

Correlated to the:

Tennessee

**English/Language Arts
Curriculum Standards**



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Correlation Key – Letter Reference for S.P.I.R.E. Components:

TG-Teacher’s Guide; BLM – Blackline Master; SR- Student Reader; PC – Phonogram Cards;
WB – Workbook; IPA – Initial Placement Assessment

NA – Not Applicable

Reading

Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

1.1.01

Develop oral language.

- a. Show evidence of expanding oral language through vocabulary growth.
- b. Implement rules for conversation (e.g., raise hands, take turns, focus attention on speaker).
- c. Understand, follow and give oral directions.
- d. Participate in group discussions.
- e. Participate in creative responses to text (e.g., choral reading, discussion and drama).
- f. Respond to questions from teacher and other group members.
- g. Begin to narrate a personal story.
- h. Dramatize or retell what has been learned, heard or experienced.
- i. Use familiar texts for recitations.

Oral language development is incorporated throughout the S.P.I.R.E. program. S.P.I.R.E. has daily oral reading selections.

Levels 1- 8 Step 4 – Decoding and Sentence Reading: TG; BLM; PC; SR

Levels 1- 8 Step 5 – Prereading: TG; BLM

Levels 1- 8 Step 6 – Reading: TG; BLM; SR

Students continue building academic vocabulary and developing higher order thinking skills and language as they progress through each level of S.P.I.R.E.

1.1.02

Develop listening skills.

- a. Listen attentively to speaker for specific information.
- b. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- c. Listen and respond to a variety of media (e.g., books, audio tapes, videos). NA
- d. Recognize the difference between formal and informal languages. NA
- e. Understand and follow simple, three step oral directions.

Each step of the S.P.I.R.E program encourages students to listen for sounds, meaning and comprehension. Students develop appropriate listening skills as they progress through S.P.I.R.E.

TG – Getting Started with S.P.I.R.E. section.

Level 1 Step 1- Phonogram Cards: TG; PC. Sounds are reviewed, a new concept introduced.

Level 1 Step 2- Phonological Awareness: TG. Sounds are identified. Rhyming words made.

Level 1 Step 3- Word Building: TG. Children build words using Small Letter Sets.

Level 1 Step 7- Sound Dictation: TG; BLM. Sounds are dictated, children respond orally and in writing

1.1.03
Demonstrate knowledge of concepts of print.

- a. Understand that printed materials provide information.
- b. Demonstrate directionality by reading left to right and top to bottom.
- c. Track print when being read to aloud.
- d. Read and explain own writings and drawings.
- e. Identify parts of a book (e.g., title page, table of contents).
- f. Recognize that groups of words make sentences.
- g. Understand punctuation (e.g., period, question mark).

Concepts of print are addressed and practiced in:

Level 1 Step 6 – Reading: TG; BLM; SR - ex., Table of Contents

Level 1 Step 10- Sentence Dictation: TG; BLM – Children learn to track print and learn that a period tells them to stop reading because the sentence is finished.

Level 1 Independent Work: WB

1.1.04
Develop and maintain phonemic awareness.

- a. Recognize words that begin with the same sounds.
- b. Recognize words that end with the same sounds.
- c. Identify rhyming words.
- d. Blend sounds together to form one-syllable words.
- e. Segment one-syllable words into sounds.
- f. Change targeted sounds to modify or change words.
- g. Show awareness of syllables by clapping, counting or moving objects.

The S.P.I.R.E program is an explicit, systematic, and sequenced instruction of sound/symbol relationships.

Levels 1-8 Step 1- Phonogram Cards: TG; PC

Levels 1-8 Step 2- Phonological Awareness: TG

Levels 1-8 Step 3- Word Building: TG; PC; BLM

Levels 1-8 Step 5 – Prereading: TG; SR - Teacher asks students to say bottom. Students are asked to clap: bot tom.

Levels 1-8 Step 7 – Sound Dictation: TG

Levels 1-8 Step 8 – Prespelling: TG

1.1.05
Develop and use decoding strategies.

- a. Use knowledge of letter-sound correspondence knowledge and structural analysis to decode grade appropriate words.
- b. Decode phonetically regular, one-syllable words.
- c. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).
- d. Apply long and short vowel rules when decoding.
- e. Begin to decode unknown words automatically.

S.P.I.R.E. offers explicit instruction in decoding and encoding skills. Readers and Workbooks are fully decodable. The scope and sequence chart for Level 1 covers short vowels a, i, o, u, e – closed syllable, initial and medial positions; consonant digraph sh, ch, th, wh – initial and medial position; and welded sounds ang, ing, ong, ung, ank, ink, onk, unk.

Levels 1- 8 Step 3 - Word Building: TG; BLM

Levels 1- 8 Step 4 – Decoding and Sentence Reading: TG; BLM; SR – Children respond to the phoneme lesson by pointing, drawing a mark, and sounding out the word. They are encouraged to glide their finger under the word and say it fast.

Level 1 – Step 6 Reader – ex., In Stop the Song students will review sh, ch, th, wh.

Level 1 Independent Work: WB

1.1.06
Read to develop fluency, expression, accuracy and confidence.

- a. Begin to read orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- b. Reflect punctuation of written text while reading orally.
- c. Participate in guided, oral readings.
- d. Demonstrate the automatic recognition of high frequency words.
- e. Read with increasing fluency and confidence from a variety of texts through paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes.
- f. Read independently daily.
- g. Recite familiar texts to develop fluency, expression, accuracy and confidence.

The S.P.I.R.E. program has fluency drills for its entire scope and sequence; decodable connected text for automaticity; fluency practice; and daily oral reading. Phrasing, pausing and inflection are modeled and practiced throughout the program.

Levels 1 – 8 Step 4 - Decoding and Sentence Reading: TG; SR; BLM
Levels 1 – 8 Step 5 – Prereading: TG; SR
Levels 1 – 8 Step 6 – Reading: TG; SR; BLM
Levels 1 – 8 Step 10 – Sentence Dictation: TG
Level 1 Independent Work: WB

1.1.07
Develop and extend reading vocabulary.

- a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.
- b. Build vocabulary through frequent read-alouds. NA
- c. Participate in shared reading.
- d. Manipulate word families, word walls, and word sorts.
- e. Match oral words to written words.
- f. Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues and structural analysis.
- g. Add endings to base words (e.g., -s, -ed, -es, -ing). (S.P.I.R.E. Level 3)
- h. Identify simple abbreviations. NA

S.P.I.R.E. offers phonetically controlled vocabulary words with every lesson and vocabulary development to ensure text comprehension.

Level 1 - Step 6 – Reading: TG; SR
Level 1 - Independent Work: WB

1.1.08
Develop and use pre-reading strategies.

- a. Develop a purpose for listening/reading.
- b. Participate in activities to build background knowledge to derive meaning from text.
- c. Make predictions about text.
- d. Use illustrations to preview text. NA

Levels 1 – 8 Step 5 – Prereading: TG; SR
In this step a phoneme-grapheme analysis is applied to one word. The story is then introduced and a purpose for reading is set. Connections to own life experiences are made to stimulate interest in the reading selection.

1.1.09
Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

- a. Derive meaning while reading by:
 - 1. asking questions about text.
 - 2. recognizing errors in reading as they occur and self-correct.
 - 3. participating in discussions about text and relating to personal experiences.
 - 4. creating graphic organizers (e.g., charts, lists).
 - 5. predicting and adjusting outcomes during read-alouds. NA
- b. Check for understanding after reading by:
 - 1. recalling three to four step sequence of events.
 - 2. retelling stories in their own words using sequencing words (i.e. first, next, last).
 - 3. drawing conclusions based on what has been read.
 - 4. recognizing main idea in pictures, picture books and texts.

In the S.P.I.R.E. program students develop comprehension skills through literal and inferential thinking; visualization strategies; and explicit vocabulary development.

Level 1 Step 6 – Reading: TG; SR

Level 1 - Independent Work: WB - After oral reading students answer comprehension questions that focus attention on and assess ability with skills and strategies such as predicting outcomes, retelling what happened next, and drawing conclusions.

Levels 1-8- Students have many opportunities to reread text in the S.P.I.R.E. program.

1.1.10
Introduce informational skills to facilitate learning.

- a. Recognize the family and community as sources of information. NA
- b. Recognize a variety of print items as sources of information (e.g. books, magazines, maps, charts, and graphs). NA
- c. Recognize sources of information (e.g., books, maps, graphs, charts). NA
- d. Use graphic organizers to aid in understanding material from informational text (e.g., charts, graphs, web). NA
- e. Visit libraries to use and view appropriate material. NA

NA

1.1.11
Develop skills to facilitate reading to learn in a variety of content areas.

- a. Begin to develop content specific vocabulary. NA
- b. Use text features to locate information (e.g., maps, charts, illustrations and table of contents). NA

NA

1.1.12

Read independently for a variety of purposes. (At this level, the student will explore as an emergent reader.)

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

S.P.I.R.E. provides a sequenced lesson plan structure that gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplished, fluent reading. Throughout, student attention is enhanced by an actively involved teacher who works with students throughout each lesson, utilizing multisensory instruction, game-like activities, and engaging stories.

Levels 1- 8 Step 4 – Decoding and Sentence Reading: TG; BLM

Levels 1 -8 Step 6 – Reading: TG; SR

Level 1 Independent Work: WB

1.1.13

Experience various literary and media genres.

- a. Read and view various literary (e.g., picture books, storybooks, fairy tales, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres. NA
- b. Explore non-fiction. NA
- c. Identify characters, events, and settings in print and non-print text.
- d. Recognize main character(s) in print and non-print text.
- e. Determine whether a selection is real or fantasy. NA
- f. Recognize rhyme in Mother Goose and other rhyming books. NA
- g. Retell a story in correct sequence (e.g., using books, videos, films).
- h. Determine the problem in a story and discover its solution through classroom discussion.

Comprehension questions address the story characters/sequence/solution.

Level 1 Step 6 – Reading: TG; SR

Level 1 Independent Work: WB

1.1.14

Develop and maintain a motivation to read.

- a. Visit libraries/media centers and regularly check out materials. NA
- b. Share storybooks, poems, newspapers, and environmental print. NA
- c. Explore a wide variety of literature through read alouds, tapes, and independent reading.
- d. Identify favorite stories, informational text, authors, and illustrators. NA
- e. Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).
- f. Choose to read as a leisure activity. NA

Each S.P.I.R.E. lesson is designed to begin the process of moving children from the skills of early reading to the beginnings of a lifelong love of and commitment to literacy.

Levels 1 -8 Step 6 – Reading: TG; SR

Levels 1-8 - Independent Work: WB – Children are encouraged to complete a variety of workbook activities independently.

Correlation Key – Letter Reference for S.P.I.R.E. Components:

TG-Teacher’s Guide; BLM – Blackline Master; SR- Student Reader; PC – Phonogram Cards;
WB – Workbook; IPA – Initial Placement Assessment

NA – Not Applicable

Reading

2.1.01

Develop oral language.

- a. Show evidence of expanding oral language through vocabulary growth.
- b. Continue to implement rules for conversation.
- c. Understand, follow, and give oral directions.
- d. Participate in group discussion.
- e. Participate in creative responses to text (e.g., choral reading, discussion, and dramatization).
- f. Respond to questions from teachers and other group members.
- g. Narrate a personal story.
- h. Summarize lesson content.

Oral language development is incorporated throughout the S.P.I.R.E. program.

