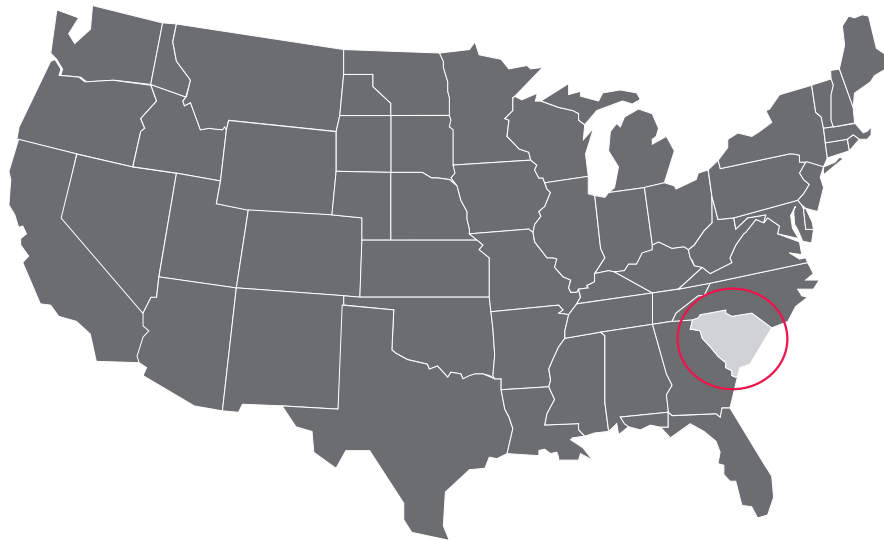


@SPIRE[®]



Correlated to the:

South Carolina
Academic Standards
for English Language Arts
1–5

PRODUCTS BY



S.P.I.R.E.[®]
Correlated to the
South Carolina Academic Standards for English Language Arts

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 South Carolina Academic Standards for English Language Arts. This correlation is intended to illustrate the program’s approach to these standards. (TM = Teacher’s Manual; WB = Workbook; BLM = Blackline Masters; RDR = Reader; N/A = Not Applicable) Examples are assumed to be at Level 1 unless specifically stated otherwise for each component.

STANDARDS	<i>S.P.I.R.E.</i> Component
Understanding and Using Literary Texts	
1-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
1-1.1 Summarize the main idea and supporting evidence in literary text during classroom discussion.	TM; RDR; WB Levels 1-5 - Step 5 Pre-reading - Step 6 Reading - Independent Work
1-1.2 Use pictures and words to make and revise predictions about a given literary text.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example:</i> Level 1, TM pp. 108, 165 Level 3, TM p. 82
1-1.3 Analyze a narrative text to determine the narrator.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
1-1.4 Find an example of sound devices (including onomatopoeia and alliteration) in texts read aloud.	TM; RDR Levels 1-8 Alliteration, rhyme, and other sound devices are used in several reading selections throughout the program. - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Component
1-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example:</i> TM p. 209
1-1.6 Explain how elements of author’s craft (for example, word choice) affect the meaning of a given literary text.	TM; RDR - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 207-208
1-1.7 Use relevant details in summarizing stories read aloud.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading
1-1.8 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading - Independent Work
1-1.9 Classify a text as either fiction or nonfiction.	
1-1.10 Explain causeandeffect relationships presented in literary text.	TM; RDR Levels 1-5 - Step 5 Pre-reading - Step 6 Reading
1-1.11 Read independently for extended periods of time for pleasure.	TM; RDR - Independent Work
Understanding and Using Informational Texts 1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
1-2.1 Summarize the central idea and supporting evidence in an informational text during classroom discussion.	TM; RDR Levels 1-8 - Step 5 Pre-reading <i>For example:</i> Level 2, TM pp. 213-214 - Step 6 Reading <i>For example:</i> Level 2, TM p. 214 - Independent Work <i>For example:</i> Level 2, TM p. 216; WB pp. 58-59

