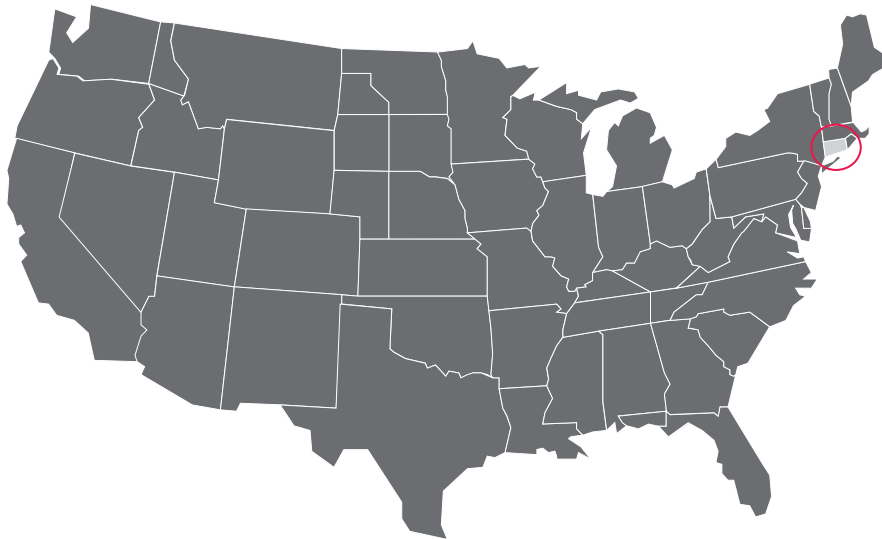


@SPIRE[®]



Correlated to the:

Connecticut

Connecticut English Language Arts
Curriculum Standards
1-5

PRODUCTS BY



S.P.I.R.E.[®]
Correlated to the
Connecticut English Language Arts Curriculum Standards
Grade 1

The following references are examples from the Teacher's Manual and appropriate components in the *S.P.I.R.E.* program that align to the Connecticut English Language Arts Curriculum Standards. This correlation is intended to illustrate the program's approach to these standards. (TM = Teacher's Manual; WB = Workbook; BLM = Blackline Masters; RDR = Reader; N/A = Not Applicable) Examples are assumed to be at Level 1 unless specifically stated otherwise for each component.

STANDARDS	S.P.I.R.E. Component
Concepts About Print	
1. Identify title page, table of contents, author and illustrator of books.	TM; RDR Levels 1-4 - Step 5 Pre-reading - Step 6 Reading
2. Distinguish words from sentences.	TM; RDR; BLM; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading
3. Match oral word to printed word, e.g., pointing to a word as one.	TM; RDR; BLM; WB - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
4. Read simple graphs, charts and diagrams.	TM; WB Levels 1-8 - Independent Work <i>For example:</i> Level 1, p. 40; Level 2, p. 56
Phonological Awareness	
5. Identify initial, medial and final sounds in words.	TM; RDR - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling

STANDARDS	S.P.I.R.E. Component
6. Distinguish long and short vowel sounds in spoken one syllable words, e.g., <i>bit/bite</i> .	TM; BLM; RDR; WB Levels 1-5 Students identify and produce letter-sound correspondences throughout the program in every lesson, adding appropriate consonant and vowel sounds as they progress. Level 1 – Steps 1-10, Short Sounds TM pp. 1-123 Level 2 – Steps 1-10, Long and Short Sounds TM pp. 177-210
7. Delete, add and substitute letter sounds in initial position to make different words.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness <i>For example:</i> TM p. 46 - Step 3 Word Building - Step 5 Pre-reading <i>For example:</i> TM p. 47 - Step 8 Pre-spelling/Phonological Awareness
8. Identify the number of syllables in a spoken word.	TM; BLM; RDR; WB Levels 1-4 <i>For example:</i> Level 1 – Step 2, Phonological Awareness (Blending Syllables) TM p. 179 Level 3 – Syllable Division, TM pp. 142-198 Level 4 – Consonant <i>-le</i> Syllable, TM pp. 34-57
9. Blend up to four orally presented phonemes into a correct CVC word.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 5 Pre-reading (Phoneme-Grapheme Analysis) - Independent Work
10. Segment one-syllable spoken words into phonemes.	TM; RDR; BLM - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading

STANDARDS	S.P.I.R.E. Component
Phonics	
11. Identify uppercase and lowercase letters when shown out of order.	TM; RDR; WB This standard is consistently addressed throughout the lessons and Workbook. <i>For example:</i> WB pp. 14, 24, 34, 47, 54, 63, 75
12. Match sounds to letters to read words.	TM; RDR; BLM - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading
13. Know sounds for common letter patterns, e.g., <i>sh, th, ch, oo, ee, igh, ing, ed.</i>	TM; RDR Levels 1-5 Reference <i>Scope and Sequence</i> - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling
14. Decode words with common letter patterns, e.g. <i>-ake, -ick.</i>	TM; RDR Levels 1-5 Reference <i>Scope and Sequence</i> - Step 4 Decoding/Sentence Reading - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling
15. Decode orthographically regular one-syllable words, e.g., <i>sit, take, need</i> and nonsense words, e.g., <i>vit, dake, jeed.</i>	TM; RDR Levels 1-5 Reference <i>Scope and Sequence</i> - Step 4 Decoding/Sentence Reading - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling

STANDARDS	<i>S.P.I.R.E.</i> Component
16. Decode compound words, contractions and words with common inflectional endings, e.g., <i>-s, -es, -ed, -ing</i> .	TM; BLM; RDR; WB Levels 1-4 Reference Scope and Sequence Level1 - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Independent Work Level 3 TM pp. 83-141 - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Independent Work
17. Use context clues and pictures to aid in the decoding of new words when letters are not sufficient.	TM; BLM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 6 Reading - Independent Work
High-Frequency Words	
18. Read at least 110 high-frequency words, e.g., Dolch or Fry.	TM; BLM; RDR; WB Reference word lists in the Appendix. - Step 1 Phonogram Cards - Step 5 Pre-reading - Step 6 Reading
Fluency	
19. Read aloud, attending to punctuation, e.g., pause at commas and periods, use inflection with question marks, use excitement with exclamation marks.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 6 Reading - Step 10 Sentence Dictation - Independent Work

STANDARDS	<i>S.P.I.R.E.</i> Component
20. Read aloud familiar informational/expository text and literary/narrative text in a manner that sounds like natural speech.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 6 Reading - Step 10 Sentence Dictation - Independent Work
21. Read aloud, while comprehending, unpracticed text with fluency at 40-90+ words correct per minute.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 6 Reading - Independent Work
Vocabulary	
22. Recognize words have more than one meaning.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
23. Classify categories of words, e.g., can tell which of the following are fruits and which are vegetables: oranges, carrots, bananas, peas.	TM Levels 1-8 The word lists provided in the Appendix can be used to classify common words into conceptual categories and learn new grade-level vocabulary. Each lesson introduces grade-level vocabulary using the Phonogram Cards, Spelling and reading selections from the Student Readers.
24. Explain content-specific vocabulary.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
25. Identify common antonyms and synonyms.	TM; RDR, WB Levels 2-8 Word lists in Appendix - Step 3 Word Building - Step 4 Decoding and Sentence Reading - Independent Work

STANDARDS	S.P.I.R.E. Component
Reading Comprehension	
Before Reading	
26. Identify the elements of a genre to help understand the characteristics of different text, e.g., fairy tales, problem and solution in fictional stories, repetitive phrases of nursery rhymes.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> Level 3, TM p. 81 Level 5, TM pp. 198-200
27. Make predictions about text by looking at the title, cover and author.	TM; RDR Levels 1-5 - Step 5 Pre-reading <i>For example:</i> Level 1, TM p. 142 <i>Introducing the Story</i> - Step 6 Reading
28. Tell the purpose for reading a text when the objective is stated.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading
29. Make connections to texts based on prior knowledge of the topics.	TM; RDR Levels 1-5 - Step 5 Pre-reading <i>For example:</i> Level 1, TM. p. 181 <i>Introducing the Story</i> (Stimulate Interest and Prior Knowledge) - Step 6 Reading
During Reading	
30. Ask and answer questions about text.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 185-186, 207, 261-262 - Independent Work
31. Recognize and use text features, such as a map or graph, to find information.	TM; BLM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work