Levels 1-8 Step 4- Sentence Reading: TG; SR; BLM. Individual students circle, read the words and the sentence. A choral reading of the sentences follows.

Levels 1-8 Step 5- Prereading: TG; SR; BLM. Prior knowledge is elicited to stimulate interest.

Levels 1-8 Step 6- Reading: TG; BLM; SR. Teacher directed comprehension questions help children summarize the content.

2.1.02

Develop listening skills.

- a. Listen attentively to speaker for specific information.
- b. Use appropriate listening skills (e.g., does not interrupt, faces speaker, asks questions).
- c. Listens and responds to a variety of media (e.g., books, audio tapes, videos). NA
- d. Recognize the difference between formal and informal languages. NA
- e. Follow oral directions.

Each step of the S.P.I.R.E. program encourages students to listen for sounds, meaning and comprehension.

Level 2 Step 1- Phonogram Cards: TG; PC. Sounds are reviewed, a new concept introduced.

Level 2 Step 2- Phonological Awareness: TG. Sounds are identified. Rhyming words made.

Level 2 Step 3- Word Building: TG. Children build words using Small Letter Sets.

Level 2 Step 7- Sound Dictation: TG; BLM. Sounds are dictated, children respond orally and in writing.

2.1.03

Demonstrate knowledge of concepts of print.

- a. Read and explain own writings.
- b. Recognize that groups of sentences make a paragraph and paragraphs make a story.
- c. Recognize and use parts of a book (e.g., title, author, illustrator, table of contents and glossary).
- d. Understand punctuation (e.g., period, question mark, exclamation mark).

Levels 1-8 Step 6- Reading: TG; SR; WB; BLM

Levels 1-8 Step 10- Sentence Dictation: TG; BLM

Concepts of print are also addressed through sentence dictation.

2.1.04**Develop and maintain phonemic awareness.**

- a. Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds). NA
- b. Add, delete, and change targeted sounds to modify or change words.
- c. Identify and produce rhyming words

The S.P.I.R.E program. is an explicit, systematic, and sequenced instruction of sound/symbol relationships.

Levels 1-8 Step 1- Phonogram Cards: TG; PC

Levels 1-8 Step 2- Phonological Awareness: TG

Levels 1-8 Step 3- Word Building: TG; PC; BLM

Concepts are introduced in an introductory lesson and at Level 2 are reinforced with 5 additional lessons.

2.1.05**Develop and use decoding strategies.**

- a. Use knowledge of letter-sound correspondence and structural analysis to decode words.
- b. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).
- c. Use known words to decode unknown words.
- d. Apply knowledge of basic syllabication rules.

Levels 1-8 Step 4- Decoding and Sentence Reading: TG; SR

Children respond to the phoneme lesson by pointing, drawing a mark, and sounding out the word. They are encouraged to glide their finger under the word and say it fast.

2.1.06**Read to develop fluency, expression, accuracy and confidence.**

- a. Read orally to develop fluency, expression, accuracy, and confidence.
- b. Reflect punctuation within written text while reading orally.
- c. Participate in guided, oral readings.
- d. Demonstrate the automatic recognition of high frequency words.
- e. Read a variety of texts with fluency, expression, accuracy and confidence.
- f. Read independently daily.

Levels 1-8 Step 4- Decoding and Sentence Reading: TG; BLM. S.P.I.R.E. has fluency drills for its entire scope and sequence.

Levels 1-8 Step 5- Prereading: TG; SR. The selection is introduced and background knowledge is developed.

Levels 1-8 Step 6- Reading: TG; SR; BLM. In the introductory lesson, one word containing the new concept is chosen for phoneme-grapheme analysis.

Level 2 Step 4- Decoding and Sentence Reading: TG; SR. High-frequency words that are introduced in reinforcement lessons are reviewed.

2.1.07
Develop and extend reading vocabulary.

- a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
- b. Recognize common abbreviations and contractions. NA
- c. Participate in shared reading.
- d. Manipulate word families, word wall and word sorts.
- e. Match oral words to print words.
- f. Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues and structural analysis).
- g. Add endings to base words to make new words (e.g., -ed, -ing, and -es). NA
- h. Identify simple multiple-meaning words based on the appropriate meaning for the context.
- i. Build vocabulary through frequent read-alouds. NA

For the Introductory Lesson's Step 6, students identify words with the new concept letter or letters on the Word Find Sheet.

Level 2 Step 6- Reading: TG; BLM
 Level 2 SR. New sight words and review sight words are practiced.

2.1.08
Develop and use pre-reading strategies.

- a. Identify a purpose for reading.
- b. Participate in activities to build background knowledge to make meaning from text.
- c. Make predictions about text.
- d. Use illustrations to preview text. NA
- e. Create graphic organizers (e.g., KWL, webs, lists, story maps, charts). NA
- f. Connect life experience to information and events in texts.

Levels 1-8 Step 5- Prereading: TG; SR
 In this step a phoneme-grapheme analysis is applied to one word. The story is then introduced and a purpose for reading is set. Connections to own life experiences are made to stimulate interest in the reading selection.

2.1.09
Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

- a. Derive meaning while reading
 - 1. employing self-correction strategies (e.g., rereading, asking for help).
 - 2. participating in discussion about text and relating selection to personal experience.
 - 3. predicting and adjusting outcomes during reading.
- b. Check for understanding after reading by
 - 1. recalling the sequence of events in a story.
 - 2. drawing conclusions based on evidence gained while reading.
 - 3. restating story events in order to clarify and organize ideas.
 - 4. recognizing cause and effect.
 - 5. recognizing the main idea in picture books and texts.

Lesson plans for the reading selections alternate between reading a single sentence or a group of sentences silently and then asking comprehension questions.

Levels 1-8 Step 6- Reading: TG; SR; WB
 Independent work is introduced that checks for understanding of the reading selection. Some promote drawing conclusions, others restate sequence of events.

Levels 1-8- Students have many opportunities to reread text in the S.P.I.R.E. program.

2.1.10
Introduce informational skills to facilitate learning.

- a. Recognize outside resources (e.g., family and community). NA
- b. Recognize a variety of print sources (e.g., books, magazines, maps, charts, and graphs). NA
- c. Understand the purpose of various reference materials (e.g., dictionary, encyclopedia). NA
- d. Use graphic organizers to aid in understanding material from informational texts.
- e. Visit libraries and checks out appropriate materials. NA

Simple graphic organizers are used to organize phonemes taught.
Level 2 Step 2 - Phonological Awareness: TG; BLM; WB

2.1.11
Develop skills to facilitate reading to learn in a variety of content areas.

- a. Develop content specific vocabulary. NA
- b. Use text features to locate information (e.g., charts, maps and illustrations).NA

NA

2.1.12
Read independently for a variety of purposes.

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

S.P.I.R.E. provides a sequenced lesson plan structure that gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplished, fluent reading. Throughout, student attention is enhanced by an actively involved teacher who works with students throughout each lesson, utilizing multisensory instruction, game-like activities, and engaging stories.

2.1.13
Experience various literary and media genres.

- a. Read and view various literary (e.g., picture books, storybooks, fairy tales, nonfiction texts, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres. NA
- b. Understand the main idea in a visual message (e.g., pictures, cartoons, posters). NA
- c. Explore folktales and fables. NA
- d. Identify characters, plot, and setting in print and non-print text.
- e. Recognize how the main character and other characters interact with each other.
- f. Identify types of stories (e.g., folktales, fables, fairy tales).NA
- g. Determine whether the events in the reading selection are real or fantasy. NA
- h. Compare and contrast different stories. NA
- i. Determine the problem in a story and discover its solution.

Reading selections are fiction. Poetry is included. Comprehension questions address how characters interact.
Level 2 Step 6- Reading: TG; SR; WB

2.1.14

Develop and maintain a motivation to read.

- a. Visit libraries/media centers and regularly check out materials. NA
- b. Share storybooks, poems, environmental print, and own writing. NA
- c. Explore a wide variety of literature through read alouds, tapes, and independent reading. NA
- d. Identify favorite stories, informational text, authors and illustrators. NA
- e. Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories). NA
- f. Relate literary experiences to others (e.g., book reports, sharing favorite stories). NA
- g. Experience daily opportunities to read.
- h. Choose to read as a leisure activity.

Levels 1-8- Independent Work: TG; WB.
Children are encouraged to complete a variety of workbook activities independently.
Each S.P.I.R.E. lesson is designed to begin the process of moving children from the skills of early reading to the beginnings of a lifelong love of and commitment to literacy.

Correlation Key – Letter Reference for S.P.I.R.E. Components:

TG-Teacher’s Guide; BLM – Blackline Master; SR- Student Reader; PC – Phonogram Cards;
WB – Workbook; IPA – Initial Placement Assessment

NA – Not Applicable

Reading

Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

3.1.01

Develop oral language.

- a. Show evidence of expanding oral language through vocabulary growth.
- b. Consistently use established rules for conversation (e.g., taking turns, raising hand, and asking questions).
- c. Understand, follow, and give oral directions.
- d. Respond to questions from teachers and other group members and pose follow-up questions for clarity.
- e. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
- f. Summarize orally what has been learned or accomplished after completing an activity or assignment.
- g. Give oral presentations about experiences or interests, using eye contact, proper pacing, adequate volume, and clear enunciation.

Oral language development is incorporated throughout the S.P.I.R.E. program. S.P.I.R.E. has daily oral reading selections. Phrasing, pausing and inflection are modeled and practiced

Levels 1-8 Step 4- Sentence Reading: TG; SR; BLM. Individual students circle, read the words and the sentence. A choral reading of the sentences follows.

Levels 1-8 Step 5- Prereading: TG; SR; BLM. Prior knowledge is elicited to stimulate interest.

Levels 1-8 Step 6- Reading: TG; BLM; SR. Teacher directed comprehension questions help children summarize the content.

3.1.02

Develop listening skills.

- a. Listen attentively to speaker for specific information.
- b. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- c. Listen and respond to a variety of media (e.g., books, audio tapes, videos). NA
- d. Recognize the difference between formal and informal languages. NA
- e. Follow oral directions.

Each step of the S.P.I.R.E. program encourages students to listen for sounds, meaning and comprehension.

Level 3 Step 1- Phonogram Cards: TG; PC - Sounds are reviewed, a new concept introduced.

Level 3 Step 2- Phonological Awareness: TG - Sounds are identified. Rhyming words made.

Level 3 Step 3- Word Building - TG. Children build words using Small Letter Sets.

Level 3 Step 7- Sound Dictation - TG; BLM. Sounds are dictated, children respond orally and in writing.

3.1.03
Demonstrate knowledge of concepts of print.

- a. Recognize that groups of sentences make a paragraph and paragraphs make a story or article.
- b. Recognize and use parts of text (e.g., title, table of contents, glossary and index).
- c. Recognize and use common text features (e.g., headings, key words, graphics).
- d. Recognize different forms of text (e.g., poems, plays and stories).

Concepts of print are addressed and practiced:
Level 3 Step 6 – Reading: TG; BLM; SR - ex., Table of Contents; S.P.I.R.E. poetry
Levels 1-8 Step 10- Sentence Dictation: TG; BLM
Levels 1-8 Independent Work: WB

3.1.04
Develop and maintain phonemic awareness.

- a. Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds). NA
- b. Add, delete, and change targeted sounds to modify or change words.
- c. Identify and produce rhyming words and original poems.

S.P.I.R.E. addresses phonological skills: rhyme providing and categorization; phoneme and syllable segmentation, deletion and substitution; and blending sounds, syllables, and words.

