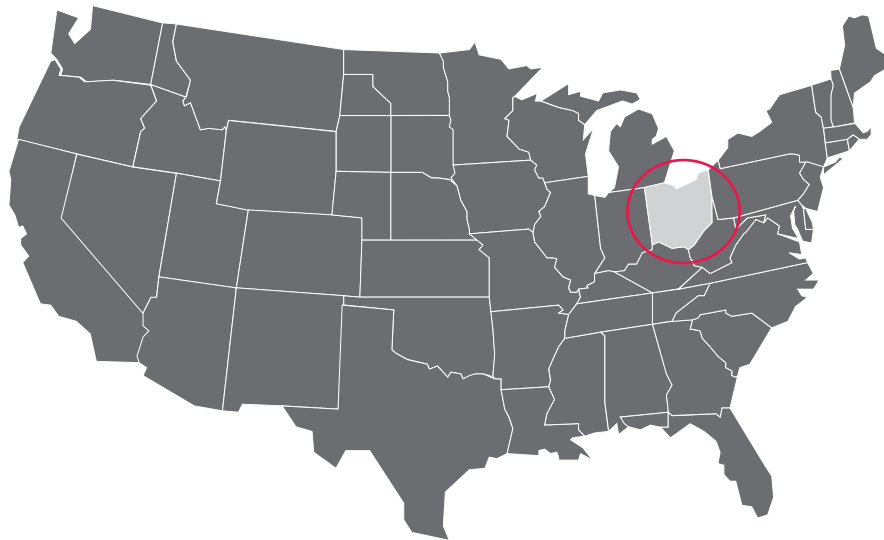


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Ohio

English Language Academic Content Standards
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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 Ohio English Language Academic Content 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
Phonemic Awareness, Word Recognition, and Fluency	
1. Identify and distinguish between letters, words and sentences	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading
2. Identify and say the beginning and ending sounds in words.	TM; BLM; RDR; WB Levels 1-4 - Step 2 Phonological Awareness - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling
3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.	TM; BLM; RDR; WB Levels 1-5 Reference <i>Scope and Sequence</i> 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

STANDARDS	S.P.I.R.E. Component
4. Decode by using letter-sound matches.	TM; BLM; RDR; WB - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading
5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.	TM; BLM; RDR; WB Levels 1-4 Reference <i>Scope and Sequence</i> - Step 5 Pre-reading - Step 6 Reading - Step 8 Pre-spelling - Step 9 Spelling - Independent Work
6. Blend two to four phonemes (sounds) into words.	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
7. Add, delete or change sounds in a given word to create new or rhyming words.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness Sounds are identified and rhyming words are made. - Step 3 Word Building - Step 5 Pre-reading - Step 8 Pre-spelling/Phonological Awareness
8. Demonstrate a growing stock of sight words.	TM; BLM; RDR; WB Reference word lists in the Appendix. - Step 1 Phonogram Cards (Sight Word Cards) - Step 5 Pre-reading - Step 6 Reading
9. Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.	TM; BLM; RDR; WB - Step 2 Phonological Awareness - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Component
10. Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example:</i> TM p. 295 “Have students choose a story from a previous lesson and read it to a partner.”
Acquisition of Vocabulary	
1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.	TM; BLM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work
2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).	TM; RDR, WB Levels 2-8 Word lists in Appendix - Step 3 Word Building - Step 4 Decoding and Sentence Reading - Independent Work
3. Classify words into categories (e.g., colors, fruits, vegetables)	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.
4. Recognize common sight words.	TM; RDR - Step 1 Phonogram Cards (Sight Word Cards) - Step 4 Decoding/Sentence Reading - Step 6 Reading (Sight Words are listed in each reader with corresponding reading selections) - Independent Work
5. Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare).	Homophones are not explicitly taught at this level, however, the word lists found in the Appendix can be used to introduce students to homophones. For example: Level 3 – RDR pp. 8-9 (tale, tail)

