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Correlated to the:

## **New York**

State English Language Arts  
Core Curriculum Standards  
1–5

PRODUCTS BY



**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**New York State English Language Arts Core Curriculum 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 York State English Language Arts Core Curriculum 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	<i>S.P.I.R.E.</i> Component
<b>Phonemic Awareness</b>	
<ul style="list-style-type: none"> <li>Count the number of syllables in a word</li> </ul>	TM; BLM; RDR; WB Levels 1-4 <i>For example:</i> Level 1 – Step 2, Phonological Awareness (Blending Syllables) TM p. 179 Level 3 – Syllable Division, TM pp. 142-198 Level 4 – Consonant <i>-le</i> Syllable, TM pp. 34-57
<ul style="list-style-type: none"> <li>Blend spoken sounds to form words, manipulating letters to represent each sound of most one-syllable words</li> </ul>	TM; RDR - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading
<ul style="list-style-type: none"> <li>Segment spoken words into component sounds, manipulating letters to represent each sound of most one-syllable words</li> </ul>	TM; RDR - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling

STANDARDS	S.P.I.R.E. Component
<b>Decoding Including Phonics and Structural Analysis</b>	
<ul style="list-style-type: none"> <li>Identify and produce letter-sound correspondences, including consonants and short and long vowels</li> </ul>	TM; BLM; RDR; WB Levels 1-5 Students identify and produce letter-sound correspondences throughout the program in every lesson, adding appropriate consonant and vowel sounds as they progress. They explore the sounds in single consonants, blends and digraphs, diphthongs, consonant clusters and all speech sounds. Level 1 – Steps 1-10, Short Sounds TM pp. 1-123 Level 2 – Steps 1-10, Long and Short Sounds TM pp. 177-210 Level 2 – Steps 1-10, TM Lessons 1-5 ff, ll, ss
<ul style="list-style-type: none"> <li>Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, one-syllable grade-level words</li> </ul>	TM; BLM; RDR; WB Levels 1-5 <ul style="list-style-type: none"> <li>Step 1 Phonogram Cards (Decodable Word Cards)</li> <li>Step 2 Phonological Awareness</li> <li>Step 3 Word Building</li> <li>Step 4 Decoding/Sentence Reading</li> <li>Independent Work</li> </ul>
<ul style="list-style-type: none"> <li>Read common word families by blending the onset (/s/) and the rime (/it/, /at/) in grade-level words (<i>s-it, s-at</i>)</li> </ul>	TM; BLM; RDR; WB <ul style="list-style-type: none"> <li>Step 1 Phonogram Cards</li> <li>Step 2 Phonological Awareness</li> <li>Step 3 Word Building</li> <li>Step 5 Pre-reading</li> <li>Step 8 Pre-spelling/Phonological Awareness</li> </ul>

STANDARDS	S.P.I.R.E. Component
<ul style="list-style-type: none"> <li>• Decode grade-level words using knowledge of root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds</li> </ul>	TM; BLM; RDR; WB Levels 1-4 Reference Scope and Sequence Level1 - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Independent Work Level 3 TM pp. 83-141 - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Independent Work
<ul style="list-style-type: none"> <li>• Check accuracy of decoding using context to monitor and self-correct</li> </ul>	TM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 6 Reading - Independent Work
<b>Print Awareness</b>	
<ul style="list-style-type: none"> <li>• Identify parts of a book and their purposes including identification of author, illustrator, title page, table of contents, and chapter headings</li> </ul>	TM; RDR - Step 5 Pre-reading - Step 6 Reading
<b>Fluency</b>	
<ul style="list-style-type: none"> <li>• Sight-read automatically grade-level common, high-frequency words</li> </ul>	TM; BLM; RDR; WB Reference word lists in the Appendix. - Step 1 Phonogram Cards - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Component
<ul style="list-style-type: none"> <li>• Sight-read automatically grade-level irregularly spelled words</li> </ul>	TM; BLM; RDR; WB Levels 1-5 - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 6 Reading - Step 9 Spelling - Independent Work <i>For example:</i> Level 2, TM pp. 177-210
<ul style="list-style-type: none"> <li>• Sight-read automatically 300–500 words including sight and decodable words</li> </ul>	TM; RDR - Step 1 Phonogram Cards - Step 4 Decoding/Sentence Reading - Step 6 Reading (Sight Words are listed in each reader with corresponding reading selections) - Independent Work
<ul style="list-style-type: none"> <li>• Use punctuation clues to read connected text with expression, accuracy and fluency</li> </ul>	TM; RDR - Step 6 Reading - Step 10 Sentence Dictation - Independent Work
<ul style="list-style-type: none"> <li>• Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression (target benchmark at grade 1: 71 WPM)</li> </ul>	TM; RDR - Step 4 Decoding/Sentence Reading - Step 6 Reading - Independent Work
<b>Background Knowledge and Vocabulary Development</b>	
<ul style="list-style-type: none"> <li>• Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary</li> </ul>	TM; RDR, WB Levels 2-8 Word lists in Appendix - Step 3 Word Building - Step 4 Decoding and Sentence Reading - Independent Work
<ul style="list-style-type: none"> <li>• Study categories of words (e.g., animals, place names) to learn new grade-level vocabulary</li> </ul>	TM Levels 1-8 The word lists provided in the Appendix can be used to classify common words into conceptual categories and learn new grade-level vocabulary. Each lesson introduces grade-level vocabulary using the Phonogram Cards, Spelling and reading selections from the Student Readers.

