EPS
Literacy and Intervention

NORTH CAROLINA STATE STANDARDS

S.P.I.R.E. 3rd Edition
Specialized Program Individualizing Reading Excellence

Intensive, Multisensory Reading Intervention with Proven Results

Grades Pre-K–8+

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ORTON-GILLINGHAM BASED PROGRAM

S.P.I.R.E.®
Correlated to the
North Carolina Standard Course of Study

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 North Carolina Standard Course of Study. 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	*S.P.I.R.E.* Component
Goal 1 **The learner will develop and apply enabling strategies and skills to read and write.**	
1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle: • count syllables in a word. • blend the phonemes of one-syllable words. • segment the phonemes of one-syllable words. • change the beginning, middle, and ending sounds to produce new words. • create and state a series of rhyming words that may include consonant blends (e.g., flag, brag).	TM; BLM; RDR; WB Levels 1-4 - Step 2 Phonological Awareness Sounds are identified and rhyming words are made. - Step 3 Word Building - Step 5 Pre-reading *For example:* Level 1 – Step 2, Phonological Awareness (Blending Syllables) TM p. 179 Level 3 – Syllable Division, TM pp. 142-198 Level 4 – Consonant –*le* Syllable, TM pp. 34-57

STANDARDS	*S.P.I.R.E.* Component
1.02 Demonstrate decoding and word recognition strategies and skills: • generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns. • use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. • recognize many high frequency and/or common irregularly spelled words in text (e.g., have said, where, two). • read compound words and contractions. • read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., looks, looked, looking). • read appropriate word families.	TM; BLM; RDR; WB Levels 1-5 Reference Scope and Sequence and Word Lists in the Appendix 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 *For example:* Level 1 TM pp. 179-180 - 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 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
1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.	TM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work
1.04 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).	TM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work

STANDARDS	*S.P.I.R.E.* Component
1.05 Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.	TM; RDR - Step 6 Reading - Independent Work Students are encouraged to choose selections from previous reading in the Student Reader and read to a partner or read favorite selections independently.
Goal 2 **The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.**	
2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.	TM; RDR - Step 6 Reading - Independent Work Students are encouraged to choose selections from previous reading in the Student Reader and read to a partner or read favorite selections independently.
2.02 Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).	N/A
2.03 Read and comprehend both fiction and nonfiction text appropriate for grade one using: • prior knowledge. • summary. • questions. • graphic organizers.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work Building background and discussing prior knowledge are key strategies used by the program to stimulate interest and aid in comprehension. Students use questioning and graphic organizers to express comprehension in several lessons.
2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.	TM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work
2.05 Predict and explain what will happen next in stories.	TM; RDR - Step 6 Reading
2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).	TM; RDR - Step 6 Reading - Independent Work

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STANDARDS	*S.P.I.R.E.* Component
2.07 Respond and elaborate in answering what, when, where, and how questions.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading *For example*: TM pp. 261-262 - Independent Work
2.08 Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading *For example*: TM pp. 261-262 - Independent Work
2.09 Read and understand simple written instructions.	TM; RDR; WB Levels 2-4 - Independent Work
Goal 3 **The learner will make connections through the use of oral language, written language, and media and technology.**	
3.01 Elaborate on how information and events connect to life experiences.	TM; RDR; WB - Step 5 Pre-reading *For example*: TM pp. 225 and 228-229 - Step 6 Reading - Independent Work
3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.	TM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Step 10 Sentence Dictation - Independent Work

STANDARDS	*S.P.I.R.E.* Component
3.04 Share personal experiences and responses to experiences with text: • publishing non-print texts. • discussing interpretations. • recording personal responses.	TM; RDR; WB - Step 5 Pre-reading *For example*: TM pp. 228-229 - Step 6 Reading - Independent Work *For example:* TM p. 165
3.05 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.	N/A
3.06 Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
3.07 Compare authors' uses of conventions of language that aid readers including: • kinds of sentences. • capitalization of first word in a sentence and proper names. • punctuation to end a declarative and interrogative sentence.	TM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Step 10 Sentence Dictation - Independent Work