STANDARDS	S.P.I.R.E. Component
6. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).	TM; BLM; RDR Levels 1-4 - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading (Phoneme/Grapheme Analysis) - Step 6 Reading <i>For example: Level 1 pp. 174-178</i>
7. Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).	TM; RDR Levels 3-5 - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
8. Read root words and their inflectional endings (e.g., walk, walked, walking).	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
9. Determine the meaning of unknown words using a beginner's dictionary.	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
Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies	
1. Describe the role of authors and illustrators.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM p. 176 “Did you make a picture in your mind of the first sentence?” - Independent Work <i>For example:</i> Level 1, TM p. 165; Level 3, TM p. 82
4. Make predictions while reading and support predictions with information from the text or prior experience.	TM; RDR - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 155-156
5. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.	TM; RDR - Step 5 Pre-reading <i>For example:</i> TM p. 181 - Step 6 Reading
6. Recall the important ideas in fictional and non-fictional texts.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.	TM; RDR; WB - Independent Work

STANDARDS	S.P.I.R.E. Component
8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 261-262 - Independent Work
9. Monitor comprehension of independently- or group-read texts by asking and answering questions.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 185-186 - Independent Work
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	TM; RDR; WB - Independent Work
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	TM; RDR; WB - Independent Work
Reading Applications: Informational, Technical and Persuasive Text	
1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.	N/A
2. Identify the sequence of events in informational text.	TM; RDR Levels 1-5 There are selections from each Student Reader that can be used to relate sequence of events. Most selections are stories 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.
3. Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).	TM; RDR; WB Levels 1-5 - Step 5 Pre-reading - Step 6 Reading - Independent Work

STANDARDS	S.P.I.R.E. Component
4. Identify central ideas and supporting details of informational text with teacher assistance.	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.
5. Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction	N/A
6. Follow multiple-step directions.	TM; RDR; WB - Independent Work
Reading Applications: Literary Text	
1. Provide own interpretation of story, using information from the text.	TM; RDR; WB - Step 5 Pre-reading <i>For example:</i> TM pp. 228-229 - Step 6 Reading - Independent Work
2. Identify characters, setting and events in a story.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 185-186 - Independent Work
3. Retell the beginning, middle and ending of a story, including its important events.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading
4. Identify differences between stories, poems and plays.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading

STANDARDS	<i>S.P.I.R.E.</i> Component
5. Recognize predictable patterns in stories and poems.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading

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Grade 2

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

STANDARDS	<i>S.P.I.R.E.</i> Component
Phonemic Awareness, Word Recognition, and Fluency	
1. Identify rhyming words with the same or different spelling patterns.	RDR: p. 117
2. Read regularly spelled multi-syllable words by sight.	TM: Lesson 4, Step 2, p. 112; BLM: p. 37; RDR: p. 23; WB, p. 27
3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.	TM: Intro Lesson, Step 1, pp. 1–2; BLM: p. 7; RDR, p. 1, WB: p. 11
4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.	TM: Intro Lesson, Step 1, pp. 32–21; BLM: p. 21; RDR: p. 12; WB: p. 50
5. Segment letter, letter blends and syllable sounds in words.	TM: Lesson 4, Step 2, p. 112; BLM, p. 37; RDR: p. 23; WB: p. 27
6. Distinguish and identify the beginning, middle and ending sounds in words.	All lessons require students to distinguish and identify beginning, middle, and ending sounds.
7. Identify words as having either short- or long-vowel sounds.	TM: Intro Lesson, p. 177
8. Demonstrate a growing stock of sight words.	All selections can be used to meet this standard.
9. Read text using fluid and automatic decoding skills.	All selections can be used to meet this standard.
10. Read passages fluently with appropriate changes in voice, timing and expression.	All selections can be used to practice fluency.
Acquisition of Vocabulary	
1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.	TM: Lesson 3, Step 5, p. 166; RDR: p. 11; WB: p. 14
2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).	TM: Lesson 12, Step 5, p. 264; BLM p. 29; RDR: p. 65; WB: p. 69

