



*Literacy and Intervention*

## MISSISSIPPI STATE STANDARDS



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

Grades Pre-K–8+



**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Mississippi Language Arts Framework, Revised**

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 Mississippi Language Arts Framework, Revised. 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
<b>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b>	
<b>a. Point to words in text when reading aloud, matching spoken words to print.</b>	
1. Point to words in text when reading aloud, matching spoken words to print.	TM; RDR; WB - Step 4 Decoding and Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example:</i> TM pp. 69-71 and 86-88
2. Distinguish between uppercase and lowercase letters.	TM; BLM; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building <i>For example:</i> WB pp. 14, 24, 34, 47, 54, 63, 75
3. Identify and use title page, title, author, illustrator, and table of contents of a book.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
4. Identify dialogue in connected text.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
<b>b. The student will apply knowledge of phonological and phonemic awareness.</b>	
1. Identify and produce rhyming words orally that include consonant blends and digraphs (e.g., <i>flat/splat, trap/snap, sing/ring</i> ).	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	S.P.I.R.E. Component
<p>2. Identify, blend, and segment syllables within compound, two, and three syllable spoken words (e.g., clap the syllables in “bi-cy-cle,” <i>bas + ket + ball = basketball</i>, <i>telephone = tel + e + phone</i>).</p>	<p>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</p>
<p>3. Identify and count the number of syllables in a spoken word.</p>	<p>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</p>
<p>4. Identify orally beginning, final, and medial sounds in one syllable words (e.g., /ch/ in <i>chat</i>, /sh/ in <i>wish</i>, /ē/ in <i>read</i>).</p>	<p>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</p>
<p>5. Distinguish short and long vowel sounds in spoken one syllable words (e.g., <i>bit/bite</i>, <i>hip/hipe</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>

STANDARDS	S.P.I.R.E. Component
6. Blend and segment the phonemes in words containing two to four phonemes (e.g., /b/ /ă/ /t/ = <i>bat</i> , <i>treat</i> = /t/ /r/ /ē/ /t/).	TM; BLM; RDR; WB Levels 1-5 - Step 1 Phonogram Cards (Decodable Word Cards) - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Independent Work
7. Blend and segment sounds in spoken words containing initial and final blends.	TM; BLM; RDR; WB Levels 1-5 Reference <i>Scope and Sequence</i> 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
8. Add or delete a phoneme to change a spoken word (e.g., Add /b/ to “at” = <i>bat</i> or take /k/ from “cat” = <i>at</i> ).	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 5 Pre-reading - Step 8 Pre-spelling/Phonological Awareness
<b>c. The student will use word recognition skills.</b>	
1. Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words.	TM; BLM; RDR; WB Levels 1-5 Reference <i>Scope and Sequence</i> 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

STANDARDS	S.P.I.R.E. Component
<p>2. Begin to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.</p>	<p>TM; BLM; RDR; WB  Levels 1-5 Reference <i>Scope and Sequence</i>  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>
<p>3. Read words derived from common word families (e.g., <i>-it, -at, -ite, -ate</i>).</p>	<p>TM; BLM; RDR; WB  Levels 1-4 Reference <i>Scope and Sequence</i>  - Step 5 Pre-reading  - Step 6 Reading  - Step 8 Pre-spelling  - Step 9 Spelling  - Independent Work</p>
<p>4. Begin to use common spelling patterns to make new words (e.g., <i>make, take, lake, cake, etc.</i>).</p>	<p>TM; BLM; RDR; WB  Levels 1-4 Reference <i>Scope and Sequence</i>  - Step 3 Word Building  - Step 5 Pre-reading  - Step 6 Reading  - Step 8 Pre-spelling  - Step 9 Spelling  - Independent Work</p>