STANDARDS	S.P.I.R.E. Component
<ul style="list-style-type: none"> <li>• Study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary</li> </ul>	TM; BLM; RDR; WB Reference Scope and Sequence Level1 - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Independent Work Level 3 pp. 83-141 - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Independent Work
<ul style="list-style-type: none"> <li>• Connect words and ideas in books to prior knowledge</li> </ul>	TM; RDR - Step 5 Pre-reading <i>For example:</i> TM p. 130 Introducing the Story - Step 6 Reading
<ul style="list-style-type: none"> <li>• Learn new words indirectly from reading books and other print sources</li> </ul>	TM; RDR - Step 5 Pre-reading - Step 6 Reading
<ul style="list-style-type: none"> <li>• Increase background knowledge by elaborating and integrating new vocabulary and ideas from texts</li> </ul>	TM; RDR - Step 5 Pre-reading <i>For example:</i> TM p. 278 Phoneme-Grapheme Analysis - Step 6 Reading
<ul style="list-style-type: none"> <li>• Use a dictionary to learn the meanings of words</li> </ul>	TM; RDR There are opportunities in each lesson for students to reference a beginning dictionary to determine meanings of words. - Step 3 Word Building - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Component
<b>Comprehension Strategies</b>	
<ul style="list-style-type: none"> <li>• Read grade-level texts for different purposes</li> </ul>	TM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work
<ul style="list-style-type: none"> <li>• Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning of text</li> </ul>	TM; RDR - Step 5 Pre-reading - Step 6 Reading
<ul style="list-style-type: none"> <li>• Work cooperatively with peers (e.g., peer pairs or small groups) to comprehend text</li> </ul>	TM; RDR - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example: TM p. 290 (Have students choose a story from a previous lesson and read it to a partner.)</i>
<ul style="list-style-type: none"> <li>• Use graphic or semantic organizers to organize and categorize information</li> </ul>	TM; BLM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
<ul style="list-style-type: none"> <li>• Ask questions in response to texts</li> </ul>	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example: TM pp. 185-186</i> - Independent Work
<ul style="list-style-type: none"> <li>• Answer simple questions (such as how? why? what if?) in response to texts</li> </ul>	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example: TM pp. 261-262</i> - Independent Work
<ul style="list-style-type: none"> <li>• Sequence events in retelling stories</li> </ul>	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example: TM p. 209</i>

STANDARDS	S.P.I.R.E. Component
<ul style="list-style-type: none"> <li>Summarize main ideas from informational texts</li> </ul>	TM; RDR There are selections from each Student Reader that can be used to summarize main ideas. Most selections are stories or poems at the lower levels, however, the upper level books have more informational text. - Step 6 Reader <i>For example:</i> Level 5 Student Reader <i>The Dragonfly</i> pp. 145-146, TM p. 210 <i>The Dormouse</i> pp. 154-155, TM pp 220-221 Students also compare fiction and nonfiction on pages 220-221, using the word “ <i>dormouse</i> ” in two reading selections.
<ul style="list-style-type: none"> <li>Follow simple written instructions</li> </ul>	TM; WB Levels 2-4 - Independent Work
<ul style="list-style-type: none"> <li>Use own perspectives and opinions to comprehend text</li> </ul>	TM; RDR; WB - Step 5 Pre-reading <i>For example:</i> TM pp. 228-229 - Step 6 Reading - Independent Work

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**Grade 2**

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 York State English Language Arts Core Curriculum. 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 2 unless specifically stated otherwise for each component.