STANDARDS	<i>S.P.I.R.E.</i> Component
3. Classify words into categories (e.g., colors, fruits, vegetables).	TM: Lesson 1, Step 5, p. 129; RDR: p. 37; WB: p. 38
4. Read accurately high-frequency sight words.	All selections can be used to practice reading high-frequency words.
5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.	RDR: pp. 86–87
6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.	TM: lesson 7, Step 4, p. 239; BLM: p. 27; RDR: p. 20; WB: p. 59
7. Identify contractions and common abbreviations and connect them to whole words.	RDR: Level 3, p. 5
8. Determine the meaning of prefixes, including un-, re-, pre-, and suffixes, including -er, -est, -ful, -less.	TM: Level 3, p. 108
9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.	TM: Level 3, p. 108
10. Determine the meaning and pronunciations of unknown words using a beginner’s dictionary, glossaries and technology.	N/A
Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies	
1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	Fiction selections have been written to entertain; nonfiction selections have been written to inform or explain.
2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.	TM: Lesson 2, Steps 5 & 6, pp. 16–17; WB: p. 6; RDR: p. 5
3. Compare and contrast information in texts with prior knowledge and experience.	TM: Lesson 5, Step 5, p. 117
4. Summarize text by recalling main ideas and some supporting details.	All selections can be used to practice summarizing.
5. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.	Graphic organizers can be created for all selections to demonstrate comprehension.
6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	All lessons in which selections are read require students to answer literal, inferential, and evaluative questions.

STANDARDS	<i>S.P.I.R.E.</i> Component
7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.	All selections can be used to practice self-monitoring.
8. Monitor reading comprehension by identifying word errors and self-correcting.	All selections can be used to practice self-monitoring and self-correcting.
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	All selections can be used to meet this standard.
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	All selections can be used to meet this standard.
Reading Applications: Informational, Technical and Persuasive Text	
1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text.	N/A
2. Arrange events from informational text in sequential order.	WB: p. 35
3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how) and identify answers.	TM: Lesson 2, Step 6, p. 135; WB: p. 14
4. Classify ideas from informational texts as main ideas or supporting details.	TM: Lesson 1, Step 6, pp. 71–72; WB: p. 47
5. Identify information in diagrams, charts, graphs and maps.	N/A
6. Analyze a set of directions for proper sequencing.	RDR: Level 5, pp. 6–8
Reading Applications: Literary Text	
1. Compare and contrast different versions of the same story.	N/A
2. Describe characters and setting.	TM: Lesson 1, Step 5, pp. 213–214; RDR: p. 75; WB: p. 58
3. Retell the plot of a story.	All selections can be used to practice retelling.
4. Distinguish between stories, poems, plays, fairy tales and fables.	TM: Lesson 5, Step 5, p. 58; RDR: p. 22
5. Identify words from texts that appeal to the senses.	RDR: p. 117
6. Identify the theme of a text.	TM: Lesson 1, Step 5, pp. 213–214; RDR: p. 75

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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 Ohio English Language Academic Content Standards. This correlation is intended to illustrate the program’s approach to these standards. (TM = Teacher’s Manual; WB = Workbook; BLM = Blackline Masters; RDR = Reader; N/A = Not Applicable) Examples are assumed to be at level unless specifically stated otherwise for each component.