STANDARDS	S.P.I.R.E. Component
5. Use inflectional endings (e.g., <i>-s</i> , <i>-es</i> , <i>-ed</i> , or <i>-ing</i> ) to produce new words.	TM; BLM; RDR; WB Levels 1-4 Reference Scope and Sequence Level1 - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Independent Work Level 3 TM pp. 83-141 - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Independent Work
6. Identify simple compound words (e.g., <i>dog + house = doghouse</i> ).	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. Identify simple contractions correctly (e.g., <i>can + not = can't</i> , <i>has + not = hasn't</i> , <i>did + not = didn't</i> ).	TM; RDR Levels 3-5 - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
8. Read 100 to 200 high frequency and/or irregularly spelled words. A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.	TM; BLM; RDR; WB Reference word lists in the Appendix. - Step 1 Phonogram Cards - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Component
<p><b>d. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant + e, consonant plus le) to analyze words.</b></p>	<p>TM; BLM; RDR; WB  Reference <i>Scope and Sequence</i>  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</p>
<p><b>e. The student will begin to identify and use roots and affixes (e.g., un-, re-, -s, -es, -ed, -ing) to decode and understand words.</b></p>	<p>TM; BLM; RDR; WB  Reference Scope and Sequence  Level1  - Step 3 Word Building  - Step 4 Decoding/Sentence Reading  - Independent Work  Level 3 pp. 83-141  - Step 1 Phonogram Cards  - Step 2 Phonological Awareness  - Step 3 Word Building  - Step 4 Decoding/Sentence Reading  - Step 5 Pre-reading  - Step 7 Sound Dictation  - Step 8 Pre-spelling/Phonological Awareness  - Independent Work</p>
<p><b>f. The student will develop and apply knowledge of words and word meanings to communicate.</b></p>	
<p>1. Identify and sort pictures and words into basic categories.</p>	<p>TM Levels 1-8  The word lists provided in the Appendix can be used to classify common words into conceptual categories and learn new grade-level vocabulary. Each lesson introduces grade-level vocabulary using the Phonogram Cards, Spelling and reading selections from the Student Readers.</p>
<p>2. Recognize and explain word relationships within categories of words.</p>	<p>TM Levels 1-8  The word lists provided in the Appendix can be used to classify common words into conceptual categories and learn new grade-level vocabulary. Each lesson introduces grade-level vocabulary using the Phonogram Cards, Spelling and reading selections from the Student Readers.</p>

STANDARDS	<i>S.P.I.R.E.</i> Component
<b>g. The student will begin to identify and use synonyms, antonyms, and homonyms.</b>	TM; RDR, WB Levels 2-8 Word lists in Appendix - Step 3 Word Building - Step 4 Decoding and Sentence Reading - Independent Work
<b>h. The student will use context to determine the meanings of unfamiliar or multiple meaning words.</b>	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading
<b>i. The student will use reference materials to find, to determine the meaning of, to pronounce, or to spell unknown words (e.g., picture dictionary, personal dictionary, elementary dictionary, teacher and/or peer as a resource).</b>	TM; RDR There are opportunities in each lesson for students to reference a beginning dictionary to determine meanings of words. - Step 3 Word Building - Step 5 Pre-reading - Step 6 Reading
<b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</b>	
<b>a. The student will use text features, parts of a book, text structures, and genres to analyze text.</b>	
1. Text features – titles, illustrations, headings, graphs, etc.	TM; BLM; RDR; WB Levels 1-4 - Step 5 Pre-reading - Step 6 Reading - Independent Work
2. Parts of a book – title page, title, author, illustrator, table of contents, etc.	TM; BLM; RDR; WB Levels 1-4 - Step 5 Pre-reading - Step 6 Reading - Independent Work
3. Text structures – sequential order and description	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Component
4. Genres – Fiction, nonfiction, and poetry	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading
<b>b.The student will understand, infer, and make simple predictions.</b>	
1. Answer and generate <i>who, what, when, where, why,</i> and <i>how</i> questions.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 261-262 - Independent Work
2. Answer and generate questions about characters, settings, and events.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 185-186 - Independent Work
3. Make simple inferences based on information from narrative and/or informational text.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading
4. Identify the main idea of a simple story or topic of an informational text.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading
5. Make a prediction about narrative or informational text and confirm or revise the prediction.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading
6. Use key words in text to justify prediction(s).	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Component
<b>c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence.</b>	
1. Retell a story including characters, setting, and important events.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 185-186 - Independent Work
2. Retell the correct sequence of events in narrative and/or informational text.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading
<b>d. The student will analyze, interpret, compare, or respond to increasingly complex literary and informational text, citing text-based evidence.</b>	
1. Interpret text through moving, drawing, speaking, acting, or singing.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading - Independent Work
2. Make connections between self and text or text and text after sharing text or reading text independently.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading - Independent Work
3. Compose visual images based on text.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading
4. Identify favorite passages.	TM; RDR; WB - Independent Work

