EPS

Literacy and Intervention

NEW JERSEY 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
New Jersey Academic & Professional Standards

Grade 1

The following references are examples from the Teacher's Manual and appropriate components in the S.P.I.R.E. program that align to the New Jersey Academic & Professional Standards. This correlation is intended to illustrate the program's approach to these standards. (TM = Teacher's Manual; WB = Workbook; BLM = Blackline Masters; RDR = Reader; N/A = Not Applicable) Examples are assumed to be at Level 1 unless specifically stated otherwise for each component.

STANDARDS	S.P.I.R.E. Component
Standard 3.1 (Reading)	
A. Concepts About Print	
1. Match oral words to printed words (e.g., pointing to print as one reads).	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Step 9 Spelling - Step 10 Sentence Dictation - Independent Work
2. Practice reading print in the environment at school and at home with assistance.	The S.P.I.R.E. program encourages students to read print in the environment, providing word lists and Phonogram Cards that can be posted in the classroom or reading corners for each lesson. The consumable books included in the Readers can be sent home for children to read to their siblings and parents.
3. Locate and identify the title, author, and illustrator of a book or reading selection.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
4. Interpret simple graphs, charts, and diagrams.	TM; BLM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work

STANDARDS	*S.P.I.R.E.* Component
B. Phonological Awareness (includes phonemic awareness)	
1. Demonstrate understanding of all sound-symbol relationships.	TM; BLM; RDR; WB Levels 1-4 - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading (Phoneme-Grapheme Analysis - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling - Step 10 Sentence Dictation - Independent Work
2. Blend or segment the phonemes of most one-syllable words.	TM; BLM; RDR; WB - Step 2 Phonological Awareness - Step 3 Word Building - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling
3. Listen and identify the number of syllables in a word.	TM; BLM; RDR; WB Levels 3-4 For example: Level 3 – Syllable Division, TM pp. 142-198 Level 4 – Consonant –le Syllable, TM pp. 34-57
4. Merge spoken segments into a word.	TM; RDR Levels 1-4 - Step 1 Phonogram Cares - Step 2 Phonological Awareness - Step 3 Word Building - Step 7 Sound Dictation

STANDARDS	*S.P.I.R.E.* Component
5. Add, delete, or change sounds to change words (e.g., cow to how, cat to can).	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
C. Decoding and Word Recognition	
1. Identify all consonant sounds in spoken words (including blends such as bl, br; and digraphs such as th, wh).	TM; BLM; RDR; WB Levels 1-4 - Step 2 Phonological Awareness - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 7 Sound Dictation - Step 9 Spelling - Independent Work For example: TM – Level 1, TM pp. 172-317 TM – Level 3, TM pp. 142-177
2. Recognize and use rhyming words to reinforce decoding skills.	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
3. Decode regular one-syllable words and nonsense words (e.g., sit, zot).	TM - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling

STANDARDS	*S.P.I.R.E.* Component
4. Use sound-letter correspondence knowledge to sound out unknown words when reading text.	TM; BLM; RDR Levels 1-4 - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
5. Recognize high frequency words in and out of context.	TM; BLM; RDR; WB Reference word lists in the Appendix. - Step 1 Phonogram Cards - Step 5 Pre-reading - Step 6 Reading
6. Decode unknown words using basic phonetic analysis.	TM; BLM; RDR; WB Levels 1-4 - Step 1 Phonogram Cards - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Independent Work
7. Decode unknown words using context clues.	TM; RDR Levels 1-4 - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
D. Fluency	
1. Answer questions correctly that are posed about stories read.	TM; RDR; WB Levels 1-4 - Step 6 Reading - Independent Work For example: Level 1, TM p. 299 and 301
2. Begin to read simple text with fluency.	TM; RDR Levels 1-4 - Step 6 Reading - Independent Work