STANDARDS	S.P.I.R.E. Component
32. Read nonfiction text to gain specific information, e.g., main idea and details.	TM; RDR There are selections from each Student Reader that can be used to summarize main ideas. Most selections are stories or poems at the lower levels, however, the upper level books have more informational text. - Step 6 Reader <i>For example:</i> Level 5 Student Reader <i>The Dragonfly</i> pp. 145-146, TM p. 210 <i>The Dormouse</i> pp. 154-155, TM pp 220-221 Students also compare fiction and nonfiction on pages 220-221, using the word “ <i>dormouse</i> ” in two reading selections.
33. Read and follow simple directions.	TM; WB - Independent Work
34. Create mental imagery about text when prompted by the teacher.	TM; RDR - Step 4 Decoding/Sentence Reading <i>For example:</i> TM p. 69 “ <i>Read the last sentence silently. Who can tell me what picture they saw in their mind when they read this sentence?</i> ” - Step 5 Pre-reading - Step 6 Reading
35. Make connections, including text-to-text and text-to-self connections.	TM; BLM; RDR; WB Levels 1-5 - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading <i>For example:</i> TM Level 1, p. 207 <i>Introducing the Story</i> - Step 6 Reading <i>For example:</i> TM Level 5, pp. 220-221
36. Make and confirm predictions.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
37. Make inferences to construct meaning.	TM; RDR - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Component
38. Reread when simple sentences fail to make sense.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
39. Use cueing system to determine meaning of unknown words, e.g., meaning, structure and visual.	TM; BLM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
After Reading: General Interpretation	
40. Answer “who,” “what,” “when,” “where,” “why” and “how” questions about nonfiction text.	TM; BLM; RDR; WB Levels 3-5 - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> Level 3, TM pp. 196-197 - Independent Work
41. Identify story elements, e.g., characters, setting, plot, theme, conflict and point of view.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
42. Identify the topic of and two facts about nonfiction text.	TM; RDR Levels 3-5 - Step 5 Pre-reading - Step 6 Reading
43. Summarize information with a beginning, middle and end.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example:</i> TM pp. 308-309
44. Follow one-step written directions.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example:</i> TM pp. 308-309; WB pp.105-106

STANDARDS	S.P.I.R.E. Component
After Reading: Developing an Interpretation	
45. Identify whether text is fiction or nonfiction.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
46. Support oral and written responses with evidence from text.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
After Reading: Making Reader/Text Connections	
47. Make text-to-self and text-to-text connections.	TM; BLM; RDR; WB Levels 1-5 - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading <i>For example: TM Level 1, p. 207 Introducing the Story</i> - Step 6 Reading <i>For example: TM Level 5, pp. 220-221</i>
After Reading: Content and Structure	
48. Identify the words an author or orator uses to create an image in the reader's mind.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
49. Develop and ask one question that would provide more information about a topic after reading a nonfiction text.	TM; RDR Levels 3-5 - Step 5 Pre-reading - Step 6 Reading
50. Write a different ending to a story.	TM; RDR; WB - Step 6 Reading - Independent Work
Reading Reflection/Behaviors	
51. Select "just right" books to independently read based on known criteria, e.g., five-finger rule, favorite author, etc.	TM - Independent Work
52. Choose a variety of genres to read.	TM; RDR - Step 6 Reading - Independent Work

STANDARDS	<i>S.P.I.R.E.</i> Component
53. Read or listen to a text and explain its appeal.	TM; RDR - Step 6 Reading - Independent Work
54. Reflect orally on reading behaviors when prompted, i.e., <i>What did I learn today as a reader?</i>	TM; RDR - Step 6 Reading - Independent Work

S.P.I.R.E.[®]
Correlated to the
Connecticut English Language Arts Curriculum Standards
Grade 2

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

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
Phonological Awareness	
1. Understand that sounds of language contribute to fluency of texts, e.g., rhyme and rhythm of poetry, books by Dr. Seuss.	Any poetry selection can be used to meet this standard.
2. Add, delete and change targeted sounds to modify or change words, e.g., <i>cat</i> to <i>cot</i> .	TM: Lesson 5, Step 3, p. 87; BLM: p. 31; RDR: p. 1
Phonics/Word Study	
3. Identify sounds automatically for all long and short vowels.	BS
4. identify sounds for common vowel-r patterns, e.g., <i>ar, er, ir, or, ur</i> , and for letter patterns found in multisyllabic words, such as very common prefixes and suffixes that recur in second grade text, e.g., <i>-ful, -ness, and dis-, in-</i> .	TM: Lesson 10, Step 2, p. 252; BLM: p. 13; RDR: p. 71; WB: p. 94
5. apply knowledge of basic syllabication rules when reading, e.g., V/C =su/per, VC/CV=sup/per	TM: Lesson 16, Step 3, pp. 282–283; BLM: p. 37; RDR: p. 23; WB: p. 27
6. Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text.	All lessons require students to use phonetic, structural, syntactical, and contextual clues to read unfamiliar words.
7. Decode multisyllabic words, using strategies, i.e., dividing compound words or syllables and separating suffixes and prefixes	TM: Lesson 16, Step 3, pp. 282–283; BLM: p. 37; RDR: p. 23; WB: p. 27
8. Decode orthographically regular multisyllable words, e.g., <i>butterfly, happiness</i> , by using knowledge of sound-symbol relationships, syllable division and the alphabetic principle.	All lessons that reference multisyllabic words can be used to meet this standard.
9. Read irregularly spelled words, e.g., <i>ocean, angel</i> .	TM: Lesson 12, Step 1, p. 262; BLM: p. 13; RDR: p. 85