Levels 1-8 Step 1 – Phonogram Cards: TG; PC
Levels 1-8 Step 2 – Phonological Awareness: TG; BLM
Levels 1-8 Step 3 – Word Building: TG, BLM

3.1.05
Develop and use decoding strategies.

- a. Use knowledge of letter-sound correspondence knowledge and structural analysis to decode.
- b. Decode multi-syllabic words not yet known as sight words.
- c. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., root words, prefixes, and suffixes).
- d. Use previously learned strategies to decode and verify word meaning utilizing the context of the selection.

S.P.I.R.E. offers explicit instruction in decoding and encoding skills. Readers and Workbooks are fully decodable. The scope and sequence chart for Level 3 includes: so, he, fly; closed syllable exceptions -ild, old, ind, ost; ay; vowel diphthong ou; prefix a-; three sounds of -ed; suffixes without base change; twin consonant and non-twin consonant syllable division.

Levels 1- 8 Step 1 – Phonogram Cards: TG; PC
Levels 1- 8 Step 3 - Word Building: TG; BLM
Levels 1- 8 Step 4 – Decoding and Sentence Reading: TG; BLM; SR
Level 3 – Step 6 Reader – ex., In The Traffic Jam students review twin-consonant syllable division; the suffix -ed
Level 3 Independent Work: WB

3.1.06
Read to develop fluency, expression, accuracy and confidence.

- a. Read with increasing fluency and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes).
- b. Read aloud grade-appropriate narrative and expository text fluently and accurately, using appropriate timing, intonation, and expression.
- c. Participate in guided oral reading.
- d. Reflect punctuation within written text while reading orally.
- e. Demonstrate the automatic recognition of high frequency words.
- f. Read daily and independently from a variety of texts.

The S.P.I.R.E. program has fluency drills for its entire scope and sequence; decodable connected text for automaticity; fluency practice; and daily oral reading.

Phrasing, pausing and inflection are modeled and practiced throughout the program.

Levels 1 – 8 Step 4 - Decoding and Sentence Reading: TG; SR; BLM

Levels 1 – 8 Step 5 – Prereading: TG; SR

Levels 1 – 8 Step 6 – Reading: TG; SR; BLM

Levels 1 – 8 Step 10 – Sentence Dictation: TG

3.1.07
Develop and extend reading vocabulary.

- a. Build vocabulary by listening to literature and participating in discussion.
- b. Build vocabulary through frequent read-alouds. NA
- c. Determine word meaning using root words, prefixes, and suffixes.
- d. Recognize and use compound words, contractions, and abbreviations.
- e. Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources.
- f. Use antonyms and synonyms to facilitate understanding of words. NA
- g. Use context clues to determine meaning of multi-meaning words.
- h. Manipulate word walls and word sorts.
- i. Build vocabulary by reading a wide range of text types inside and outside the classroom. NA

S.P.I.R.E. offers phonetically controlled vocabulary words with every lesson and vocabulary development to ensure text comprehension.

Level 3 - Step 6 – Reading: TG; SR

Level 3 - Independent Work: WB

3.1.08
Develop and use pre-reading strategies.

- a. Identify a purpose for reading (e.g., for information, for enjoyment, for understanding a writer's position).
- b. Participate in activities to build background knowledge to make meaning from text.
- c. Make predictions using text features (e.g., illustrations and graphics). NA
- d. Preview text using illustrations, graphics, text format, text structures and skimming. NA
- e. Connect life experience to information and events in texts.

Levels 1 – 8 Step 5 – Prereading: TG; SR

In this step a phoneme-grapheme analysis is applied to one word. The story is then introduced and a purpose for reading is set. Connections to own life experiences are made to stimulate interest in the reading selection.

3.1.09
Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

- a. Derive meaning while reading by
 - 1. formulating clarifying questions.
 - 2. predicting outcomes based upon prior knowledge and adjust as knowledge is gained while reading.
 - 3. using metacognitive reading strategies to monitor comprehension (e. g., reread, read ahead, adjust reading speed).
 - 4. creating a mental image.
 - 5. expressing reactions and personal opinions in response to a selection.
- b. Check for understanding after reading
 - 1. drawing conclusions based on evidence gained while reading.
 - 2. sequencing story events and/or text information.
 - 3. recognizing cause and effect relationships in text.
 - 4. discussing similarities and differences in text events, characters, and character actions.
 - 5. distinguishing between fact and opinion. NA
 - 6. recognizing the stated/ implied main idea of the text
 - 7. discussing author’s purpose for writing. NA

In the S.P.I.R.E. program students develop comprehension skills through literal and inferential thinking; visualization strategies; and explicit vocabulary development.
 Levels 1 – 8 Step 6 – Reading: TG; SR
 Level 3 - Independent Work: WB - After oral reading students answer comprehension questions that focus attention on and assess ability with skills and strategies such as predicting outcomes, cause/effect, compare/contrast, drawing conclusions, and making judgments.
 Levels 1 -8 – Students have many opportunities to reread text in the S.P.I.R.E. program.

3.1.10
Introduce informational skills to facilitate learning.

- a. Use outside resources to access information (e.g., family and community). NA
- b. Use media sources to access information (e.g., online catalog, non-fiction books, encyclopedias, CD-ROM references, Internet). NA
- c. Use text referenced material (e.g., dictionary, thesaurus, encyclopedia, magazines, and newspapers). NA
- d. Gather and record information on a topic.

Level 3 - Independent Work: WB - Children are exposed to nonfiction (in SR) selections that relate to the content areas.

3.1.11
Develop skills to facilitate reading to learn in a variety of content areas.

- a. Develop and maintain content specific vocabulary. NA
- b. Use text features to locate information (e.g., charts, tables of contents, maps, illustrations). NA
- c. Apply skills and strategies to comprehend informational text (e.g., pre-reading strategies, comprehension strategies).
- d. Use self-correction strategies while reading (e.g., pausing, rereading, asking for help).

Level 3 Step 6 – Reading: TG; BLM; SR - Children are exposed to nonfiction selections and vocabulary that relate to the content areas
 Level 3 Independent Work: WB

3.1.12
Read independently for a variety of purposes.

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

S.P.I.R.E. provides a sequenced lesson plan structure that gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplished, fluent reading. Throughout, student attention is enhanced by an actively involved teacher who works with students throughout each lesson, utilizing multisensory instruction, game-like activities, and engaging stories.

Levels 1 -8 Step 6 – Reading: TG; SR

Level 3 Independent Work: WB

3.1.13
Experience various literary and media genres.

- a. Read and view various literary (e.g., short stories, fairy tales, non-fiction texts, biographies, folktales, and poetry) and media (e.g., photographs, the arts, films, video) genres. NA
- b. Understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper, photographs). NA
- c. Define and identify setting.
- d. Define and identify the characters.
- e. Differentiate between main and minor characters. NA
- f. Determine the problem in a story, discover its solution, and consider alternate solutions. NA
- g. Identify types of stories (e.g., folktales, fables, fairy tales). NA
- h. Compare and contrast different versions/ representations of similar stories, legends, lessons or events reflecting different cultures. NA
- i. Explore the ways in which language is used in literary texts (e.g., rhythm, beat, imagery, simile, and metaphor). NA
- j. Explore the concept of first person point of view. NA

Reading selections are fiction and nonfiction. Poetry is included. Comprehension questions address the story characters/setting/solution.

Level 3 Step 6 – Reading: TG; SR

Level 3 Independent Work: WB

3.1.14

Develop and maintain a motivation to read.

- a. Visit libraries/media centers and regularly check out materials. NA
- b. Engage in a variety of literacy activities voluntarily (self-select books and stories). NA
- c. Read longer narrative and expository text independently including chapter books. NA
- d. Select literature based on personal needs and interests from a variety of genres and by different authors. NA
- e. Choose works from favorite authors/illustrators and genres. NA
- f. Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic representations).
- g. Experience daily opportunities to read.
- h. Choose to read as a leisure activity. NA

Each S.P.I.R.E. lesson is designed to begin the process of moving children from the skills of early reading to the beginnings of a lifelong love of and commitment to literacy.

Levels 1 -8 Step 6 – Reading: TG; SR

Levels 1-8 –Independent Work: WB

Correlation Key – Letter Reference for S.P.I.R.E. Components:

TG-Teacher’s Guide; BLM – Blackline Master; SR- Student Reader; PC – Phonogram Cards;
WB – Workbook; IPA – Initial Placement Assessment

NA – Not Applicable

Reading

Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

4.01
Continue to develop oral language and listening skills.

- a. Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
- b. Use established rules for conversation (e.g., do not interrupt, ask questions, provide appropriate feedback).
- c. Understand, follow, and give oral multi-step directions which may include illustrations.
- d. Formulate and respond to questions from teachers and other group members.
- e. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
- f. Summarize orally what has been learned or accomplished after completing an activity or assignment.
- g. Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science projects). NA
- h. Present and/or perform original or published literary work with a group and/or individually. NA
- i. Use different voice levels and speech patterns for small groups, informal discussions, and reports. NA
- j. Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture). NA
- k. Participate in recitations of assigned/self-selected passages.

Oral language development is incorporated throughout the S.P.I.R.E. program.

Levels 1-8 Step 4- Decoding/Sentence Reading: TG; SR.

Levels 1-8 Step 5- Prereading: TG; SR. Purposes for reading are set.

Levels 1-8 Step 6- Reading: TG; SR. Comprehension questions address listening and speaking skills.

4.1.02
Demonstrate knowledge of concepts of print.

- a. Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index). NA
- b. Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars). NA
- c. Recognize different forms of text (e.g., poems, plays, drama, letters, ads, biographies).

Level 4 Step 6 – Reading: TG; BLM; SR
Students read S.P.I.R.E. poetry in the Reader.

4.1.03
Expand reading skills through phonemic awareness.

- a. Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, books on tape, sound effects, read alouds). NA
- b. Understand rhyming patterns in printed materials.
- c. Respond and analyze the effects of the sounds of language (e.g., alliteration, onomatopoeia, rhythm, beat).

S.P.I.R.E. addresses phonological skills: rhyme providing and categorization; phoneme and syllable segmentation, deletion and substitution; and blending sounds, syllables, and words. To encourage quick recognition and recall of previously taught phonograms, students engage in daily drills with Phonogram Cards.

Level 4 Step 1- Phonogram Cards: TG; PC.
Level 4 Step 2- Phonological Awareness: TG.
Level 4 Step 3- Word Building: TG; BLM.

4.1.04
Use decoding strategies to read unfamiliar words.

- a. Continue to use knowledge of letter-sound correspondence and structural analysis to decode words.
- b. Expand understanding and use of root words, prefixes, and suffixes to decode words.
- c. Use syllabication to decode words.
- d. Understand, recognize, and use spelling patterns and word families to decode words.
- e. Decode unknown grade level words by utilizing learned strategies (e.g., reading ahead, drawing upon prior knowledge) to verify word meanings within the context.

S.P.I.R.E. offers explicit instruction in decoding and encoding skills. Readers and Workbooks are fully decodable. The scope and sequence chart for Level 4 covers trigraph igh; vowel digraphs ee, ea, oa, ai; consonant -le; and oo, ie.