STANDARDS	<i>S.P.I.R.E.</i> Component
<b>Decoding Including Phonics and Structural Analysis</b>	
<ul style="list-style-type: none"> <li>Identify and produce all letter-sound correspondences, including consonant blends/digraphs and vowel digraphs/diphthongs</li> </ul>	TM; BLM; RDR; WB Levels 1-5 Students identify and produce letter-sound correspondences throughout the program in every lesson, adding appropriate consonant and vowel sounds as they progress. They explore the sounds in single consonants, blends and digraphs, diphthongs, consonant clusters and all speech sounds. Level 1 – Steps 1-10, Short Sounds TM pp. 1-123 Level 2 – Steps 1-10, Long and Short Sounds TM pp. 177-210 Level 2 – Steps 1-10, TM Lessons 1-5 ff, ll, ss
<ul style="list-style-type: none"> <li>Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, multi-syllabic grade-level words</li> </ul>	TM; BLM; RDR; WB Levels 1-5 - Step 1 Phonogram Cards (Decodable Word Cards) - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Independent Work
<ul style="list-style-type: none"> <li>Decode by analogy using knowledge of known words in word families to read unfamiliar grade-level words (e.g., given the known <i>word boat</i>, read <i>coat</i>, <i>moat</i>, <i>goat</i>)</li> </ul>	TM; BLM; RDR; WB Levels 1-5 - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 5 Pre-reading - Step 8 Pre-spelling/Phonological Awareness

STANDARDS	S.P.I.R.E. Component
<ul style="list-style-type: none"> <li>• Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)</li> </ul>	TM; BLM; RDR; WB Levels 1-5 Reference Scope and Sequence Level1 - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Independent Work Level 3 TM pp. 83-141 - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Independent Work
<ul style="list-style-type: none"> <li>• Check accuracy of decoding using context to monitor and self-correct</li> </ul>	TM; RDR; WB Levels 1-5 - Step 4 Decoding/Sentence Reading - Step 6 Reading - Independent Work
<b>Print Awareness</b>	
<ul style="list-style-type: none"> <li>• Identify book parts and their purposes including identification of author, illustrator, title page, table of contents, index, and chapter headings</li> </ul>	TM; RDR - Step 5 Pre-reading - Step 6 Reading
<b>Fluency</b>	
<ul style="list-style-type: none"> <li>• Sight-read automatically grade-level, common, high-frequency words</li> </ul>	TM; BLM; RDR; WB Reference word lists in the Appendix. - Step 1 Phonogram Cards - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Component
<ul style="list-style-type: none"> <li>• Sight-read automatically grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 2: 82 WPM)</li> </ul>	TM; BLM; RDR; WB Levels 1-5 - Step 1 Phonogram Cards - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 6 Reading (Sight Words are listed in each reader with corresponding reading selections) - Step 9 Spelling - Independent Work <i>For example: Level 2, TM pp. 177-210</i>
<b>Background Knowledge and Vocabulary Development</b>	
<ul style="list-style-type: none"> <li>• Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary</li> </ul>	TM; RDR, WB Levels 2-8 Word lists in Appendix - Step 3 Word Building - Step 4 Decoding and Sentence Reading - Independent Work
<ul style="list-style-type: none"> <li>• Study categories of words (e.g., transportation, sports) to learn new grade-level vocabulary</li> </ul>	TM Levels 1-8 The word lists provided in the Appendix can be used to classify common words into conceptual categories and learn new grade-level vocabulary. Each lesson introduces grade-level vocabulary using the Phonogram Cards, Spelling and reading selections from the Student Readers.
<ul style="list-style-type: none"> <li>• Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade-level vocabulary</li> </ul>	TM; BLM; RDR; WB Reference Scope and Sequence Level1 - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Independent Work Level 3 pp. 83-141 - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Independent Work

