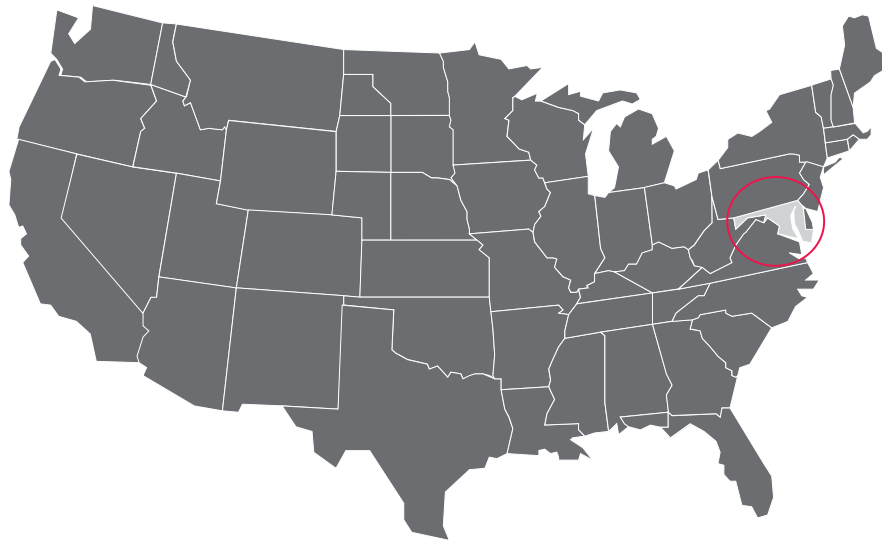


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Correlated to the:

Maryland

State Reading/English Language Arts Standards
from the Maryland Voluntary State Curriculum
1–5

PRODUCTS BY



S.P.I.R.E.[®]
Correlated to the
Maryland State Reading/English Language Arts Standards
from the Maryland Voluntary State Curriculum

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 Maryland State English Language Arts Standards. All examples are taken from Levels 1-4 unless specified. This correlation is intended to illustrate the program's approach to these standards. (TM = Teacher's Manual; BLM = Blackline Master; RDR = Student Reader; WB = Workbook; N/A = Not Applicable)

STANDARDS	<i>S.P.I.R.E.</i> Components
STANDARD 1 A. Phonemic Awareness Students will master the ability to hear, identify, and manipulate individual sounds in spoken words.	
1. Discriminate sounds and words	
a. Identify initial, medial, and final sounds in one-syllable words	TM; BLM; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 7 Sound Dictation - Step 9 Spelling - Independent Work
b. Compare one-syllable words using initial, medial, and final sounds	TM; BLM; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 7 Sound Dictation - Step 9 Spelling - Independent Work
c. Categorize words as same or different by medial sounds	TM; BLM; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Independent Work

STANDARDS	S.P.I.R.E. Components
2. Discriminate and produce rhyming words and alliteration	
a. Produce sentences with rhyming and alliteration	TM - Step 2 Phonological Awareness
3. Blend sounds and syllables to form words	
a. Blend 3-4 phonemes into a word, such as f-a-s-t=fast	TM; BLM - Step 3 Word Building
4. Segment and manipulate sounds in spoken words	
a. Segment words into syllables	TM; BLM - Step 2 Phonological Awareness (Segmenting Syllables and Sound Providing)
b. Segment one-syllable words into phonemes	TM; BLM - Step 2 Phonological Awareness (Segmenting Syllables and Sound Providing)
c. Delete sounds to form new words	TM; BLM - Step 2 Phonological Awareness - Step 3 Word Building
d. Add sounds to form new words	TM; BLM - Step 2 Phonological Awareness - Step 3 Word Building
e. Substitute sounds to form new words	TM; BLM - Step 2 Phonological Awareness - Step 3 Word Building
B. Phonics Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.	
1. Identify letters and corresponding sounds	
a. Produce letter/sound correspondences rapidly (1 per second)	TM; BLM - Step 1 Phonogram Cards