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
High-Frequency Words	
10. Read unfamiliar words, containing complex letter patterns/word families, e.g., <i>-ought, -aught</i> , in isolation and in context.	TM: Lesson 10, Step 6, pp. 254–255; BLM: p. 16; RDR: p. 7; WB: p. 6
11. Read at least 300 high-frequency words, e.g., Dolch or Fry.	Lessons containing high-frequency words can be used to meet this standard.
Fluency	
12. Read aloud informational/expository text and literary/narrative text, attending to intonation.	All selections can be used to practice fluency.
13. Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute.	All selections can be used to practice fluency.
Vocabulary	
14. Use content-specific vocabulary in speaking and writing.	TM: Lesson 5, Step 6, p. 175; RDR: p. 67–68
15. Explain common antonyms, e.g., <i>big, little; day, night</i> , and synonyms, e.g., <i>little, small</i> .	TM: Lesson 12, Step 5, p. 264; BLM: p. 29; RDR: p. 65; WB: p. 69
16. Explain multiple meanings of common words, e.g., <i>fly, duck</i> .	TM: Lesson 8, Step 5, p. 245; RDR: p. 65; WB: p. 25
17. Use glossaries and dictionaries to identify word meanings.	N/A
18. Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.	TM: Level 3, Lesson 1, p. 108; BLM: Level 3, pp. 41–44; RDR: Level 3, p. 35; WB: Level 3, pp. 40–43
19. Reread and read on to determine meaning of unknown words.	All selections can be used to reread and read on to determine the meaning of unknown words.
20. Use new vocabulary from narrative and expository text in well-constructed sentence.	Vocabulary from all selections can be used to meet this standard.
21. Identify unfamiliar words.	TM: Lesson 15, Step 6, p. 280; RDR: p. 79; WB: p. 97
Reading Comprehension	
Before Reading	
22. Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables.	TM: Lesson 6, Step 5, p. 235; RDR: p. 22
23. Preview parts of books, e.g., table of contents and glossary, to gain understanding.	N/A

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
24. Activate prior knowledge about an author or genre in order to make connections to text.	Lesson 17, Step 5, pp. 288–289; RDR: p. 117
25. Identify chapter headings, pictures, illustrations and charts in the text.	N/A
26. Identify print and nonprint resource materials matched to a specific purpose (such as informational text and/or illustrations and graphics on a nonfiction topic).	RDR: Level 5, p. 93
During Reading	
27. Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.	All selections can be used to practice identifying comprehension strategies.
28. Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts.	RDR: Level 5, pp. 71–74
29. Identify and use important words in a text to perform a task, e.g., math problem solving, follow multistep directions.	RDR: Level 5, pp. 6–8
30. Identify the speaker in a poem and the narrator in a story.	TM: Lesson 1, Step 6, pp. 71–72; RDR: p. 25
31. Monitor comprehension while reading and self-correct using visual cues first, followed by meaning and auditory cues (decoding should be rapid enough not to impede comprehension).	All selections can be used to practice self-monitoring and self-correcting.
32. Identify elements of author’s craft, e.g., similes.	TM: Lesson 2, Step 6, p. 77; RDR: p. 43
33. Read nonfiction materials for answers to specific questions or for specific purposes.	All nonfiction selections can be used to meet this standard.
34. Interpret information from simple graphs and charts.	N/A
After Reading: General Interpretation	
35. Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.	All lessons require students to answer questions about stories.
36. Respond to oral and written questions about the facts in nonfiction text.	All lessons require students to answer questions about nonfiction text.
37. Identify rhythm, rhyme, alliteration and assonance in poetry.	TM: Lesson 5, Step 6, p. 59; RDR: p. 117; WB: p. 101
38. Follow two-step or more written directions.	RDR: Level 5, pp. 6–8