STANDARDS	*S.P.I.R.E.* Component
3. Read with fluency both fiction and nonfiction that is grade-level appropriate.	TM; RDR Levels 1-4 - Step 6 Reading - Independent Work For example: Level 1, TM p. 266 (Fiction) Level 4, TM pp. 128-129 (Nonfiction)
E. Reading Strategies (before, during, and after reading)	
1. Use prior knowledge to make sense of text.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
2. Establish a purpose for reading and adjust reading rate.	TM; RDR - Step 5 Pre-reading - Step 6 Reading - Independent Work
3. Use pictures as cues to check for meaning.	WB - Independent Work
4. Check to see if what is being read makes sense.	TM; RDR - Step 5 Pre-reading - Step 6 Reading - Independent Work
5. Monitor their reading by using fix-up strategies (e.g., searching for clues).	TM; RDR - Step 5 Pre-reading - Step 6 Reading - Independent Work
6. Use graphic organizers to build on experiences and extend learning.	TM; RDR - Step 5 Pre-reading - Step 6 Reading - Independent Work
7. Begin to apply study skills strategies (e.g., survey, question, read, recite, and review—SQ3R) to assist with retention and new learning.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work

STANDARDS	*S.P.I.R.E.* Component
F. Vocabulary and Concept Development	
1. Develop a vocabulary of 300-500 high-frequency sight words and phonetically regular words.	TM; BLM; RDR; WB Levels 1-4 Reference word lists in the Appendix. - Step 1 Phonogram Cards - Step 5 Pre-reading - Step 6 Reading
2. Use and explain common antonyms and synonyms.	TM; RDR; WB Levels 2-8 Word lists in Appendix - Step 3 Word building - Step 4 Decoding and Sentence Reading - Independent Work
3. Comprehend common and/or specific vocabulary in informational texts and literature.	TM; RDR - Step 4 Decoding and Sentence Reading - Step 5 Pre-reading - Step 6 Reading
G. Comprehension Skills and Response to Text	
1. Draw simple conclusions from information gathered from pictures, print, and people.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
2. Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers.	N/A
3. Sequence information learned from text into a logical order to retell facts.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
4. Identify, describe, compare, and contrast the elements of plot, setting, and characters.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
5. Make simple inferences.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
6. Read regularly in independent-level materials.	TM; RDR - Independent Work

STANDARDS	*S.P.I.R.E.* Component
7. Engage in silent independent reading for specific purposes.	TM; RDR; WB - Independent Work
H. Inquiry and Research	
1. Ask and explore questions related to a topic of interest.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
2. Draw conclusions from information and data gathered.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
3. Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work

S.P.I.R.E.®
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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 New Jersey Academic & Professional Standards. This correlation is intended to illustrate the program's approach to these standards. (TM = Teacher's Manual; WB = Workbook; BLM = Blackline Masters; RDR = Reader; N/A = Not Applicable) Examples are assumed to be at level unless specifically stated otherwise for each component.

STANDARDS	*S.P.I.R.E.* Component
Standard 3.1 (Reading)	
A. Concepts About Print	
1. Use titles, tables of contents, and chapter headings to locate information.	RDR: Level 5, pp. 71–74
2. Recognize the purpose of a paragraph.	N/A
B. Phonological Awareness (includes phonemic awareness)	
1. Add, delete, or change middle sounds to change words (e.g., pat to put).	TM: Lesson 5, Step 3, p. 87; BLM: p. 31; RDR: p. 1
2. Use knowledge of letter-sound correspondences to sound out unknown words.	All lessons require students to use knowledge of letter-sound correspondences.
C. Decoding and Word Recognition	
1. Look for known chunks or small words to attempt to decode an unknown word.	TM: Lesson 1, Step 3, p. 39
2. Reread inserting the beginning sound of the unknown word.	TM: Lesson 1, Step 5, p. 100; BLM: p. 4
3. Decode regular multisyllable words and parts of words (e.g., capital, Kalamazoo).	TM: Lesson 4, Step 2, p. 112; BLM: p. 37; RDR: p. 23; WB: p. 27
4. Read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common endings.	TM: Level 3, Introductory Lesson, p. 55; BLM: Level 3, p. 3; WB: Level 3, p. 35
D. Fluency	
1. Pause at appropriate end points (e.g., comma, period).	All selections can be used to practice fluency.
2. Use appropriate pace; "not choppy" or word-by-word.	All selections can be used to practice fluency.

STANDARDS	*S.P.I.R.E.* Component
3. Use appropriate inflection (e.g., dialogue, exclamations, questions).	All selections can be used to practice fluency.
4. Read silently without finger or lip movement.	All selections can be used to practice fluency.
5. Self-monitor when text does not make sense.	All selections can be used to practice fluency.
6. Employ learned strategies to determine if text makes sense without being prompted.	All selections can be used to practice fluency.
E. Reading Strategies (before, during, and after reading)	
1. Skip over difficult words in an effort to read on and determine meaning.	Students can use any selection to meet this standard.
2. Return to the beginning of a sentence and try again.	Students can use any selection to meet this standard.
F. Vocabulary and Concept Development	
1. Develop a vocabulary of 500-800 regular and irregular sight words.	All selections can be used to meet this standard.
2. Know and relate meanings of simple prefixes and suffixes.	TM: Level 3, Lesson 1, p. 108; BLM: Level 3, pp. 41–44; RDR: Level 3, p. 35; WB: Level 3, pp. 40–43
3. Demonstrate evidence of expanding language repertory.	All selections can be used to develop vocabulary.
4. Understand concept of antonyms and synonyms.	TM: Lesson 12, Step 5, p. 264; BLM: p. 29; RDR: p. 65; WB: p. 69
5. Begin to use a grade-appropriate dictionary with assistance from teacher.	N/A
G. Comprehension Skills and Response to Text	
1. Demonstrate ability to recall facts and details of text.	TM: Lesson 5, Step 6, p. 147; WB: p. 65
2. Recognize cause and effect in text.	TM: Lesson 3, Step 6, p. 81; RDR: p. 41; WB: p. 35
3. Make inferences and support them with textual information.	TM: Lesson 1, Step 6, p. 72; WB: p. 25
4. Continue to identify story elements in text.	All fiction selections can be used to identify story elements.
5. Respond to text by using how, why, and what-if questions.	TM: Lesson 2, Step 6, p. 135
H. Inquiry and Research	
1. Locate information using alphabetical order.	N/A
2. Read a variety of nonfiction and fiction books and produce evidence of reading.	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 New Jersey Academic & Professional Standards. This correlation is intended to illustrate the program's approach to these standards. (TM = Teacher's Manual; WB = Workbook; BLM = Blackline Masters; RDR = Reader; N/A = Not Applicable) Examples are assumed to be at level unless specifically stated otherwise for each component.

STANDARDS	S.P.I.R.E. Component
Standard 3.1 (Reading)	
A. Concepts About Print	
1. Recognize that printed materials provide specific information.	N/A
2. Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.	WB: p. 39
3. Use a glossary or index to locate information in a text.	N/A
B. Phonological Awareness (includes phonemic awareness)	
1. Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs).	TM: Introductory Lesson 4, Step 5, p. 217; BLM: pp. 38–51; RDR: p. 18
C. Decoding and Word Recognition	
1. Know sounds for a range of prefixes and suffixes (e.g., re-, ex-, -ment, -tion).	TM: Introductory Lesson, Step 1, p. 227; BLM: pp. 42–44; RDR: p. 45; WB: p. 58
2. Use letter-sound knowledge and structural analysis to decode words.	All lessons require students to use letter-sound knowledge and structural analysis to decode words.
3. Use context to accurately read words with more than one pronunciation.	TM: Lesson 1, Step 7, p. 182; RDR: p. 24; WB: p. 96
D. Fluency	
1. Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud.	All selections can be used to practice reading accurately and with ease.
2. Read longer text and chapter books independently and silently.	All selections can be used to for independent reading.
3. Read aloud with proper phrasing, inflection, and intonation.	All selections can be used to practice fluency.

