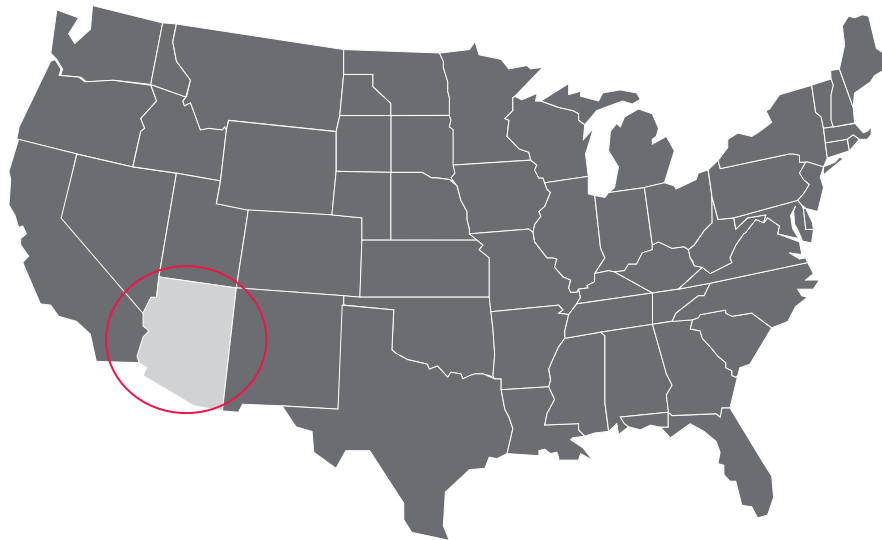




**@SPIRE<sup>®</sup>**



Correlated to the:

**Arizona**

Arizona State English Language  
Arts Expectations

1-6

PRODUCTS BY



**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Arizona State English Language Arts Expectations**

**Grade 1**

The following references are examples from the Teacher’s Manual and appropriate components in the *S.P.I.R.E.* program that align to the Arizona State English Language Arts Standards and Expectations. This correlation is intended to illustrate the program’s approach to these standards. All examples are taken from Level 1 unless specified. (TM = Teacher’s Manual; BLM = Blackline Master; RDR = Student Reader; WB = Workbook; N/A = Not Applicable)

| STANDARDS/EXPECTATIONS  | <i>S.P.I.R.E.</i> Components  |
|---|---|
| <b>STRAND 1: Reading Process</b><br><b>Concept 1</b><br><b>Print Concepts</b>                         |   |
| Demonstrate understanding of print concepts.  |   |
| PO 1. Alphabetize a series of words to the first letter.  | TM; BLM<br>- Step 1 Phonogram Cards<br>- Step 3 Word Building<br>- Step 8 Pre-spelling  |
| PO 2. Distinguish between uppercase and lowercase letters.  | TM<br>- Step 1 Phonogram Cards<br>- Step 3 Word Building<br>BLM pp. 40-41   |
| PO 3. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation). | TM; RDR; WB<br>- Step 4 Decoding/Sentence Reading<br>- Step 5 Pre-reading<br>- Step 6 Reading<br>- Step 10 Sentence Dictation<br>- Independent Work |
| PO 4. Identify the title, author, and table of contents of a book.                                    | TM; BLM; RDR<br>- Step 6 Reading – for example: Table of Contents<br>- Independent Work   |

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components  |
|--|--|
| <b>Concept 2<br/>Phonemic Awareness</b>  |  |
| Identify and manipulate the sounds of speech.  |  |
| PO 1. Generate a series of rhyming words, including consonant blends.  | TM; BLM; WB<br>- Step 2 Phonological Awareness<br>Sounds are identified and rhyming words are made.<br>- Step 3 Word Building<br>- Step 5 Pre-reading                        |
| PO 2. Orally segment a multi-syllable word into its syllables.   | Level 3: TM – Syllable Division pp. 142-177  |
| PO3. Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change <i>cow</i> to <i>how</i> , <i>pan</i> to <i>an</i> ).                         | TM; BLM; WB<br>- Step 1 Phonogram Cards<br>- Step 2 Phonological Awareness<br>- Step 3 Word Building<br>- Step 5 Pre-Reading<br>- Step 8 Pre-spelling/Phonological Awareness |
| PO 4. Distinguish between initial, medial, and final sounds in single-syllable words.  | TM; BLM; WB<br>- Step 1 Phonogram Cards<br>- Step 2 Phonological Awareness<br>- Step 3 Word Building<br>- Step 7 Sound Dictation   |
| PO 5. Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite).   | Level 1: TM – Steps 1-10 Short Sounds pp. 1-123<br>Level 2: TM – Steps 1-10 Long and Short Sounds pp. 177-210  |
| PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words. | TM; BLM; WB<br>- Step 1 Phonogram Cards<br>- Step 5 Pre-reading  |