STANDARDS	S.P.I.R.E. Component
<ul style="list-style-type: none"> <li>• Connect words and ideas in books to spoken language vocabulary and background knowledge</li> </ul>	TM; RDR - Step 5 Pre-reading <i>For example:</i> TM pp. 174-175 Introducing the Story - Step 6 Reading
<ul style="list-style-type: none"> <li>• Learn new words indirectly from reading books and other print sources</li> </ul>	TM; RDR - Step 5 Pre-reading <i>For example:</i> TM p. 138 Phoneme-Grapheme Analysis - Step 6 Reading
<ul style="list-style-type: none"> <li>• Use a dictionary to learn the meanings of words</li> </ul>	TM; RDR There are opportunities in each lesson for students to reference a beginning dictionary to determine meanings of words. - Step 3 Word Building - Step 5 Pre-reading - Step 6 Reading
<b>Comprehension Strategies</b>	
<ul style="list-style-type: none"> <li>• Read grade-level texts with comprehension and for different purposes</li> </ul>	TM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work
<ul style="list-style-type: none"> <li>• Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, self-correct) to clarify meaning of text</li> </ul>	TM; RDR - Step 5 Pre-reading - Step 6 Reading
<ul style="list-style-type: none"> <li>• Work cooperatively with peers (e.g., peer pairs or groups) to comprehend text</li> </ul>	TM; RDR - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example:</i> TM p. 209 ( <i>Have students read the sentences to a partner.</i> )
<ul style="list-style-type: none"> <li>• Organize text information by using graphic or semantic organizers</li> </ul>	TM; BLM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work

STANDARDS	S.P.I.R.E. Component
<ul style="list-style-type: none"> <li>• Compare and contrast similarities and differences among characters and events across stories</li> </ul>	TM; RDR, WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
<ul style="list-style-type: none"> <li>• Compare and contrast similarities and differences in information from more than one informational text</li> </ul>	TM; RDR, WB Level 5, TM pp. 179-181 and pp. 209-212 - Step 5 Pre-reading - Step 6 Reading - Independent Work
<ul style="list-style-type: none"> <li>• Comprehend and interpret information from a variety of graphic displays including diagrams, charts, and graphs</li> </ul>	TM; BLM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example: Level 2 WB p. 188</i>
<ul style="list-style-type: none"> <li>• Ask questions when listening to or reading texts</li> </ul>	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
<ul style="list-style-type: none"> <li>• Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts</li> </ul>	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
<ul style="list-style-type: none"> <li>• Summarize main ideas and supporting details from imaginative or informational text, both orally and in writing</li> </ul>	TM; RDR There are selections from each Student Reader that can be used to summarize main ideas. Most selections are stories or poems at the lower levels, however, the upper level books have more informational text. - Step 6 Reader <i>For example: Level 5 Student Reader</i> <i>The Dragonfly</i> pp. 145-146, TM p. 210 <i>The Dormouse</i> pp. 154-155, TM pp 220-221 Students also compare fiction and nonfiction on pages 220-221, using the word “ <i>dormouse</i> ” in two reading selections.

STANDARDS	S.P.I.R.E. Component
<ul style="list-style-type: none"> <li>• Support point of view with text information</li> </ul>	TM; RDR; WB - Step 5 Pre-reading <i>For example:</i> TM pp. 279-280 - Step 6 Reading - Independent Work
<ul style="list-style-type: none"> <li>• Lead or participate in discussion about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)</li> </ul>	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of grade-level text through creative response, such as writing, drama, and oral presentation</li> </ul>	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work