STANDARDS	S.P.I.R.E. Component
1-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions.	TM; RDR Levels 1-8 - Step 5 Pre-reading <i>For example:</i> Level 2, TM pp. 213-214 - Step 6 Reading <i>For example:</i> Level 2, TM p. 214
1-2.3 Distinguish between facts and opinions.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
1-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).	TM; RDR Levels 1-8 - Step 5 Pre-reading <i>For example:</i> Level 2, TM pp. 213-214 - Step 6 Reading <i>For example:</i> Level 2, TM p. 214 - Independent Work <i>For example:</i> Level 2, TM p. 216; WB pp. 58-59
1-2.5 Understand that headings, subheadings, and print styles (for example, italics, bold, larger type) provide information to the reader.	TM; RDR - Step 5 Pre-reading - Step 6 Reading
1-2.6 Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information.	TM; BLM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work
1-2.7 Use functional text features (including tables of contents).	TM; RDR - Step 5 Pre-reading - Step 6 Reading
1-2.8 Explain cause and effect relationships presented in informational texts.	TM; RDR Levels 1-8 - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example:</i> Level 3, TM pp. 80-81; WB p.36

STANDARDS	S.P.I.R.E. Component
1-2.9 Read independently for extended periods of time to gain information.	TM; RDR - Independent Work
Learning to Read	
1-3 The student will learn to read by applying appropriate skills and strategies.	
ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT	
1-3.1 Use pictures, context, and lettersound relationships to read unfamiliar words.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work
1-3.2 Identify base words and their inflectional endings (including s, es, ing, ed, er, and est).	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

STANDARDS	S.P.I.R.E. Component
1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).	TM; BLM; RDR; WB - 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 8 Pre-spelling/Phonological Awareness - Step 9 Spelling - Step 10 Sentence Dictation - Independent Work
1-3.4 Recognize highfrequency words encountered in texts.	TM; RDR - Step 1 Phonogram Cards - Step 4 Decoding/Sentence Reading - Step 6 Reading (Sight Words/High Frequency Words are listed in each reader with corresponding reading selections) - Independent Work
1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).	TM; RDR, WB Levels 2-8 Word lists in Appendix - Step 3 Word Building - Step 4 Decoding and Sentence Reading - Independent Work
1-3.6 Use structural analysis to determine the meaning of compound words and contractions.	TM; BLM; RDR; WB Levels 1-5 - Step 2 Phonological Awareness <i>For example:</i> Level 1, TM p. 201 - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work

STANDARDS	S.P.I.R.E. Component
Fluency	
1-3.7 Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work
1-3.8 Use appropriate voice level and intonation when speaking and reading aloud	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work
Phonemic Awareness	
1-3.9 Create rhyming words in response to an oral prompt.	TM; BLM; RDR - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building <i>For example: TM p. 96</i> - Step 5 Pre-reading <i>For example: TM p. 87</i> - Step 6 Reading - Step 9 Spelling
1-3.10 Create words by orally adding, deleting, or changing sounds.	TM; BLM; RDR - Step 1 Phonogram Cards - Step 2 Phonological Awareness (Deletion and Substitution) - Step 3 Word Building - Step 5 Pre-reading - Step 8 Pre-spelling/Phonological Awareness <i>For example: TM pp. 103, 177</i> - Step 9 Spelling

STANDARDS	S.P.I.R.E. Component
1-3.11 Use blending to generate words orally.	TM; BLM; RDR - Step 2 Phonological Awareness <i>For example:</i> TM pp. 109, 113, 137, 201 - Step 3 Word Building - Step 5 Pre-reading - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling
Phonics	
1-3.12 Use onsets and rimes to decode and generate words.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness <i>For example:</i> TM p. 133 - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 8 Pre-spelling/Phonological Awareness
1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.	TM; BLM; WB - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling - Step 10 Sentence Dictation - Independent Work
1-3.14 Organize a series of words by alphabetizing to the first letter.	TM; BLM Word lists in the Appendix can be used to alphabetize words to the first letter. Students are frequently asked to place letters in alphabetical order after completing a specific task. - Step 3 Word Building <i>For example:</i> TM p. 96 “Have students put the letters back in alphabetical order. Collect Small Letter sets.” - Step 8 Pre-spelling - Step 9 Spelling