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Grade 2

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STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
Goal 1 **The learner will develop and apply enabling strategies and skills to read and write.**	
1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.	TM: Lesson 7, Step 4, p. 239; BLM: p. 27; RDR: p. 20; WB: p. 59
1.02 Read most high frequency and many irregularly spelled words accurately in text.	All selections can be used to meet this standard.
1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.	All selections can be used to self-monitor decoding.
1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.	All selections can be used to meet this standard.
1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.	All selections can be used to meet this standard.

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
Goal 2 **The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.**	
2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by: • determining purpose (reader's and author's). • making predictions. • asking questions. • locating information for specific reasons/purposes. • recognizing and applying text structure. • comprehending and examining author's decisions and word choice. • determining fact and opinion. • recognizing and comprehending figurative language. • making inferences and draw conclusions.	TM: Lesson 1, Step 6, p. 158; WB: p. 14
2.02 Use text for a variety of functions, including literary, informational, and practical.	All selections can be used to meet this standard.
2.03 Read expository materials for answers to specific questions.	All nonfiction selections can be used to meet this standard.
2.04 Pose possible how, why, and what if questions to understand and/or interpret text.	TM: Lesson 2, Step 6, p. 135; WB: p. 14
2.05 Self-monitor own difficulties in comprehending independently using several strategies.	N/A
2.06 Recall main idea, facts and details from a text.	TM: Lesson 1, Step 6, pp. 71–72; WB: p. 47
2.07 Discuss similarities and differences in events, characters and concepts within and across texts.	TM: Level 4, Lesson 4, p. 112; RDR: Level 4, pp. 54–56; WB: Level 4, p. 65
2.08 Interpret information from diagrams, charts, and maps.	N/A
Goal 3 **The learner will make connections through the use of oral language, written language, and media and technology.**	
3.01 Use personal experiences and knowledge to interpret written and oral messages.	TM: Lesson 2, Step 5, pp. 218–219; WB: p. 85
3.02 Connect and compare information within and across selections (fiction, nonfiction, poetry, and drama) to experience and knowledge.	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
3.03 Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features).	All lessons require students to explain and describe everything in their own words.
3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, book clubs).	All selections can be used to develop vocabulary.
3.05 Locate and discuss examples of an author's use of: • kinds of sentences (declarative, interrogative, exclamatory). • capitalization (titles, dates and days, names of countries). • punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations). • use of paragraphs in texts and their effects on the reader. • genre(s) and specific word choice(s).	TM: Lesson 1, Step 6, p. 158; RDR: p. 59; WB: p. 47
3.06 Discuss the effect of an author's choices for nouns, verbs, modifiers and specific vocabulary which help the reader comprehend a narrative or expository text.	All selections can be used as a basis for this discussion.
Goal 4 **The learner will apply strategies and skills to create oral, written, and visual texts.**	
4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.	N/A
4.02 Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication.	TM: Lesson 12, Step 5, p. 264; BLM: p. 29; RDR: p. 65; WB: p. 69
4.03 Read aloud with fluency and expression any text appropriate for early independent readers.	All selections can be used to practice fluency.
4.04 Use oral communication to identify, organize, and analyze information.	All lessons require students to use oral communication to identify, organize, and analyze information.
4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.	N/A
4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).	N/A

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
4.07 Compose first drafts using an appropriate writing process: • planning and drafting. • rereading for meaning. • revising to clarify and refine writing with guided discussion.	N/A
4.08 Write structured, informative presentations and narratives when given help with organization.	N/A
4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose.	N/A

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Grade 3

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STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
Goal 1 **The learner will apply enabling strategies and skills to read and write.**	
1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).	TM: Introductory Lesson, Step 1, pp. 170–171; BLM: p. 22; RDR: p.75
1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.	TM: Introductory Lesson, Step 1, p. 227; BLM: pp. 42–44; RDR: p. 45; WB: p. 58
1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.	All selections can be used to meet this standard.
1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through: • wide reading. • word study. • listening. • discussion. • book talks. • book clubs. • seminars. • viewing. • role play. • studying author's craft.viewing. • role play. • studying author's craft.	All selections can be used to increase sight vocabulary.