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
After Reading: Developing an Interpretation	
39. Compare similarities and differences of characters in a story.	Any two fiction selections can be used to compare and contrast characters.
40. Compare information across nonfiction selections, e.g., <i>seagulls</i> vs. <i>hawks</i> .	Any two nonfiction selections about similar topics can be used for comparison.
41. State fact versus opinion, e.g., <i>I am a boy</i> ; <i>Everyone loves ice cream</i> .	TM: Lesson 2, Step 6, p. 17; WB: p. 34
42. Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.	Level 4 contains two stories about basketball that can be used for comparison
After Reading: Making Reader/Text Connections	
43. Make text-to-text and text-to-world connections.	Level 4 contains two stories about basketball that can be used to make connections.
44. Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.	N/A
After Reading: Content and Structure	
45. Identify the author's use of literary devices, e.g., interesting word choice.	TM: Lesson 1, Step 6, p. 158; RDR: p. 59; WB: p. 47
46. Identify what is important to an author based on the content of text.	Any selection can be used to identify what might be important to the author.
47. Synthesize information from a text to extend meaning , e.g., ask an author questions or points to include in a speech.	N/A
Reading Behaviors	
48. Select "just right" books of different genres for independent reading and explain why the book choice was appropriate.	N/A
49. Independently read for a variety of purposes, including literacy experience, to gain information, to perform a task, for enjoyment and to build fluency.	Any selection can be used for independent reading.
50. Explain what good readers do and identify own good reader behaviors.	N/A

S.P.I.R.E.[®]
Correlated to the
Connecticut English Language Arts Curriculum Standards

Grade 3

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

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
Phonics/Word Study	
1. Use phonetic, structural, syntactical and contextual clues to read and understand words.	All lessons and selections require students to use phonetic, structural, syntactical, and contextual clues to read and understand words.
2. Know sounds for a wide range of suffixes and prefixes, e.g., <i>-able, -tion, -ment, ex-, re-</i> .	All lessons require students to know sounds that make up a wide range of words, including prefixes and suffixes.
3. Use letter-sound correspondence, structural analysis and syllable patterns to decode multisyllable words.	TM: Intro Lesson, Step 1, pp. 170–171; WB: p. 29; RDR: pp. 75–76
4. Infer word meanings from roots, prefixes, and suffixes.	TM: Intro Lesson 1, Step 1, p. 108; WB: p. 58; RDR: p. 45
5. Recognize automatically common regular and irregular words.	All selections can be used to practice recognizing regular and irregular words.
6. Analyze the meaning of words and phrases in context.	All selections can be used to analyze meaning of words and phrases.
7. Use context to accurately read words with more than one pronunciation, e.g., <i>an object vs. to object</i> .	WB: p. 90; RDR: p. 34
8. Explain common homophones, e.g. <i>fair/fare</i> or <i>made/maid</i> , and homographs, e.g., <i>a lead weight vs. lead the way</i> .	WB: p. 46; RDR: p. 55
9. Identify pronoun referents in text.	RDR: p. 3
10. Read words containing complex letter patterns and/or word families, e.g., <i>-ieve, -eive, -ield</i> , in isolation and in context.	TM: Level 4, Intro Lesson, p. 194
High-Frequency Words	
11. Read at least 600 high-frequency words, e.g., Dolch or Fry.	All selections can be used to practice reading high-frequency words.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
Fluency	
12. Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.	All selections can be used to practice fluency.
13. Read aloud, while comprehending, unpracticed text with fluency at 110-120+ words correct per minute.	All selections can be used to practice fluency.
14. Silently read longer, more complex texts.	All selections can be used to meet this standard.
Vocabulary	
15. Use glossary, dictionary and thesaurus to find and confirm word meanings.	N/A
16. Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.	TM: Lesson 2, Step 5, p. 43; WB: p. 24
17. Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.	All selections can be used to develop vocabulary.
18. Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.	N/A
Reading Comprehension	
Before Reading	
19. Choose the appropriate text for a specific purpose.	Teacher and students can set purposes for reading specific selections.
20. Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge.	TM: Lesson 4, Step 5, p. 196; WB: p. 95
21. Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.	Predictions can be made about all selections, based on their titles.
During Reading	
22. Make predictions and connections.	TM: Lesson 3, Steps 5 & 6, p. 21; WB: p. 33
23. Ask and answer questions.	All lessons require students to answer questions about a selection.
24. Describe the mental imagery that occurs while reading.	TM: Lesson 4, Step 6, p. 26; WB: p. 9; RDR: p. 11