STANDARDS	*S.P.I.R.E.* Component
E. Reading Strategies (before, during, and after reading)	
1. Set purpose for reading and check to verify or change predictions during/after reading.	Teacher and students can set purposes for reading.
2. Monitor comprehension and accuracy while reading in context and self-correct errors.	All selections can be used to monitor comprehension and accuracy.
3. Use pictures and context clues to assist with decoding of new words.	TM: Introductory Lesson, Step 1, p. 142; BLM: pp. 4–7; WB: p. 56
4. Develop and use graphic organizers to build on experiences and extend learning.	N/A
F. Vocabulary and Concept Development	
1. Spell previously studied words and spelling patterns accurately.	TM: Introductory Lesson 4, Step 3, p. 216; WB: pp. 100–101
2. Point to or clearly identify specific words or wording that cause comprehension difficulties.	All selections can be used by students to identify places in which comprehension is difficult.
3. Infer word meanings from taught roots, prefixes, and suffixes.	TM: Introductory Lesson 3, Step 1, pp. 118–119; BLM: pp. 4–7; RDR: p. 35; WB: p. 41
4. Use a grade-appropriate dictionary with assistance from teacher.	N/A
5. Use pictures and context clues to assist with meaning of new words.	TM: Introductory Lesson, Step 1, p. 142; BLM: pp. 8–9; WB: p. 56
G. Comprehension Skills and Response to Text	
1. Recognize purpose of the text.	TM: Lesson 4, Steps 5 & 6; pp. 80–81; WB: p. 36; RDR: p. 34
2. Distinguish cause/effect, fact/opinion, and main idea/supporting details in interpreting texts.	TM: Lesson 1, Step 6, p. 11; RDR: p. 21; WB: p. 4
3. Interpret information in graphs, charts, and diagrams.	N/A
4. Ask how, why, and what-if questions in interpreting nonfiction texts.	TM: Lesson 3, Step 6, pp. 191–192; WB: p. 49
5. Recognize how authors use humor, sarcasm, and imagery to extend meaning.	RM: Lesson 4, Step 6, p. 26; RDR: pp. 40–41; WB: p. 77
6. Discuss underlying theme or message in interpreting fiction.	TM: Lesson 4, Step 6, p. 81; RDR: p. 34; WB: p. 36
7. Summarize major points from fiction and nonfiction texts.	TM: Lesson 4, Step 6, p. 81; RDR: p. 34; WB: p. 61
8. Draw conclusions and inferences from texts.	TM: Lesson 4, Step 6, p. 81; RDR: p. 34; WB: p. 36
9. Recognize first-person "I" point of view.	TM: Lesson 4, Step 6, p. 26; RDR: p. 19; WB: p. 86

STANDARDS	*S.P.I.R.E.* Component
10. Compare and contrast story plots, characters, settings, and themes.	Any two fiction stories can be used to compare and contrast story elements.
11, Participate in creative responses to texts (e.g., dramatizations, oral presentations).	N/A
12. Read regularly in materials appropriate for their independent reading level.	Any selection can be used for independent reading.
13. Read and comprehend both fiction and nonfiction that is appropriately designed for grade level.	Any selection can be used to meet this standard.
14. Use information and reasoning to examine bases of hypotheses and opinions.	RDR: Level 5, pp. 14–17
H. Inquiry and Research	
1. Use library classification systems, print or electronic, to locate information.	N/A
2. Draw conclusions from information and data gathered.	RDR: Level 5, pp. 6–8
3. Read a variety of nonfiction and fiction books and produce evidence of understanding.	Any selection can be used to meet this standard if students are able to answer questions about the text.

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Grade 4

The following references are examples from the Teacher's Manual in the S.P.I.R.E. program that align to the New Jersey Academic & Professional Standards. This correlation is intended to illustrate the program's approach to these standards. (TM = Teacher's Manual; WB = Workbook; BLM = Blackline Masters; RDR = Reader; N/A = Not Applicable) Examples are assumed to be at level unless specifically stated otherwise for each component.

STANDARDS	*S.P.I.R.E.* Component
Standard 3.1 (Reading)	
A. Concepts About Print	
1. Identify differences of various print formats, including newspapers, magazines, books, and reference resources.	N/A
2. Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print.	WB: Level 3, p. 39
3. Identify and locate features that support text meaning (e.g., maps, charts, illustrations).	N/A
B. Phonological Awareness (includes phonemic awareness)	
No additional indicators at this grade level.	
C. Decoding and Word Recognition	
1. Use letter-sound correspondence and structural analysis (e.g., roots, affixes) to decode words.	TM: Lesson 1, Step 3, p. 65; WB: p. 3; RDR: pp. 16–18
2. Know and use common word families to decode unfamiliar words.	TM: Level 1, Intro Lesson, p. 231
3. Recognize compound words, contractions, and common abbreviations.	WB: Level 3, pp. 52–54; RDR: p. 4
D. Fluency	
1. Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks.	All selections can be use to practice fluency.
2. Read at different speeds using scanning, skimming, or careful reading as appropriate.	All selections can be used to practice fluency.