STANDARDS	S.P.I.R.E. Components
b. Combine sounds to form letter combinations, such as <i>pl-</i> , <i>bl-</i> , <i>tr-</i> , <i>-nt</i>	TM; BLM; WB - Level 1 pp. 145-230 - Levels 2-4 - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 7 Sound Dictation - Step 8 Pre-spelling/ Phonological Awareness - Independent Work
2. Decode words in grade-level texts	
a. Recognize and apply short vowels, long vowels, and “y” as a vowel	TM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Step 7 Sound Dictation - Step 8 Pre-spelling/ Phonological Awareness
b. Decode words with letter combinations, such as consonant digraphs, blends, and special vowel patterns	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 4 Decoding/Sentence Reading
c. Read one-syllable words fluently (CVC, CVCE)	TM; RDR - Step 4 Decoding/Sentence Reading - Step 6 Reading
d. Use known word/part to decode unknown words, such as <i>car</i> → <i>card</i>	TM; BLM - Step 3 Word Building - Step 5 Pre-reading
C. Fluency Students will read orally with accuracy and expression at a rate that sounds like speech.	
1. Read orally from familiar text at an appropriate rate	
a. Listen to models of fluent reading	TM; RDR - Step 5 Pre-reading
b. Read familiar text at a rate that is conversational and consistent	TM; RDR - Step 6 Reading

STANDARDS	S.P.I.R.E. Components
c. Reread text multiple times to increase familiarity with words	TM; RDR - Step 5 Pre-reading - Step 6 Reading
2. Read grade-level text accurately	
a. Reread and self-correct while reading	TM; RDR - Step 6 Reading
b. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction	TM; RDR - Step 6 Reading
c. Read sight words automatically, such as <i>have, said, where, two</i>	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 3 Word Building - Step 5 Pre-reading - Step 6 Reading - Independent Work
3. Read grade-level text with expression	
a. Demonstrate appropriate use of phrasing when reading familiar text <ul style="list-style-type: none"> • Use end punctuation, commas, and quotation marks to guide expression • Use intonation (emphasis on certain words) to convey meaning 	TM; RDR - Step 6 Reading
D. Vocabulary Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate text daily	TM; RDR - Step 6 Reading
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	TM; RDR - Step 5 Pre-reading - Step 6 Reading - Step 9 Spelling
c. Asks questions to clarify meaning about objects and words related to topics discussed	TM; RDR - Step 6 Reading

STANDARDS	S.P.I.R.E. Components
d. Listen to and identify the meaning of new vocabulary in multiple contexts	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Step 9 Spelling- Independent Work
e. Connect unfamiliar words from texts, instruction, and conversation to prior knowledge to enhance meaning	TM; RDR - Step 5 Pre-reading
f. Learn 5-8 new words every week (independent reading)	TM; RDR; WB - Step 9 Spelling - Step 10 Sentence Dictation - Independent Work
2. Develop a conceptual understanding of new words	
a. Sort grade-appropriate words with or without pictures into categories	TM; BLM; RDR - Step 6 Reading In all levels the word lists provided in the Appendix can be used to sort grade-level appropriate words into categories.
b. Identify antonyms and synonyms	TM; RDR; WB - Step 6 Reading - Independent Work Students do identify antonyms and synonyms by finding examples of these in their reading and workbook.
c. Identify and use correctly new words acquired through study of their relationship to other words	TM; BLM - Step 3 Word Building
3. Understand, acquire, and use new vocabulary	
a. Determine the meanings of words using their context <ul style="list-style-type: none"> • Reread • Use context clues • Examine illustrations 	TM; BLM; RDR; WB - Step 6 Reading - Independent Work
b. Use unfamiliar words introduced in literary and informational texts	TM; RDR - Step 5 Pre-reading

STANDARDS	S.P.I.R.E. Components
c. Use word structure to determine meanings of words <ul style="list-style-type: none"> • Contractions • Inflectional endings • Compound words • Root/base words 	TM; BLM - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding and Sentence Reading
d. Use resources to determine meanings of unknown words <ul style="list-style-type: none"> • Picture dictionaries • Charts • Diagrams • Posters • Content texts 	TM; BLM; RDR; WB Students use the <i>Student Reader</i> , <i>Blackline Masters</i> and <i>Workbook</i> to reference and determine meanings of unknown words.
E. Comprehension Students will use a variety of strategies to understand what they read (construct meaning).	
1. Develop comprehension skills through exposure to a variety of texts	
a. Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	N/A
b. Self-select appropriate text for a variety of purposes	TM; RDR - Independent Work Throughout the program students are asked to choose a story from a previous lesson and read it to a partner.
c. Read a minimum of 25 books representing various genres	N/A
d. Discuss ideas/information gained from reading experiences with adults and peers	TM; RDR; WB - Step 6 Reading - Independent Work
2. Use strategies to prepare for reading (before reading)	
a. Make connections to the text using their prior knowledge and experiences with the text	TM; RDR - Step 5 Pre-reading
b. Make predictions or ask questions about the text by examining the title, cover, illustrations/ photographs/text, and familiar author or topic	TM; RDR - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Components
c. Set a purpose for reading and identify type of text (fiction or nonfiction)	TM; RDR Levels 3 and 4 - Step 5 Pre-reading - Step 6 Reading
3. Use strategies to make meaning from text (during reading)	
a. Recall and discuss what they understand	TM; RDR; WB - Step 6 Reading - Independent Work
b. Identify and question what did not make sense	TM; RDR - Step 6 Reading
c. Reread difficult parts slowly and carefully and use own words to restate difficult parts	TM; RDR - Step 6 Reading
d. Make, confirm, or adjust predictions	TM; RDR - Step 5 Pre-reading - Step 6 Reading
e. Look back through the text to search for connections between topics, events, characters, and actions in stories to specific life experiences	TM; RDR; WB - Step 6 Reading - Independent Work
4. Use strategies to demonstrate understanding of the text (after reading)	
a. Describe what the text is about	TM; RDR; WB - Step 6 Reading - Independent Work
b. Describe what is directly stated in the text (details, literal meaning)	TM; RDR; WB - Step 6 Reading - Independent Work
c. Engage in conversation to understand what has been read	TM; RDR; WB - Step 6 Reading - Independent Work

STANDARDS	<i>S.P.I.R.E.</i> Components
d. Answer simple questions (who, what, when, where, and how) in writing	TM; RDR; WB - Step 6 Reading - Step 10 Sentence Dictation - Independent Work
e. Respond to text by drawing, speaking, dramatizing, or writing	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Step 10 Sentence Dictation - Independent Work
f. Retell the main idea of texts	TM; RDR; WB - Step 6 Reading - Independent Work

S.P.I.R.E.[®]
Correlated to the
Voluntary State Curriculum—Reading/English Language Arts

Grade 2

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the Voluntary State Curriculum—Reading/English Language Arts. 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
STANDARD 1	
B. Phonics	
Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.	
1. Identify letters and their corresponding sounds	
a. Identify digraphs, such as <i>ch, ph, sh, th,</i> and <i>wh</i>	TM: Level 1, Intro Lesson, p. 145; BLM: p. 6; WB: p. 53; RDR: p. 58
b. Identify diphthongs, such as <i>oy, ow, ay</i>	TM: Level 6, Intro Lesson, p. 118; BLM: p. 83; WB: p. 40; RDR: pp. 86–90
2. Decode words in grade-level texts	
a. Use phonics to decode words	All lessons use phonics to decode words.
b. Break compound words, contractions, and inflectional endings into known parts	TM: Lesson 5, Step 5, p. 173; WB: Level 3, p. 47; BLM: p. 27; RDR: p. 65
c. Identify and apply vowel patterns to read words, such as CVC, CVCE, CVCV	TM: Intro Lesson, p. 177; WB: p. 53; BLM: pp. 76–78; RDR: p. 75
d. Read blends fluently, such as <i>spl, str</i>	TM: Intro Lesson, Step 9, p. 188; WB: p. 25; BLM: p. 90; RDR: p. 18
C. Fluency	
Students will read orally with accuracy and expression at a rate that sounds like speech.	
1. Read orally from familiar text at an appropriate rate	
a. Listen to models of fluent reading	All selections can be used to model fluency.
b. Read familiar text at a rate that is conversational and consistent	All selections can be used to practice reading at a rate that is conversational and consistent.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
c. Reread text multiple times to increase familiarity with words	All selections can be read multiple times to increase familiarity with words.
2. Read grade-level text accurately	
a. Reread and self-correct while reading	All selections can be used to reread and self-correct.
b. Decode words automatically	All selections can be used to practice decoding words automatically.
c. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction	All selections can be used to practice using context clues, sentence structure, and visual cues to guide self-correction.
d. Read sight words automatically	All selections include sight words that must be read by students.
3. Read grade-level text with expression	
a. Demonstrate appropriate use of phrasing when reading both familiar and unfamiliar text <ul style="list-style-type: none"> • Use punctuation marks to guide expression • Use intonation (emphasis on certain words) to convey meaning 	All selections can be used to practice use of phrasing and expression.
D. Vocabulary Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to and independently reading a variety of literary and informational texts	TM: Lesson 3, Step 5, p. 109; WB: p. 63; RDR: p. 115
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	All selections and lessons can be used to discuss unfamiliar words as they are encountered in text.
c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts	TM: Lesson 1, Step 5, p. 158; WB: p. 7; RDR: p. 48
d. Make inferences about the meaning of a word based on its use in a sentence	TM: Lesson 2, Step 6, p. 17; WB: p. 27
e. Identify simple multiple-meaning words	TM: Lesson 5, Step 6, p. 59; WB: p. 38
f. Learn 8-12 new words every week (independent reading)	All selections can be used to help students learn 8–12 new words every week.
2. Develop a conceptual understanding of new words	