| STANDARDS/EXPECTATIONS  | S.P.I.R.E. Components  |
|---|--|
| PO 7. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /f/l/a/t/ = flat).  | TM; BLM; WB<br>- Step 5 Pre-reading<br>- Step 7 Sound Dictation<br>- Step 8 Pre-spelling/Phonological Awareness<br>- Step 9 Spelling   |
| PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).  | TM; BLM; WB<br>- Step 5 Pre-reading<br>- Step 7 Sound Dictation<br>- Step 8 Pre-spelling/Phonological Awareness<br>- Step 9 Spelling   |
| <b>Concept 3<br/>Phonics</b>  |  |
| Decode words, using knowledge of phonics, syllabication, and word parts.  |  |
| PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:<br>• Single letters (consonants and vowels),<br>• Consonant blends (e.g., bl, st, tr),<br>• Consonant digraphs (e.g., th, sh, ck), and<br>• Vowel digraphs and diphthongs (e.g., ea, ie, ee). | Level 1: TM – pp. 172-317<br>- Step 4 Decoding/Sentence Reading<br>- Step 5 Pre-reading<br>Level 3: TM – pp. 142-177<br>- Step 4 Decoding/Sentence Reading<br>- Step 5 Pre-reading   |
| PO 2. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.   | Level 3: TM pp. 83-141<br>- Step 1 Phonogram Cards<br>- Step 2 Phonological Awareness<br>- Step 3 Word Building<br>- Step 4 Decoding/Sentence Reading<br>- Step 5 Pre-reading<br>- Step 7 Sound Dictation<br>- Step 8 Pre-spelling |
| PO 3. Use knowledge of base words to identify compound words.   | TM pp. 172-201; BLM; WB<br>- Step 5 Pre-reading  |
| PO 4. Read words with common spelling patterns (e.g., -ite, -ill, -ate).  | Level 1: TM<br>- Step 9 Spelling<br>Level 2: TM<br>- Step 9 Spelling   |

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components  |
|--|--|
| PO 5. Recognize high frequency words and irregular sight words.  | TM<br>- Step 3 Word Building   |
| PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).                                      | TM<br>- Step 5 Pre-reading<br>- Step 6 Reading   |
| PO 7. Use knowledge of word order (syntax) and context to confirm decoding.                            | TM<br>- Step 4 Decoding/Sentence Reading<br>- Step 5 Pre-reading<br>- Step 6 Reading                                 |
| <b>Concept 4<br/>Vocabulary</b>  |  |
| Acquire and use new vocabulary in relevant contexts.   |  |
| PO 1. Recognize base words and their inflections (e.g., <i>look, looks, looked, looking</i> ).         | Level 3: Suffixes pp. 83-142   |
| PO 2. Classify common words into conceptual categories (e.g., animals, foods, toys).                   | Levels 1-3: The word lists provided in the Appendix can be used to classify common words into conceptual categories. |
| PO 3. Identify the words that comprise contractions (e.g., can't=can not, it's=it is, aren't=are not). | TM<br>- Step 5 Pre-reading<br>- Step 6 Reading   |
| PO 4. Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).           | TM pp. 174-178<br>- Step 5 Pre-reading (Phoneme/Grapheme Analysis)   |
| <b>Concept 5<br/>Fluency</b>   |  |
| Read fluently.   |  |
| PO 1. Consistently read grade-level text with at least 90 percent accuracy.                            | TM; BLM; RDR; WB<br>- Step 5 Pre-reading<br>- Step 6 Reading<br>- Independent Work                                   |
| PO 2. Read aloud with fluency in a manner that sounds like natural speech.                             | TM; RDR<br>- Step 6 Reading  |

| STANDARDS/EXPECTATIONS  | S.P.I.R.E. Components  |
|---|--|
| <b>Concept 6<br/>Comprehension</b>  |  |
| Employ strategies to comprehend text.   |  |
| PO 1. Predict what might happen next in a reading selection.  | TM<br>- Step 5 Pre-reading<br>- Step 6 Reading<br>- Independent Work |
| PO2. Relate information and events in a reading selection to life experiences and life experiences to the text. | TM<br>- Step 5 Pre-reading<br>- Step 6 Reading<br>- Independent Work |

**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Arizona State English Language Arts Expectations**

**Grade 2**

The following references are examples from the Teacher’s Manual and appropriate components in the *S.P.I.R.E.* program that align to the Arizona State English Language Arts Standards and Expectations. This correlation is intended to illustrate the program’s approach to these standards. All examples are taken from Level 2 unless specified. (TM = Teacher’s Manual; BLM = Blackline Master; RDR = Students Reader; WB = Workbook; N/A = Not Applicable)

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components  |
|--|--|
| <b>STRAND 1: Reading Process</b>   |  |
| <b>Concept 1</b>   |  |
| <b>Print Concepts</b>  |  |
| Demonstrate understanding of print concepts.   |  |
| PO 1. Alphabetize a series of words to the second letter.  | Steps 3 and 8 can be used to facilitate this skill, and the word lists in the Appendix can also be referenced. |
| PO 2. Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).                           | WB: p. 10  |
| <b>Concept 2</b>   |  |
| <b>Phonemic Awareness</b>  |  |
| Identify and manipulate the sounds of speech.  |  |
| PO 1. Orally segment a multi-syllable word into its syllables.   | TM: Lesson 4, Step 3, p. 112   |
| PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).                          | TM: Lesson 4, Step 3, p. 112   |
| PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme). | TM: Lesson 4, Step 3, p. 112   |
| <b>Concept 3</b>   |  |
| <b>Phonics</b>   |  |
| Decode words, using knowledge of phonics, syllabication, and word parts.   |  |
| PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.  | TM: Lesson 4, Step 3, p. 112; BLM: p. 83; RDR: p. 5  |