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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 York State English Language Arts Core Curriculum. 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	<i>S.P.I.R.E.</i> Component
<b>Decoding Including Phonics and Structural Analysis</b>	
<ul style="list-style-type: none"> <li>• Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar, but decodable, grade-level words</li> </ul>	All lessons require students to use knowledge of letter-sound correspondence to blend sounds to read words.
<ul style="list-style-type: none"> <li>• Decode by analogy using knowledge of syllable patterns (e.g., CVC, CVCC, CVVC) to read unfamiliar words, including multisyllabic grade-level words that are part of word families</li> </ul>	TM: Intro Lesson, Step 3, p. 172; WB: 81; BLM: p. 9; RDR: p. 21
<ul style="list-style-type: none"> <li>• Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)</li> </ul>	All lessons require students to use knowledge of word structure to decode words.
<b>Fluency</b>	
<ul style="list-style-type: none"> <li>• Sight-read automatically grade-level high-frequency words and irregularly spelled content words</li> </ul>	All selections can be used to practice fluency.
<ul style="list-style-type: none"> <li>• Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 3: 115 WPM)</li> </ul>	All selections can be used to practice fluency.
<b>Background Knowledge and Vocabulary Development</b>	
<ul style="list-style-type: none"> <li>• Study categories of words to learn grade-level vocabulary</li> </ul>	TM: Lesson 2, Independent Work, p. 73; WB: p. 31
<ul style="list-style-type: none"> <li>• Analyze word structure (e.g., roots, prefixes, suffixes) to learn word meaning</li> </ul>	TM: Intro Lesson 2, Step 1, p. 113; RDR: p. 52; BLM: p. 44; WB: p. 58
<ul style="list-style-type: none"> <li>• Connect words and ideas in books to spoken language vocabulary and background knowledge</li> </ul>	All selections can be used to develop vocabulary.

STANDARDS	S.P.I.R.E. Component
<ul style="list-style-type: none"> <li>• Learn new vocabulary and concepts indirectly by reading books and other print sources</li> </ul>	All selections can be used to develop vocabulary.
<ul style="list-style-type: none"> <li>• Identify specific words causing comprehension difficulties in oral or written language</li> </ul>	Students can identify words in any selection that cause them difficulties.
<ul style="list-style-type: none"> <li>• Use a dictionary to learn the meanings of words and a thesaurus to identify synonyms and antonyms</li> </ul>	N/A
<b>Comprehension Strategies</b>	
<ul style="list-style-type: none"> <li>• Read grade-level texts with comprehension and for different purposes</li> </ul>	Teachers and students can set purpose for any selection.
<ul style="list-style-type: none"> <li>• Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, attend to vocabulary, self-correct) to clarify meaning of text</li> </ul>	All selections can be used to practice comprehension strategies.
<ul style="list-style-type: none"> <li>• Work cooperatively with peers to comprehend text</li> </ul>	All selections can be used to have students practice working cooperatively to comprehend text.
<ul style="list-style-type: none"> <li>• Organize and categorize text information by using knowledge of a variety of text structures (e.g., cause and effect, fact and opinion, directions, time sequence)</li> </ul>	All selections can be used to practice organizing and categorizing text structures.
<ul style="list-style-type: none"> <li>• Use knowledge of structure of imaginative text to identify and interpret plot, character, and events</li> </ul>	TM: Lesson 2, Steps 5 & 6, pp. 233–235; WB: p. 110; RDR: pp. 87–89
<ul style="list-style-type: none"> <li>• Listen to or read grade-level texts and ask questions to clarify understanding</li> </ul>	All selections can be used to meet this standard.
<ul style="list-style-type: none"> <li>• Listen to or read grade-level texts and answer literal, inferential, and critical/application questions</li> </ul>	All lessons require students to answer literal, inferential, and critical-thinking questions.
<ul style="list-style-type: none"> <li>• Summarize main ideas of informational text and details from imaginative text orally and in writing</li> </ul>	All selections can be used to practice summarizing.
<ul style="list-style-type: none"> <li>• Support point of view with details from the text</li> </ul>	TM: Lesson 3, Step 5, pp. 20–21; RDR: pp. 8–9
<ul style="list-style-type: none"> <li>• Lead and participate in discussion about grade-level texts by integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)</li> </ul>	All selections can be used to meet this standard.
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of grade-level text through creative responses, such as writing, drama, and oral presentations</li> </ul>	N/A
<ul style="list-style-type: none"> <li>• Infer underlying theme or message of written text</li> </ul>	TM: Lesson 1, Step 5, p. 37; WB: p. 4; RDR: p. 14