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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 Mississippi Language Arts Framework, Revised. 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. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b>	
<b>a. The student will apply knowledge of phonological and phonemic awareness.</b>	
1. Blend and segment spoken words into syllables and syllables into phonemes.	TM: Lesson 4, Step 2, p. 112; BLM: p. 37; RDR: p. 23; WB: p. 27
2. Continue to identify and count the number of syllables in a spoken word.	TM: Lesson 4, Step 2, p. 112; BLM: p. 37; RDR: p. 23; WB: p. 27
3. Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to “at” = <i>bat</i> , or take /k/ from “cat” = <i>at</i> ; change /i/ in <i>hit</i> to /a/ = <i>hat</i> . What happens when you change “spot” to “stop”?).	TM: Lesson 5, Step 3, p. 87; BLM: p. 31; RDR: p. 1
<b>b. The student will use word recognition skills for multi-syllabic words.</b>	
1. Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.	TM: Lesson 13, Step 5, pp. 268–269; BLM: pp. 27–38; RDR: p. 81; WB: p. 33
2. Read words derived from word families (e.g., <i>-it, -at, -ite, -ate</i> ).	TM: Introductory Lesson, Step 1, pp. 31–32; BLM: p. 21; RDR: p. 12; WB: p. 50
3. Use common spelling patterns to make new words (e.g., <i>make, take, lake, cake, etc.</i> ).	TM: Lesson 3, Step 2, p. 165; BLM: p. 15; RDR: p. 1; WB: p. 11
4. Use inflectional endings (e.g., <i>-s, es, -ed, or -ing</i> ) to produce or analyze new words.	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. Identify and create compound words.	TM: Lesson 7, Step 4, p. 239; BLM: p. 27; RDR: p. 20; WB: p. 59
6. Identify and create contractions (e.g., <i>can + not = can’t</i> ) correctly.	RDR: Level 3, p. 5

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
7. Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)	All selections can be used to practice fluency.
<b>c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.</b>	TM: Lesson 16, Step 3, pp. 282–283; BLM: p. 37; RDR: p. 23; WB: p. 27
<b>d. The student will manipulate and analyze roots and affixes (e.g., <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>pre-</i>, <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-y</i>, <i>-ly</i>, <i>-er</i>, <i>-est</i>, <i>-ful</i>, and <i>-less</i>) to understand unfamiliar words.</b>	TM: Level 3, Lesson 1, p. 108; BLM: Level 3, pp. 14–44; RDR: Level 3, p. 35; WB: Level 3, pp. 40–43
<b>e. The student will develop and apply knowledge of words and word meanings to communicate.</b>	
1. Identify and begin to generate words into categories.	TM: Lesson 1, Step 5, p. 129; RDR: p. 37; WB: p. 38
2. Determine the relationship between pairs of words (e.g., <i>icicles/Popsicle's</i> , <i>oven/heater</i> , <i>friend/enemy</i> , <i>gloves/socks</i> , etc.)	TM: Lesson 4, Step 5, p. 54; WB: p. 38
<b>f. The student will identify and use synonyms, antonyms, and homonyms.</b>	
<b>g. The student will use context to determine the meanings of unfamiliar or multiple meaning words.</b>	TM: Lesson 8, Step 5, p. 245; RDR: p. 65; WB: p. 25
<b>h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, glossary, teacher, and/or peer as a resource).</b>	RDR: Level 5, p. 93
<b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</b>	
<b>a. The student will use text features, parts of a book, text structures, and genres to analyze text.</b>	
1. Text features – titles, headings, illustrations, graphs, captions, charts, etc.	RDR: Level 5, pp. 71–74
2. Parts of a book – title page, title, author, illustrator, table of contents, glossary, etc.	All selections have titles that can be identified
3. Text structures – sequential order, description, simple cause and effect, etc.	All selections can be analyzed by looking at text structures.
4. Genres – Fiction, nonfiction, and poetry	TM: Lesson 5, Step 5, p. 58; RDR: p. 22
<b>b. The student will analyze texts in order to identify, understand, infer, or synthesize information.</b>	
1. Answer literal and simple inferential <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , <i>how</i> , and <i>what if</i> questions.	TM: Lesson 2, Step 6, p. 135; WB: p. 14

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
2. Answer literal and simple inferential questions about main characters, settings, and events.	TM: Lesson 4, Step 6, p. 227; WB: p. 87
3. Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.	TM: Lesson 5, Step 6, p. 147; WB: p. 22
4. Identify the main idea and some details in narrative text or the topic and some details in informational text.	TM: Lesson 1, Step 6, pp. 71–72; WB: p. 47
5. Determine simple cause and effect relationships.	TM: Lesson 3, Step 6, p. 81; RDR: p. 41; WB: p. 35
6. Identify simple fact and opinion.	TM: Lesson 2, Step 6, p. 17; WB: p. 34
7. Draw conclusions based on information from narrative and/or informational text.	TM: Lesson 5, Step 6, p. 147; WB: p. 80
8. Identify and discuss the theme of a text.	All selections can be used to identify theme.
<b>c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence.</b>	
1. Retell a story orally and in writing including characters, setting, problem, important events, and resolution.	All selections can be used to practice retelling.
2. Arrange in sequential order a listing of events found in narrative and/or informational text.	WB: p. 35
<b>d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence.</b>	
1. Interpret text through moving, drawing, speaking, acting, or singing.	WB: p. 23
2. Make connections between self and characters and events in text.	TM: Lesson 2, Step 5, pp. 218–219; WB: p. 85
3. Compose visual images.	TM: Lesson 2, Step 6, p. 106
4. Identify favorite passages and explain why the passage is a favorite, citing text-based evidence.	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 Mississippi Language Arts Framework, Revised. 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. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b>	
<b>a. The student will use word recognition skills for multi-syllabic words.</b>	
1. Continue to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.	TM: Introductory Lesson, Step 5, p. 217; BLM: pp. 38–51; RDR: p. 18
2. Continue to use common spelling patterns to make new words (e.g., <i>make, take, lake, cake</i> , etc.).	TM: Introductory Lesson, Step 3, p. 56; WB: p. 31; BLM: p. 63; RDR: pp. 30–32
3. Use inflectional endings (e.g., <i>-s, -es, -ed, or -ing</i> ) to produce and analyze new words.	TM: Introductory Lesson, Step 3, pp. 83–84; WB: p. 41; BLM: p. 65; RDR: p. 47
4. Create and analyze complex compound words (e.g., <i>sky + scraper = skyscraper</i> ).	TM: Lesson 2, Independent Work, p. 101; WB: p. 52; BLM: p. 100; RDR: pp. 30–32
5. Create and use complex contractions (e.g., <i>will + not = won't</i> ) correctly.	RDR: Level 6, pp. 9–12
6. Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read between 100 and 115 words correctly per minute in connected text by the end of third grade.)	All selections can be used to practice fluency.
<b>b. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.</b>	
TM: Introductory Lesson, Step 1, p. 170; BLM: p. 9; WB: p. 76; RDR: p. 21	
<b>c. The student will manipulate and analyze root words and affixes (e.g., <i>un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish</i>) to analyze words.</b>	
TM: Introductory Lesson 3, Step 1, pp. 118–119; BLM: pp. 4–7; RDR: p. 35; WB: p. 41	

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>d. The student will develop and apply knowledge of words and word meanings to communicate.</b>	
1. Generate words into categories.	TM: Lesson 4, Step 6, p. 196; WB: p. 31
2. Determine relationships among words organized in categories.	TM: Lesson 4, Step 6, p. 196; WB: p. 97
<b>e. The student will identify and use synonyms, antonyms, and homonyms.</b>	
<b>f. The student will use context to determine the meanings of unfamiliar or multiple meaning words.</b>	
<b>g. The student will use context to determine the simple figurative meanings (e.g., simile, metaphor, and personification) of words.</b>	TM: Lesson 2, Step 5, pp. 233–234; WB: p. 18; RDR: pp. 87–89
<b>h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource).</b>	N/A
<b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</b>	
<b>a. The student will use text features, parts of a book, text structures, and genres to analyze text.</b>	
1. Text features – titles, headings, captions, illustrations, graphs, charts, diagrams, etc.	RDR: Level 5, pp. 71–74
2. Parts of a book – title page, table of contents, glossary, index, etc.	All selections have titles that can be identified.
3. Text structures – sequential order, description, simple cause and effect, simple procedure, etc.	All selections can be analyzed by looking at text structures.
4. Genres – Fiction, nonfiction, and poetry	This level consists of fiction, nonfiction, and poetry.
<b>b. The student will analyze texts in order to identify, understand, infer, or synthesize information.</b>	
1. Answer and generate questions about purposes for reading.	Teacher and students can set purposes for reading each selection.
2. Answer literal and inferential questions about main characters, setting, plot, and theme.	All lessons require students to answer literal and inferential questions about main characters and story elements.
3. Answer literal and inferential questions about characters' actions, motives, traits, and emotions.	TM: Lesson 2, Step 6, pp. 43–44; WB: p. 4; RDR: pp. 16–17
4. Identify the stated main idea of a narrative text or the topic of an informational text.	All selections can be used to practice identifying the main idea or topic