STANDARDS	<i>S.P.I.R.E.</i> Component
Phonemic Awareness, Word Recognition, and Fluency	
1. Identify rhyming words with the same or different spelling patterns.	WB: p. 3; BLM: p. 39; RDR: p. 11
2. Use letter-sound knowledge and structural analysis to decode words.	All lessons require students to use letter-sound knowledge and structural analysis to decode words.
3. Use knowledge of common word families (e.g., –ite or –ate) and complex word families (e.g., -ould, –ight) to sound out unfamiliar words.	TM: Intro Lesson 1, p. 199; BLM: p. 82; WB: p. 98; RDR: p. 80
4. Demonstrate a growing stock of sight words.	All selections can be used to meet this standard.
5. Read text using fluid and automatic decoding skills.	All selections can be used to practice fluency.
6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.	All selections can be used to practice fluency.
Acquisition of Vocabulary	
1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.	TM: Lesson 4, Step 6, p. 196; WB: p. 33; RDR: pp. 78–79
2. Use context clues to determine the meaning of homophones, homonyms and homographs.	WB: p. 11; RDR: pp. 8–9
3. Apply the meaning of the terms synonyms and antonyms.	WB: p. 72; RDR: p. 14
4. Read accurately high-frequency sight words.	TM: Lesson 1, Step 1, p. 33; RDR: p. 1
5. Apply knowledge of individual words in unknown compound words to determine their meanings.	WB: p. 68; RDR: pp. 30–31

STANDARDS	<i>S.P.I.R.E.</i> Component
6. Use knowledge of contractions and common abbreviations to identify whole words.	TM: Lesson 1, Step 5, p. 36; RDR: p. 14
7. Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words.	TM: Intro Lesson 1, Step 1, p. 108; WB: p. 57; RDR: pp. 49–50
8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.	TM: Intro Lesson 1, Step 1, p. 108; WB: p. 45; RDR: pp. 69–70
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	N/A
Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies	
1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	Teacher and students can set purposes for all selections.
2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.	All selections have titles that can help predict content of text.
3. Compare and contrast information between texts and across subject areas.	The fiction selections about camping can be used to compare and contrast.
4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.	All selections can be used to practice summarizing.
5. Make inferences regarding events and possible outcomes from information in text.	TM: Lesson 3, Step 6, pp. 239–240; WB: p. 112; RDR: pp. 91–94
6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.	Graphic organizers can be made for all selections to demonstrate comprehension.
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	All lessons in which selections are read require students to answer literal, inferential, and evaluative questions.
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	All selections can be used to practice monitoring comprehension.
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	All selections can be used to meet this standard.

STANDARDS	S.P.I.R.E. Component
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	All selections can be used to meet this standard.
Reading Applications: Informational, Technical and Persuasive Text	
1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.	RDR: Level 5, pp. 71–74
2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.	N/A
3. Identify and list the important central ideas and supporting details of informational text.	All nonfiction selections can be used to practice identifying central ideas and supporting details.
4. Draw conclusions from information in maps, charts, graphs and diagrams.	N/A
5. Analyze a set of directions for proper sequencing, clarity and completeness.	RDR: Level 5, pp. 21–23
Reading Applications: Literary Text	
1. Recognize and describe similarities and differences of plot across literary works.	The fiction selections about camping can be used to compare and contrast.
2. Use concrete details from the text to describe characters and setting.	TM: Lesson 2, Steps 5 & 6, pp. 98–99; RDR: pp. 40–41
3. Retell the plot sequence.	All selections can be used to practice retelling.
4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.	TM: Lesson 4, Step 5, pp. 25–26; WB: p. 12; RDR: p. 11
5. Explain how an author’s choice of words appeals to the senses.	TM: Lesson 4, Step 5, pp. 25–26; RDR: p. 11
6. Identify stated and implied themes.	TM: Lesson 1, Step 5, p. 37; WB: p. 15; RDR: p. 14
7. Describe methods authors use to influence readers’ feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).	TM: Lesson 2, Step 5, pp. 233–234; RDR: pp. 54–55

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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 Ohio English Language Academic Content Standards. This correlation is intended to illustrate the program’s approach to these standards. (TM = Teacher’s Manual; WB = Workbook; BLM = Blackline Masters; RDR = Reader; N/A = Not Applicable) Examples are assumed to be at level unless specifically stated otherwise for each component.