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
a. Classify and categorize words into sets and groups, such as animals, adult/baby	TM: Lesson 4, Step 6, p. 143; WB: p. 38
b. Identify and explain common antonyms, synonyms, and homophones to increase vocabulary skills	WB: 69; RDR: p. 16
c. Identify and use correctly new words acquired through study of their relationship to other words	TM: Lesson 5, Step 6, p. 59
3. Understand, acquire, and use new vocabulary	
a. Determine the meanings of unknown words <ul style="list-style-type: none"> • Reread • Use context clues • Read on • Use text features 	All selections can be used to determine the meanings of unknown words by rereading, using context clues, and reading on.
b. Use unfamiliar words introduced in literary and informational texts	All selections can be used to find unfamiliar words and use them as appropriate.
c. Use word structure to determine meanings of words <ul style="list-style-type: none"> • Prefixes • Suffixes • Root/base words 	TM: Lesson 5, Step 6, p. 175; RDR: p. 67
d. Use resources to determine meaning of unknown words <ul style="list-style-type: none"> • Dictionaries • Textbook glossaries • Thesauruses 	N/A
E. General Reading Comprehension Students will use a variety of strategies to understand what they read (construct meaning).	
1. Develop comprehension skills through exposure to a variety of texts	
a. Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	N/A
b. Self-select appropriate text for a variety of purposes	All selections can be used to meet this standard.
c. Read a minimum of 25-30 self-selected and/or assigned books representing various genres	All selections can be used to meet this standard.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
d. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	All lessons can be used to discuss students' reactions to and ideas/information gained from selections.
2. Use strategies to prepare for reading (before reading)	
a. Make and explain the connections made from prior knowledge and experiences with the text	TM: Lesson 4, Step 5, p. 84; WB: p. 85
b. Make predictions or ask questions about the text by examining the title, cover, illustrations/ photographs/text, and familiar author or topic	TM: Lesson 5, Step 5, p. 174; RDR: p. 67
c. Set a purpose for reading and identify type of text (fiction or nonfiction)	A purpose for reading fiction and nonfiction texts can be set by the teacher for all selections.
3. Use strategies to make meaning from text (during reading)	
a. Recall and discuss what they understand	Step 6 of all Reinforcing lessons can be used by students to recall information and discuss what they understand.
b. Identify and question what did not make sense	Students can identify and question what did not make sense to them after reading each selection.
c. Reread difficult parts slowly and carefully and use own words to restate difficult parts	Students can reread difficult parts of any selection and use their own words to restate difficult parts.
d. Read on, revisit, and restate the difficult parts in your own words	Students can read on, revisit, and restate difficult parts of any selection.
e. Make, confirm, or adjust predictions	TE: Lesson 15, Step 6, p. 280; WB: p. 14
f. Ask and answer questions about the text	All selections can be used to have students practice asking and answering questions about the text.
g. Periodically summarize while reading	All selections can be used to have students periodically summarize what they have been reading.
h. Visualize what was read	TM: Lesson 1, Step 6, p. 42; WB: p. 23
i. Look back through the text to search for connections between and among ideas	WB: p. 72; RDR: pp. 86–87
j. Explain personal connections to the topics, events, characters, and actions in texts	TM: Lesson 5, Step 5, p. 230; WB: p. 92

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
4. Use strategies to demonstrate understanding of the text (after reading)	
a. Review/restate and explain what the text is mainly about	All selections can be used to have students practice restating and explaining what the text is about.
b. Identify and explain what is directly stated in the text (details, literal meaning)	All lessons in which students use the Readers ask them to answer literal questions about details of the texts.
c. Identify and explain what is not stated in the text (implied or inferential meaning)	TM: Lesson 8, Step 6, p. 246; RDR: p. 91; WB: p. 28
d. Summarize the text orally	All selections can be used by students to practice summarizing text orally.
e. Confirm, refute, or make predictions to form new ideas	TM: Lesson 10, Steps 5 & 6, pp. 254–255; WB: p. 14
f. Connect the text to prior knowledge or personal experience	TM: Lesson 11, Step 5, p. 259; WB: p. 101
g. Engage in conversation to understand what has been read	All lessons offer students a chance to engage in conversations about what they read.
h. Retell explicit and implicit main ideas of texts	All lessons in which students use the Readers provide them with explicit descriptions about the main idea of the text.
i. Answer questions (what if, why, and how) in writing	WB: p. 14

S.P.I.R.E.[®]
Correlated to the
Voluntary State Curriculum—Reading/English Language Arts

Grade 3

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

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
STANDARD 1	
B. Phonics	
Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.	
1. Use a variety of phonetic skills to read unfamiliar words	
a. Apply phonics skills <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Hard and soft consonants • Initial consonant blends (2 letters) • Open and closed syllables • Digraphs 	TM: Level 1, Introductory Lesson, p. 145; BLM: p. 72; RDR: p. 34; WB: p. 66
2. Decode words in grade-level texts	
a. Sound out common word parts	TM: Lesson 3, Step 2, p. 19
b. Break words into familiar parts	TM: Introductory Lesson, Step 1, p. 28; BLM: p. 89; RDR: p. 13; WB: p. 66
c. Use word meanings and order in sentences to confirm decoding efforts	TM: Lesson 2, Step 4, p. 42
C. Fluency	
Students will read orally with accuracy and expression at a rate that sounds like speech.	
1. Read orally from familiar text at an appropriate rate	
a. Listen to models of fluent reading	All selections can be used to model fluent reading.
b. Read familiar text at a rate that is conversational and consistent	All selections can be used by students to practice reading familiar text at a rate that is conversational and consistent.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
2. Read grade-level text accurately	
a. Reread and self-correct while reading	All selections can be used to practice rereading and self-correcting.
b. Decode words automatically	All selections can be used by students to practice reading with automaticity.
c. Use word context clues, sentence structure, and visual clues to guide self-correction	All selections can be used to practice self-correction by using context clues, sentence structure, and visual clues.
d. Increase sight words read fluently	All selections can be used to practice fluent reading of sight words.
3. Read grade-level text with expression	
a. Demonstrate appropriate use of phrasing <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression • Use pacing and intonation to convey meaning and expression • Adjust intonation and pitch appropriately to convey meaning and expression 	All selections can be used to practice attending to sentence patterns and structures, punctuations cues, pacing, intonation, and expression.
D. Vocabulary Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	TM: Lesson 1, Step 1, p. 177
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	All selections and lessons can be used to discuss unfamiliar words as they are encountered in text and conversation.
c. Collect 12-20 new words for deeper study each week	All selections provide words that can be used for deeper study.
2. Develop a conceptual understanding of new words	
a. Identify and sort common words into conceptual categories such as general to specific, lesser to greater	RDR: p. 9; WB: p. 85
b. Identify and explain word relationships to determine the meanings of words	RDR: p. 21; WB: p. 99
c. Identify and use correctly new words acquired through study of their relationships to other words	RDR: p. 21; WB: p. 97

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
3. Understand, acquire, and use new vocabulary	
a. Use context to determine the meanings of words <i>Assessment Limits:</i> <ul style="list-style-type: none"> • Above grade-level words used in context • Words with multiple meanings 	TM: Lesson 3, Step 6, p. 21; RDR: p. 63; WB: p. 75
b. Use word structure to determine the meanings of words <i>Assessment Limits:</i> <ul style="list-style-type: none"> • Grade-appropriate prefixes and suffixes 	TM: Lesson 1, Step 1, p. 108; BLM: pp. 41–44; RDR: p. 35; WB: pp. 40–43
c. Use resources to determine the meanings of words	N/A
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	TM: Lesson 3, Step 6, p. 21
E. General Reading Comprehension Students will use a variety of strategies to understand what they read (construct meaning).	
1. Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background	RDR: p. 14
b. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	All selections can be used to meet this standard.
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	All lessons can be used to discuss students' reactions to and ideas/information gained from selections.
2. Use strategies to prepare for reading (before reading)	
a. Survey and preview the text by examining features, such as the title, pictures, illustrations, photographs, charts, and graphs	RDR: Level 5, pp. 71–74
b. Set a purpose for reading the text	A purpose for reading fiction and nonfiction texts can be set by the teacher for all selections.
c. Make predictions and ask questions about the text	TM: Lesson 1, Step 6, p. 224; WB: p. 75
d. Make connections to the text from prior knowledge and experiences	TM: Lesson 1, Step 5, p. 37; WB: p. 67