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
25. Identify specific words or phrases that cause comprehension difficulties and self monitor.	Students can identify any words or phrases in any selections that cause comprehension difficulties.
26. Explain first-, second-, and third-person point of view.	TM: Lesson 4, Step 5, p. 25; RDR: p. 11
27. Interpret graphical information, e.g., charts, tables, diagrams.	N/A
28. Make inferences based on explicit information in the text; provide justification for those inferences.	TM: Lesson 1, Step 6, p. 11; RDR: p. 3
After Reading: General Interpretation	
29. Describe characters' physical and personality traits.	TM: Lesson 1, Step 5, p. 37; WB: p. 15; RDR: p. 14
30. Develop a new title that best fits a text.	N/A
31. Describe the conflict faced by a character in a story.	TM: Lesson 2, Step 5, p. 43; WB: p. 18; RDR: pp. 16–17
32. State the main idea with supporting details in informational text.	TM: Lesson 4, Step 6, pp. 196–197; WB: p. 36; RDR: pp. 78–79
33. State the theme in literary text.	Any fiction selection can be used to practice identifying the theme.
After Reading: Developing an Interpretation	
34. Explain similarities and differences in a story.	TM: Lesson 1, Step 6, pp. 37–38; WB: p. 26; RDR: p. 14
35. Draw conclusions based on implicit or explicit evidence from text.	TM: Lesson 3, Step 6, p. 48; WB: p. 18; RDR: p. 19
36. Decide an author's purpose for including particular information in text.	TM: Lesson 4, Step 5, pp. 80–81; WB: p. 36; RDR: p. 34
37. Interpret meaning based on charts, graphs, maps, illustrations, photos in text.	N/A
38. Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.	All selections can be used to practice identifying text structure.
After Reading: Making Reader/Text Connections	
a. Identify most surprising/interesting/important part of a text and explain why.	All selections can be used to meet this standard.
After Reading: Content and Structure	
39. Recognize values, ethics and beliefs included in a text.	TM: Lesson 1, Step 5, p. 10; WB: p. 4; RDR: p. 3
40. Select, synthesize and use relevant information from a text to include in an extension or response to the text, e.g., journal response, questions to ask the author, points to include in a speech.	N/A

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
41. Identify the author's use of literary devices, e.g., simile, personification.	TM: Lesson 2, Step 5, p. 234; RDR: pp. 87–89
42. Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.	N/A
Reading Reflection/Behaviors	
43. Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture and tradition.	N/A
44. Identify reading strengths and weaknesses with teacher assistance and select targets on which to work.	N/A
45. Cite favorite authors and books and support with reasons.	N/A

S.P.I.R.E.[®]
Correlated to the
Connecticut English Language Arts Curriculum Standards