Levels 1- 8 Step 1 – Phonogram Cards: TG; PC
Levels 1- 8 Step 3 - Word Building: TG; BLM
Levels 1- 8 Step 4 – Decoding and Sentence Reading: TG; BLM; SR
Level 4 – Step 6 Reader – ex., In A Funny Snack students review twin-consonant syllable division; the suffix -ed

4.1.05
Read to develop fluency, expression, accuracy, and confidence.

- a. Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, recorded reading, echo reading).
- b. Read with fluency and confidence from a variety of texts (e.g., poetry, drama, current events, novels). NA
- c. Participate in guided oral reading.
- d. Read orally using appropriate pronunciation, expression, and rate.
- e. Adjust speed based on the purpose for reading and reading level.
- f. Read independently daily.

The S.P.I.R.E. program has fluency drills for its entire scope and sequence; decodable connected text for automaticity; fluency practice; and daily oral reading.

Phrasing, pausing and inflection are modeled and practiced throughout the program.

Levels 1 – 8 Step 6 – Reading: TG; SR; BLM

4.1.06
Expand reading
vocabulary.

- a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
- b. Build vocabulary through frequent read alouds. NA
- c. Infer word meanings using roots, prefixes, and suffixes.
- d. Determine the meaning of unfamiliar words using context clues, dictionaries, glossaries, and other resources.
- e. Use appropriate synonyms, antonyms, and homonyms. NA
- f. Foster word consciousness (e.g., word play, word walls and word sorts).
- g. Continue to use context clues to determine the correct meaning/usage of multiple meaning words.
- h. Select the correct word to complete an analogy. NA
- i. Build vocabulary by reading from a wide variety of text and literary genres.

S.P.I.R.E. offers phonetically controlled vocabulary words with every lesson and vocabulary development to ensure text comprehension.

Level 4 Step 3 – Word Building: TG; SR; WB – Word consciousness is increases through word building activities.

Level 4 Step 6 – Reading: TG; SR – Students will have the opportunity to read fiction, nonfiction, and tales.

Level 4 - Independent Work: WB

4.1.07
Employ pre-reading
strategies to facilitate
comprehension.

- a. Set a purpose for reading (e.g., to understand, to enjoy, to solve problems, to locate specific information/facts).
- b. Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing). NA
- c. Explore significant words to be encountered in selected/assigned text.
- d. Preview text using text features (e.g., illustrations/pictures, graphs, diagrams, and headings). NA
- e. Make predictions about text using text features (e.g., title, author, illustrations, and text format). NA
- f. Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media.

Levels 1 – 8 Step 5 – Prereading: TG; SR

In this step a phoneme-grapheme analysis is applied to one word. The story is then introduced and a purpose for reading is set. Connections to own life experiences are made to stimulate interest in the reading selection.

4.1.08

Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.

- a. Derive meaning while reading by
 - 1. formulating clarifying questions.
 - 2. predicting outcomes based upon prior knowledge and adjusting appropriately.
 - 3. using metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
 - 4. creating mental images.
 - 5. expressing reactions and personal opinions to a selection.
 - 6. making inferences.
 - 7. verifying or modifying the pre-reading purpose.
 - 8. drawing conclusions based on evidence gained.
- b. Check for understanding after reading by
 - 1. indicating sequence of events in fiction and nonfiction selections.
 - 2. selecting main idea and supporting details from text.
 - 3. identifying the author's purpose (e.g., to entertain, to inform, to explain).
 - 4. discussing similarities and differences in events and characters using evidence cited in two or three text(s). NA
 - 5. selecting information to meet a specific purpose.
 - 6. stating reasonable generalizations in reference to two pieces of text on a similar topic. NA
 - 7. locating information to support opinions, predictions, and conclusions.
 - 8. identifying cause and effect relationships.
 - 9. distinguishing between fact/opinion and reality/fantasy.
 - 10. identifying and interpreting figurative language (e.g., idioms, similes, metaphors, personification).
 - 11. recognizing the theme of a single passage.
 - 12. reflecting upon comprehension strategies utilized to make meaning from text.

In the S.P.I.R.E. program students develop comprehension skills through literal and inferential thinking; visualization strategies; and explicit vocabulary development.

Level 4 Step 6 – Reading: TG; SR – Students read from Sayings (a collection of idioms). Students are asked: What do they mean to you?

Level 4 - Independent Work: WB - After oral reading students answer comprehension questions that focus attention on and assess ability with skills and strategies such as predicting outcomes, sequencing events, comparing/contrasting, offering opinions, and identifying character's problem.

4.1.09

Develop appropriate information skills and study skills to facilitate learning.

- a. Use and discern appropriate reference sources in various format (e.g., interviews with family and community; encyclopedias, card/electronic catalogs, almanacs, magazines, and newspapers). NA
- b. Use media (e.g., photographs, films, videos, the arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROM references, internet) to view, read, and represent information. NA
- c. Use current technology as a research and communication tool for personal interest, research, and clarification. NA
- d. Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, and diaries; and internet sites). NA
- e. Utilize the dictionary, glossary, thesaurus, and other word-referenced materials. NA
- f. Skim materials to develop a general overview of content or to locate specific information. NA
- g. Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, tables, timelines). NA
- h. Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, magazines) on daily life. NA
- i. Gather and record information on a research topic using two different sources. NA

NA

4.1.10

Develop skills to facilitate reading to learn in a variety of content areas.

- a. Develop and maintain vocabulary specific to content and to current events.
- b. Locate information using available text features (e.g., maps, charts, graphics, appendices, and tables of contents). N/A
- c. Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).
- d. Use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources, asking for help).
- e. Determine the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies). NA

Consumable student workbooks provide independent decoding, fluency, and comprehension practice for every concept and reading selection. All text, including exercise directions, is decodable.

Levels 1-8 TG; WB

Level 4 Step 6 Reading: TG; SR - Children are exposed to nonfiction selections that relate to the content areas.

Level 4 - Independent Work: WB

4.1.11
Read independently for a variety of purposes.

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

S.P.I.R.E. provides a sequenced lesson plan structure that gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplished, fluent reading. Throughout, student attention is enhanced by an actively involved teacher who works with students throughout each lesson, utilizing multisensory instruction, game-like activities, and engaging stories.

Levels 1 -8 Step 6 – Reading: TG; SR

Level 4 Independent Work: WB

4.1.12
Experience various literary and media genres.

- a. Read, view, and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g. photographs, the arts, films, video) genres. NA
- b. Determine the problem of a story, discover its solution, and consider alternate solutions.
- c. Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/ conclusion.
- d. Identify and describe the main and minor characters, considering the importance of their actions, motives, and appearances.
- e. Make inferences about print and non-print text.
- f. Compare and contrast events and characters using evidence cited from print and non-print text(s).
- g. Compare and contrast different versions/ representations of the same stories/events that reflect different cultures. NA
- h. Summarize selected passages.
- i. Distinguish between first and third person points of view. NA
- j. Explore the concept of theme. NA
- k. Recognize and understand basic literary devices (e.g., imagery, simile, metaphor, personification). NA

Level 4 Step 6 – Reading: TG; SR – The S.P.I.R.E. Reader has fiction and nonfiction selections.

4.1.13

Develop and sustain a motivation for reading.

- a. Visit libraries/media centers and book fairs to explore books. NA
- b. Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, recommendation of others). NA
- c. Read daily from self-selected materials. NA
- d. Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).
- e. Begin a personal reading list or reading log/journal to reflect reading progress and accomplishments. NA
- f. Experience and develop an awareness of literature that reflects a diverse society. NA
- g. Choose to read as a leisure activity. NA

Each S.P.I.R.E. lesson is designed to begin the process of moving children from the skills of early reading to the beginnings of a lifelong love of and commitment to literacy.

Levels 1 -8 Step 6 – Reading: TG; SR

Level 4 –Independent Work: WB

Correlation Key – Letter Reference for S.P.I.R.E. Components:

TG-Teacher’s Guide; BLM – Blackline Master; SR- Student Reader; PC – Phonogram Cards;
WB – Workbook; IPA – Initial Placement Assessment

NA – Not Applicable

Reading

Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

5.1.01
Continue to develop oral language and listening skills.

- a. Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
- b. Use established rules for conversation (e.g., do not interrupt, ask questions, provide appropriate feedback).
- c. Understand, follow, and give oral multi-step directions that may include illustrations.
- d. Formulate and respond to questions from teachers and other group members.
- e. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
- f. Summarize orally what has been learned or accomplished after completing an activity or assignment.
- g. Create and deliver an oral presentation that includes an introduction and conclusion. NA
- h. Create and deliver an oral presentation that uses visual aids or props and incorporates several sources.
- i. Use different voice levels and speech patterns for small groups, informal discussions, and reports.
- j. Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).
- k. Present and/or perform original or published literary work with a group and/or individually.
- l. Participate in recitations of assigned/self-selected passages.

Oral language development is incorporated throughout the S.P.I.R.E. program.

Levels 1-8 Step 4- Decoding/Sentence Reading: TG; SR.

Levels 1-8 Step 5- Prereading: TG; SR. Purposes for reading are set.

Levels 1-8 Step 6- Reading: TG; SR.
Comprehension questions address listening and speaking skills.

5.1.02
Demonstrate knowledge of concepts of print.

- a. Use parts of text (e.g., title, title page, table of contents, chapter titles, glossary, appendix, and index). NA
- b. Use common text features to enhance understanding (e.g., headings, keywords, graphics, captions, side bars, footnotes). NA
- c. Recognize different forms of text (e.g., poems, plays, drama, letters, ads, journalism, historical fiction, biographies, autobiographies).

Level 5 Step 6 – Reading: TG; BLM; SR
Students read S.P.I.R.E. poetry in the Reader.

5.1.03
Expand reading skills through phonemic awareness.

- a. Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, sound effects, books on tape, read alouds). NA
- b. Understand rhyming patterns in printed materials.
- c. Respond and analyze the effects of sound in language. (e.g., alliteration, onomatopoeia, rhythm, beat).

S.P.I.R.E. addresses phonological skills: rhyme providing and categorization; phoneme and syllable segmentation, deletion and substitution; and blending sounds, syllables, and words. To encourage quick recognition and recall of previously taught phonograms, students engage in daily drills with Phonogram Cards.

Level 5 Step 1- Phonogram Cards: TG; PC.
Level 5 Step 2- Phonological Awareness: TG.
Level 5 Step 3- Word Building: TG; BLM.

5.1.04
Use decoding strategies to read unfamiliar words.

- a. Continue to use knowledge of letter-sound correspondence knowledge and structural analysis to decode words.
- b. Expand understanding and use of root words, prefixes, and suffixes to decode words.
- c. Use syllabication to decode words.
- d. Understand, recognize, and use spelling patterns and word families to decode words.
- e. Decode unknown grade level words utilizing learned strategies and verify word meanings within the context.

S.P.I.R.E. offers explicit instruction in decoding and encoding skills. Readers and Workbooks are fully decodable. The scope and sequence chart for Level 5 covers trigraphs dge; r-controlled vowels er, ir, ur, ear, wor; hard and soft c and g; sounds of s and z; silent letters kn; ow, oe; r-controlled vowels or, ar.

Levels 1- 8 Step 1 – Phonogram Cards: TG; PC
Levels 1- 8 Step 3 - Word Building: TG; BLM
Levels 1- 8 Step 4 – Decoding and Sentence Reading: TG; BLM; SR
Level 5– Step 6 Reader – ex., In Raisins students review nontwin consonant and twin-consonant syllable division; the suffix -ed

5.1.05
Read to develop fluency, expression, accuracy, and confidence.

- a. Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, echo reading, and reader's theater).
- b. Read with fluency and confidence from a variety of text (e.g., poetry, drama, newspapers, novels, textbooks). NA
- c. Participate in guided oral reading.
- d. Read orally using appropriate pronunciation, expression, and rate.
- e. Adjust speed based on the purpose for reading and reading level.
- f. Read independently daily.