STANDARDS	S.P.I.R.E. Component
1-3.15 Identify beginning, middle, and ending sounds in singlesyllable words.	TM; BLM; RDR - Step 1 Phonogram Cards - Step 2 Phonological Awareness <i>For example:</i> TM p. 46 (Segmenting Words) - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling <i>For example:</i> TM pp. 127-128
1-3.16 Classify words by categories (for example, beginning and ending sounds).	TM; BLM; RDR; WB - Step 2 Phonological Awareness - Step 3 Word Building - Step 5 Pre-reading (Phoneme-Grapheme Analysis) - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling - Independent Work
1-3.17 Use blending to read.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
1-3.18 Spell three and fourletter shortvowel words and highfrequency words correctly.	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. They explore the sounds in single consonants, short-vowel words, blends and digraphs, diphthongs, consonant clusters and all speech sounds. Level 1 – Steps 1-10, Short Sounds TM pp. 1-123 Level 2 – Steps 1-10, Long and Short Sounds TM pp. 177-210 Level 2 – Steps 1-10, TM Lessons 1-5 ff,ll,ss

STANDARDS	S.P.I.R.E. Component
1-3.19 Use known words to spell new words.	TM; BLM; RDR - Step 2 Phonological Awareness - Step 3 Word Building - Step 5 Pre-reading - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling
ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT	
1-3.20 Use pictures and words to construct meaning.	TM; WB - Independent Work <i>For example:</i> TM p. 66; WB p. 21 Tm p. 144; WB pp. 50-52
1-3.21 Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).	Environmental print can be implemented into specific lessons that have appropriate content, however, they are not explicitly taught in the program.
CONCEPTS ABOUT PRINT	
1-3.22 Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).	TM; BLM; RDR; WB Levels 1-4 - Step 5 Pre-reading - Step 6 Reading - Independent Work
1-3.23 Carry out lefttoright, toptobottom, and returnsweep directionality on the printed page.	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading
1-3.24 Distinguish among letters, words, and sentences.	TM; BLM; RDR; WB - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Step 10 Sentence Dictation - Independent Work

S.P.I.R.E.[®]
Correlated to the
South Carolina Academic Standards for English Language Arts

Grade 2

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

STANDARDS	<i>S.P.I.R.E.</i> Component
Understanding and Using Literary Texts	
2-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
2-1.1 Analyze the details that support the expression of the main idea in a given literary text.	TM: Lesson 1, Step 6, pp. 71–72; WB: p. 47
2-1.2 Analyze a given literary text to make, revise, and confirm predictions.	TM: Lesson 1, Step 6, p. 158; WB: p. 14
2-1.3 Analyze the text to determine the narrator.	TM: Lesson 1, Step 6, pp. 71–72; RDR: p. 25
2-1.4 Find examples of devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).	TM: Lesson 2, Step 6, p. 77; RDR: p. 43
2-1.5 Analyze a narrative text to identify characters, setting, and plot.	TM: Lesson 4, Step 6, p. 227; WB: p. 87
2-1.6 Explain the effect of the author’s craft (for example, word choice and the use of repetition) on the meaning of a given literary text.	TM: Lesson 1, Step 6, p. 158; RDR: p. 59; WB: p. 47
2-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	N/A
2-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.	TM: Lesson 5, Step 5, p. 58; RDR p.22
2-1.9 Explain causeandeffect relationships in literary texts.	TM: Lesson 3, Step 6, p. 81; RDR: p. 41; WB: p. 35
2-1.10 Read independently for extended periods of time for pleasure.	All selections can be used for independent reading.
Understanding and Using Informational Texts	
2-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
2-2.1 Analyze the central idea and supporting evidence in an informational text during classroom discussion.	TM: Level 3, Lesson 1, Step 6, p. 11; RDR: Level 3, p. 3; WB: Level 3, p. 4

STANDARDS	S.P.I.R.E. Component
2-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions.	TM: Level 3, