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Correlated to the:

Louisiana

English Language Arts (ELA)
Grade Level Expectations
1–5

PRODUCTS BY



S.P.I.R.E.[®]
Correlated to the
Louisiana 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 Louisiana 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	S.P.I.R.E. Components
READING AND RESPONDING Standard 1	
1. Demonstrate understanding of phonemic awareness by: <ul style="list-style-type: none"> • creating and stating a series of rhyming words, including consonant blends • distinguishing which words have the same target sounds (i.e., beginning, medial, and final) in a given set of spoken words • distinguishing long- and short-vowel sounds related to the same letter in one-syllable spoken words (e.g., the <i>a</i> is short in <i>ran</i> and long in <i>make</i>) • segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words, without looking at the word or letters in print • adding, deleting, or substituting sounds (phonemes) to create new words (ELA-1-E1) 	TM; BLM; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness – Sounds are identified and rhyming words are made - Step 3 Word Building - Step 5 Pre-reading - Step 7 Sound Dictation Level 1: TM – Steps 1-10 Short Sounds pp. 1-123 Level 2: TM – Steps 1-10 Long and Short Sounds pp. 177-210

STANDARDS/EXPECTATIONS	S.P.I.R.E. Components
<p>2. Demonstrate understanding of phonics by:</p> <ul style="list-style-type: none"> • decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, <i>r</i>-controlled vowels, and long vowels spelled with more than one letter, including silent <i>e</i> • reading one- and two-syllable words with short- and long-vowel sounds spelled with common spelling patterns • identifying and reading words from common word families • recognizing base words and their inflectional forms (e.g., suffixes, <i>-s, -es, -ed, -ing, -est, -er</i>) • reading high-frequency, grade-appropriate nonphonetic words with automaticity (ELA-1-E1) 	<p>Levels 1-2-3 TM; BLM; RDR; WB</p> <ul style="list-style-type: none"> - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Step 7 Sound dictation - Step 8 Pre-spelling - Step 9 Spelling - Independent Work
<p>3. Use pictures and context clues to confirm meaning of unfamiliar words (ELA-1-E1)</p>	<p>TM; WB</p> <ul style="list-style-type: none"> - Independent Work: for example pp. 7; 29; 43
<p>4. Identify grade-appropriate compound words in print (ELA-1-E1)</p>	<p>TM – pp. 172-201; BLM; RDR; WB</p> <ul style="list-style-type: none"> - Step 5 Pre-reading - Step 6 Reading
<p>5. Identify grade-appropriate contractions (e.g., <i>isn't, can't, don't</i>) (ELA-1-E1)</p>	<p>TM</p> <ul style="list-style-type: none"> - Step 5 Pre-reading - Step 6 Reading
<p>6. Identify words in categories with shared conceptual or definitional characteristics (ELA-1-E1)</p>	<p>TM</p> <p>Levels 1-3 The word lists provided in the Appendix can be used to classify common words into conceptual categories.</p> <p>Levels 1-8</p> <ul style="list-style-type: none"> - Step 4 Decoding/Sentence Reading <p>Students decode and make meaning from word usage in the sentences.</p>
<p>7. Give more than one definition for grade-appropriate words that have more than one meaning (ELA-1-E2)</p>	<p>N/A</p>
<p>8. Identify the author and the illustrator of a book (ELA-1-E2)</p>	<p>TM; WB</p> <ul style="list-style-type: none"> - Step 6 Reading - Independent Work

STANDARDS/EXPECTATIONS	S.P.I.R.E. Components
9. Identify that the first sentence of a paragraph is indented (ELA-1-E2)	TM; WB - Step 6 Reading - Independent Work
10. Identify table of contents in a book (ELA-1-E3)	TM; BLM; RDR - Step 6 Reading – for example: Table of Contents - Independent Work
11. Demonstrate ability to read and follow two-step written directions (ELA-1-E3)	N/A
12. Identify story elements, including: <ul style="list-style-type: none"> • speaker or narrator • setting • characters • plot • problems and solutions (ELA-1-E4) 	Levels 1-8 TM; RDR - Step 5 Pre-reading - Step 6 Reading Students use the strategies acquired in each lesson to support comprehension as they read a variety of text.
13. Identify literary devices, including dialogue (ELA-1-E4)	Levels 1-8 TM; RDR - Step 5 Pre-reading - Step 6 Reading Students use the strategies acquired in each lesson to support comprehension as they read a variety of text.
14. Retell a story's beginning, middle, and end (ELA-1-E5)	Levels 1-8 TM; RDR - Step 5 Pre-reading - Step 6 Reading Students use the strategies acquired in each lesson to support comprehension as they read a variety of text.
15. Retell important facts from informational text (ELA-1-E5)	Levels 1-8 TM; RDR - Step 5 Pre-reading - Step 6 Reading Students use the strategies acquired in each lesson to support comprehension as they read a variety of text.

