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Correlated to the:

Missouri

Communication Arts Grade-Level Expectations
1-5

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S.P.I.R.E.[®]
Correlated to the
Missouri Communication Arts Grade-Level Expectations

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 Missouri Communication Arts Grade-Level 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 1 unless specifically stated otherwise for each component.

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
1 Develop and apply skills and strategies to the reading process	
A Print Concepts	
Demonstrate concepts of print <ul style="list-style-type: none"> • upper- and lower-case letters • first and last letters in words • spaces between words • letter and word order • punctuation has meaning 	TM; BLM; WB <ul style="list-style-type: none"> - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building <i>For example:</i> WB pp. 14, 24, 34, 47, 54, 63, 75 - Step 4 Decoding/Sentence Reading - Step 10 Sentence Dictation <i>For example:</i> TM pp. 72-73
B. Phonemic Awareness	
Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> • separate and say sounds in words • blend sounds to form words • replace beginning and ending sounds to form new words 	TM; BLM; RDR; WB <ul style="list-style-type: none"> Levels 1-4 - Step 2 Phonological Awareness - Step 3 Word Building <i>For example:</i> TM pp. 68-69 - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
C. Phonics	
Develop and apply decoding strategies to “problem-solve” regularly spelled one- or two-syllable words when reading	TM; BLM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling
D. Fluency	
Read grade-level instructional text <ul style="list-style-type: none"> • by developing automaticity of an increasing core of high-frequency words • with appropriate phrasing and expression 	TM; BLM; RDR; WB Reference word lists in the Appendix for use of high-frequency words - Step 1 Phonogram Cards - Step 5 Pre-reading - Step 6 Reading - Independent Work
E. Vocabulary	
Develop vocabulary through text, using <ul style="list-style-type: none"> • base words • classroom resources 	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 5 Pre-reading
F. Pre-Reading	
Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • access prior knowledge • preview • predict with evidence • set a purpose for reading, with assistance 	TM; RDR - Step 5 Pre-reading <i>For example:</i> TM pp. 175-176 - Step 6 Reading <i>For example:</i> TM pp. TM p. 299
G. During Reading	
During reading, develop and utilize, with assistance, strategies to <ul style="list-style-type: none"> • self-question and correct • infer • predict and check • using cueing systems: meaning, structure, visual 	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM p. 164 - Independent Work <i>For example:</i> TM p. 165

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
H. Post-Reading	
Develop and apply post-reading skills to respond to text <ul style="list-style-type: none"> • question to clarify • retell • reflect • analyze • draw conclusions 	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 207-208 - Independent Work <i>For example:</i> TM p. 209
I. Making Connections	
Identify connections between <ul style="list-style-type: none"> • text ideas ---similarities and differences in various fiction and non-fiction works, with assistance • text ideas and own experiences 	TM; RDR; WB - Step 5 Pre-reading <i>For example:</i> TM pp. 159-160 - Step 6 Reading - Independent Work
2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	
A. Text Features	
Locate and apply information in title, pictures and names of author and illustrator	TM; BLM; RDR; WB Levels 1-4 - Step 5 Pre-reading - Step 6 Reading - Independent Work
B. Literary Devices	
Read and respond to rhythm, rhyme and alliteration in poetry and prose	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
C. Text Elements	
Use details from text to identify <ul style="list-style-type: none"> • characters • problem • solutions • events in logical sequence 	TM; BLM; RDR; WB Levels 1-4 - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> Level 1, TM p. 107 - Independent Work

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times	
A. Text Features	
Identify and explain information in text, pictures, title and charts	TM; BLM; RDR; WB Levels 1-4 - Step 5 Pre-reading - Step 6 Reading - Independent Work
B. Literary Devices	
Read and respond to rhythm, rhyme and alliteration in nonfiction text	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> Level 3, TM pp. 80-81; RDR p. 34
C. Text Elements	
Use details from text to <ul style="list-style-type: none"> • ask questions to clarify understanding • recognize important information in text • identify main ideas • identify supporting details 	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 261-262 - Independent Work
D. Understanding Directions	
Read and follow a simple direction to perform a task	TM; BLM; WB Levels 1-8 - Independent Work <i>For example:</i> Level 1, TM p. 275; WB p. 101 Level 2, Tm p. 251; WB p. 78

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Grade 2

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
1 Develop and apply skills and strategies to the reading process	
C. Phonics	
Develop and apply decoding strategies to “problem-solve” unknown words when reading	All lessons and selections require students to apply decoding strategies to read unknown words.
D. Fluency	
Read grade-level instructional text with fluency , accuracy and expression	All selections can be used to practice fluency.
E. Vocabulary	
Develop vocabulary through text, using <ul style="list-style-type: none"> • base words • classroom resources • context clues 	All selections can be used to develop vocabulary.
F. Pre-Reading	
Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • access prior knowledge • preview • predict and confirm or reject • set a purpose for reading 	TM: Lesson 1, Step 5, p. 12; WB: p. 85

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
G. During Reading	
During reading, develop and utilize strategies to <ul style="list-style-type: none"> • self-question and correct • infer • predict and check • using cueing • systems: meaning, structure, visual 	TM: Lesson 2, Step 6, p. 17
H. Post-Reading	
Apply post-reading skills to identify the main idea and supporting details <ul style="list-style-type: none"> • question to clarify • reflect • analyze • draw conclusions • summarize • paraphrase 	TM: Lesson 3, Step 6, pp. 20–21; WB: p. 9; RDR: p. 7
I. Making Connections	
Identify connections between <ul style="list-style-type: none"> • text ideas --- similarities and differences in information and relationships in various fiction and non-fiction works, with assistance • text ideas and own experiences • text ideas and the world, with assistance 	The two selections about jobs can be used to make text-to-text, text-to-self, and text-to-world connections.
2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	
A. Text Features	
Locate and apply specific information in title, pictures and table of contents	All selections have titles that can be used to glean information as to what the selection is about.
B. Literary Devices	
Identify author’s use of rhythm, rhyme and alliteration in poetry and prose, with assistance	RDR: p. 117

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
C. Text Elements	
Use details from text to <ul style="list-style-type: none"> • make basic inferences about setting, characters and problem • predict solution • identify events in logical sequence 	All selections can be used to meet this standard.
3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times	
A. Text Features	
Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs	RDR: Level 5, pp. 71–74
B. Literary Devices	
Identify and explain author’s use of rhythm, rhyme and alliteration in nonfiction text	RDR: Level 3, pp. 78–79
C. Text Elements	
Use details from text to <ul style="list-style-type: none"> • ask questions to clarify understanding • identify main ideas and provide support • retell sequence of events • make basic inferences about problems and solutions 	All selections can be used to meet this standard.
D. Understanding Directions	
Read and follow simple directions to perform a task	N/A

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Grade 3

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
1 Develop and apply skills and strategies to the reading process	
C. Phonics	
Apply decoding strategies to independently “problem-solve” unknown words when reading	All lessons and selections require students to apply decoding strategies to read unknown words.
D. Fluency	
Read grade-level instructional text <ul style="list-style-type: none"> • with fluency, accuracy and expression • adjusting reading rate to difficulty and type of text 	All selections can be used to practice fluency.
E. Vocabulary	
Develop vocabulary through text, using <ul style="list-style-type: none"> • base words • synonyms and antonyms • context clues • glossary • dictionary, with assistance 	WB: p. 72; RDR: p. 14
F. Pre-Reading	
Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • access prior knowledge • preview • predict • set a purpose for reading 	TM: Lesson 1, Step 5, p. 65; WB: p. 6