STANDARDS	*S.P.I.R.E.* Component
E. Reading Strategies (before, during, and after reading)	
1. Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading.	All lessons can be used to meet this standard.
2. Identify specific words or passages causing comprehension difficulties and seek clarification.	Students can point out words or passages that cause them difficulties with comprehension.
3. Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams).	Graphic organizers can be created to organize information for all selections.
F. Vocabulary and Concept Development	
1. Infer word meanings from learned roots, prefixes, and suffixes.	TM: Lesson 1, Step 5, p. 67; BLM: p. 45; WB: p. 48; RDR: pp. 30–31
2. Infer specific word meanings in the context of reading passages.	TM: Lesson 2, Step 6, p. 128; WB: p. 38; RDR: pp. 70–71
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.	TM: Lesson 2, Independent Work, p. 130; WB: p. 39; RDR: pp. 99–100
4. Use a grade-appropriate dictionary (independently) to define unknown words.	N/A
G. Comprehension Skills and Response to Text	
1. Discuss underlying themes across cultures in various texts.	N/A
2. Distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts (e.g., science, social studies).	TM: Lesson 4, Step 6, p. 167; WB: p. 54; RDR: p. 92
3. Cite evidence from text to support conclusions.	TM: Lesson 1, Step 6, p. 20; WB: p. 5; RDR: pp. 4–5
4. Understand author's opinions and how they address culture, ethnicity, gender, and historical periods.	N/A
5. Follow simple multiple-steps in written instructions.	RDR: Level 5, pp. 21–23
6. Recognize an author's point of view.	TM: Lesson 4, Step 6, p. 167; WB: p. 54; RDR: p. 92
7. Identify and summarize central ideas in informational texts.	All nonfiction selections can be used to practice summarizing.
8. Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction.	This level contains fiction, nonfiction, poetry, and fables.
9. Recognize literary elements in stories, including setting, characters, plot, and mood.	All fiction selections can be used to recognize literary elements.

STANDARDS	*S.P.I.R.E.* Component
10. Identify some literary devices in stories.	TM: Lesson 2, Step 5, p. 73; WB: p. 33; RDR: pp. 34–37
11. Identify the structures in poetry.	Any poetry selection can be used to identify structure.
12. Identify the structures in drama.	N/A
13. Read regularly in materials appropriate for their independent reading level.	All selections can be used for independent reading.
H. Inquiry and Research	
1. Use library classification systems, print or electronic, to locate information.	N/A
2. Investigate a favorite author and produce evidence of research.	N/A
3. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.	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 New Jersey Academic & Professional Standards. This correlation is intended to illustrate the program's approach to these standards. (TM = Teacher's Manual; WB = Workbook; BLM = Blackline Masters; RDR = Reader; N/A = Not Applicable) Examples are assumed to be at level unless specifically stated otherwise for each component.

STANDARDS	S.P.I.R.E. Component
Standard 3.1 (Reading)	
A. Concepts About Print	
1. Use a text index and glossary appropriately.	N/A
2. Survey and explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs).	RDR: pp. 71–74
B. Phonological Awareness (includes phonemic awareness)	
No additional indicators at this grade level.	
C. Decoding and Word Recognition	
1. Use the pronunciation key of a dictionary to decode new words.	N/A
2. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.	All lessons require students to use knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.
3. Interpret new words correctly in context.	All selections can be used to meet this standard.
4. Apply spelling and syllabication rules that aid in decoding and word recognition.	All lessons require students to apply spelling and syllabication rules to aid in decoding and word recognition.
D. Fluency	
1. Adjust reading speed appropriately for different purposes and audiences.	All selections can be used to practice fluency.
2. Apply knowledge of letter-sound associations, language structures, and context to recognize words.	All lessons require students to apply this knowledge to recognize words.