The S.P.I.R.E. program has fluency drills for its entire scope and sequence; decodable connected text for automaticity; fluency practice; and daily oral reading.

Phrasing, pausing and inflection are modeled and practiced throughout the program.

Levels 1 – 8 Step 6 – Reading: TG; SR; BLM

5.1.06
Expand reading
vocabulary.

- a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.
- b. Build vocabulary through frequent read alouds. NA
- c. Infer word meanings using roots, prefixes, and suffixes.
- d. Determine the meaning of unfamiliar words using context clues, dictionaries, glossaries, and other resources. NA
- e. Use appropriate synonyms, antonyms, and homonyms. NA
- f. Foster word consciousness (e.g., word play, word walls and word sorts).
- g. Use context clues and pronunciation cues when appropriate to determine the correct meaning/usage of multiple meaning words.
- h. Select the correct word to complete an analogy. NA
- i. Explore the impact of vocabulary in evaluating ideas, information, and experiences.
- j. Use word origins to determine the meaning of unknown words (e.g., Latin and Greek roots, meanings of commonly used foreign words). NA
- k. Build vocabulary by reading from a wide variety of text and literary genres.

S.P.I.R.E. offers phonetically controlled vocabulary words with every lesson and vocabulary development to ensure text comprehension.

Level 5 Step 3 – Word Building: TG; SR; WB – Word consciousness is increased through word building activities.

Level 5 Step 6 – Reading: TG; SR – Students will have the opportunity to read fiction, nonfiction, fables, experiments, and recipes. In *The Armadillo*, the suffix –ed is reviewed.

Level 5 - Independent Work: WB

5.1.07
Employ pre-reading
strategies to facilitate
comprehension.

- a. Set a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to locate specific information/facts, to discover models for writing).
- b. Utilize reference sources to build background for reading. NA
- c. Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing, outlining). NA
- d. Explore significant words to be encountered in selected/assigned text.
- e. Preview text using text features (e.g., illustrations/pictures, captions, graphs, diagrams, and headings). NA
- f. Make predictions about text using text features (e.g., title, author, illustrations, and text format). NA
- g. Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media.

Levels 1-8 Step 5- Prereading: TG

In this step a phoneme-grapheme analysis is applied to one word from the selection. The article is then introduced and a purpose for reading is set. Connections to own life experiences are made to stimulate interest in the reading selection.

5.1.08

Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

- a. Derive meaning while reading by
 1. formulating clarifying questions.
 2. predicting outcomes based upon prior knowledge and adjusting appropriately.
 3. using metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
 4. creating mental images.
 5. expressing reactions and personal opinions to a selection or relating the selection to a personal experience.
 6. making inferences and recognizing unstated assumptions.
 7. verifying or modifying the pre-reading purpose.
 8. drawing conclusions based on evidence gained.
- b. Check for understanding after reading by
 1. indicating sequence of events in fiction and nonfiction text.
 2. selecting main idea and supporting details from text.
 3. identifying the author's purpose (e.g., to entertain, to inform, to explain, to persuade).
 4. discussing similarities and differences in events and/or characters using evidence cited in three or more texts. NA
 5. selecting, prioritizing, and organizing information to meet a specific purpose.
 6. stating reasonable generalizations in reference to two or more pieces of text on a similar topic. NA
 7. locating information to support opinions, predictions, and conclusions.
 8. identifying cause and effect relationships.
 9. distinguishing between fact/opinion and reality/fiction.
 10. identifying and interpreting figurative language (e.g., idioms, similes, metaphors, hyperboles, personification, imagery).
 11. recognizing a common theme between two passages. NA
 12. reflecting upon comprehension strategies utilized to make meaning from text.

In the S.P.I.R.E. program students develop comprehension skills through literal and inferential thinking; visualization strategies; and explicit vocabulary development.

Level 5 Step 6 – Reading: TG; SR – Students read from Sayings Explained (a collection of idioms).

Level 5 - Independent Work: WB - After oral reading students answer comprehension questions that focus attention on and assess ability with skills and strategies such as predicting outcomes, sequencing events, comparing/contrasting, offering opinions, and identifying story problem.

5.1.09

Develop appropriate informational skills and study skills to facilitate learning.

- a. Use and discern appropriate reference sources in various formats (e.g., interviews with family, community leaders and government leaders; encyclopedias, card/electronic catalogs, almanacs, newspapers, and periodicals). NA
- b. Use media (e.g., photographs, videos, films, the arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROM references, internet) to view, read, and represent information. NA
- c. Use current technology as a research and communication tool for personal interest, research, and clarification. NA
- d. Understand a variety of informational texts which include primary sources (e.g., autobiographical sketches, letters, and diaries, directions, and internet sites). NA
- e. Utilize the dictionary, glossary, thesaurus, and other word-referenced materials. NA
- f. Skim materials to develop a general overview of content or to locate specific information. NA
- g. Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, timelines, and outlines). NA
- h. Develop notes that include important concepts, paraphrase, summaries, and identification of reference sources. NA
- i. Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, newspapers, periodicals) on daily life. NA
- j. Identify the techniques of propaganda (i.e., bandwagon, loaded words, testimonials). NA
- k. Gather and record information on a research topic using three or more sources. NA

NA

5.1.10

Develop skills to facilitate reading to learn in a variety of content areas.

- a. Develop and maintain vocabulary specific to content and to current events.
- b. Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, and tables of contents). NA
- c. Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).
- d. Use self correction strategies while reading (e.g., pausing, rereading, consulting other sources, asking for help).
- e. Determine and evaluate the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies, news reports and films). NA

Consumable student workbooks provide independent decoding, fluency, and comprehension practice for every concept and reading selection. All text including exercise directions, is decodable.

Levels 1-8 TG; WB

Level 5 Step 6 Reading: TG; SR - Children are exposed to nonfiction selections that relate to the content areas.

Level 5 - Independent Work WB

5.1.11
Read independently for a variety of purposes.

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

S.P.I.R.E. provides a sequenced lesson plan structure that gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplished, fluent reading. Throughout, student attention is enhanced by an actively involved teacher who works with students throughout each lesson, utilizing multisensory instruction, game-like activities, and engaging stories.

Levels 1 -8 Step 6 – Reading: TG; SR

Level 5 Independent Work: WB

5.1.12
Experience various literary and media genres.

- a. Read and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g. photographs, the arts, film, video) genres. NA
- b. Predict and determine the sequence of events in a story including possible problems and solutions.
- c. Identify the conflict of the plot. NA
- d. Interpret a character’s feelings and identify his motives. NA
- e. Trace changes in the main character and describe how this affects the plot. NA
- f. Make inferences about print and non-print text. NA
- g. Identify how culture, ethnic, and historical eras are represented in print and non-print texts. NA
- h. Compare and contrast events and characters using evidence cited from print and non-print text(s). NA
- i. Compare and contrast different versions of the same stories/events that reflect different cultures and/or different perspectives. NA
- j. Summarize selected passages. NA
- k. Retell a story from a different point of view. NA
- l. Understand the way in which figurative language is used to derive meaning from text (e.g., personification, simile, metaphor, imagery, hyperbole). NA

Level 5 Step 6- Reading: TG; SR; WB. Level 5 readers include a fable, poetry, a recipe, an experiment, and several nonfiction articles.

5.1.13

Develop and sustain a motivation for reading.

- a. Visit libraries/media centers and book fairs to explore books. NA
- b. Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, recommendation of others). NA
- c. Read daily from self-selected materials. NA
- d. Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).
- e. Maintain a personal reading list or reading log/journal to reflect reading progress and accomplishments. NA
- f. Experience and develop an awareness of literature that reflects a diverse society. NA
- g. Choose to read as a leisure activity. NA

Each S.P.I.R.E. lesson is designed to begin the process of moving children from the skills of early reading to the beginnings of a lifelong love of and commitment to literacy.

Levels 1 -8 Step 6 – Reading: TG; SR

Level 5 –Independent Work: WB - Children are encouraged to complete a variety of workbook activities independently.

Correlation Key – Letter Reference for S.P.I.R.E. Components:

TG-Teacher’s Guide; BLM – Blackline Master; SR- Student Reader; PC – Phonogram Cards;

WB – Workbook; IPA – Initial Placement Assessment

NA – Not Applicable

Reading

Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

6.1.01
Continue to develop oral language and listening skills.

- a. Model active listening in both formal and informal settings.
- b. Know and use rules for conversations.
- c. Continue to formulate and respond to questions from teachers and classmates.
- d. Organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.
- e. Participate in creative responses to text (e.g., dramatizations, speeches).
- f. Deliver an oral presentation or recitation that conveys a clear point, using information from any content area and utilizing visual aids for contextual support.
- g. Introduce the importance of using correct stress, pitch, and juncture in oral reading and presenting.
- h. Continue to interpret and use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, eye contact).

Oral language development is incorporated throughout the S.P.I.R.E. program.

Levels 1-8 Step 4- Decoding/Sentence Reading: TG; SR.

Levels 1-8 Step 5- Prereading: TG; SR. Purposes for reading are set.

Levels 1-8 Step 6- Reading: TG; SR. Comprehension questions address listening and speaking skills.

6.1.02
Develop an understanding of the concepts of print.

- a. Continue to use parts of text effectively for learning (e.g., title page, preface, table of contents, glossary, appendix, index). NA
- b. Continue to demonstrate knowledge of the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, sidebars). NA
- c. Continue to recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks). NA

NA

6.1.03
Expand reading skills through phonemic awareness.

- a. Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds). NA
- b. Identify patterns of rhyme and rhythm.
- c. Respond to and analyze the effects of sound in language (e.g., alliteration, onomatopoeia, rhythm, accent, rhyme).

To encourage quick recognition and recall of previously taught phonograms, students engage in daily drills with Phonogram Cards.
Level 6 Step 1- Phonogram Cards: TG; PC.
Level 6 Step 2- Phonological Awareness: TG.
Level 6 Step 3- Word Building: TG; BLM.

6.1.04
Use decoding strategies to read unfamiliar words.

- a. Use knowledge of root words, prefixes, suffixes, and syllabication to decode unfamiliar words.
- b. Use context clues to determine unknown words and to discriminate between multiple meaning words.
- c. Decode unknown grade level words utilizing previously learned strategies to verify the word's meaning within the context of the selection.

This level formally introduces prefixes. The scope and sequence chart for Level 6 covers prefix a-, ending -s, suffixes -able, -age; sounds: ph, ought, aught, ue, ew, tu, oi, oy, aw, au, ey, kn, wr, mb, gh, gu; open syllables a/CV, i/CV, o/CV, uCV, e/CV.
Level 6 Step 1- Phonogram Cards: TG; PC.
Level 6 Step 2- Phonological Awareness: TG.
Words of Anglo-Saxon or Greek origin.
Level 6 Step 3- Word Building: TG; BLM.

6.1.05
Read to develop fluency, expression, accuracy, and confidence.

- a. Demonstrate the ability to read fluently with expression, accuracy, and with poise from a variety of texts (e.g. paired reading, choral reading, read alongs, and readers' theater).
- b. Participate in guided reading.
- c. Read using appropriate pronunciation, expression, and rate.
- d. Adjust speed based on the purpose for reading.
- e. Read independently on a daily basis.