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.	N/A
1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: • increase fluency. • build background knowledge. • extend vocabulary.	All selections can be used to meet this standard.
Goal 2 **The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.**	
2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).	All selections can be used to meet this standard.
2.02 Interact with the text before, during, and after reading, listening, or viewing by: • setting a purpose. • previewing the text. • making predictions. • asking questions. • locating information for specific purposes. • making connections. • using story structure and text organization to comprehend.	TM: Lesson 1, Step 6, p. 224; WB: p. 110
2.03 Read a variety of texts, including: • fiction (short stories, novels, fantasies, fairy tales, fables). • nonfiction (biographies, letters, articles, procedures and instructions, charts, maps). • poetry (proverbs, riddles, limericks, simple poems). • drama (skits, plays).	All selections can be used to meet this standard.

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: • author's purpose. • plot. • conflict. • sequence. • resolution. • lesson and/or message. • main idea and supporting details. • cause and effect. • fact and opinion. • point of view (author and character). • author's use of figurative language (e.g., simile, metaphor, imagery).	TM: Lesson 1, Step 6, p. 11; RDR: p. 21; WB: p. 4
2.05 Draw conclusions, make generalizations, and gather support by referencing the text.	TM: Lesson 1, Step 6, p. 224; WB: p. 4
2.06 Summarize main idea(s) from written or spoken texts using succinct language.	All selections can be used to practice summarizing.
2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).	All selections can be used to meet this standard.
2.08 Listen actively by: • facing the speaker. • making eye contact. • asking questions to clarify the message. • asking questions to gain additional information and ideas.	N/A

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
Goal 3 **The learner will make connections through the use of oral language, written language, and media and technology.**	
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: • considering the differences among genres. • relating plot, setting, and characters to own experiences and ideas. • considering main character's point of view. • participating in creative interpretations. • making inferences and drawing conclusions about characters and events. • reflecting on learning, gaining new insights, and identifying areas for further study.	TM: Lesson 4, Step 6, p. 81; RDR: p. 34; WB: p. 36
3.02 Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.	TM: Level 4, Lesson 4, p. 112; RDR: Level 4, pp. 54–56; WB: Level 4, p. 65
3.03 Use text and own experiences to verify facts, concepts, and ideas.	TM: Lesson 4, Step 5, p. 52; WB: p. 65
3.04 Make informed judgments about television productions.	N/A
3.05 Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps).	N/A
3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	N/A
Goal 4 **The learner will apply strategies and skills to create oral, written, and visual texts.**	
4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.	All selections can be used to practice fluency.

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
4.02 Use oral and written language to: • present information in a sequenced, logical manner. • discuss. • sustain conversation on a topic. • share information and ideas. • recount or narrate. • answer open-ended questions. • report information on a topic. • explain own learning.	All lessons can be used to meet this standard.
4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).	N/A
4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).	N/A
4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.	N/A
4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.	N/A
4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).	N/A
4.08 Focus reflection and revision (with assistance) on target elements by: • clarifying ideas. • adding descriptive words and phrases. • sequencing events and ideas. • combining short, related sentences. • strengthening word choice.	N/A
4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).	N/A
4.10 Explore technology as a tool to create a written product.	N/A

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Grade 4

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STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
Goal 1 **The learner will apply enabling strategies and skills to read and write.**	
1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).	All word identification strategies can be used when encountering unknown words.
1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.	TM: Taught in previous level, reviewed in Step 1 throughout; BLM: pp. 36–47; RDR: pp. 3–5; WB: p. 11
1.03 Identify key words and discover their meanings and relationships through a variety of strategies.	All lessons and selections can be used to meet this standard.