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
G. During Reading	
During reading, utilize strategies to <ul style="list-style-type: none"> • self-question and correct • infer • visualize • predict and check • using cueing • systems: meaning, structure, visual 	TM: Lesson 3, Step 6, p. 21; WB: p. 9
H. Post-Reading	
Apply post-reading skills to identify and explain the relationship between the main idea and supporting details <ul style="list-style-type: none"> • question to clarify • reflect • analyze • draw conclusions • summarize • paraphrase 	TM: Lesson 1, Step 6, p. 11; WB: p. 4
I. Making Connections	
Identify and explain connections between <ul style="list-style-type: none"> • text ideas --- information and relationships in various fiction and non-fiction works (compare and contrast) • text ideas and own experiences • text ideas and the world 	The two fiction selections about a camping trip can be used to make text-to-text connections, text-to-self connections, and text-to-world connections.
2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	
A. Text Features	
Locate and <ul style="list-style-type: none"> • apply information in title, table of contents and glossary • recognize the text features of fiction, poetry and drama in grade-level text 	TM: Lesson 4, Step 5, p. 25; WB: p. 12; RDR: p. 11
B. Literary Devices	
Explain examples of sensory details and figurative language within the context of poetry and prose	RDR: pp. 54–55

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
C. Text Elements	
Use details from text to <ul style="list-style-type: none"> • make inferences about setting, character traits and problem and solution • make predictions • draw conclusions • compare and contrast characters and changes in problems and settings • identify the narrator • identify cause and effect • identify events from the beginning, middle and end • identify author's purpose 	All selections can be used to meet this standard.
3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times	
A. Text Features	
Locate and interpret key information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, glossary, captions and maps to answer questions	RDR: Level 5, pp. 71–74
B. Literary Devices	
Explain examples of sensory details and figurative language within the context of nonfiction text	RDR: pp. 78–79
C. Text Elements	
Use details from text to <ul style="list-style-type: none"> • answer questions • retell main idea and important details • organize a sequence of events • identify simple cause and effect • draw conclusions • compare and contrast texts • identify author's purpose for writing text • make inferences about problems and solutions 	All selections can be used to meet this standard.

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
D. Understanding Directions	
Read and follow two- and three-step directions to complete a simple task	N/A

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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 Missouri Communication Arts Grade-Level 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
1 Develop and apply skills and strategies to the reading process	
C. Phonics	
Apply decoding strategies to “problem-solve” unknown words when reading	All lessons and selections require students to apply decoding strategies to read unknown words.
D. Fluency	
Read grade-level instructional text <ul style="list-style-type: none"> • with fluency, accuracy and expression • adjusting reading rate to difficulty and type of text 	All selections can be used to practice fluency.
E. Vocabulary	
Develop vocabulary through text, using <ul style="list-style-type: none"> • root words and affixes • synonyms and antonyms • context clues • glossary and dictionary 	WB: p. 8; RDR: pp. 102–103
F. Pre-Reading	
Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • access prior knowledge • preview • predict • set a purpose for reading 	TM: Lesson 1, Step 5, p. 94; WB: p. 9

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
G. During Reading	
<ul style="list-style-type: none"> • During reading, utilize strategies to • self-question and correct • infer • visualize • predict and check using cueing systems: meaning, structure, visual 	TM: Lesson 4, Step 6, p. 84; WB: p. 38; RDR: p. 44
H. Post-Reading	
<p>Apply post-reading skills to comprehend text</p> <ul style="list-style-type: none"> • question to clarify • reflect • analyze • draw conclusions • summarize • paraphrase 	TM: Lesson 1, Step 6, p. 153; WB: p. 48
I. Making Connections	
<p>Identify and explain connections between</p> <ul style="list-style-type: none"> • text ideas ---information and relationships in various fiction and non-fiction works • text ideas and own experiences • text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame 	The two fiction selections about basketball can be used to make text-to-text, text-to-self, and text-to-world connections.
2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	
A. Text Features	
<p>Locate</p> <ul style="list-style-type: none"> • interpret and apply information in title, table of contents and glossary • and recognize the text features of fiction, poetry and drama in grade-level text 	RDR: p. 10
B. Literary Devices	
<p>Explain examples of sensory details and figurative language within the context of poetry and prose</p>	WB: p. 42; RDR: pp. 73–74