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Components
16. Compare the similarities/differences between events in a story and events in life (ELA-1-E6)	Levels 1-8 TM; RDR - Step 5 Pre-reading - Step 6 Reading Students use the strategies acquired in each lesson to support comprehension as they read a variety of text.
17. Identify themes in texts and relate themes to personal prior experience or experience of others (ELA-1-E6)	Levels 1-8 TM; RDR - Step 5 Pre-reading - Step 6 Reading Students use the strategies acquired in each lesson to support comprehension as they read a variety of text.
18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation (ELA-1-E7)	Levels 1-8 TM; RDR - Step 5 Pre-reading - Step 6 Reading Students use the strategies acquired in each lesson to support comprehension as they read a variety of text.

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Grade 2

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STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
READING AND RESPONDING Standard 1	
1. Identify unique letter-sound patterns, including long and short vowels (e.g., <i>ea</i> for short <i>e</i> , as in <i>bread</i> , and <i>ough</i> for long <i>o</i> , as in <i>though</i>) and consonants (<i>tch</i> for /ch/, as in <i>watch</i> , and <i>gh</i> for /f/, as in <i>cough</i>) (ELA-1-E1)	TM: Intro Lesson, p. 149; BLM: p. 60; WB: 46; RDR: p. 57
2. Demonstrate understanding of phonics by doing the following: <ul style="list-style-type: none"> • isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word • fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words • differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., <i>ou</i>, <i>ow</i>, <i>ough</i>, <i>igh</i>) • reading regularly spelled words with as many as four syllables • using phonetic decoding strategies accurately and rapidly in unfamiliar words and text • using common affixes (prefixes and suffixes) to understand word meanings (ELA-1-E1) 	All lessons segment and blend phonemes in words. Phonemes are manipulated to make new words, and word families are used to teach decoding strategies. Common prefixes and suffixes are taught so students can understand word meanings.
3. Identify and explain common synonyms, antonyms, and homonyms (ELA-1-E1)	TM: Lesson 1, Step 4, p. 11; WB: p. 69; RDR: p. 63
4. Use knowledge of base words to interpret meaning of unfamiliar words (e.g., <i>heat/preheat</i>) (ELA-1-E1)	TM: Level 3, Lesson 1, p. 107; WB: p. 35; RDR: p. 67

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
5. Determine word meaning and appropriate word choices using reference aids, including dictionaries and thesauruses (ELA-1-E1)	N/A
6. Identify the glossary and index in a book (ELA-1-E2)	N/A
7. Determine appropriate circumstances to use skimming and scanning to preview text and to find information (ELA-1-E3)	All selections can be used for skimming and scanning, depending on the information the teacher asks the students to find.
8. Identify story elements, including effects of setting on events and characters (ELA-1-E4)	All selections and lessons can be used to identify settings and determine the effect they have on events and characters.
9. Identify literary and sound devices, including similes and rhythm in texts (ELA-1-E4)	TM: Lesson 2, Steps 5 & 6, pp. 76–77; RDR: p. 27, 117
10. Retell a story in sequence including main idea and important supporting details (ELA-1-E5)	All selections can be retold by students; main idea and supporting details would be included in a retelling.
11. Make statements about how previous reading and life experiences relate to information read in texts (ELA-1-E6)	TM: Lesson 1, Step 5, p. 12; WB: p. 85
12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation (ELA-1-E7)	All selections can be used to practice reading fluency of 90 words per minute.
13. Read texts and simple chapter books silently at independent reading level (ELA-1-E7)	All selections can be used by students to practice independent reading.
Standard 6	
14. Compare and contrast different versions of the same story from different cultures through oral, written, and visual responses (ELA-6-E1)	N/A
15. Identify a variety of types of literature, including biography, autobiography, and the folktale, in oral and written responses (ELA-6-E2)	TM: Level 6, Lesson 2, Step 5, p. 56; RDR: Level 6, pp. 34–39
16. Distinguish between a variety of types of literature, including biography, autobiography, and plays (ELA-6-E3)	TM: Level 8, pp. 46–48; WB: Level 8, p. 19; RDR: Level 8, pp. 17–22

