



*Literacy and Intervention*

## PENNSYLVANIA STATE STANDARDS



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

Grades Pre-K–8+



**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Pennsylvania Academic Standards**

**Grade 3**

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

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>1.1. Learning to Read Independently</b>	
A. Identify the purposes and types of text (e.g., literature, information) before reading.	All selections can be used to practice identifying purpose and type of text.
B. Preview the text formats (e.g., title, headings, chapters, and table of contents).	All selections are titled; RDR: Level 5, pp. 71–74
C. Use knowledge of phonics, word analysis (e.g., root words, prefixes and suffixes), syllabication, picture and context clues to decode and understand new words during reading.	TM: Introductory Lesson, Step 1, pp. 170–171; BLM: p. 22; RDR: p. 75
D. Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, reread, use text organization headings, graphics, charts, and adjust reading rate).	All selections can be used to practice using self-monitoring comprehension strategies.
E. Acquire a reading vocabulary by identifying and correctly using words, (e.g. antonyms, synonyms, categories of words). Use a dictionary when appropriate.	TM: Introductory Lesson 3, Step 5, p. 212; RDR: p. 25; WB: p. 14
F. Understand the meaning of and use correctly new vocabulary learned in various subject areas.	All selections can be used to develop vocabulary.
G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. <ul style="list-style-type: none"> <li>• Retell or summarize the major ideas, themes or procedures of the text.</li> <li>• Connect the new information or ideas in the text to known information.</li> <li>• Clarify ideas and understandings through rereading and discussion.</li> <li>• Make responsible assertions about the text by citing evidence from the text.</li> </ul>	TM: Lesson 4, Step 6, p. 81; RDR: p. 34; WB: p. 61

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> <li>• Read familiar materials aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Use appropriate rhythm, flow, meter and pronunciation.</li> <li>• Read a variety of genres and types of text.</li> <li>• Demonstrate comprehension</li> </ul>	All selections can be used to practice fluency.
<b>1.2. Reading Critically in All Content Areas</b>	
<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> <li>• Differentiate fact from opinion within text.</li> <li>• Distinguish between essential and nonessential information within a text.</li> <li>• Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions based on text.</li> <li>• Analyze text organization and content to derive meaning from text using established criteria.</li> </ul>	TM: Lesson 3, Step 6, pp. 196–197; RDR: pp. 78–79
<p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> <li>• Use electronic media for research.</li> <li>• Identify techniques used in television and use the knowledge to distinguish between facts and misleading information.</li> <li>• Assess the quality of media project (e.g., script, play, audiotape) that has been developed for a targeted audience.</li> </ul>	N/A
<p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	N/A
<b>1.3. Reading, Analyzing and Interpreting Literature</b>	
<p>A. Read and understand works of literature.</p>	All fiction selections can be used to meet this standard.
<p>B. Identify literary elements in stories describing characters, setting and plot.</p>	TM: Lesson 1, Step 6, p. 11; RDR: p. 21; WB: p. 4
<p>C. Identify literary devices in stories.(e.g., rhyme, rhythm, personification).</p>	TM: Lesson 2, Step 6, pp. 234–235; RDR: pp. 87–89; WB: p. 110
<p>D. Identify the structures in poetry (e.g., pattern books, predictable books nursery rhymes).</p>	TM: Lesson 4, Step 5, p. 25; RDR: p. 11

<b>STANDARDS/EXPECTATIONS</b>	<b><i>S.P.I.R.E.</i> Component</b>
E. Identify the structures in drama (e.g., dialogue, story enactment, acts, scenes).	N/A
F. Read and respond to nonfiction and fiction including poetry and drama.	All lessons require students to respond to the text.

**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Pennsylvania Academic Standards**

**Grade 5**

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

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>1.1. Learning to Read Independently</b>	
A. Establish the purpose for reading a type of text (literature, information) before reading.	All selections can be used to practice identifying purpose and type of text.
B. Select texts for a particular purpose using the format of the text as a guide.	Nonfiction texts have been written to inform or explain; fiction texts have been written to entertain.
C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.	TM: Lesson 2, Step 2, p. 13; BLM: pp. 51–56; RDR: p. 137; WB: p. 27
D. Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.	TM: Lesson 2, Step 6, p. 85; WB: p. 9
E. Acquire a reading vocabulary by correctly identifying and using words (e.g., synonyms, homophones and homographs and words with roots, suffixes, and/or prefixes). Use a dictionary or related reference.	TM: Lesson 3, Step 6, p. 19; RDR: p. 9; WB: p. 9
F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.	TM: Lesson 2, Step 6, p. 15; RDR: pp. 6–8; WB: p. 5

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text,</p> <ul style="list-style-type: none"> <li>• Summarize the major ideas, themes or procedures of the text.</li> <li>• Relate new information or ideas from the text to that learned through additional reading and media (e.g., films, audiotapes).</li> <li>• Clarify ideas and understandings through rereading and discussion.</li> <li>• Make responsible assertions about the ideas from the text by citing evidence.</li> <li>• Extend ideas found in the text.</li> </ul>	<p>TM: Lesson 2, Step 6, p. 134; WB: p. 47; RDR: pp. 91–93</p>
<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> <li>• Read familiar materials aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Use appropriate rhythm, flow, meter and pronunciation.</li> <li>• Read a variety of genres and types of text.</li> <li>• Demonstrate comprehension</li> </ul>	<p>All selections can be used to practice fluency.</p>
<b>1.2. Reading Critically in All Content Areas</b>	
<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> <li>• Differentiate fact from opinion across texts.</li> <li>• Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present.</li> <li>• Make inferences about similar concepts in multiple texts and draw conclusions.</li> <li>• Evaluate text organization and content to determine the author’s purpose and effectiveness.</li> </ul>	<p>TM: Lesson 5, Step 6, p. 180; RDR: pp. 124–125; WB: p. 52</p>
<p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> <li>• Use a variety of media (e.g., computerized card catalogues, encyclopedias) for research.</li> <li>• Evaluate the role of media as a source of both entertainment and information.</li> <li>• Use established criteria to design and develop media project (e.g., script, play, audiotape) for a targeted audience.</li> </ul>	<p>N/A</p>

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
C. Produce work in at least one literary genre that follows the conventions of the genre.	N/A
<b>1.3. Reading, Analyzing and Interpreting Literature</b>	
A. Read and understand works of literature.	All fiction selection can be used to meet this standard.
B. Compare the use of literary elements within and among texts, including characters, setting, plot, theme, and point of view.	Any two fiction selections can be used to compare story elements.
C. Describe how the author uses literary devices to convey meaning. <ul style="list-style-type: none"> <li>• Sound techniques (e.g., rhyme, rhythm, meter, alliteration)</li> <li>• Figurative language (e.g., personification, simile, metaphor, hyperbole).</li> </ul>	TM: Lesson 2, Step 6, p. 39; RDR: pp. 25–27; WB: p. 14
D. Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, verse form).	TM: Lesson 1, Step 6, p. 10; RDR: p. 4
E. Analyze drama as information source, entertainment, persuasion or transmitter of culture.	N/A
F. Read and respond to nonfiction and fiction including poetry and drama.	All lessons in which students read selections require them to respond to text.