STANDARDS	<i>S.P.I.R.E.</i> Component
Acquisition of Vocabulary	
1. Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.	TM: Lesson 2, Step 6, p. 50; WB: p. 13; RDR: pp. 4–5
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.	TM: Lesson 2, Step 6, p. 26; WB: p. 8; RDR: pp. 16–18
3. Recognize the difference between the meanings of connotation and denotation.	TM: Lesson 2, Step 6, p. 26; WB: p. 33
4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.	WB: p. 19
5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.	TM: Lesson 3, Step 6, p. 133; WB: p. 42; RDR: pp. 73–74
6. Identify word origins to determine the meaning of unknown words and phrases.	TM: Level 5, p. 220
7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.	TM: Lesson 1, Step 5, p. 67; WB: p. 39; RDR: pp. 30–32
8. Identify the meanings of abbreviations.	TM: Level 3, p. 36
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	N/A

STANDARDS	<i>S.P.I.R.E.</i> Component
Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies	
1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	Teacher and students can set purposes for all selections.
2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.	TM: Lesson 1, Step 6, p. 68; WB: p. 42
3. Compare and contrast information on a single topic or theme across different text and non-text resources.	The fiction selections about basketball can be used to compare and contrast.
4. Summarize important information in texts to demonstrate comprehension.	All selections can be used to practice summarizing.
5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.	TM: Lesson 1, Step 6, pp. 94–95; WB: p. 29; RDR: pp. 49–52
6. Select, create and use graphic organizers to interpret textual information.	Graphic organizers can be used for all selections to interpret information.
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	All lessons in which students read selections require them to answer literal, inferential, and evaluative questions.
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	All selections can be used to practice self-monitoring.
9. List questions and search for answers within the text to construct meaning.	N/A
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	All selections can be used to meet this standard.
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	All selections can be used to meet this standard.
Reading Applications: Informational, Technical and Persuasive Text	
1. Make inferences about informational text from the title page, table of contents and chapter headings.	All selections have titles from which inferences about the text can be made.
2. Summarize main ideas in informational text, using supporting details as appropriate.	All nonfiction selections can be used to practice summarizing.
3. Locate important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.	N/A
4. Identify examples of cause and effect used in informational text.	TM: Lesson 3, Steps 5 & 6, pp. 187–188; WB: p. 61; RDR: pp. 102–103

STANDARDS	<i>S.P.I.R.E.</i> Component
5. Draw conclusions from information in maps, charts, graphs and diagrams.	N/A
6. Clarify steps in a set of instructions or procedures for completeness.	RDR: Level 5, pp. 21–23
7. Distinguish fact from opinion.	TM: Lesson 2, Step 6, p. 183; WB: p. 59; RDR: pp. 99–100
Reading Applications: Literary Text	
1. Describe the thoughts, words and interactions of characters.	TM: Lesson 1, Step 6, p. 68; WB: p. 19; RDR: pp. 30–32
2. Identify the influence of setting on the selection.	TM: Lesson 1, Step 6, p. 68; WB: p. 19; RDR: pp. 30–32
3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.	TM: Lesson 1, Step 6, p. 68; WB: p. 19; RDR: pp. 30–32
4. Identify the speaker and recognize the difference between first- and third-person narration.	TM: Lesson 2, Step 5, p. 26; WB: p. 7; RDR: pp. 7–8
5. Determine the theme and whether it is implied or stated directly.	TM: Lesson 1, Steps 5 & 6, pp. 202–203; WB: p. 65; RDR: pp. 107–108
6. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.	TM: Lesson 1, Step 5, p. 202; WB: p. 65; RDR: pp. 107–108
7. Explain how an author’s choice of words appeals to the senses and suggests mood.	TM: Lesson 4, Step 5, p. 83; WB: p. 26; RDR: pp. 44–45
8. Identify figurative language in literary works, including idioms, similes and metaphors.	TM: Lesson 3, Steps 5 & 6, pp. 105–106; WB: p. 33; RDR: p. 58