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components   |
|--|---|
| PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly). | TM: Lesson 4, Step 5, p. 113; BLM: p. 83; RDR: p. 5   |
| PO 3. Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.          | TM: Intro Lesson, Step 6, p. 207 (regular plurals); TM: Lesson 3, Step 4, p. 222 (irregular plurals); WB: p. 100; BLM: p. 82 (regular plurals); RDR: p. 5 (regular plurals); RDR: p. 9 (irregular plural) |
| PO 4. Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.                                   | N/A   |
| PO 5. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.  | N/A   |
| PO 6. Recognize high frequency words and irregular sight words.  | TM: Lesson 1, Step 1, p. 8; RDR: p. 2; BLM: p. 11; WB: p. 6   |
| PO 7. Read common contractions fluently (e.g., haven't, it's, aren't).   | RDR: p. 45  |
| PO 8. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.  | BLM: p. 93 (r-controlled vowel)   |
| PO 9. Use knowledge of word order (syntax) and context to confirm decoding.  | All selections are written to be decodable, so all selections can be used to confirm decoding.  |
| <b>Concept 4<br/>Vocabulary</b>  |   |
| Acquire and use new vocabulary in relevant contexts.   |   |
| PO 1. Identify simple prefixes (e.g., un-, re-) to determine the meaning of words.   | TM: Lesson 8, Step 4, p. 244 (in-); RDR: p. 87 (mis-), p. 90 (in-), p. 115 (in-); WB: p. 35 (un-)   |
| PO 2. Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.   | RDR: p. 87 (mis-), p. 90 (in-), p. 115 (in-); WB: p. 35 (un-)   |
| PO 3. Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.  | RDR: p. 106 (-ness)   |
| PO 4. Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.  | RDR: p. 106 (-ness)   |
| PO 5. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).  | N/A   |

| STANDARDS/EXPECTATIONS  | S.P.I.R.E. Components  |
|---|--|
| PO 6. Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).              | TM: Intro Lesson, Step 6, p. 187 (let's); RDR: p. 45 (let's)   |
| PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday). | TM: Intro Lesson, Step 5, p. 123 (backpack); RDR: p. 20 (bathtub); WB: p. 7 (bathtub); BLM: p. 28 (hubcap)   |
| <b>Concept 5<br/>Fluency</b>  |  |
| Read fluently.  |  |
| PO 1. Consistently read grade level text with at least 90 percent accuracy.   | All selections can be used to attain 90% accuracy if reread multiple times.  |
| PO 2. Read aloud with fluency in a manner that sounds like natural speech.  | All selections can be used to practice reading in a manner that sounds like nature speech.   |
| PO 3. Use punctuation, including commas, periods, and question marks to guide reading for fluency.                        | All selections can be used to practice using punctuation to guide fluency if reread multiple times.  |
| <b>Concept 6<br/>Comprehension Strategies</b>   |  |
| Employ strategies to comprehend text.   |  |
| PO 1. Predict what might happen next in a reading selection.  | TM: Lesson 2, Step 5, p. 16; WB: p. 14;  |
| PO2. Compare a prediction about an action or event to what actually occurred within a text.                               | TM: Lesson 3, Steps 5/6, pp. 20–21   |
| PO 3. Ask relevant questions in order to comprehend text.   | N/A  |
| PO 4. Relate information and events in a reading selection to life experiences and life experiences to the text.          | TM: Lesson 5, Step 5, p. 28; WB: p. 85; RDR: Students can relate their own life experiences to the topics and themes presented in all the selections |

**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Arizona State English Language Arts Expectations**

**Grade 3**

The following references are examples from the Teacher’s Manual and appropriate components in the *S.P.I.R.E.* program that align to the Arizona State English Language Arts Standards and Expectations. This correlation is intended to illustrate the program’s approach to these standards. All examples are taken from Level 3 unless specified. (TM = Teacher’s Manual; BLM = Blackline Master; RDR = Student Reader; WB = Workbook; N/A = Not Applicable)

| STANDARDS/EXPECTATIONS  | <i>S.P.I.R.E.</i> Components   |
|---|--|
| <b>STRAND 1: Reading Process</b>  |  |
| <b>Concept 1</b>  |  |
| <b>Print Concepts</b>   |  |
| Demonstrate understanding of print concepts.  |  |
| PO 1. Alphabetize a series of words to the third letter.  | Concepts of print are addressed and practiced in:<br>Level 1 Step 6 – Reading: TM; BLM; RDR – ex., Table of Contents<br>Level 1 Step 10 – Sentence Dictation: TM; BLM – Children learn to track print and learn that a period tells them to stop reading because the sentence is finished.<br>Level 1 Independent Work; WB |
| PO2. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).        |  |
| <b>Concept 2</b>  |  |
| <b>Phonemic Awareness</b>   |  |
| Identify and manipulate the sounds of speech.   |  |
| Level 1 Step 2 Phonemic Awareness TM; RDR   |  |
| <b>Concept 3</b>  |  |
| <b>Phonics</b>  |  |
| Decode words, using knowledge of phonics, syllabication, and word parts.  |  |
| PO 1. Read multi- syllabic words fluently, using letter-sound knowledge.  | TM: Lesson 1, Step 3, p. 62; BLM: p. 6; WB: p. 6; RDR: p. 3  |
| PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni). | RDR: p. 79; This level uses two- and three-syllable words.   |

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components  |
|--|--|
| <p>PO 3. Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> <li>• that drop the final e and add endings such as: –ing, –ed, or –able (e.g., use/using/used/usable)</li> <li>• with final consonants that need to be doubled when adding an ending (e.g., hop/hopping)</li> <li>• that require changing the final y to i (e.g., baby/babies)</li> <li>• that end in –tion, –sion, (e.g., election, vision)</li> <li>• with complex word families (e.g., –ight, –ought); and</li> <li>• that include common prefixes, suffixes and root words.</li> </ul> | <p>TM: Lesson 3, Step 3, p. 211 (complex word family <i>ough</i>); TM: Lesson 2, Step1, p. 113 (common suffixes); WB: p. 103; RDR: p. 49</p> |
| <p>PO 4. Read common abbreviations (e.g., Wed., Sept.) fluently.</p>   | <p>RDR: p. 14</p>  |
| <p>PO 5. Recognize high frequency words and irregular sight words.</p>   | <p>TM: Lesson 1, Step 2, p. 7; RDR: p. 1</p>   |
| <p>PO 6. Use knowledge of word order (syntax) and context to confirm decoding.</p>   | <p>All selections are written to be decodable, so all selections can be used to confirm decoding.</p>  |
| <p><b>Concept 4<br/>Vocabulary</b></p>   |  |
| <p>Acquire and use new vocabulary in relevant contexts.</p>  |  |
| <p>PO 1. Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.</p>   | <p>TM: Intro Lesson, Step 1, p. 227; WB: p. 108; BLM: p. 11; RDR: pp. 87–89</p>  |
| <p>PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.</p>   | <p>TM: Lesson 3, Step 1, p. 118; WB: p. 57; BLM: pp 6–7; RDR: pp. 54–55</p>  |
| <p>PO 3. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).</p>   | <p>RDR: p. 14</p>  |
| <p>PO 4. Identify the words that comprise a contraction (e.g., can’t=can not, it’s=it is, aren’t=are not).</p>   | <p>BLM: p. 86; RDR: p. 5</p>   |
| <p>PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p>   | <p>WB: p. 47; BLM: p. 100; RDR: p. 30</p>  |
| <p>PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</p>   | <p>BLM: p. 103; RDR: p. 34 (antonyms); RDR: p. 75 (synonyms); RDR: p. 34 (homonyms)</p>  |
| <p>PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</p>   | <p>N/A</p>   |

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components   |
|--|---|
| <b>Concept 5<br/>Fluency</b>   |   |
| Read fluently.   |   |
| PO 1. Consistently read grade level text with at least 90 percent accuracy.  | All selections can be used to attain 90% accuracy if reread multiple times.   |
| PO 2. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns. | All selections can be used to practice appropriate rhythm, pacing, intonation, and vocal patterns.  |
| <b>Concept 6<br/>Comprehension Strategies</b>  |   |
| Employ strategies to comprehend text.  |   |
| PO 1. Predict events and actions, based upon prior knowledge and text features.  | TM: Lesson 1, Step 5, p. 10; WB: p. 4   |
| PO2. Compare a prediction about an action or event to what actually occurred within a text.                                  | TM: Lesson 1, Step 5, p. 11   |
| PO 3. Ask relevant questions in order to comprehend text.  | TM; RDR<br>Levels 1-8, Step 6<br>As students develop comprehension skills through literal and inferential thinking, visualization strategies and explicit vocabulary development, they formulate relevant questions in order to comprehend text.                    |
| PO 4. Answer clarifying questions in order to comprehend text.   | TM; RDR; WB<br>Levels 1-8, Independent Work<br>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. |
| PO 5. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.               | N/A   |
| PO 6. Connect information and events in text to experience and to related text and sources.                                  | TM: Lesson 2, Step 5, p. 43; WB: p. 11  |

**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Arizona State English Language Arts Expectations**

**Grade 4**

The following references are examples from the Teacher’s Manual and appropriate components in the *S.P.I.R.E.* program that align to the Arizona State English Language Arts Standards and Expectations. This correlation is intended to illustrate the program’s approach to these standards. All examples are taken from Level 4 unless specified. (TM = Teacher’s Manual; RDR = Student Reader; BLM = Blackline Masters; WB = Workbook; N/A = Not Applicable)

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components |
|--|-----------------------|
| <b>STRAND 1: Reading Process</b>   |                       |
| <b>Concept 1</b>   |                       |
| <b>Print Concepts</b>  |                       |
| Demonstrate understanding of print concepts.   |                       |
| Concepts of print are addressed and practiced in:<br>Level 1 Step 6 – Reading: TM; BLM; RDR – ex., Table of Contents<br>Level 1 Step 10 – Sentence Dictation: TM; BLM – Children learn to track print and learn that a period tells them to stop reading because the sentence is finished.<br>Level 1 Independent Work; WB |                       |
| <b>Concept 2</b>   |                       |
| <b>Phonemic Awareness</b>  |                       |
| Identify and manipulate the sounds of speech.  |                       |
| Level 1 Step 2 Phonemic Awareness TM; RDR  |                       |
| <b>Concept 3</b>   |                       |
| <b>Phonics</b>   |                       |
| Decode words, using knowledge of phonics, syllabication, and word parts.   |                       |
| Level 1 TM; BLM; RDR; WB: Each lesson offers explicit instruction in decoding and encoding skills. Readers and Workbooks are fully decodable.<br>Step 1 Phonogram Cards<br>Step 4 Decoding/Sentence Reading<br>Step 5 Pre-reading<br>Step 7 Sound Dictation<br>Step 8 Pre-spelling/Phonological Awareness                  |                       |

| STANDARDS/EXPECTATIONS  | S.P.I.R.E. Components  |
|---|--|
| <b>Concept 4<br/>Vocabulary</b>   |  |
| Acquire and use new vocabulary in relevant contexts.  |  |
| PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.  | TM: Taught in previous level, reviewed in Step 1 throughout; BLM: pp. 36–47; RDR: pp. 3–5; WB: p. 11   |
| PO 2. Use context to determine the relevant meaning of a word.  | TM: Lesson 3, Step 6, p. 14; RDR: pp. 3–5; WB: p. 11   |
| PO 3. Determine the difference between figurative language and literal language.  | TM: Lesson 3, Step 4, p. 161; BLM: p. 83; RDR: p. 58; WB: p. 21  |
| PO 4. Identify figurative language, including similes, personification, and idioms.   | TM: Lesson 3, Step 4, p. 161; BLM: p. 87; RDR: p. 24; WB: p. 29  |
| PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available. | N/A  |
| PO 6. Identify antonyms, synonyms, and homonyms for given words within text.  | TM: Introductory Lesson, Step 6, p. 88; BLM: p. 45; RDR: p. 24; WB: 39   |
| <b>Concept 5<br/>Fluency</b>  |  |
| Read fluently.  |  |
| PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.   | TM: Lesson 4, Step 6, p. 167; RDR: Any poetry selection can be used to practice fluency  |
| <b>Concept 6<br/>Comprehension Strategies</b>   |  |
| Employ strategies to comprehend text.   |  |
| PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).   | TM: Lesson 2, Step 5, p. 208; WB: p. 14  |
| PO 2. Confirm predictions about text for accuracy.  | TM: Lesson 2, Step 6, p. 73  |
| PO 3. Generate clarifying questions in order to comprehend text.  | TM: Step 6 as well as the independent work students do in each lesson can be used to help students generate questions about the reading as they read |
| PO 4. Use graphic organizers in order to clarify the meaning of the text.   | N/A  |

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components  |
|--|--|
| PO 5. Connect information and events in text to experience and to related text and sources.  | TM: Lesson 2, Step 5, p. 26; RDR: p. 103; WB: p. 5   |
| PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.        | TM: Lesson 2, Step 6, pp. 26–27; WB: 7   |
| <b>STRAND 2: Comprehending Literary Text</b><br><b>Concept 1</b><br><b>Elements of Literature</b>  |  |
| Identify, analyze, and apply knowledge of the structures and elements of literature.   |  |
| PO 1. Identify the main problem or conflict of a plot.   | TM: Fiction selections can all be used to identify plot conflicts; RDR: p. 20; WB: p. 19   |
| PO 2. Identify the resolution of a problem or conflict in a plot.  | TM: Fiction selections can all be used to identify conflict resolutions; RDR: pp. 20–21; WB: p. 19   |
| PO 3. Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends).   | TM: Lesson 2, Step 6, p. 208; RDR: p. 108; WB: p. 29   |
| PO 4. Distinguish between major characters and minor characters.   | TM: Lesson 2, Step 6, p. 74; RDR: pp. 16–18; WB: p. 57   |
| PO 5. Describe a character’s traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).                                 | TM: Lesson 3, Step 6, p. 55; RDR: pp. 24–26; WB: p. 16   |
| PO 6. Identify the speaker or narrator in a literary selection.  | TM: Lesson 4, Step 6, p. 110; RDR: pp. 7–8   |
| PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).                                      | TM: Lesson 2, Step 6, p. 100; RDR: pp. 66–68; WB: p. 38  |
| PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.  | TM: Lesson 4, Step 6, p. 112; RDR: pp. 54–56; WB: p. 65  |
| PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.                                   | TM: Lesson 4, Step 5, p. 83; RDR: Poetry selections can all be used to identify characteristics and structural elements of poetry; WB: p. 54 |
| PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. | TM: Lesson 4, Step 5, p. 83 / Lesson 2, Step 5, p. 182 / Lesson 1, Step 5, p. 202  |

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components  |
|--|--|
| <b>Concept 2</b><br><b>Historical and Cultural Aspects of Literature</b>   |  |
| Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.   |  |
| PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.  | TM: Lesson 2, Step 6, p. 183; RDR: pp. 99–100; WB: p. 59                   |
| <b>STRAND 3: Comprehending Informational Text</b><br><b>Concept 1</b><br><b>Expository Text</b>  |  |
| Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.  |  |
| PO 1. Identify the main idea and supporting details in expository text.  | RDR: pp. 99–100, 102–103   |
| PO 2. Distinguish fact from opinion in expository text.  | RDR: pp. 100, 102  |
| PO 3. Determine author’s main purpose (e.g., to inform, to describe, to explain) for writing the expository text.  | Both expository texts have been written by the author to inform the reader |
| PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing) | N/A  |
| PO 5. Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose. (Connected to Research Strand in Writing)                             | N/A  |
| PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)   | N/A  |
| PO 7. Distinguish cause and effect.  | RDR: pp. 99, 102   |
| PO 8. Draw valid conclusions based on information gathered from expository text.   | WB: pp. 59, 61   |