Level 6 Step 4- Decoding/Sentence Reading: TG; SR; BLM.
Children underline, mark, and sound out as many words as possible in a ten minute time frame. If more practice is needed children use a Concept Mastery Fluency Drill.

6.1.06
Expand reading
vocabulary.

- a. Build vocabulary by listening to literature, participating in class discussions, and reading self-selected and/or assigned texts.
- b. Build vocabulary by reading from a wide variety of print and non-print texts and literary genres. NA
- c. Increase knowledge of roots, prefixes, and suffixes to infer word meanings.
- d. Determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources. NA
- e. Replace unknown words with appropriate synonyms and/or antonyms to determine word meaning. NA
- f. Continue to use appropriate synonyms, antonyms, homonyms, and multiple meaning words in reading, writing, and speaking. NA
- g. Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, new and unusual words to share).
- h. Explore mnemonic devices (e.g. rhyming words, vocabulary cartoons, kinesthetic) to acquire new vocabulary.
- i. Continue to determine the correct meaning/ usage of multiple meaning words.
- j. Use the correct word to complete an analogy. NA
- k. Recognize widely used foreign words (e.g., bon jour; hasta la vista). NA

Level 6 Step 3- Word Building: TG; SR; WB.
Word consciousness is increased through word building activities.

Level 6 Independent Work: SR; WB. Figurative language is explained and practiced.

6.1.07

Employ pre-reading strategies to facilitate comprehension.

- a. Continue to establish a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to identify information/facts, to discover models of writing).
- b. Utilize personal experiences to build background knowledge for reading.
- c. Use previously learned strategies to front load text (e.g., skimming and scanning). NA
- d. Preview text, using supports (e.g., illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes). NA
- e. Identify the importance and the significance of the reading selections to learning and life.
- f. Explore significant words to be encountered in the text.
- g. Make predictions about text.
- h. Relate text to prior personal experiences or opinions as well as previously read print and non-print texts.

Levels 1-8 Step 5- Prereading: TG; SR.

In this step a phoneme-grapheme analysis is applied to one word from the selection. The article is then introduced and a purpose for reading is set. Connections to own life experiences are made to stimulate interest in the reading selection.

6.1.08

Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.

- a. Derive meaning while reading by
 1. continuing to formulate clarifying questions while reading.
 2. predicting outcomes, state reasonable generalizations, and draw conclusions from the reading selection based on prior knowledge and information.
 3. using metacognitive and self-monitoring strategies while reading (e.g. pausing, rereading, recognizing miscues, consulting other sources, reading ahead, asking for help).
 4. engaging in reading between the lines (i.e. stating implied information).
 5. continuing to create mental pictures from abstract information.
 6. continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.
 7. continuing to make inferences.
 8. verifying or modifying prereading purpose as addition information is obtained.
 9. exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).
- b. Derive meaning after reading by
 1. indicating the sequence of events.
 2. recognizing and stating the main idea/ central element in a given reading selection noting details that support the main idea/ central element.
 3. identifying the author's purpose.
 4. discussing similarities and differences in events and characters using evidence cited from the text or various texts.
 5. finding contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses (i.e. grounding students in the text).
 6. determining cause and effect relationships.
 7. determining whether a given statement is a fact or an opinion.
 8. identifying and interpreting figurative language (idioms, similes, metaphors, hyperboles, personification, imagery, puns).
 9. demonstrating an understanding of stated and implied themes and recognizing that themes recur throughout literature. NA

Level 6 Step 6- Reading: TG; SR; WB. Children are directed through a fiction or nonfiction reading selection. Paragraphs are read silently then aloud. Comprehension questions are asked and children are expected to tell where they found their answers.

1. reflecting upon comprehension strategies used to make meaning from texts.
1. making connections among various print (e.g. other stories) and non-print texts (e.g., movies, photographs, artwork). NA
1. making connections among the various literary genres and themes with personal, historical, and cultural experiences. NA



6.1.09
Refine study skills and develop methods of research to enhance learning.

- a. Use and discern appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet). NA
- b. Recognize media (e.g., on-line catalog, non-fiction books, encyclopedias, CD-ROM, references, Internet) as resources for viewing, reading, and representing information. NA
- c. Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool. NA
- d. Understand a variety of reference sources (biographical sketches, letters, diaries, encyclopedia, periodicals, procedural manuals). NA
- e. Distinguish between primary and secondary source documents. NA
- f. Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials to eliminate word problems. NA
- g. Use skimming and scanning skills. NA
- h. Retrieve, organize, and represent information to demonstrate effectively knowledge acquired.
- i. Develop notes that include important concepts, summaries, and identification of reference sources. NA
- j. Identify various forms of media and consider their impact on daily life. NA
- k. Demonstrate knowledge of propaganda techniques (i.e. bandwagon, loaded words, testimonials). NA
- l. Use a variety of materials to prepare a research paper that includes a title page and list of sources. NA

Level 6 Step 6- Reading: TG; SR; WB. Children organize information from the reading selections through a variety of activities in the workbook.

6.1.10**Develop skills to facilitate reading in the content areas.**

- a. Develop and maintain vocabulary specific to content areas and to current events.
- b. Locate information using available text features (e.g., tables of content, maps, timelines, charts, graphics, indexes, glossaries, and footnotes). NA
- c. Continue to apply comprehension skills and strategies to informational text in the content areas.
- d. Continue to use self-correction strategies while reading (pausing, rereading, consulting other sources, asking for help).
- e. Interact with the text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).
- f. Analyze the reliability of sources by examining the authors' backgrounds. NA

Consumable student workbooks provide independent decoding, fluency, and comprehension practice for every concept and reading selection. All text, including exercise directions, is decodable.

Levels 1-8 TG; WB

Level 6 Step 6- Reading: TG; SR; WB. Children are exposed to a variety of nonfiction selections and vocabulary that relate to the content areas.

6.1.11**Read independently for a variety of purposes.**

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

S.P.I.R.E. provides a sequenced lesson plan structure that gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplished, fluent reading. Throughout, student attention is enhanced by an actively involved teacher who works with students throughout each lesson, utilizing multisensory instruction, game-like activities, and engaging stories.

6.1.12

Experience and explore the elements of various literary and media genres.

- a. Read, view, and recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g. music, films, videos, documentaries, the arts, photographs) genres.
- b. Recognize the elements of each literary and media genre. NA
- c. Identify the theme and determine if theme is stated or implied. NA
- d. Recognize that certain themes recur and be familiar with commonly recurring themes. NA
- e. Identify the plot element of exposition (i.e. introduction of characters, setting, and conflict) in print and non-print text. NA
- f. Explore the author's development of characters/characterization (e.g., through words, speeches, actions, thoughts, narrator's comments, interactions with other characters, motivations). NA
- g. Identify the characteristics of stereotypical and realistic characters. NA
- h. Explore how an author creates mood to set a tone. NA
- i. Compare and contrast the elements of plot between or among stories. NA
- j. Determine the narrator's/author's point of view (i.e. first person or third person). NA
- k. Summarize and paraphrase selected passages for discussion and/or written assignments or presentations.
- l. Demonstrate knowledge of similes, metaphors, personification, imagery, and symbolism. NA
- m. Explore deductive reasoning to facilitate and to extend understanding of texts. NA
- n. Explore the concepts of foreshadowing and flashback. NA

Level 6 Step 6- Reading: TG; SR; WB. Level 6 readers include a biography, a fable, poetry, a myth and several nonfiction articles.

6.1.13

Develop and sustain a motivation for reading.

- a. Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books. NA
- b. Use personal criteria to select reading material (personal interest, knowledge of authors, text difficulty, text genres, recommendation of others). NA
- c. Read daily from self-selected materials. NA
- d. Relate literary experiences (book discussions, literary circles, writing, oral presentations, artistic expressions).
- e. Experience and develop an awareness of literature that reflects a diverse society. NA
- f. Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments. NA
- g. Engage in reading as a leisure time activity.

Level 6 Independent Work: TG; WB. Children are encouraged to complete a variety of workbook activities independently.

Each S.P.I.R.E. lesson is designed to begin the process of moving children from the skills of early reading to the beginnings of a lifelong love of and commitment to literacy.

Correlation Key – Letter Reference for S.P.I.R.E. Components:

TG-Teacher’s Guide; BLM – Blackline Master; SR- Student Reader; PC – Phonogram Cards;
WB – Workbook; IPA – Initial Placement Assessment

NA – Not Applicable

Reading

Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

Reading Accomplishments

7.1.01
Continue to develop oral language and listening skills.

- a. Continue to model active listening in both formal and informal settings.
- b. Adhere to rules for public conversation.
- c. Continue to formulate and respond to questions from teachers and classmates.
- d. Continue to organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.
- e. Participate in creative responses to text (e.g. dramatizations, speeches). NA
- f. Deliver an oral presentation, using multiple sources of information from any content area, utilizing visual aids for contextual support. NA
- g. Use the proper stress, pitch, and juncture in oral reading and presenting.
- h. Continue to use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, eye contact). NA

Oral language development is incorporated throughout the S.P.I.R.E. program.

Levels 1-8 Step 4- Decoding/Sentence Reading: TG; SR. Children use an acetate sheet, green fine-point marker (over the text) and track the vocabulary.

Levels 1-8 Step 5- Prereading: TG; SR. Purposes for reading are set.

Levels 1-8 Step 6- Reading: TG; SR. Comprehension questions address oral language and listening skills.

7.1.02
Develop an understanding of the concepts of print and non-print materials.

- a. Use parts of text effectively for learning (e.g., title page, preface, table of contents, epilogue, glossary, appendix, index). NA
- b. Analyze the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, sidebars). NA
- c. Identify the differences among various print and non-print formats (i.e. prose, poetry, newspaper/magazine, letters, dramas, technical manuals, screenplays, photographs, works of art, and textbooks). NA

NA

7.1.03
Expand reading skills through phonemic awareness.

- a. Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds). NA
- b. Analyze patterns of rhyme and rhythm to determine effectiveness. NA
- c. Analyze the effects of sound in language (e.g., alliteration [assonance and consonance], onomatopoeia, accent, repetition). NA

Level 7 continues the explicit, systematic and sequenced instruction on sound/symbol relationships.

Level 7 Step 1- Phonogram Cards: TG; PC.
Level 7 Step 2- Phonological Awareness: TG.
Level 7 Step 3- Word Building: TG.
Level 7 Step 4- Decoding and Sentence Building: TG; SR.

7.1.04
Use decoding strategies to read unfamiliar words.

- a. Expand knowledge of root words, prefixes, and suffixes to facilitate the decoding of unknown words.
- b. Continue to use context clues to determine unknown words and identify multiple meaning words.
- c. Continue to decode unknown grade level words utilizing previous learned strategies and verify the words meaning within the context of the selection.

The scope and sequence chart for Level 7 covers V/V syllables, ct, ei, eigh, ui, eu, open syllable i, suffixes - tion, -sion, -ci, -ti, -tu, -ture, -sure, -ous, -ence, -ent, -ance, -ant, -cy, -ency, -ancy, -er, -or, -ar, -ard.

Level 7 Step 1- Phonogram Cards: TG; PC;
New decodable words are introduced.
Level 7 Step 2- Phonological Awareness: TG.
Level 7 Step 3- Word Building: TG; WB.

7.1.05
Read to develop fluency, expression, and accuracy.

- a. Continue to demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts (e.g., paired reading, choral reading, and read alongs).
- b. Continue to participate in guided reading.
- c. Continue to read using appropriate pronunciation, expression, and rate.
- d. Continue to adjust speed based on the purpose for reading.
- e. Continue to read independently on a daily basis.