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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 York State English Language Arts Core Curriculum. 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	<i>S.P.I.R.E.</i> Component
<b>Decoding Including Phonics and Structural Analysis</b>	
<ul style="list-style-type: none"> <li>• Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words</li> </ul>	All lessons require students to use knowledge of letter-sound correspondence to blend sounds to read words.
<ul style="list-style-type: none"> <li>• Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words</li> </ul>	All lessons require students to use a variety of decoding strategies to read unfamiliar words.
<ul style="list-style-type: none"> <li>• Identify unfamiliar words using syntactic (grammar) cues</li> </ul>	Students must use syntactic cues to identify unfamiliar words in all selections.
<ul style="list-style-type: none"> <li>• Identify unfamiliar words using semantic (meaning) cues</li> </ul>	Students must use semantic cues to identify unfamiliar words in all selections.
<ul style="list-style-type: none"> <li>• Integrate sources of information when word reading to decode and cross-check</li> </ul>	Students must integrate sources of information to decode and cross-check meaning when reading all selections.
<b>Fluency</b>	
<ul style="list-style-type: none"> <li>• Sight-read automatically high-frequency words and irregularly spelled content words</li> </ul>	All selections can be used to practice fluency.
<ul style="list-style-type: none"> <li>• Read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression</li> </ul>	All selections can be used to practice fluency.
<b>Background Knowledge and Vocabulary Development</b>	
<ul style="list-style-type: none"> <li>• Learn grade-level vocabulary through a variety of means</li> </ul>	Students can use all selections, BLMs, and workbook pages to develop vocabulary.
<ul style="list-style-type: none"> <li>• Use word structure such as roots, prefixes, and suffixes to determine meaning</li> </ul>	TM: Level 3, Intro Lesson 2, Step 1, p. 113; WB: p. 24; RDR: pp. 16–18
<ul style="list-style-type: none"> <li>• Use prior knowledge and experience in order to understand ideas and vocabulary found in books</li> </ul>	TM: Lesson 1, Step 5, p. 122; WB: p. 29; RDR: pp. 66–68

STANDARDS	<i>S.P.I.R.E.</i> Component
• Acquire new vocabulary by reading books and other print sources	All selections can be used to develop vocabulary.
• Use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulties	Students can use self-monitoring strategies to identify difficult vocabulary in all selections.
• Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources	TM: Lesson 1, Step 6, p. 123; RDR: pp. 66–68
• Use a thesaurus to identify synonyms and antonyms	N/A
<b>Comprehension Strategies</b>	
• Read a variety of grade-level texts with understanding	All selections can be used to meet this standard.
• Use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text	All selections can be used to practice self-monitoring strategies.
• Work cooperatively with others to determine meaning	Students can use all selections to practice working cooperatively with others.
• Use text structure to recognize differences among a variety of texts	All selections can be used to practice recognizing different text structures.
• Ask questions to clarify understanding of grade-level texts	All selections can be used to practice asking questions to clarify understanding.
• Read grade-level texts and answer literal, inferential, and evaluative questions	All lessons require students to answer literal, inferential, and critical-thinking questions.
• State a main idea and support it with details from the text	All selections can be used to identify and state a main idea and support it with details from the text.
• State a point of view and support it with details from the text	TM: Lesson 4, Step 6, p. 167; RDR: p. 45
• Participate in discussions about grade-level texts	All selections can be used to meet this standard.
• Demonstrate comprehension of grade-level texts through a variety of responses, such as writing, drama, and oral presentations	N/A
• Recognize the theme or message of a text	TM: Lesson 1, Step 6, p. 203; RDR: pp. 107–108