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

STANDARDS	<i>S.P.I.R.E.</i> Component
Acquisition of Vocabulary	
1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example.	RDR: pp. 14–17; WB: p. 31
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.	TM: Lesson 1, Step 6, p. 10; RDR: p. 4; WB: p. 74
3. Identify the connotation and denotation of new words.	TM: Lesson 2, Step 6, p. 39; RDR: pp. 25–27
4. Identify and understand new uses of words and phrases in text, such as similes and metaphors.	TM: Lesson 3, Steps 5 & 6, pp. 170–171; WB: p. 60; RDR: pp. 115–118
5. Use word origins to determine the meaning of unknown words and phrases.	TM: Lesson 3, Step 6, p. 220; WB: p. 79; RDR: pp. 154–155
6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.	WB: p. 27; RDR: pp. 99–101
7. Identify the meanings of abbreviations.	TM: Level 3, p. 36
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	N/A
Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies	
1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	Teacher and students can set purposes for reading any selection.
2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.	TM: Lesson 3, Steps 5 & 6, pp. 43–44; WB: p. 5

STANDARDS	<i>S.P.I.R.E.</i> Component
3. Make critical comparisons across texts.	All selections can be used to make critical comparisons.
4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.	All selections can be used to practice summarizing.
5. Make inferences based on implicit information in texts, and provide justifications for those inferences.	TM: Lesson 1, Step 6, pp. 246–247; WB: p. 88; RDR: pp. 173–174
6. Select, create and use graphic organizers to interpret textual information.	Graphic organizers can be used with any nonfiction selection to interpret information.
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	All lesson in which selections are read require students to answer literal, inferential, and evaluative questions.
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.	All selections can be used to practice self-monitoring and self-correcting.
9. List questions and search for answers within the text to construct meaning.	N/A
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).	All selections can be used to meet this standard.
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	All selections can be used to meet this standard.
Reading Applications: Informational, Technical and Persuasive Text	
1. Use text features, such as chapter titles, headings and subheadings; parts of books, including the index and table of contents and online tools (search engines) to locate information.	RDR: pp. 71–74
2. Identify, distinguish between and explain examples of cause and effect in informational text.	TM: Lesson 2, Step 6, pp. 15–16; WB: p. 5; RDR: pp. 6–7
3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.	N/A
4. Summarize the main ideas and supporting details.	All selections can be used to practice summarizing.
5. Analyze information found in maps, charts, tables, graphs and diagrams.	N/A

STANDARDS	<i>S.P.I.R.E.</i> Component
6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.	TM: Lesson 1, Step 6, p. 34; WB: p. 12; RDR: pp. 21–23
7. Analyze the difference between fact and opinion.	TM: Lesson 4, Step 6, p. 225; WB: p. 82; RDR: pp. 158–160
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.	TM: Lesson 1, Step 6, p. 105; WB: p. 36; RDR: pp. 67–69
9. Identify and understand an author’s purpose for writing, including to explain, to entertain or to inform.	Fiction selections have been written to entertain; nonfiction selections have been written to inform or explain.
Reading Applications: Literary Text	
1. Explain how a character’s thoughts, words and actions reveal his or her motivations.	TM: Lesson 1, Step 6, p. 195; WB: p. 69; RDR: pp. 131–136
2. Explain the influence of setting on the selection.	TM: Lesson 1, Step 5, p. 79; WB: p. 26; RDR: pp. 38–42
3. Identify the main incidents of a plot sequence and explain how they influence future action.	TM: Lesson 2, Step 6, p. 85; RDR: pp. 44–49
4. Identify the speaker and explain how point of view affects the text.	TM: Lesson 3, Step 5, p. 89; RDR: pp. 51–54
5. Summarize stated and implied themes.	All selections can be used to practice summarizing stated and implied themes.
6. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.	TM: Lesson 2, Steps 5 & 6, pp. 198–199; WB: p. 71; RDR: pp. 138–141
7. Interpret how an author’s choice of words appeals to the senses and suggests mood.	TM: Lesson 2, Step 6, p. 199; RDR: p. 138
8. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.	TM: Lesson 3, Steps 5 & 6, pp. 170–171; WB: p. 60; RDR: pp. 115–117