**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Arizona State English Language Arts Expectations**

**Grade 5**

The following references are examples from the Teacher’s Manual and appropriate components in the *S.P.I.R.E.* program that align to the Arizona State English Language Arts Standards and Expectations. This correlation is intended to illustrate the program’s approach to these standards. All examples are taken from Level 5 unless specified. (TM = Teacher’s Manual; BLM = Blackline Masters; WB = Workbook; RDR = Reader; N/A = Not Applicable)

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components |
|--|-----------------------|
| <b>STRAND 1: Reading Process</b>   |                       |
| <b>Concept 1</b>   |                       |
| <b>Print Concepts</b>  |                       |
| Demonstrate understanding of print concepts.   |                       |
| Concepts of print are addressed and practiced in:<br>Level 1 Step 6 – Reading: TM; BLM; RDR – ex., Table of Contents<br>Level 1 Step 10 – Sentence Dictation: TM; BLM – Children learn to track print and learn that a period tells them to stop reading because the sentence is finished.<br>Level 1 Independent Work; WB |                       |
| <b>Concept 2</b>   |                       |
| <b>Phonemic Awareness</b>  |                       |
| Identify and manipulate the sounds of speech.  |                       |
| Level 1 Step 2 Phonemic Awareness TM; RDR  |                       |
| <b>Concept 3</b>   |                       |
| <b>Phonics</b>   |                       |
| Decode words, using knowledge of phonics, syllabication, and word parts.   |                       |
| Level 1 TM; BLM; RDR; WB: Each lesson offers explicit instruction in decoding and encoding skills. Readers and Workbooks are fully decodable.<br>Step 1 Phonogram Cards<br>Step 4 Decoding/Sentence Reading<br>Step 5 Pre-reading<br>Step 7 Sound Dictation<br>Step 8 Pre-spelling/Phonological Awareness                  |                       |

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components   |
|--|---|
| <b>Concept 4<br/>Vocabulary</b>  |   |
| Acquire and use new vocabulary in relevant contexts.   |   |
| PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.   | TM: taught in previous level, reviewed in Step 1 throughout this level; BLM: p. 41; WB: pp. 28–29; RDR: pp. 43–49                                   |
| PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).   | TM: Lesson 1, Step 4, p. 32; BLM: p. 111; WB: p. 4; RDR: p. 24  |
| PO 3. Determine the difference between figurative language and literal language.   | TM: Lesson 3, Step 4, p. 42; BLM: p. 110; WB: p. 28; RDR: pp. 115–118   |
| PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.  | TM: Lesson 1, Step 4, p. 32; BLM: p. 106; WB: p. 33; RDR: p. 55   |
| PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available. | RDR: p. 93  |
| PO 6. Identify antonyms, synonyms, and homonyms for given words within text.   | TM: Lesson 1, Step 4, p. 78; BLM: p. 51; WB: p. 37; RDR: pp. 120–122  |
| <b>Concept 5<br/>Fluency</b>   |   |
| Read fluently.   |   |
| PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.  | Any of the selections in the Reader can be used by the student to practice fluency.   |
| <b>Concept 6<br/>Comprehension Strategies</b>  |   |
| Employ strategies to comprehend text.  |   |
| PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).  | TM: Lesson 3, Step 5, p. 43; WB: p. 42; RDR: pp. 6–8  |
| PO 2. Confirm predictions about text for accuracy.   | TM: Lesson 2, Step 6, p. 39; WB: p. 9; RDR: pp. 10–12   |
| PO 3. Generate clarifying questions in order to comprehend text.   | Step 6 as well as the Independent Work students do in each lesson can be used to help students generate questions about their reading as they read. |
| PO 4. Use graphic organizers in order to clarify the meaning of the text.  | WB: p. 35   |

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components   |
|--|---|
| PO 5. Connect information and events in a text to experience and to related text and sources.  | TM: Lesson 4, Step 5, p. 143; WB: p. 12; RDR: pp. 93  |
| PO 6. Use reading strategies (e.g., drawing conclusions, determining, cause and effect, making inferences, sequencing) to comprehend text.   | TM: Lesson 3, Step 6, p. 139; BLM: p. 9; RDR: pp. 67–69   |
| <b>STRAND 2: Comprehending Literary Text</b><br><b>Concept 1</b><br><b>Elements of Literature</b>  |   |
| Identify, analyze, and apply knowledge of the structures and elements of literature.   |   |
| PO 1. Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).  | TM: Lesson 3, Step 6, p. 171; WB: p. 18; RDR: Fiction selections can all be used to identify components of plot.  |
| PO 2. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.   | WB: p. 15; RDR: pp. 25–27   |
| PO 3. Distinguish between major characters and minor characters.   | TM: Lesson 2, Step 6, p. 85; WB: p. 18; RDR: p. 25–27 (Any fiction selection with more than one character can be used to distinguish between major and minor characters.) |
| PO 4. Analyze how a character’s traits influence that character’s actions.   | TM: Lesson 1, Step 6, p. 195; WB: p. 69; RDR: pp. 131–136   |
| PO 5. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.   | TM: Lesson 2, Step 6, p. 200; RDR: pp. 51–54/pp. 140–141 (1 <sup>st</sup> person); RDR: pp. 44–49 (3 <sup>rd</sup> person)  |
| PO 6. Determine all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.   | TM: Lesson 3, Step 6, p. 114; WB: p. 58; RDR: pp. 76–78   |
| PO 7. Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers’ feelings and attitudes. | TM: Lesson 1, Step 6, p. 195; WB: p. 69; RDR: pp. 131–136   |
| PO 8. Identify types of poetry (e.g., free verse, haiku, cinquain, limericks).   | RDR: p. 4, p. 80, pp. 138–141, p. 156; The types of poems are not identified for the student, but rhyming patterns are discussed.   |
| PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.  | TM: Lesson 2, Step 5, p. 38; WB: p. 42, p. 72; RDR: pp. 25–27 (fable), pp. 29–31 (realistic fiction), pp. 51–54 (essay), pp. 163–169 (animal fantasy)                     |