Level 7 Step 4- Decoding/Sentence Reading: TG; SR; BLM.

Children underline, mark, and sound out as many words as possible in a ten minute time frame. If more practice is needed, children use a Concept Mastery Fluency Drill.

7.1.06
Expand reading
vocabulary.

- a. Continue to build vocabulary by listening to literature, participating in class discussions, and reading self-selected and assigned texts.
- b. Build vocabulary by reading from a wide variety of texts, literary genres and modes.
- c. Determine word meanings using expanded knowledge of roots, prefixes, and suffixes.
- d. Continue to determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.
- e. Continue to replace unknown words with appropriate synonyms and/or antonyms to determine word meaning. NA
- f. Analyze and incorporate grade appropriate synonyms, antonyms, homonyms, and multiple meaning words into reading vocabulary and writing. NA
- g. Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, new and unusual words to share).
- h. Use mnemonic devices (e.g. rhyming words, vocabulary cartoons, kinesthetics) to acquire new vocabulary. NA
- i. Continue to determine the correct meaning/ usage of multiple meaning words. NA
- j. Select the correct word or phrase to complete an analogy. NA
- k. Consider word etymology and semantic change as part of vocabulary study. NA
- l. Recognize, decode, and interpret widely used foreign phrases (e.g., bon voyage; mi casa es su casa).NA
- m. Define connotation and denotation to use for vocabulary studies. NA
- n. Discover ways by which a language acquires new words (e.g., borrowing from other languages, compounding words). NA
- o. Identify words that serve as clues to reveal time periods and cultures represented (e.g. use of vocabulary associated with a particular time period, region, or country). NA

Level 7 BLM Decodable word cards.

Level 7 Step 5- Prereading: TG; SR. A background for reading is initiated. Vocabulary is written on the board and a connection is made to the Greek word meteoron.

7.1.07

Employ pre-reading strategies to facilitate comprehension.

- a. Continue to establish a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to discover information/facts, to discover models of writing).
- b. Utilize reference sources and personal experience to build background knowledge for reading.
- c. Continue to use previously learned strategies to front load text (e.g., skimming and scanning).
NA
- d. Continue to preview text, using supports (e.g., illustrations/pictures, captions, timelines, graphs, diagrams, headings, subheadings, and footnotes). NA
- e. Explain the importance and the significance of the reading selections to learning and life.
- f. Define significant words to be encountered in the text.
- g. Make predictions about text.
- h. Relate text to prior personal experiences or opinions, historical knowledge, and current events as well as previously read print and non-print texts.

Level 7 Step 5- Prereading: TG; SR; WB. Words are defined. Vocabulary exercises are included in the workbook for independent practice.

7.1.08

Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.

- a. Derive meaning while reading by
 - 1. continuing to formulate clarifying questions.
 - 2. adjusting predictions made while pre-reading based on information gained.
 - 3. continuing to predict outcomes, state reasonable generalizations, and draw conclusions based on prior knowledge and information gained while reading.
 - 4. using metacognitive and self-monitoring strategies while reading (pausing, rereading, miscues, consulting other sources, reading ahead).
 - 5. engaging in reading between the lines (i.e., imagining parallel events, stating implied information.)
 - 6. continuing to create mental pictures from abstract information.
 - 7. continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.
 - 8. making inferences and recognizing unstated assumptions.
 - 9. verifying or modifying pre-reading purpose as addition information is obtained.

Level 7 Step 6- Reading: TG; SR; WB. Background information is presented for each selection along with detailed scripting for a comprehensive discussion.

10. exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text)
- b. Derive meaning after reading by
-
1. indicating and analyzing the sequence of events.
 2. recognizing and stating the main idea/ central element in a given reading selection noting details that support the main idea/ central element.
 3. identifying the author's purpose and determining if the purpose is met. NA
 4. discussing similarities and differences in events and characters using evidence cited from the text or various texts
 5. finding contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses.
 6. analyzing cause and effect relationships.
 7. analyzing statements as fact or opinion. NA
 8. interpreting figurative language (e.g., idioms, similes, metaphors, personification, imagery, puns).
 9. demonstrating an understanding of implied themes and identifying themes that commonly recur in literature. NA
 10. reflecting upon comprehension strategies utilized to make meaning from texts.
 11. continuing to make connections among various print and non-print texts.
 12. continuing to make connections among the various literary genres and themes with personal, historical, and cultural experiences.

7.1.09

Refine study skills and develop methods of research to enhance learning.

- a. Use and discern appropriate reference sources in various formats (e.g. encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet).NA
- b. Use media (e.g. on-line catalog, non-fiction books, encyclopedias, CD-ROM, references, Internet) to view, read, and represent information. NA
- c. Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool. NA
- d. Use a variety of reference sources (e.g., biographical sketches, letters, diaries, encyclopedia, periodicals). NA
- e. Distinguish between primary and secondary source documents. NA
- f. Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials. NA
- g. Continue to use skimming and scanning skills. NA
- h. Retrieve, organize, represent, and analyze information to demonstrate effectively knowledge acquired.
- i. Develop and use notes that include important concepts, summaries, and identification of reference sources. NA
- j. Analyze various forms of media and consider their impact on daily life. NA
- k. Recognize and use the techniques of propaganda (i.e. bandwagon, loaded words, testimonials). NA
- l. Select and use a variety of sources to prepare a research paper that includes a title page, outline, notes, and a bibliography. NA

Level 7 Step 6- Reading: TG; SR; WB. Children organize information from the reading selection through a variety of activities in the workbook.

7.1.10

Develop skills to facilitate reading in a variety of content areas.

- a. Increase and maintain vocabulary specific to content and to current events.
- b. Continue to locate information using available text features (e.g., maps, charts, timelines, graphics, footnotes, indexes, glossaries, and tables of content, captions). NA
- c. Apply and analyze comprehension skills and strategies to informational text in the content areas.
- d. Continue to use self-correction strategies while reading (pausing, rereading, consulting other sources, miscues).
- e. Continue to interact with the text.
- f. Assess the reliability of sources. NA

Levels 1-8 TG; WB.

Level 7 Step 6- Reading: TG; SR; WB. Children are exposed to a variety of nonfiction selections and vocabulary that relate to the content areas. The workbook provides independent decoding, and comprehension practice for each reading selection. All text, including exercise directions, is decodable.

7.1.11

Read independently for a variety of purposes.

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

The S.P.I.R.E. program provides a sequenced lesson plan structure that gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplished, fluent reading. Students are actively involved throughout each lesson building fluency, expanding vocabulary and reading for enjoyment.

7.1.12

Experience and explore the elements of various literary and media genres.

- a. Continue to read, view, and recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g., music, films, videos, documentaries, visual and performing arts) genres. NA
- b. Recognize the distinguishing elements of various literary and media genres. NA
- c. Identify the elements found in the exposition (i.e. introduction of characters, setting, and conflict) of print and non-print text. NA
- d. Determine how the author develops characters/ characterization (e.g., through words, speech, actions, thoughts, narrator, interactions, motivation). NA
- e. Identify and explain the rising action, climax, and falling action of a story/event. NA
- f. Identify words and phrases used by authors to create mood to establish a tone. NA
- g. Compare and contrast elements of plot between or among stories. NA
- h. Continue to identify how point of view (i.e., first person or third person, limited and omniscient) shapes the plot of the story or the perspective of the characters and audience. NA
- i. Summarize and paraphrase selected passages/ film clips for discussion and/or for written assignments or presentations.
- j. Make inferences about print and non-print text. NA
- k. Use deductive reasoning to facilitate and to extend understanding of print and non-print texts. NA
- l. Explore the differences among non-fiction materials (e.g., letters, memoirs, diaries, journals, autobiographies, biographies, and educational, informational and technical texts). NA
- m. Demonstrate knowledge of similes, metaphors, personification, symbolism, idioms, puns, flashback and foreshadowing. NA
- n. Explore the concept of irony. NA

Level 7 Step 6- Reading: TG; SR. Children experience a variety of reading selections. For example students will read science related articles: “Insects: Do They Attract or Distract You?” Poetry: “The Sky’s Not the Limit”. Social Studies: “The Mayflower Compact”.

7.1.13**Develop and sustain a motivation for reading.**

- a. Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books. NA
- b. Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).
- c. Read daily from self-selected materials.
- d. Relate literary experiences (e.g., book discussions, literary circles, writing, oral presentations, artistic expressions).
- e. Experience and develop an awareness of literature that reflects a diverse society and encourages tolerance.
- f. Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.

Level 7 Independent Work: TG; WB. Children are encouraged to complete a variety of workbook activities independently.

Each S.P.I.R.E. lesson is designed to begin the process of moving children from the skills of early reading to the beginnings of a lifelong love of and commitment to literacy.

Correlation Key – Letter Reference for S.P.I.R.E. Components:

TG-Teacher’s Guide; BLM – Blackline Master; SR- Student Reader; PC – Phonogram Cards;

WB – Workbook; IPA – Initial Placement Assessment

NA – Not Applicable

Reading

Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

8.1.01
Continue to develop oral language and listening skills.

- a. Continue to model active listening in both formal and informal settings.
- b. Continue to adhere to rules for public conversations.
- c. Continue to formulate and respond to questions from teachers and classmates.
- d. Continue to organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.
- e. Participate in creative responses to text (e.g., debates, dramatizations, speeches).
- f. Deliver a focused, well-organized oral presentation, using multiple sources of information from any content area utilizing visual aids for contextual support.
- g. Incorporate into oral reading, discussions, and presentations the use of correct stress, pitch, and juncture.
- h. Analyze a variety of non-verbal communication techniques and how they impact the audience and speaker.

Oral language development is incorporated throughout the S.P.I.R.E. program.

Levels 1-8 Step 4- Decoding/Sentence Reading: TG; SR. Children use an acetate sheet, green fine-point marker (over the text) and track the vocabulary.

Levels 1-8 Step 5- Prereading: TG; SR. Purposes for reading are set.

Levels 1-8 Step 6- Reading: TG; SR. Comprehension questions address oral language and listening skills.

8.1.02
Develop an understanding of the concepts of print.

- a. Recognize the defining characteristics of a variety of texts (e.g., identify differences between poetry and narration, between plays and essays, between biography and historical fiction). NA
- b. Approach texts according to their type using appropriate skills and prior knowledge (e.g., read poetry aloud, bring knowledge of history to a reading of biography, provide “between the lines” information in drama, determine how the form/genre informs meaning). NA
- c. Recognize the structure and organization of various text features to locate information (e.g., sidebars, questions at the end of chapter/unit, footnotes, endnotes). NA

NA

8.1.03
Expand reading skills through phonemic awareness.

- a. Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds). NA
- b. Evaluate patterns of rhyme and rhythm and how they affect understanding. NA
- c. Evaluate the effects of sound in language (e.g., alliteration [assonance and consonance], onomatopoeia, slant rhyme, internal rhyme, accent, repetition). NA

NA

8.1.04
Use decoding strategies.

- a. Recognize and identify the base/root word from words having affixes.
- b. Determine the meaning of prefixes and suffixes through identification and usage.
- c. Use context clues to determine multiple meaning words.
- d. Decode unknown grade level words utilizing previous learned strategies and verify the word's meaning within the context of the selection.