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
3. Use strategies to make meaning from text (during reading)	
a. Reread the difficult parts slowly and carefully	Any of the selections in which students have difficulty can be used to practice rereading.
b. Use own words to restate the difficult part	Any selection can be used to have students retell parts they had difficulty with.
c. Read on and revisit the difficult part	Any selection can be used to have students read on and revisit difficult parts of the text.
d. Look back through the text to search for connections between and among ideas	TM: Lesson 2, Step 6, p. 44; WB: p. 36
e. Make, confirm, or adjust predictions	TM: Lesson 1, Step 6, p. 224; WB: p. 110
f. Periodically summarize while reading	All selections can be used by students to practice summarizing text orally.
g. Periodically paraphrase important ideas or information	All selections can be used by students to practice paraphrasing text orally.
h. Visualize what was read for deeper understanding	TM: Lesson 2, Step 6, p. 16; WB: p. 36
i. Explain personal connections to the ideas or information in the text	TM: Lesson 4, Step 5, p. 52; WB: p. 65
4. Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea <i>Assessment Limits:</i> • Of the text or a portion of the text	All lessons address the main idea in the selection.
b. Identify and explain what is directly stated in the text <i>Assessment Limits:</i> • In the text or a portion of the text	All lessons address what is directly stated in the selection.
c. Identify and explain what is not directly stated in the text by drawing inferences <i>Assessment Limits:</i> • From the text or a portion of the text	TM: Lesson 1, Step 6, p. 224; WB: p. 75
d. Draw conclusions based on the text and prior knowledge <i>Assessment Limits:</i> • From the text or a portion of the text	TM: Lesson 1, Step 6, p. 224; WB: p. 4

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
e. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> • The development, topics, or ideas that might logically be included if the text were extended 	TM: Lesson 4, Step 6, p. 53; WB: p. 75
f. Paraphrase the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Of the text or a portion of the text 	All selections can be used to practice paraphrasing.
g. Summarize <u>Assessment Limits:</u> <ul style="list-style-type: none"> • The text or a portion of the text 	All selections can be used to practice summarizing.
h. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text 	TM: Lesson 2, Step 5, pp. 131–132; WB: p. 96

S.P.I.R.E.[®]
Correlated to the
Voluntary State Curriculum—Reading/English Language Arts

Grade 4

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the Voluntary State Curriculum—Reading/English Language Arts. 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
STANDARD 1	
B. Phonics	
Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.	
1. Use a variety of phonetic skills to read unfamiliar words	
b. a. Apply phonics skills	All lessons require students to use and apply phonics skills to decode words.
C. Fluency	
Students will read orally with accuracy and expression at a rate that sounds like speech.	
1. Read orally at an appropriate rate	
a. Read familiar text at a rate that is conversational and consistent	All selections can be used by students to practice reading familiar text at a rate that is conversational and consistent.
2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	
a. Apply knowledge of word structures and patterns to read with automaticity	All selections can be used by students to practice reading with automaticity.
b. Demonstrate appropriate use of phrasing <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression • Use pacing and intonation to convey meaning and expression • Adjust intonation and pitch appropriately 	All selections can be used to practice attending to sentence patterns and structures, punctuations cues, pacing, and intonation.
c. Increase sight words read fluently	All selections can be used to practice fluent reading of sight words.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
D. Vocabulary Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	TM: Lesson 1, Step 6, p. 20; WB: p. 68; RDR: pp. 85–86
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	All selections and lessons can be used to discuss unfamiliar words as they are encountered in text and conversation.
c. Collect 12-20 new words for deeper study each week	All selections provide words that can be used for deeper study.
2. Develop a conceptual understanding of new words	
a. Classify and categorize increasingly complex words into sets and groups	WB: p. 57; RDR: p. 93
b. Identify and explain word relationships to determine the meanings of words	TM: Lesson 1, Step 5, p. 67; WB: p. 8; RDR: p. 3
c. Identify and use correctly new words acquired through study of their relationships to other words	TM: Lesson 1, Step 5, p. 67; WB: p. 32
3. Understand, acquire, and use new vocabulary	
a. a. Use context to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Above grade-level words used in context • Words with multiple meanings 	TM: Lesson 3, Step 6, p. 80; WB: p. 20; BLM: p. 88
b. b. Use word structure to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Grade-appropriate prefixes and suffixes • Grade-appropriate root words • Grade-appropriate inflectional endings 	TM: Level 3, Intro Lesson, p. 107; WB, p. 26; BLM: p. 37; RDR: pp. 4–5
c. Use resources to determine the meanings of words	RDR: p. 93
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	TM: Lesson 2, Step 6, p. 26