STANDARDS	*S.P.I.R.E.* Component
3. Read aloud in ways that reflect understanding of proper phrasing and intonation.	All selections can be used to practice fluency.
4. Read silently for the purpose of increasing speed, accuracy, and reading fluency.	All selections can be used for silent reading.
5. Apply self-correcting strategies to decode and gain meaning from print both, orally and silently.	All selections can be used to practice self-correcting.
E. Reading Strategies (before, during, and after reading)	
1. Activate prior knowledge and anticipate what will be read or heard.	TM: Lesson 3, Step 5, p. 170; WB: p. 47
2. Vary reading strategies according to their purpose for reading and the nature of the text.	All selections can be used to practice using various reading strategies.
3. Reread to make sense of difficult paragraphs or sections of text.	Students can identify difficult paragraphs in any of the reading selections.
4. Make revisions to text predictions during and after reading.	TM: Lesson 1, Step 6, pp. 79–80; WB: p. 45
5. Apply graphic organizers to illustrate key concepts and relationships in a text.	Graphic organizers can be used with any selection to illustrate key concepts and relationships.
F. Vocabulary and Concept Development	
1. Infer word meanings from learned roots, prefixes, and suffixes.	TM: Lesson 3, Step 6, p. 220; WB: p. 28; RDR: pp. 14–17;
2. Infer specific word meanings in the context of reading passages.	TM: Lesson 3, Step 6, p. 171; WB: p. 44; RDR: pp. 51–54
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.	TM: Lesson 1, Step 6, p. 195; WB: p. 74; RDR: pp. 10–12
4. Use a grade-level appropriate dictionary independently to define unknown words.	N/A
5. Use a thesaurus to identify alternative word choices and meanings.	N/A
G. Comprehension Skills and Response to Text	
1. Identify author's purpose, views, and beliefs.	TM: Lesson 2, Step 6, p. 200; RDR: p. 200
2. Identify genre by their distinctive elements (e.g. tall tale-exaggeration).	TM: Lesson 2, Step 5, p. 38; WB: p. 15; RDR: pp. 25–27
3. Use cause and effect and sequence of events to gain meaning.	TM: Lesson 2, Step 6, p. 85; WB: p. 84; RDR: pp. 44–48

STANDARDS	*S.P.I.R.E.* Component
4. Anticipate and construct meaning from text by making conscious connections to self, an author, and others.	TM: Lesson 1, Step 5, p. 128; WB: p. 3; RDR: pp. 51–54
5. Recognize persuasive and propaganda techniques used to influence readers.	N/A
6. Recognize historical and cultural biases and different points of view.	N/A
7. Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly.	All selections can be used to practice identifying theme.
8. Distinguish between major and minor details.	All selections can be used to practice distinguishing between major and minor details.
9. Make inferences using textual information and provide supporting evidence.	TM: Lesson 2, Step 6, p. 85; WB: p. 71; RDR: pp. 44–49
10. Recognize common organizational patterns in text that support comprehension (e.g., headings, captions).	RDR: pp. 71–74
11. Identify and analyze text types, formats, and elements in nonfiction.	RDR: pp. 145–146
12. Recognize literary elements in stories, including setting, characters, plot, and mood.	All fiction selections can be used to practice recognizing literary elements.
13. Recognize figurative language in text (e.g. simile, metaphor, personification, alliteration).	TM: Lesson 4, Step 6, pp. 93–94; WB: p. 77; RDR: pp. 57–64
14. Identify and respond to the elements of sound and structure in poetry.	TM: Lesson 1, Steps 5 & 6, p. 10; WB: p. 2; RDR: p. 4
15. Identify the structures in drama.	N/A
16. Read regularly in materials appropriate for their independent reading level.	All selections can be read independently.
17. Interpret idiomatic expressions.	
H. Inquiry and Research	
1. Use library classification systems, print or electronic, to locate information.	N/A
2. Develop and revise questions for investigations prior to, during, and after reading.	N/A
3. Use multiple sources to locate information relevant to research questions.	N/A
4. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.	N/A

STANDARDS	*S.P.I.R.E.* Component
5. Draw conclusions from information gathered from multiple sources.	N/A
6. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.	N/A
7. Summarize and organize information by taking notes, outlining ideas, and/or making charts.	N/A
8. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.	N/A