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components  |
|--|--|
| <b>Concept 2</b><br><b>Historical and Cultural Aspects of Literature</b>   |  |
| Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.   |  |
| PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.  | TM: Lesson 4, Step 6, p. 144; WB: p. 52; RDR: pp. 99–101   |
| <b>STRAND 3: Comprehending Informational Text</b><br><b>Concept 1</b><br><b>Expository Text</b>  |  |
| Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.  |  |
| PO 1. Identify the main idea and supporting details in expository text.  | TM: Lesson 2, Step 5, p. 15; RDR: pp. 76–78; WB: p. 7  |
| PO 2. Distinguish fact from opinion in expository text, using supporting evidence from text.   | TM: Lesson 1, Step 6, p. 105; WB: p. 31; RDR: pp. 14–17, p. 69   |
| PO 3. Determine author’s main purpose (e.g., to inform, to describe, to explain) for writing the expository text.  | Although a specific purpose has not been addressed for the expository selections, all have been written to inform or explain.  |
| PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing) | Most of the expository writing selections have a word that is italicized either for emphasis or because it is a new word that is being defined. RDR: pp. 71–74 (heads) |
| PO 5. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)                                      | TM: Lesson 2, Step 5, p. 133; RDR: pp. 91–93   |
| PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)   | N/A  |
| PO 7. Identify cause and effect relationships (stated and implied).  | TM: Lesson 3, Step 6, p. 139; WB: p. 7; RDR: pp. 95–97   |
| PO 8. Draw valid conclusions based on information gathered from expository text.   | TM: Lesson 3, Step 6, p. 19; WB: p. 9; RDR: pp. 10–12  |

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components                                  |
|--|--|
| <b>Concept 2<br/>Functional Text</b>   |  |
| Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.  |  |
| PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms). | TM: Lesson 1, Step 6, p. 34; WB: p. 12; RDR: pp. 21–23 |
| PO 2. Interpret details in functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).                                 | TM: Lesson 1, Step 6, p. 34; WB: p. 12; RDR: pp. 21–23 |
| <b>Concept 3<br/>Persuasive Text</b>   |  |
| Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.  |  |
| PO 1. Determine an author’s position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.  | N/A  |
| PO 2. Identify the intended effect of persuasive vocabulary (e.g., loaded/ emotional words, exaggeration, euphemisms) that the author uses to influence readers’ opinions.                     | N/A  |
| PO 3. Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers’ perspectives.                              | N/A  |

**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Arizona State English Language Arts Expectations**

**Grade 6**

The following references are examples from the Teacher’s Manual and appropriate components in the *S.P.I.R.E.* program that align to the Arizona State English Language Arts Standards and Expectations. This correlation is intended to illustrate the program’s approach to these standards. All examples are taken from Level 6 unless specified (TM = Teacher’s Manual; BLM = Blackline Master; RDR = Student Reader; WB = Workbook; N/A = Not Applicable)

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components |
|--|-----------------------|
| <b>STRAND 1: Reading Process</b>   |                       |
| <b>Concept 1</b>   |                       |
| <b>Print Concepts</b>  |                       |
| Demonstrate understanding of print concepts.   |                       |
| Concepts of print are addressed and practiced in:<br>Level 1 Step 6 – Reading: TM; BLM; RDR – ex., Table of Contents<br>Level 1 Step 10 – Sentence Dictation: TM; BLM – Children learn to track print and learn that a period tells them to stop reading because the sentence is finished.<br>Level 1 Independent Work; WB |                       |
| <b>Concept 2</b>   |                       |
| <b>Phonemic Awareness</b>  |                       |
| Identify and manipulate the sounds of speech.  |                       |
| Level 1 Step 2 Phonemic Awareness TM; RDR  |                       |
| <b>Concept 3</b>   |                       |
| <b>Phonics</b>   |                       |
| Decode words, using knowledge of phonics, syllabication, and word parts.   |                       |
| Level 1 TM; BLM; RDR; WB: Each lesson offers explicit instruction in decoding and encoding skills. Readers and Workbooks are fully decodable.<br>Step 1 Phonogram Cards<br>Step 4 Decoding/Sentence Reading<br>Step 5 Pre-reading<br>Step 7 Sound Dictation<br>Step 8 Pre-spelling/Phonological Awareness                  |                       |