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
E. General Reading Comprehension Students will use a variety of strategies to understand what they read (construct meaning).	
1. Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background	N/A
b. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	All selections can be used to meet this standard.
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	All lessons can be used to discuss students' reactions to and ideas/information gained from selections.
2. Use strategies to prepare for reading (before reading)	
a. Survey and preview the text by examining features such as the title, illustrations, photographs, charts, and graphs	RDR: Level 5, pp. 71–74
b. Set a purpose for reading the text	A purpose for reading fiction and nonfiction texts can be set by the teacher for all selections.
c. Make predictions and ask questions about the text	TM: Lesson 1, Step 6, p. 44; WB: p. 12
d. Make connections to the text from prior knowledge and experiences	TM: Lesson 2, Step 5, p. 100; WB: p. 48
3. Use strategies to make meaning from text (during reading)	
a. Reread the difficult parts slowly and carefully	Any of the selections in which students have difficulty can be used to practice rereading.
b. Use own words to restate the difficult part	Any selection can be used to have students retell parts they had difficulty with.
c. Read on and revisit the difficult part	Any selection can be used to have students read on and revisit difficult parts of the text.
d. Skim the text to search for connections between and among ideas	TM: Lesson 2, Step 6, p. 183
e. Make, confirm, or adjust predictions	TM: Lesson 4, Step 6, p. 74; WB: p. 14
f. Periodically summarize while reading	All selections can be used by students to practice summarizing text orally.
g. Periodically paraphrase important ideas or information	All selections can be used by students to practice paraphrasing text orally.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
h. Visualize what was read for deeper understanding	TM: Lesson 1, Step 6, p. 94; WB: Level 2, p. 43
i. Use a graphic organizer or another note-taking technique to record important ideas or information	N/A
j. Explain personal connections to the ideas or information in the text	TM: Lesson 1, Step 5, p. 152; WB: p. 5
4. Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> Of the text or a portion of the text 	All lessons address the main idea in the selection.
b. Identify and explain what is directly stated in the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> In the text or a portion of the text 	All lessons address what is directly stated in the selection.
c. Identify and explain what is not directly stated in the text by drawing inferences <u>Assessment Limits:</u> <ul style="list-style-type: none"> From the text or a portion of the text 	TM: Lesson 1, Step 6, p. 153; WB: p. 16; RDR: p. 83
d. Draw conclusions or make generalizations about the text <u>Assessment Limits:</u> From the text or a portion of the text	TM: Lesson 1, Step 6, p. 153; WB: p. 29
<ul style="list-style-type: none"> e. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> The development, topics, or ideas that might logically be included if the text were extended 	TM: Lesson 1, Step 6, p. 179; WB: p. 42
f. Paraphrase the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> Of the text or a portion of the text 	All selections can be used to practice paraphrasing.
g. Summarize <u>Assessment Limits:</u> <ul style="list-style-type: none"> The text or a portion of the text 	All selections can be used to practice summarizing.
h. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text 	TM: Lesson 2, Step 5, p. 128; WB: p. 48

S.P.I.R.E.[®]
Correlated to the
Voluntary State Curriculum—Reading/English Language Arts