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
Standard 7	
<p>17. Demonstrate understanding of information in texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> • comparing and contrasting story elements (e.g., character, setting, events) • predicting what will happen next in a story or a text • making simple inferences about information in texts • self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1) 	<p>All selections and lessons can be used to compare and contrast story elements, make predictions about what will happen next, make inferences, and self-monitor for comprehension.</p>
<p>18. Discuss and choose the most appropriate solution to a problem in texts (ELA-7-E2)</p>	<p>All selections and lessons can be used to discuss the solutions to presented problems in texts.</p>
<p>19. Identify the author's viewpoint (i.e., perspective) in a text (ELA-7-E3)</p>	<p>TM: Lesson 17, Step 6, p. 289; RDR: p. 117</p>
<p>20. Apply basic reasoning skills, including:</p> <ul style="list-style-type: none"> • discussing the relationship between cause-effect • asking questions about texts read independently including why and how (ELA-7-E4) 	<p>All lessons and selections can be used to discuss cause-and-effect relationships and to ask questions during independent reading.</p>

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Grade 3

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
READING AND RESPONDING Standard 1	
1. Decode words using knowledge of base words, root words, and common prefixes and suffixes (ELA-1-E1)	TM: Intro Lesson, p. 107; BLM: p. 43; WB: p. 57; RDR: p. 52
2. Decode similar words (e.g., supper vs. super) using knowledge of basic syllabication rules (ELA-1-E1)	TM: Lesson 3, Step 1, p. 189; WB: p. 100; BLM: p. 109; RDR: p. 76
3. Identify and explain words with multiple meanings using contextual clues (ELA-1-E1)	TM: Lesson 3, Step 6, p. 21; BLM: p. 87; WB: p. 51; RDR: p. 5
4. Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1)	TM: Intro Lesson, Step 1, p. 107; WB: p. 57; BLM: p. 108; RDR: p. 53
5. Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)	N/A
6. Determine meanings of unfamiliar words using a variety of strategies, including: <ul style="list-style-type: none"> • knowledge of common antonyms, synonyms, homonyms, and homographs • use of context clues • identification of base words and root words (ELA-1-E1) 	TM: Lesson 4, Step 6, p. 53; WB: p. 58; BLM: p. 105; RDR: p. 5
7. Adjust speed of reading to accomplish a purpose based on text complexity (ELA-1-E3)	All selections can be used to practice adjusting speed.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
8. Identify story elements including: <ul style="list-style-type: none"> • theme • conflict • character traits, feelings, and motivation (ELA-1-E4) 	TM: Lesson 2, Step 6, p. 132; WB: p. 61; RDR: pp. 49–50
9. Identify literary devices, including idioms and personification (ELA-1-E4)	TM: Lesson 3, Step 5, p. 191; WB: p. 91; RDR: pp. 75–76;
10. Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5)	All selections can be used to practice summarizing, including stating the main events or ideas and details.
11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)	TM: Lesson 1, Step 5, p. 152; WB: p. 11
12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)	All selections can be used to practice reading fluency of 110 words per minute.
13. Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)	All selections can be used by students to practice independent reading.
Standard 6	
14. Compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses (ELA-6-E1)	TM: Lesson 3, Step 5, p. 191/TM: Level 4, Lesson 1, Step 5, p. 202; WB: p. 91/WB: Level 4, p. 65; RDR: pp. 75–76/RDR: Level 4, pp. 107–108
15. Identify a variety of types of literature, including the myth and the legend, in oral and written responses (ELA-6-E2)	TM: Lesson 3, Step 5, p. 191; RDR: pp. 75–76
16. Identify and explain the defining characteristics of various types of literature, including the folktale (ELA-6-E3)	TM: Lesson 3, Step 5, p. 191