Grade 4

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

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
Word Study	
1. Know sounds for letter patterns common to multisyllable or low frequency words, e.g., <i>ch</i> as in <i>machinery</i> , <i>chemistry</i> and <i>chip</i> .	TM: Level 8, p. 141
2. Know sounds and meanings for a wide range of suffixes and prefixes, including those relevant to specific content areas.	TM: Level 8, p. 108
3. Use context to read and understand words with more than one pronunciation, e.g., <i>an object</i> vs. <i>to object</i> .	WB: p. 48; RDR: pp. 70–71
4. Use letter-sound correspondence, structural analysis, and analogy to decode grade-appropriate unfamiliar words across all content areas.	All lessons require students to use letter-sound correspondence, structural analysis, and analogy to decode.
Fluency	
5. Adjust reading rate to match text complexity, type of text and purpose for reading, e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas.	All selections can be used to practice fluency.
6. Read aloud, while comprehending, unpracticed text with fluency at 120-135+ words correct per minute.	All selections can be used to practice fluency.
Vocabulary	
7. Develop a high-frequency word vocabulary list from literary and content area texts, e.g., across content vocabulary notebook.	All selections can be used to develop a vocabulary list.
8. Identify specific words or phrases causing comprehension difficulties and apply strategies to support comprehension.	Students can identify specific words or phrases in any selection that they find difficult.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
9. Explain common homophones, homographs, e.g., <i>maid/made; to/two/too; pencil lead vs. to lead the way</i> , words with multiple meanings, and meanings of words specific to various content areas, e.g., <i>product in math</i> .	WB: p. 15; RDR: pp. 16–18
10. Infer word meanings from common roots, prefixes, suffixes, e.g., <i>port: transportation, porter, import, report</i> .	WB: p. RDR: pp. 102–103
11. Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in oral and written communication.	All selections can provide students with new vocabulary.
12. Understand and respond to words in directions, e.g., <i>mainly, brief, evidence, information, support</i> .	N/A
13. Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.	TM: Lesson 1, Step 5, p. 202; RDR: p. 102
14. Explain that some words have a different meaning in different content areas, e.g., concept of <i>shade</i> in science and art.	RDR: pp. 70–71
15. Apply the necessary strategy, e.g., Concept of Definition Map, Context Clues for Determining Word Meanings, List-Group-Label, Possible Sentences, Semantic Feature Analysis, Word Walls, Knowledge Rating Scale to better comprehend vocabulary.	N/A
Reading Comprehension	
Before and During Reading	
16. Activate prior knowledge before reading, e.g., Direct Reading-Thinking Activity, KWL Chart, Anticipation Guide, Response Notebooks.	TM: Lesson 3, Step 5, p. 187; WB: p. 12; RDR: pp. 102–103
17. Examine the text before reading, e.g., Chapter Tour, Read Around the Text, Concept of Definition Map.	N/A
18. Evaluate predictions and adjust as necessary.	TM: Lesson 1, Step 6, pp. 20–21; WB: p. 48
19. Use cueing system and context clues to determine meanings of words.	All selections can be used to practice using cueing systems and context clues to determine meanings of words.
20. Summarize information to maintain focus and provide clarity.	All selections can be used to practice summarizing.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
21. Use appropriate resources to locate information, e.g., index, glossary, dictionary, thesaurus, directory, website on a specific topic or for a specific purpose.	RDR: Level 5, p. 93
After Reading: General Interpretation	
22. Explain steps in a process, e.g., problem solving in mathematics, life cycle of a butterfly.	TM: Lesson 3, Step 6, p. 187; RDR: p. 102
23. Summarize information, including main idea, most important text-based facts, details, and/or ideas, e.g., newspaper, magazine, Internet articles, content journals.	N/A
24. Describe the components of setting, e.g., time, location, descriptive surroundings.	TM: Lesson 3, Steps 5 & 6, pp. 162–163; RDR: pp. 88–90
25. Infer characteristics, setting, plot events, theme, conflict.	TM: Lesson 2, Step 6, p. 75; WB: p. 21; RDR: pp. 34–37
After Reading: Developing an Interpretation	
26. Identify and explain the elements of particular literary forms, e.g., poetry, short story, biography, journalistic writing, narrative.	TM: Lesson 1, Step 5, p. 202; RDR: pp. 107–108
27. Distinguish fact vs. opinion in text.	TM: Lesson 2, Step 6, p. 183; WB: p. 65; RDR: pp. 99–100
28. Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.	Any two fiction selections can be used to compare and contrast.
29. Recognize organizational patterns of text, e.g., main ideas and supporting details, compare/contrast, cause/effect, sequence of events.	Any selection can be used to practice recognizing organizational patterns of text.
30. Determine character traits, using knowledge of the characters' situations.	TM: Lesson 1, Steps 5 & 6, pp. 20–21; WB: p. 5; RDR: pp. 4–5
31. Identify and explain the difference between first-, second- and third-person point of view.	TM: Lesson 2, Steps 5 & 6, pp. 26–27; RDR: pp. 7–8
32. Determine an author's purpose for including or omitting details to create meaning.	TM: Lesson 2, Step 6, pp. 128–129; RDR: pp. 70–71
33. Determine an author's purpose for choosing a certain genre.	TM: Lesson 2, Steps 5 & 6, pp. 208–209; RDR: pp. 110–112
After Reading: Making Reader/Text Connections	
34. Analyze how characters deal with diversity and adversity relating to real-world situations.	TM: Lesson 1, Steps 5 & 6, pp. 44–45; WB: p. 67; RDR: pp. 16–18

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
35. Identify the best/worst part of an event or situation in text.	TM: Lesson 1, Step 6, p. 21; WB: p. 29; RDR: pp. 4–5
After Reading: Content and Structure	
36. Identify literacy devices the author uses to appeal to the reader, e.g., humor, imagery.	TM: Lesson 3, Step 6, p. 133; RDR: pp. 73–74
37. Identify and explain the author’s use of metaphor and onomatopoeia.	TM: Lesson 4, Step 5, p. 83; WB: p. 29; RDR: p. 45
38. Synthesize information in the text to extend the meaning, e.g., what might the next paragraph be about.	All lessons require students to synthesize parts of what they read before going on to the next part.
39. Recognize and discuss an author’s values, ethics and beliefs included in many texts.	TM: Lesson 2, Steps 5 & 6, pp. 208–209; RDR: pp. 110–112
40. Make generalizations about a topic after reading more than one text, e.g., life during the Civil War after reading several informational/expository and literary/narrative accounts of this historic period.	The two basketball stories can be used to make generalizations about how people feel about playing basketball.
Reading Reflection/Behaviors	
41. Choose a variety of genres to read for personal enjoyment.	Any selection can be used to meet this standard.
42. Elicit, discuss and respect the opinions of others about written, oral and visual texts.	All lessons require students to discuss selections in a group setting.
43. Share opinions and judgments based on texts.	All lessons require students to share opinions and judgments.
44. Explain the appeal of a text.	N/A
45. Identify reading strengths and weaknesses and select targets on which to work.	N/A

S.P.I.R.E.[®]
Correlated to the
Connecticut English Language Arts Curriculum Standards
Grade 5