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
5. Arrange in sequential order a listing of events found in narrative and/or informational text.	WB: p. 22
6. Identify cause and effect as stated in text.	TM: Lesson 4, Step 6, p. 81
7. Identify simple fact and opinion.	
8. Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	TM: Lesson 4, Step 6, p. 81; RDR: p. 34; WB: p. 36
9. Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text.	TM: Lesson 1, Step 6, p. 224; WB: p. 110
10. Use key words in text to justify prediction(s).	TM: Lesson 3, Step 6, pp. 21–22; WB: p. 11; RDR: pp. 8–9
11. Identify important themes from texts and examine from more than one point of view.	All selections can be used to identify theme.
<b>c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence.</b>	
1. Retell a story orally and in writing including characters, setting, problem, important events, and resolution.	All selections can be used to practice retelling.
2. Write summaries that contain the main ideas of the reading selection and the most significant details.	All selections can be used to practice making summarizations that contain main ideas and details.
<b>d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence.</b>	
1. Interpret text through moving, drawing, speaking, acting, or singing.	WB: p. 3
2. Make connections between self and characters, events, and information in text or among texts.	TM: Lesson 4, Step 5, p. 52; WB: p. 65
3. Compose visual images based upon text.	TM: Lesson 2, Step 6, p. 16; WB: p. 36

**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Mississippi Language Arts Framework, Revised**

**Grade 4**

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the Mississippi Language Arts Framework, Revised. 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. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b>	
<b>a. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel -consonant + e, consonant + le) for decoding words.</b>	
<b>b. The student will identify roots and affixes (e.g., <i>non-</i>, <i>trans-</i>, <i>over-</i>, <i>anti-</i>, <i>-tion</i>, <i>-or</i>, <i>-ion</i>, <i>-ity</i>, <i>-ment</i>, <i>-ic</i>) in words.</b>	TM: Level 7, Intro Lesson, p. 80
<b>c. The student will develop and apply expansive knowledge of words and word meanings to communicate.</b>	All components will help students meet this standard.
<b>d. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.</b>	TM: Lesson 3, Independent Work, p. 33; WB: p. 8
<b>e. The student will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words.</b>	TM: Lesson 3, Independent Work, p. 33; WB: p. 8
<b>f. The student will apply knowledge of simple figurative language (e.g., <i>simile</i>, <i>metaphor</i>, <i>personification</i>, <i>hyperbole</i>) to determine the meaning of words and to communicate.</b>	TM: Lesson 3, Step 6, p. 105; WB: p. 33
<b>g. The student will use reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words.</b>	RDR: Level 5, p. 93

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.</b>	
<b>a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text.</b>	
1. Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, maps, icons, pull down menus, key word searches, etc.	RDR: Level 5, pp. 71–74
2. Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.	All selections have titles that can be identified.
3. Text structures - sequential order, description, simple cause and effect, simple procedure, compare/contrast, etc.	All selections can be used to identify text structures.
4. Genres – Fiction, nonfiction, and poetry	This level consists of nonfiction, fiction, poetry, and fables.
<b>b. The student will analyze texts in order to identify, understand, infer, or synthesize information.</b>	
1. Identify the stated main idea or supporting details in a paragraph.	All selections can be used to identify main idea and supporting details.
2. Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.	TM: Lesson 2, Step 6, pp. 50–51; WB: p. 16; RDR: pp. 20–22
3. Identify stated causes and effect relationships in paragraphs and short passages.	TM: Lesson 3, Steps 5 & 6, pp. 31–32; WB: p. 38; RDR: pp. 10–12
4. Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	TM: Lesson 2, Step 6, p. 75; WB: p. 21; RDR: pp. 34–37
5. Predict a logical outcome based upon information stated in a paragraph or short passage and confirm or revised based upon subsequent text.	TM: Lesson 2, Step 6, p. 209; WB: p. 48; RDR: pp. 110–112
<b>c. The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence.</b>	
<b>d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence.</b>	
1. Story elements (e.g., setting, characters, character traits, events, resolution, point of view)	Any two fiction selections can be used to compare and contrast story elements.
2. Literary devices (e.g., imagery, exaggeration, dialogue)	Any two fiction selections can be used to compare and contrast literary devices.
3. Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)	Any two poems can be used to compare and contrast sound devices.

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
4. Author's purpose (e.g., inform, entertain, persuade)	Any two fiction selections or any two nonfiction selections can be used to compare and contrast author's purpose.
<b>e. The student will identify facts, opinions, or tools of persuasion in text.</b>	
1. Distinguish between fact and opinion.	TM: Lesson 2, Step 2, p. 209; WB: p. 67; RDR: pp. 70–71
2. Identify tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view).	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 Mississippi Language Arts Framework, Revised. 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. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b>	
<b>a. The student will apply knowledge of roots and affixes (e.g., <i>non-</i>, <i>trans-</i>, <i>over-</i>, <i>anti-</i>, <i>inter-</i>, <i>super-</i>, <i>semi-</i>, <i>-tion</i>, <i>-or</i>, <i>-ion</i>, <i>-ity</i>, <i>-ment</i>, <i>-ic</i>, <i>-ian</i>, <i>-ist</i>, <i>-ous</i>, <i>-eous</i>, <i>-ious</i>) in multi-syllabic words.</b>	TM: Level 7, Intro Lesson, p. 80
<b>b. The student will develop and apply expansive knowledge of words and word meanings to communicate.</b>	All components will help students meet this standard.
<b>c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.</b>	TM: Lesson 3, Step 6, p. 112; WB: p. 74; RDR: pp. 10–12
<b>d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words.</b>	TM: Lesson 4, Step 6, p. 118; WB: p. 30; RDR: p. 141
<b>e. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate.</b>	TM: Lesson 2, Step 6, pp. 215–216; WB: p. 77; RDR: pp. 148–152
<b>f. The student will select the appropriate reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words.</b>	RDR: p. 93
<b>g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language).</b>	All lessons require students to answer questions, using both formal and informal language.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.</b>	
<b>a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text.</b>	
1. Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.	RDR: pp. 71–74
2. Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.	All selections are titled.
3. Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	All selections can be used to practice identifying text structures.
4. Genres – Fiction, nonfiction, poetry, biographies, and autobiographies	This level contains fiction, nonfiction, poetry, a fable, and a recipe.
<b>b. The student will analyze text to understand, infer, draw conclusions, or synthesize information.</b>	
1. Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence.	All selections can be used to identify and infer the main idea.
2. Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events not in time order.	TM: Lesson 3, Step 6, pp. 170–171; WB: p. 84; RDR: pp. 99–101
3. Identify and infer cause and effect in texts.	TM: Lesson 2, Step 6, pp. 252–253; WB: p. 38; RDR: pp. 176–180
4. Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.	TM: Lesson 1, Step 6, pp. 128–129; WB: p. 9; RDR: pp. 83–89
5. Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.	TM: Lesson 1, Step 6, pp. 128–129; WB: p. 50; RDR: pp. 83–89
<b>c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence.</b>	All selections can be used to practice summarizing or paraphrasing.
<b>d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence.</b>	

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
1. Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)	TM: Lesson 3, Steps 5 & 6, pp. 88–89; WB: p. 3; RDR: pp. 51–54
2. Literary devices (e.g., imagery, exaggeration, dialogue)	TM: Lesson 3, Steps 5 & 6, pp. 170–171; WB: p. 60; RDR: pp. 115–118
3. Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)	Any of the poetry selections can be used to meet this standard.
4. Author's purpose (e.g., inform, entertain, persuade)	Nonfiction selections were written to explain or inform; fiction selections were written to entertain.
<b>e. The student will identify and interpret facts, opinions, or tools of persuasion in texts.</b>	
1. Distinguish between fact and opinion.	TM: Lesson 4, Step 6, p. 225; WB: p. 52; RDR: pp. 158–160
2. Identify and interpret tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon).	N/A