1.04 Increase reading and writing vocabulary through:
  • wide reading.
  • word study.
  • knowledge of homophones, synonyms, antonyms, homonyms.
  • knowledge of multiple meanings of words.
  • writing process elements.
  • writing as a tool for learning.
  • seminars.
  • book clubs.
  • discussions.
  • examining the author's craft.
	TM: Introductory Lesson, Step 6, p. 88; BLM: p. 45; RDR: p. 24; WB: p. 39

1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.	N/A

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: • increase fluency. • build background knowledge. • expand vocabulary.	All selections can be used to meet this standard.
Goal 2 **The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.**	
2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).	All strategies can be used to help students comprehend text.
2.02 Interact with the text before, during, and after reading, listening, and viewing by: • setting a purpose using prior knowledge and text information. • making predictions. • formulating questions. • locating relevant information. • making connections with previous experiences, information, and ideas.	TM: Lesson 2, Step 5, p. 208; WB: p. 14
2.03 Read a variety of texts, including: • fiction (legends, novels, folklore, science fiction). • nonfiction (autobiographies, informational books, diaries, journals). • poetry (concrete, haiku). • drama (skits, plays).	This level includes fiction, nonfiction, poetry, and fables.
2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: • plot. • theme. • main idea and supporting details. • author's choice of words. • mood. • author's use of figurative language.	TM: Lesson 2, Step 6, pp. 100–101; RDR: pp. 66–68; WB: p. 38
2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.	TM: Lesson 2, Step 6, pp. 26–27; WB: p. 7

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.	TM: Lesson 1, Step 6, pp. 94–95; WB: p. 29
2.07 Determine usefulness of information and ideas consistent with purpose.	Teacher and students can set purpose and determine usefulness of information and ideas.
2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources.	N/A
2.09 Listen actively by: • asking questions. • paraphrasing what was said. • interpreting speaker's verbal and non-verbal messages. • interpreting speaker's purposes and/or intent.	N/A
Goal 3 **The learner will make connections through the use of oral language, written language, and media and technology.**	
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: • analyzing the impact of authors' word choice and context. • examining the reasons for characters' actions. • identifying and examining characters' motives. • considering a situation or problem from different characters' points of view. • analyzing differences among genres. • making inferences and drawing conclusions about characters, events and themes.	TM: Lesson 1, Step 5, p. 202; RDR: pp. 110–112
3.02 Analyze characters, events, and plots within and between selections and cite supporting evidence.	TM: Lesson 2, Step 6, p. 74; RDR: pp. 16–18; WB: p. 57
3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.	All selections can be used to meet this standard.
3.04 Make informed judgments about television and film/video productions.	N/A
3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.	N/A

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	N/A
Goal 4 **The learner will apply strategies and skills to create oral, written, and visual texts.**	
4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.	All selections can be used to practice fluency.
4.02 Use oral and written language to: • present information and ideas in a clear, concise manner. • discuss. • interview. • solve problems. • make decisions.	All selections can be used to meet this standard.
4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.	N/A
4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).	All selections can be used to meet this standard.
4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).	N/A
4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.	N/A
4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).	N/A
4.08 Focus revision on a specific element such as: • word choice. • sequence of events and ideas. • transitional words. • sentence patterns.	N/A

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).	N/A
4.10 Use technology as a tool to gather, organize, and present information.	N/A

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Grade 5

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STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
Goal 1 **The learner will apply enabling strategies and skills to read and write.**	
1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.	TM: Lesson 2, Step 2, p. 13; BLM: pp. 51–56; RDR: p. 137; WB: p. 27
1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.	All selections can be used to develop vocabulary.
1.03 Increase reading and writing vocabulary through: • wide reading. • word study. • word reference materials. • content area study. • writing process elements. • writing as a tool. • debate. • discussions. • seminars. • examining the author's craft.	All selections can be used to develop vocabulary.
1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.	RDR: p. 93