**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**New York State English Language Arts Core Curriculum 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 New York State English Language Arts Core Curriculum. 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	<i>S.P.I.R.E.</i> Component
<b>Word Recognition</b>	
<ul style="list-style-type: none"> <li>Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words</li> </ul>	All lessons require students to use a variety of decoding strategies in order to read selections.
<ul style="list-style-type: none"> <li>Integrate sources of information to decode unfamiliar words and to cross-check, self-correcting when appropriate</li> </ul>	Students use all methods of decoding unfamiliar words to cross-check and self-correct when appropriate.
<ul style="list-style-type: none"> <li>Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words</li> </ul>	All word recognition skills and strategies are used by students to decode unfamiliar words.
<ul style="list-style-type: none"> <li>Recognize at sight a large body of high-frequency words and irregularly spelled content vocabulary</li> </ul>	All selections include high-frequency and content vocabulary words that students must be able to read.
<b>Background Knowledge and Vocabulary Development</b>	
<ul style="list-style-type: none"> <li>Learn grade-level vocabulary through both direct and indirect means</li> </ul>	All selections can be used to meet this standard.
<ul style="list-style-type: none"> <li>Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning</li> </ul>	WB: p. 36; RDR: pp. 71–74
<ul style="list-style-type: none"> <li>Use prior knowledge and experience in order to understand ideas and vocabulary found in books</li> </ul>	TM: Lesson 3, Steps 5 & 6, pp. 113–114; RDR: pp. 76–78
<ul style="list-style-type: none"> <li>Acquire new vocabulary by reading a variety of texts</li> </ul>	All selections can be used to meet this standard.
<ul style="list-style-type: none"> <li>Use self-monitoring strategies to identify specific vocabulary that causes comprehension difficulties</li> </ul>	Students can use self-monitoring strategies to identify difficult vocabulary in all selections.
<ul style="list-style-type: none"> <li>Determine the meaning of unfamiliar words by using context clues, dictionaries, glossaries, and other resources</li> </ul>	TM: Lesson 2, Step 5, p. 133; RDR: pp. 91–93
<ul style="list-style-type: none"> <li>Use a thesaurus to identify synonyms and antonyms</li> </ul>	N/A

STANDARDS	<i>S.P.I.R.E.</i> Component
<b>Comprehension Strategies</b>	
<ul style="list-style-type: none"> <li>• Read a variety of grade-level texts, for a variety of purposes, with understanding</li> </ul>	All selections can be used to meet this standard.
<ul style="list-style-type: none"> <li>• Use self-monitoring strategies, such as cross-checking, summarizing, and self-questioning, to construct meaning of text</li> </ul>	All selections can be used to practice self-monitoring.
<ul style="list-style-type: none"> <li>• Recognize when comprehension has been disrupted and initiate self-correction strategies, such as rereading, adjusting rate of reading, and attending to specific vocabulary</li> </ul>	All selections can be used to meet this standard.
<ul style="list-style-type: none"> <li>• Use knowledge of text structures to recognize and discriminate differences among a variety of texts and to support understanding</li> </ul>	All selections can be used to practice recognizing and discriminating between types of text structures.
<ul style="list-style-type: none"> <li>• Ask questions to clarify understanding and to focus reading</li> </ul>	All selections can be used to practice asking questions to clarify understanding.
<ul style="list-style-type: none"> <li>• Make connections between text being read and own lives, the lives of others, and other texts</li> </ul>	TM: Lesson 3, Step 6, p. 257; WB: p. 14; RDR: pp. 148–152
<ul style="list-style-type: none"> <li>• Use prior knowledge in concert with text information to support comprehension, from forming predictions to making inferences and drawing conclusions</li> </ul>	TM: Lesson 2, Steps 5 & 6, pp. 38–39; WB: p. 9
<ul style="list-style-type: none"> <li>• Read grade-level texts and answer literal, inferential, and evaluative questions</li> </ul>	All lessons require students to answer literal, inferential, and evaluative questions
<ul style="list-style-type: none"> <li>• State or summarize a main idea and support/elaborate with relevant details</li> </ul>	All selections can be used to practice summarizing a main idea and supporting details.
<ul style="list-style-type: none"> <li>• Present a point of view or interpretation of a text, such as its theme, and support it with significant details from the text</li> </ul>	TM: Lesson 2, Step 6, p. 39; WB: p. 15; RDR: pp. 25–27
<ul style="list-style-type: none"> <li>• Participate cooperatively and collaboratively in group discussions of texts</li> </ul>	All selections can be used to practice participating cooperatively and collaboratively in group discussions.
<ul style="list-style-type: none"> <li>• Note and describe aspects of the writer’s craft</li> </ul>	TM: Level 2, Lesson 17, Step 5, p. 288; RDR: Level 2, p. 117
<ul style="list-style-type: none"> <li>• Read aloud, accurately and fluently, with appropriate rate of reading, intonation, and inflection</li> </ul>	All selections can be used to practice fluency.
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and oral presentations</li> </ul>	N/A