post-Reading</b>	
Apply post-reading skills to comprehend and interpret text <ul style="list-style-type: none"> <li>• question to clarify</li> <li>• reflect</li> <li>• analyze</li> <li>• draw conclusions</li> <li>• summarize</li> <li>• paraphrase</li> </ul>	TM: Lesson 3, Step 6, p. 139; WB: p. 38
<b>I. Making Connections</b>	
Compare, contrast and analyze connections between <ul style="list-style-type: none"> <li>• information and relationships in various fiction and non-fiction works</li> <li>• text ideas and own experiences</li> <li>• text ideas and the world by responding to literature that reflects a culture and historic time frame</li> </ul>	The two nonfiction selections about animals and hibernation can be used to make text-to-text, text-to-self, and text-to-world connections.
<b>2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times</b>	
<b>A. Text Features</b>	
Locate <ul style="list-style-type: none"> <li>• interpret and apply information in title, table of contents and glossary</li> <li>• and recognize the text features of fiction, poetry and drama in grade-level text</li> </ul>	TM: Level 4, p. 83
<b>B. Literary Devices</b>	
Explain examples of figurative language in poetry and prose (emphasize <b>simile</b> , <b>metaphor</b> and <b>personification</b> )	TM: Lesson 5, Step 6, pp. 230–231; RDR: pp. 163–169

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>C. Text Elements</b>	
Use details from text to <ul style="list-style-type: none"> <li>• make inferences about setting, character traits, problem and solution and story events</li> <li>• make predictions</li> <li>• draw conclusions</li> <li>• identify cause and effect</li> <li>• compare and contrast various elements</li> <li>• explain author’s purpose</li> </ul>	All selections can be used to meet this standard.
<b>3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times</b>	
<b>A. Text Features</b>	
Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas	RDR: pp. 71–74
<b>B. Literary Devices</b>	
Identify and explain figurative language in nonfiction text (emphasize simile, metaphor and personification)	TM: Lesson 2, Step 6, p. 110; WB: p. 38; RDR: pp. 71–74
<b>C. Text Elements</b>	
Use details from text to <ul style="list-style-type: none"> <li>• restate main idea and supporting details</li> <li>• sequence events</li> <li>• identify and explain cause and effect</li> <li>• compare and contrast</li> <li>• make predictions</li> <li>• make inferences</li> <li>• evaluate the accuracy of the information</li> <li>• identify and interpret author’s ideas and purpose</li> <li>• make inferences about problems and solutions</li> </ul>	All selections can be used to meet this standard.
<b>D. Understanding Directions</b>	
Read and follow multi-step directions to complete a task	TM: Lesson 1, Step 6, p. 34; RDR: pp. 21–23