The scope and sequence chart for Level 8 covers prefixes: dis-, mis-, pro-, re-, de-, ex-, in-, im-, il-, ir-, un-, under-, sub-, con-, com-, cor-, col-, para-, ab-, ad-, per-, suffixes: -al, -en, -on, -an, -ain, -ine, -et, -ite, -ate, -ic, -ive, -ary.

Level 8 Step 1- Phonogram Cards: TG; PC;
New decodable words are introduced.

Level 8 Step 2- Phonological Awareness: TG.

Level 8 Step 3- Word Building: TG; WB.

8.1.05
Read to develop fluency, expression, accuracy, and confidence.

- a. Demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts (e.g., paired reading, choral reading, and read alongs).
- b. Continue to participate in guided reading.
- c. Continue to read using appropriate pronunciation, expression, and rate.
- d. Continue to adjust speed based on the purpose for reading.
- e. Continue to read independently on a daily basis.

Level 8 Step 4- Decoding/Sentence Reading: TG; SR; BLM.

Level 8 Step 5- Prereading: TG; SR.

Level 8 Step 6- Reading: TG; SR.

The student reader, workbook and fluency drills that accompany each lesson provide reinforcement of a concept for most students to achieve the recommended 85 % mastery of a concept before the introduction of a new concept. Carefully scripted lessons introduce a concept followed by reinforcement lessons. These additional lessons are used based on the needs of the child/group.

8.1.06
Expand reading
vocabulary.

- a. Build vocabulary by listening to literature, viewing films and documentaries, participating in class discussions, and reading self-selected and assigned texts.
- b. Build vocabulary by reading and viewing from a wide variety of print and non-print texts, literary and media genres and modes.
- c. Analyze word meanings using roots, prefixes, and suffixes.
- d. Continue to determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.
- e. Evaluate the use of synonyms, antonyms, homonyms, and multiple meaning words, and determine how they assist with understanding. NA
- f. Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, power words).
- g. Analyze and use useful mnemonic devices (e.g., rhyming words, vocabulary cartoons, kinesthetic) to acquire new vocabulary.
- h. Select the correct word or phrase to complete an analogy. NA
- i. Recognize the historical influences on and changes to the English language. NA
- j. Consider word etymology and semantic change as part of vocabulary study. NA
- k. Recognize and interpret widely used foreign phrases (e.g., e pluribus unum, c'est la vie). NA
- l. Use connotation and denotation for vocabulary studies. NA
- m. Recognize that word choices create a mood to set a tone. NA
- n. Discover ways by which a language acquires new words (e.g., brand names, acronyms). NA
- o. Identify words and phrases that serve as clues to reveal time periods, cultures and regions represented (e.g., use of vocabulary associated with a particular time period, region, or country). NA

Level 8 Step 3- Word Building: TG; PC; BLM.

Level 8 Step 4- Decoding and Sentence Reading: TG; SR.

Level 8 Step 5- Prereading: TG; SR.

Level 8 Step 6- Reading: TG; SR; WB; BLM.

All sentences and stories are fully decodable. Words have sounds explicitly taught in the current or previous lesson. Sight words have been taught and reinforced.

8.1.07
Develop independent pre-reading strategies to facilitate comprehension.

- a. Continue to establish a purpose for reading and viewing (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to discover information/facts, to discover models of writing).
- b. Continue to utilize reference sources to build background knowledge for reading. NA
- c. Continue to use previously learned strategies to front load text (e.g., skimming and scanning, connecting to prior knowledge).
- d. Preview text, using supports such as illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes.
- e. Relate the importance and the significance of the reading, listening, and viewing selections to learning and life.
- f. Analyze significant words to be encountered in the text.
- g. Make predictions about print and non-print text.
- h. Relate print and non-print text to prior personal experiences or opinions, historical knowledge, current events and cultural background as well as previously read print and non-print texts.

Level 8 Step 5- Prereading: TG; SR; WB. Words are defined. Phonemic analysis is applied to a specific word in the selection. To build background for a passage from a Maine newspaper, format is discussed (columns, font, etc.). Follow up is suggested using other texts from local newspapers.

Level 8 Step 6- Reading: TG; SR; WB.

8.1.08
Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

- a. Derive meaning while reading by
 - 1. continuing to formulate clarifying questions.
 - 2. evaluating predictions made in prereading and making adjustments.
 - 3. continuing to predict outcomes, state reasonable generalizations, and draw conclusions based on prior knowledge and information gained while reading.
 - 4. using metacognitive and self-monitoring strategies while reading (e.g. pausing, rereading, consulting other sources, reading ahead, asking for help).
 - 5. engaging in reading between the lines (i.e., changing perspective among characters to determine thoughts, imagining parallel events, stating implied information).
 - 6. continuing to create mental pictures from abstract information.
 - 7. continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.
 - 8. making inferences and recognizing unstated assumptions.

9. verifying or modifying pre-reading purpose as additional information is obtained.
 10. exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).
- b. Derive meaning after reading by
1. indicating, analyzing, and evaluating the sequence of events.
 2. recognizing and stating the main idea/ central element in a given reading selection, noting details that support the main idea/ central element.
 3. identifying the author's purpose and analyzing to determine if purpose is met.
 4. discussing similarities and differences in events and characters using evidence cited from the text or various texts.
 5. analyzing and evaluating the text to find contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses.
 6. assessing the accuracy and appropriateness of an author's details to support claims and assertions, noting instances of bias and stereotyping. NA
 7. evaluating cause and effect relationships.
 8. evaluating statements as fact or opinion. NA
 9. analyzing the use of figurative language (idioms, similes, metaphors, personification, imagery, puns). NA
 10. analyzing themes, whether stated or implied.
 11. evaluating and reflecting upon comprehension strategies utilized to make meaning from texts.
 12. making connections among various print and non-print texts.
 13. making connections among the various literary genres and themes with personal, historical, and cultural experiences.
 14. evaluating reading selections for their application to daily life (e.g., extend and apply meaning derived from text to different situations).

Stories are not illustrated. Students focus on decoding strategies. Articles and stories are written to enable the teacher to directly teach vocabulary and comprehension skills. Rereading is stressed throughout the lessons.

Level 8 Step 6- Reading: TG; SR; WB.

Students are guided through the reading. Questions are asked, several paragraphs are assigned as silent reading. Sections are reread aloud and discussions follow.

8.1.09

Refine study skills and develop methods of research to enhance learning.

- a. Determine appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet). NA
- b. Use media (e.g., films, video, the visual and performing arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROMs, references, Internet) to view, read, and represent information. NA
- c. Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool. NA
- d. Analyze a variety of reference sources (e.g., biographical sketches, letters, diaries, encyclopedias, periodicals). NA
- e. Distinguish between and use primary and secondary source documents. NA
- f. Evaluate resources for validity and reliability. NA
- g. Continue to refine skimming and scanning skills. NA
- h. Retrieve, organize, represent, analyze, and evaluate information to demonstrate knowledge effectively acquired.
- i. Develop and use notes that include important concepts, summaries, and identification of reference sources. NA
- j. Investigate and evaluate the impact of bias/persuasive devices on daily life. NA
- k. Recognize and identify a statement as an example of persuasive and/or propaganda techniques (e.g., false generalizations, loaded words, snob appeal, name-calling, bandwagon, testimonials, and inconsistencies of logic). NA
- l. Use and evaluate a variety of sources to prepare a research paper that includes a title page, outline, notes, and a bibliography. NA
- m. Define and apply internal (subjective) and external (objective) criteria in making critical evaluations of given statements. NA

Level 8 Independent Work: WB; SR. Children write a paragraph on one of three topics. They are encouraged to do some research.

8.1.10
Apply vocabulary development and comprehension skill to facilitate reading to learn in content areas.

- a. Expand and maintain vocabulary specific to content areas and to current events.
- b. Continue to locate information using available text features (e.g., maps, charts, timelines, graphics, indexes, glossaries, footnotes, author’s biography, and tables of content).
- c. Apply, analyze, and evaluate comprehension skills and strategies used to obtain meaning from informational text in the content areas.
- d. Continue to use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources,).
- e. Continue to interact with the text and analyze its effectiveness.
- f. Determine the reliability of sources by exploring the author’s background, intentions and motives. NA

Level 8 Step 4- Decoding and Sentence Reading: TG; SR; WB. Vocabulary development of the selection “Constitutional Rights” relates to social studies and current event topics.

Level 8 Step 5- Prereading: TG; SR; WB. Phoneme-graphic analysis uses the word “amendment”.

Level 8 Step 6- Reading: TG; SR; WB. Guided reading and comprehension questions facilitate reading in the content area of social studies.

8.1.11
Read independently for a variety of purposes.

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

The S.P.I.R.E. program provides a sequenced lesson plan structure that gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplished, fluent reading. Students are actively involved throughout each lesson building fluency, expanding vocabulary and reading for enjoyment.

8.1.12
Experience and explore the elements of various literary and media genres.

- a. Continue to read, view, and recognize various literary (e.g. novels, science fictions, plays, suspense, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g., music, films, videos, documentaries, the visual and performing arts) genres.
- b. Recognize and analyze the elements of various literary and media genres. NA
- c. Explore the elements that determine types of fiction (e.g., suspense/mystery, comedy/humor, drama, historical fiction, romance, legends and myths).
- d. Identify and evaluate stated or implied themes and connect recurring themes to previously read materials and current readings.
- e. Evaluate how the author develops characters (e.g., through words, speech, action, thoughts, narrator, interaction, motivation) and evaluate whether the characters are stereotypical or realistic. NA
- f. Evaluate words, phrases, and other devices used by authors to create mood to establish a tone. NA

- g. Determine the elements of the plot and trace them using graphic organizers (i.e. exposition, rising action, climax, falling action, resolution/denouement). NA
- h. Distinguish among varying types of conflict (i.e., man v. man, man v. nature, man v. himself). NA
- i. Explore subplots in literary selections and films. NA
- j. Compare and contrast between or among stories/events the elements of the plot. NA
- k. Determine the narrator's/author's point of view (i.e. first person, third person, limited or omniscient). NA
- l. Explore and explain how a story changes or an event is perceived if the point of view is changed. NA
- m. Summarize, paraphrase, and evaluate selected passages for discussion and/or written assignments or presentations.
- n. Make inferences about print and non-print text.
- o. Use deductive reasoning to facilitate and to extend understanding of texts.
- p. Determine the differences among non-fiction materials (e.g., letters, memoirs, diaries, journals, documentaries, autobiographies, biographies, and educational, informational and technical texts).
- q. Demonstrate knowledge of similes, metaphors, personification, symbolism, idioms, puns, hyperbole, flashback, foreshadowing, and irony.
- r. Explore the concept of allusion. NA

Level 8 Step 6- Reading: TG; SR. Children experience a variety of reading selections. For example students will read content related articles in the following areas; Science: "Perfecting a Windowsill Garden," Poetry: "Smile," Social Studies: "Constitutional Rights".

8.1.13

Develop and sustain a motivation for reading.

- a. Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.
- b. Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).
- c. Read daily from self-selected materials.
- d. Relate literary experiences (e.g., book discussions, literary circles, writing, oral presentations, artistic expressions).
- e. Experience and develop an awareness of literature that reflects a diverse society.
- f. Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.

Level 8 Independent Work: TG; WB. Children are encouraged to complete a variety of workbook activities independently.

Each S.P.I.R.E. lesson is designed to begin the process of moving children from the skills of early reading to the beginnings of a lifelong love of and commitment to literacy.