Grade 5

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the Voluntary State Curriculum—Reading/English Language Arts. 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
STANDARD 1	
C. Fluency	
Students will read orally with accuracy and expression at a rate that sounds like speech.	
1. Read orally at an appropriate rate	
a. Read familiar text at a rate that is conversational and consistent	All selections can be used by students to practice reading familiar text at a rate that is conversational and consistent.
2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	
a. Apply knowledge of word structures and patterns to read with automaticity	All selections can be used by students to practice reading with automaticity.
b. Demonstrate appropriate use of phrasing <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression • Use pacing and intonation to convey meaning and expression • Adjust intonation and pitch appropriately 	All selections can be used to practice attending to sentence patterns and structures, punctuations cues, pacing, and intonation.
c. Increase sight words read fluently	All selections can be used to practice fluent reading of sight words.
D. Vocabulary	
Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	All selections and lessons can be used to discuss unfamiliar words as they are encountered in text and conversation.
2. Develop and apply a conceptual understanding of new words	
a. Classify and categorize increasingly complex words into sets and groups	BLM: p 91; WB: pp. 16–17
b. Identify and explain relationships between and among words	TM: Lesson 1, Step 6, p. 80; BLM: p. 101; RDR: pp. 10–12
3. Understand, acquire, and use new vocabulary	
a. Use context to determine the meanings of words <i>Assessment Limits:</i> <ul style="list-style-type: none"> • Above grade-level words used in context • Words with multiple meanings 	TM: Lesson 3, Step 6, p. 89; WB: p. 29; RDR, pp. 176–180
b. Use word structure to determine the meanings of words	TM: Lesson 4, Step 5, p. 175; WB: p. 49
c. Use resources to confirm definitions and gather further information about words	RDR: p. 93
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	TM: Lesson 4, Step 6, p. 118
E. General Reading Comprehension Students will use a variety of strategies to understand what they read (construct meaning).	
1. Develop and apply comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background	N/A
b. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	All selections can be used to meet this standard.
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	All lessons can be used to discuss students' reactions to and ideas/information gained from selections.
2. Use strategies to prepare for reading (before reading)	
a. Survey and preview the text by examining features such as the title, illustrations, photographs, charts, and graphs	RDR: Level 5, pp. 71–74

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
b. Set a purpose for reading the text	A purpose for reading fiction and nonfiction texts can be set by the teacher for all selections.
c. Make predictions and ask questions about the text	TM: Lesson 1, Step 6, p. 195; WB: p. 5
d. Make connections to the text from prior knowledge and experiences	TM: Lesson 1, Step 5, p. 79; WB: p. 18
3. Use strategies to make meaning from text (during reading)	
a. Reread the difficult parts slowly and carefully	Any of the selections in which students have difficulty can be used to practice rereading.
b. Use own words to restate the difficult part	Any selection can be used to have students retell parts they had difficulty with.
c. Read on and revisit the difficult part	Any selection can be used to have students read on and revisit difficult parts of the text.
d. Skim the text to search for connections between and among ideas	TM: Lesson 1, Step 6, p. 105
e. Make, confirm, or adjust predictions	TM: Lesson 1, Step 6, p. 105; WB: p. 47
f. Periodically summarize while reading	All selections can be used by students to practice summarizing text orally.
g. Periodically paraphrase important ideas or information	All selections can be used by students to practice paraphrasing text orally.
h. Visualize what was read for deeper understanding	WB: p. 62
i. Use a graphic organizer or another note-taking technique to record important ideas or information	N/A
j. Explain personal connections to the ideas or information in the text	TM: Lesson 1, Step 5, p. 10; WB: p. 58
4. Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Of the text or a portion of the text 	All lessons address the main idea in the selection.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
b. Identify and explain what is directly stated in the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> In the text or a portion of the text 	All lessons address what is directly stated in the selection.
c. Identify and explain what is not directly stated in the text by drawing inferences <u>Assessment Limits:</u> <ul style="list-style-type: none"> From the text or a portion of the text 	TM: Lesson 1, Step 6, p. 129; WB: p. 45; RDR: pp. 83–89
d. Draw conclusions or make generalizations about the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> From the text or a portion of the text 	TM: Lesson 1, Step 6, p. 195; WB: p. 45
e. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> The development, topics, or ideas that might logically be included if the text were extended 	TM: Lesson 1, Step 6, p. 129; WB: p. 42
f. Paraphrase the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> Of the text or a portion of the text 	All selections can be used to practice paraphrasing.
g. Summarize <u>Assessment Limits:</u> <ul style="list-style-type: none"> The text or a portion of the text 	All selections can be used to practice summarizing.
h. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text 	TM: Lesson 2, Step 6, p. 166; WB: p. 52