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: • increase fluency. • build background knowledge. • expand and refine vocabulary.	All selections can be used to meet this standard.
Goal 2 **The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.**	
2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).	All strategies can be used to monitor comprehension and extend vocabulary.
2.02 Interact with the text before, during, and after reading, listening, and viewing by: • making predictions. • formulating questions. • supporting answers from textual information, previous experience, and/or other sources. • drawing on personal, literary, and cultural understandings. • seeking additional information. • making connections with previous experiences, information, and ideas.	TM: Lesson 2, Step 6, p. 85; WB: pp. 14–15
2.03 Read a variety of texts, such as: • fiction (tall tales, myths). • nonfiction (books of true experience, newspaper and magazine articles, schedules). • poetry (narrative, lyric, and cinquains). • drama (plays and skits).	This level contains fiction, nonfiction, poetry, and fables.
2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the: • plot development. • author's choice of words. • effectiveness of figurative language (e.g., personification, flashback). • tone.	TM: Lesson 1, Step 6, pp. 128–129; WB: p. 33
2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).	TM: Lesson 5, Step 6, pp. 230–231; WB: p. 60

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).	Teachers and students can set purpose and analyze selections to see if they are congruent.
2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.	All selections can be used to meet this standard.
2.08 Explain and evaluate relationships that are: • causal. • hierarchical. • temporal. • problem-solution.	TM: Lesson 2, Step 6, p. 134; RDR: pp. 91–93; WB: p. 47
2.09 Listen actively and critically by: • asking questions. • delving deeper into the topic. • elaborating on the information and ideas presented. • evaluating information and ideas. • making inferences and drawing conclusions. • making judgments.	All lessons and selections can be used to meet this standard.
2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.	Fiction selections have been written to entertain; nonfiction selections have been written to inform or explain.
Goal 3 **The learner will make connections through the use of oral language, written language, and media and technology.**	
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: • analyzing word choice and content. • examining reasons for a character's actions, taking into account the situation and basic motivation of the character. • creating and presenting a product that effectively demonstrates a personal response to a selection or experience. • examining alternative perspectives. • evaluating the differences among genres. • examining relationships among characters. • making and evaluating inferences and conclusions about characters, events, and themes.	TM: Lesson 2, Step 5, p. 38; RDR: pp. 25–27

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
3.02 Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.	The two stories about hibernation can be used to compare and contrast.
3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).	TM: Lesson 1, Step 6, pp. 128–129; RDR: pp. 83–87; WB: p. 45
3.04 Make informed judgments about television, radio, video/film productions, other electronic mediums and/or print formats.	N/A
3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.	All selections can be used to practice identifying main idea and supporting details.
3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	N/A
3.07 Make informed judgments about: • bias. • propaganda. • stereotyping. • media techniques.	N/A
Goal 4 **The learner will apply strategies and skills to create oral, written, and visual texts.**	
4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.	All selections can be used to practice fluency.
4.02 Use oral and written language to: • formulate hypotheses. • evaluate information and ideas. • present and support arguments. • influence the thinking of others.	Nonfiction selections can be used to meet this standard.
4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.	N/A
4.04 Select a self-evaluated composition for publication and justify rationale for selection.	N/A

STANDARDS/EXPECTATIONS	*S.P.I.R.E.* Component
4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.	N/A
4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.	N/A
4.07 Compose a variety of fiction, nonfiction, poetry, and drama using selfselected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).	N/A
4.08 Focus revision on target elements by: • improving word choice. • rearranging text for clarity. • creating simple and/or complex sentences for clarity or impact. • developing a lead, characters, or mood.	N/A
4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).	N/A
4.10 Use technology as a tool to enhance and/or publish a product.	N/A