| STANDARDS/EXPECTATIONS  | S.P.I.R.E. Components  |
|---|--|
| <b>Concept 4<br/>Vocabulary</b>   |  |
| Acquire and use new vocabulary in relevant contexts.  |  |
| PO 1. Determine the effect of affixes on root words.  | TM: Introductory Lesson, Steps 1–10, pp. 1–6 / Introductory Lesson, Steps 1–10, pp. 13–18 / Introductory Lesson, Steps 1–10, pp. 217–221; BLM: pp. 1, 3, 14; RDR: pp. 1, 2, 152; WB: pp. 1–4 |
| PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).  | TM: Reinforcement Lesson 2, Step 4, p. 55; BLM: p. 111; RDR: pp. 28–32; WB: p. 78  |
| PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).   | TM: Lesson 3, Step 6, p. 85; BLM: p. 107; RDR: pp. 47–53; WB: p. 16  |
| PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.  | TM: Reinforcement Lesson 3, Step 6, p. 63; RDR: pp. 9–12; WB: p. 16  |
| PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available. | N/A  |
| <b>Concept 5<br/>Fluency</b>  |  |
| Read fluently.  |  |
| PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).  | All selections can be used to practice accuracy, automaticity, and prosody in reading.   |
| <b>Concept 6<br/>Comprehension Strategies</b>   |  |
| Employ strategies to comprehend text.   |  |
| PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).   | TM: Lesson 1, Step 6, p. 50  |
| PO 2. Confirm predictions about text for accuracy.  | TM: Lesson 1, Step 6, p. 51  |
| PO 3. Generate clarifying questions in order to comprehend text.  | TM: Step 6 as well as the independent work that students do in each lesson can be used to help generate questions about the reading as they read.  |

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components   |
|--|---|
| PO 4. Use graphic organizers in order to clarify the meaning of the text.  | N/A   |
| PO 5. Connect information and events in text to experience and to related text and sources.  | TM: Reinforcement Lesson 1, Step 5, p. 225; RDR: p. 24; WB: p. 39   |
| PO 6. Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension.                                | TM: Reinforcement Lesson 2, Step 6, p. 275; RDR: pp. 34–39; WB: p. 43   |
| PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.  | TM: Reinforcement Lesson 1, Step 6, p. 205; RDR: Reading strategies can be used in all selections to comprehend text; WB: p. 27 |
| <b>STRAND 2: Comprehending Literary Text</b><br><b>Concept 1</b><br><b>Elements of Literature</b>  |   |
| Identify, analyze, and apply knowledge of the structures and elements of literature.   |   |
| PO 1. Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).   | TM: Reinforcement Lesson 2, Step 6, pp. 136–137; RDR: pp. 28–32; WB: p. 15  |
| PO 2. Identify the theme in works of prose, poetry, and drama.   | All fiction and poetry selections can be used to help the teacher and reader discuss and identify the theme.                    |
| PO 3. Describe the motivations of major and minor characters.  | TM: Reinforcement Lesson 1, Step 6, pp. 73–74; RDR: pp. 47–53; WB: pp. 24–25  |
| PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.   | All literary selections are written in third person.  |
| PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.   | TM: Reinforcement Lesson 2, Step 6, p. 29; RDR: pp. 97–99; WB: p. 47  |
| PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author’s word choice.  | TM: Reinforcement Lesson 3, Step 6, p. 115; RDR: pp. 47–53; WB: p. 25   |
| PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language). | Reinforcement Lesson 1, Step 6, p. 156; RDR: pp. 62–63, 103   |

| STANDARDS/EXPECTATIONS   | S.P.I.R.E. Components  |
|--|--|
| PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.  | TM: Reinforcement Lesson 1, Step 5, p. 49 (Mystery) / Reinforcement Lesson 1, Step 5, p. 73 (Fairy Tale) / Reinforcement Lesson 1, Step 5, p. 13 (Ballad) / Reinforcement Lesson 2, Step 5, p. 274 (Myth) / Reinforcement Lesson 1, Step 5, p. 156 (Fable) |
| <b>Concept 2</b><br><b>Historical and Cultural Aspects of Literature</b>   |  |
| Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.   |  |
| PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.  | TM: Reinforcement Lesson 3, Step 6, p. 237; RDR: pp. 165–168; WB: pp. 80–81  |
| PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.   | RDR: pp. 178–182   |
| <b>STRAND 3: Comprehending Informational Text</b><br><b>Concept 1</b><br><b>Expository Text</b>  |  |
| Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.  |  |
| PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.  | TM: Reinforcement Lesson 4, Step 6, p. 39; WB: p. 21   |
| PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.   | TM: Reinforcement Lesson 2, Step 6, pp. 57–58; WB: pp. 76–77   |
| PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.   | TM: Reinforcement Lesson 4, Step 6, p. 38; RDR: pp. 14–17; WB: p. 7  |
| PO 4. Identify the author’s stated or implied purpose(s) for writing expository text.  | All expository selections have been written to inform the reader.  |
| PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing) | RDR: pp. 19–24   |
| PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)   | N/A  |

| <b>STANDARDS/EXPECTATIONS</b>   | <b>S.P.I.R.E. Components</b>                                      |
|---|---|
| PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing) | N/A   |
| PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.    | TM: Reinforcement Lesson 3, Step 6, pp. 33–34; WB: pp. 76–77      |
| PO 9. Draw valid conclusions about expository text, supported by text evidence.   | TM: Reinforcement Lesson 1, Step 6, p. 205; RDR: p. 24; WB: p. 92 |