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

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
Vocabulary	
1. Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.	All lessons and selections can be used to meet this standard.
2. Use structural analysis to understand new words and concepts.	All lessons and selections require students to use structural analysis to understand new words.
3. Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.	N/A
Reading Comprehension	
Before and During Reading	
4. Synthesize using multiple strategies/multiple sources for new insight, e.g., Visualizing, Think-Aloud, Question-Answer Relationship, List-Group-Label.	All selections can be used to practice synthesizing comprehension strategies.
5. Determine the importance of ideas (main ideas, details and themes) in text.	All selections can be used to practice determining the importance of ideas.
6. Use cueing system and context clues to determine meanings of words.	All selections can be used to practice using cueing systems and context clues to determine meanings of words.
7. Make inferences based on implicit and explicit information in the text; provide justification for those inferences.	TM: Lesson3, Step 6, p. 89; WB: p. 31; RDR: pp. 51–54
After Reading: General Interpretation	
8. Identify recurring themes in literature, including books by the same author, e.g., friendship, conflict.	N/A

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
9. Use knowledge of the situation, characters' actions, motivations, feelings, and physical attributes to determine characters' traits.	TM: Lesson 1, Step 6, pp. 128–129; WB: p. 45; RDR: pp. 83–89
10. Discuss and analyze how characters in text deal with conflicts of human experience, relating to real life situations.	RDR: Level 4, pp. 70–71
11. Summarize the major actions that define the plot and how actions lead to conflict or resolution.	TM: Lesson 1, Step 6, pp. 128–129; WB: p. 26; RDR: pp. 83–89
12. Explain the influence of setting on character and plot.	TM: Lesson 1, Steps 5 & 6, pp. 79–80; WB: p. 26; RDR: pp. 38–42
13. Identify the narrator and explain which point of view is used in the text.	TM: Lesson 3, Step 6, p. 89; RDR: pp. 51–54
14. Explain how a story would change if a different character narrated it.	TM: Lesson 3, Step 5, p. 88
After Reading: Developing an Interpretation	
15. Follow multistep directions in a procedural text and explain and/or follow the process.	TM: Lesson 1, Step 6, p. 34; WB: p. 12; RDR: pp. 21–23
16. Explain the characteristics of various genres.	TM: Lesson 2, Step 5, p. 38
17. Compare and contrast ideas, themes and/or issues across texts, and across texts representing multicultural experiences.	N/A
18. Compare and contrast the same conflict from the point of view of two different characters.	TM: Lesson 1, Step 6, p. 195; WB: p. 69; RDR: pp. 131–136
19. Explain how specific text features help you understand a selection, e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary.	RDR: pp. 71–74
20. Explain similarities and differences within and among multiple cultures or historical periods, e.g., marriage customs or family vs. community responsibilities.	TM: Level 4, Lesson 2, Step 6, p. 129
21. Explain how personal beliefs and values influence the interpretation of text.	TM: Lesson 2, Step 6, p. 39; WB: p. 14; RDR: pp. 25–27
22. Find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial.	TM: Lesson 4, Step 6, p. 118; WB: p. 42; RDR: p. 80

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
After Reading: Making Reader/Text Connections	
23. Take a position regarding a topic/issue.	TM: Lesson 1, Step 5, p. 194; WB: p. 14; RDR: pp. 25–27
24. Evaluate the quality and value of text.	N/A
25. Connect current issues, information from other texts, and personal experiences to characters, events and information.	RDR: Level 6, pp. 55–60
After Reading: Content and Structure	
26. Understand how the author’s experience and beliefs influence text.	TM: Lesson 2, Step 6, pp. 199–200; WB: p. 69; RDR: pp. 138–141
27. Recognize author’s perspective, e.g., opinion about an idea, stand on an issue, perspective on a topic, and cite supporting literary/narrative text details or information text facts.	TM: Lesson 1, Step 6, p. 195; WB: p. 69; RDR: pp. 131–136
28. Understand the social and cultural perspective from which the author writes and how that contributes to the text.	N/A
29. Examine and determine the validity of sources of information.	RDR: p. 93
30. Explain how information in a text could be used to solve a problem and cite text-based examples, e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store.	TM: Lesson 4, Step 6, pp. 23–24; WB: p. 9; RDR: pp. 14–17
Reading Reflection/Behaviors	
31. Choose a variety of genres to read, hear, view and write for personal enjoyment.	All selections can be used to meet this standard.
32. Recommend books to others and explain the reason for the recommendation.	N/A
33. Set reading goals, create a plan to meet those goals, and monitor progress.	N/A