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
Standard 7	
<p>17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> • sequencing events • making predictions using information from texts • making simple inferences and drawing conclusions about information in texts • comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts • distinguishing between a main idea and a summary • identifying main ideas of texts (ELA-7-E1) 	<p>All selections and lessons can be used to compare and contrast story elements, sequence events, make predictions about what will happen next, make inferences, and identify main ideas.</p>
<p>18. Explain chosen solutions to problems in texts (ELA-7-E2)</p>	<p>TM: Lesson 4, Step 6, pp. 167–168; WB: p. 61; RDR: p. 63</p>
<p>19. Identify an author’s purpose for writing, including persuading, entertaining, and informing (ELA-7-E3)</p>	<p>All selections can be used to practice identifying author’s purpose. Fiction selections have been written to entertain; nonfiction selections have been written to explain or inform.</p>
<p>20. Explain the author’s viewpoint using information from the text (ELA-7-E3)</p>	<p>TM: Lesson 3, Steps 5–6, p. 48; WB: p. 20; RDR: p. 19</p>
<p>21. Apply basic reasoning skills, including:</p> <ul style="list-style-type: none"> • identifying differences between fact and opinion • skimming and scanning texts to locate specific information • identifying multiple causes and/or effects in texts and life situations • raising questions to obtain clarification and/or direct investigation • connecting what is learned to real-life situations (ELA-7-E4) 	<p>All selections and lessons can be used by students to practice applying basic reasoning skills.</p>

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Grade 4

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
READING AND RESPONDING Standard 1	
1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words (ELA-1-E1)	TM: Lesson 1, Step 5, p. 67; BLM: p. 45; WB: p. 48; RDR: pp. 30–31
2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections (ELA-1-E1)	TM: Lesson 3, Step 5, p. 31; RDR: pp. 0–11
3. Determine word meanings, word choices, and pronunciations using a broad variety of reference aids such as dictionaries, thesauruses, synonym finders, and reference software (ELA-1-E1)	N/A
4. Adjust speed of reading to accomplish purpose based on text complexity (ELA-1-E3)	All selections can be used to adjust speed of reading.
5. Identify a variety of story elements, including: <ul style="list-style-type: none"> • the impact of setting on character • multiple conflicts • first- and third-person points of view • development of theme (ELA-1-E4) 	WB: p. 29; RDR: pp. 49–52
6. Identify literary devices, including metaphor and hyperbole (ELA-1-E4)	WB: p. 33; RDR: pp. 107–108
7. Answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses (ELA-1-E5)	All lessons can be used for answering literal and inferential questions about the text.
8. Connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written responses (ELA-1-E6)	WB: p. 5; RDR: p. 92

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts (ELA-1-E7)	All selections can be used to practice increasing fluency and accuracy.
10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)	All selections can be used to practice reading fluency of 140 words per minute.
Standard 6	
11. Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses (ELA-6-E1)	RDR: pp. 107–108/RDR: Level 5, pp. 25–27
12. Identify a variety of types of literature, including poetry and short stories, in oral and written responses (ELA-6-E2)	TM: Lesson 4, Step 5, p. 83; RDR: poems pp. 44, 45, 60, 61, 62, 76, 92, 93; fable pp. 107–108; folktale pp. 110–112
13. Identify and explain the defining characteristics of various types of literature, including the myth and the legend (ELA-6-E3)	TM: Lesson 1, Step 5, p. 202
Standard 7	
14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: <ul style="list-style-type: none"> • sequencing events and steps in a process • explaining how the setting impacts other story elements, including the characters' traits and actions • using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations • confirming or denying a prediction about information in a text • comparing and contrasting story elements or information within and across texts • identifying stated main ideas and supporting details • making simple inferences (ELA-7-E1) 	All selections and lessons can be used to compare and contrast story elements, sequence events, make predictions about what will happen next, make inferences, and identify main ideas.
15. Justify solutions to problems in texts by verifying, confirming, and supporting (ELA-7-E2)	TM: Lesson 2, Step 6, p. 158; WB: p. 51; RDR: pp. 85–86
16. Distinguish an author's purpose for writing, including entertaining, expressing an opinion, defending an argument, or conveying information (ELA-7-E3)	TM: Lesson 4, Step 6, p. 167; RDR: p. 92
17. Explain in oral or written responses how an author's life and times are reflected in a text (ELA-7-E3)	N/A

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
18. Explain how an author’s purpose influences organization of a text, word choice, and sentence structure (ELA-7-E3)	All selections can be used to determine author’s purpose and how the purpose influences the text’s organization, word choice, and sentence structure.
19. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • supporting differences between fact and opinion with information from texts • skimming and scanning texts for various purposes (e.g., locating information, verifying facts) • identifying cause-effect relationships in texts and real-life situations • generating questions to guide examination of topics in texts and real-life situations • explaining connection between information from texts and real-life experiences (ELA-7-E4) 	All selections and lessons can be used by students to practice identifying a variety of strategies.