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
C. Text Elements	
Use details from text to <ul style="list-style-type: none"> • make inferences about setting, character traits, problem and solution and story events • make predictions • draw conclusions • identify cause and effect • compare and contrast various elements • identify author’s purpose 	All selections can be used to meet this standard.
3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times	
A. Text Features	
Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text	RDR: Level 5, pp. 71–74
B. Literary Devices	
Explain examples of sensory details and figurative language within the context of nonfiction text	TM: Lesson 2, Step 6, p. 129; RDR: pp. 70–71
C. Text Elements	
Use details from text to <ul style="list-style-type: none"> • retell main ideas • organize a sequence of events • identify cause and effect • draw conclusions • compare and contrast texts • make predictions • make inferences • distinguish between fact and opinion • identify and explain author’s purpose • make inferences about problems and solutions 	All selections can be used to meet this standard.
D. Understanding Directions	
Read and follow three- and four-step directions to complete a task	TM: Level 5, p. 34

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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 Missouri Communication Arts Grade-Level 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
1 Develop and apply skills and strategies to the reading process	
C. Phonics	
Apply decoding strategies to “problem-solve” unknown words when reading	All lessons and selections require students to apply decoding strategies to read unknown words..
D. Fluency	
Read grade-level <ul style="list-style-type: none"> • instructional text • with fluency, accuracy and expression • adjusting reading rate to difficulty and type of text 	All selections can be used to practice fluency.
E. Vocabulary	
Develop vocabulary through text, using <ul style="list-style-type: none"> • roots and affixes • context clues • glossary and dictionary 	All selections can be used to develop vocabulary through understanding roots, affixes, and context clues.
F. Pre-Reading	
Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • access prior knowledge • preview • predict • set a purpose and rate for reading 	TM: Lesson 3, Step 5, p. 43; WB: p. 18

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
G. During Reading	
During reading, utilize strategies to <ul style="list-style-type: none"> • self-question and correct • infer • visualize • predict and check using cueing systems: meaning, structure, visual 	TM: Lesson 1, Step 6, pp. 79–80; WB: p. 12
H. Post-Reading	
Apply post-reading skills to comprehend and interpret text <ul style="list-style-type: none"> • question to clarify • reflect • analyze • draw conclusions • summarize • paraphrase 	TM: Lesson 3, Step 6, p. 139; WB: p. 38
I. Making Connections	
Compare, contrast and analyze connections between <ul style="list-style-type: none"> • information and relationships in various fiction and non-fiction works • text ideas and own experiences • text ideas and the world by responding to literature that reflects a culture and historic time frame 	The two nonfiction selections about animals and hibernation can be used to make text-to-text, text-to-self, and text-to-world connections.
2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	
A. Text Features	
Locate <ul style="list-style-type: none"> • interpret and apply information in title, table of contents and glossary • and recognize the text features of fiction, poetry and drama in grade-level text 	TM: Level 4, p. 83
B. Literary Devices	
Explain examples of figurative language in poetry and prose (emphasize simile , metaphor and personification)	TM: Lesson 5, Step 6, pp. 230–231; RDR: pp. 163–169

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
C. Text Elements	
Use details from text to <ul style="list-style-type: none"> • make inferences about setting, character traits, problem and solution and story events • make predictions • draw conclusions • identify cause and effect • compare and contrast various elements • explain author’s purpose 	All selections can be used to meet this standard.
3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times	
A. Text Features	
Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas	RDR: pp. 71–74
B. Literary Devices	
Identify and explain figurative language in nonfiction text (emphasize simile, metaphor and personification)	TM: Lesson 2, Step 6, p. 110; WB: p. 38; RDR: pp. 71–74
C. Text Elements	
Use details from text to <ul style="list-style-type: none"> • restate main idea and supporting details • sequence events • identify and explain cause and effect • compare and contrast • make predictions • make inferences • evaluate the accuracy of the information • identify and interpret author’s ideas and purpose • make inferences about problems and solutions 	All selections can be used to meet this standard.
D. Understanding Directions	
Read and follow multi-step directions to complete a task	TM: Lesson 1, Step 6, p. 34; RDR: pp. 21–23