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Grade 5

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
READING AND RESPONDING Standard 1	
1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> • using context clues (e.g., definition, restatement, example, contrast) • using structural analysis (e.g., base words, roots, affixes) • determining word origins (etymology) • using electronic and print dictionaries, thesauruses, glossaries (ELA-1-M1) 	TM: Lesson 2, Step 5, p. 38; WB: p. 4; RDR: pp. 145–146
2. Identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1)	TM: Lesson 4, Step 6, p. 175; BLM: p. 03; WB: p. 69; RDR: pp. 21–22
3. Identify the meanings of idioms and analogies (ELA-1-M1)	TM: Lesson 4, Step 6, p. 94; WB: p. 51; RDR: pp. 57–64
4. Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes (ELA-1-M1)	WB: p. 27; RDR: pp. 14–17
5. Identify and explain story elements, including: <ul style="list-style-type: none"> • theme development • character development • relationship of word choice and mood • plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2) 	TM: Lesson 2, Step 5, p. 38; WB: p. 5; RDR: pp. 25–27

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<p>6. Identify and explain literary devices in grade-appropriate texts, including:</p> <ul style="list-style-type: none"> • how word choice and images appeal to the senses and suggest mood, tone, and style • foreshadowing • flashback (ELA-1-M2) 	<p>TM: Lesson 3, Step 6, pp. 170–171; WB: p. 27; RDR: pp. 76–78</p>
<p>7. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including:</p> <ul style="list-style-type: none"> • fiction • nonfiction • poetry • songs (ELA-1-M3) 	<p>All lessons can be used for answering literal and inferential questions about the text.</p>
<p>8. Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (ELA-1-M4)</p>	<p>Any two fiction selections or any two nonfiction selections can be used to identify connections between ideas and information presented.</p>
<p>9. Identify cultural characteristics, including customs, traditions, and viewpoints, found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)</p>	<p>N/A</p>
<p>10. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses (ELA-6-M2)</p>	<p>Any two fiction selections can be compared and contrasted in terms of plot, setting, characters, and theme.</p>
<p>11. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:</p> <ul style="list-style-type: none"> • fiction (e.g., folktales, fairy tales, fables, legends, short stories, novels) • nonfiction (e.g., biography, autobiography, informational text) • poetry (e.g., lyric, narrative) • drama (e.g., one-act play or skits) (ELA-6-M3) 	<p>TM: Lesson 2, Step 5, p. 38; WB: pp. 14–15</p>

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
Standard 7	
<p>12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated and implied main ideas and supporting details for each • comparing and contrasting literary elements and ideas • making simple inferences and drawing conclusions • predicting the outcome of a story or situation with reasonable justification • identifying literary devices (ELA-7-M1) 	<p>All selections can be used to practice sequencing events and steps in a process, summarizing, identifying main idea and details, comparing and contrasting elements and ideas, making inferences, drawing conclusions, predicting outcomes, and identifying literary devices.</p>
<p>13. Examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)</p>	<p>TM: Lesson 2, Step 5, p. 84; WB: p. 18</p>
<p>14. Use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2)</p>	<p>RDR: p. 93</p>
<p>15. Explain an author’s purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3)</p>	<p>All selections can be used to determine author’s purpose. Fiction selections have been written to entertain; nonfiction selections have been written to inform or explain.</p>
<p>16. Explain how the author’s viewpoint (perspective, bias) is reflected in the text (ELA-7-M3)</p>	<p>TM: Lesson 1, Steps 5 & 6, pp. 194–195; WB: p. 69; RDR: pp. 131–136</p>
<p>17. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • thinking inductively and deductively • generating a theory or hypothesis • skimming/scanning • distinguishing facts from opinions and probability (ELA-7-M4) 	<p>All selections can be used to analyze text by using reasoning skills.</p>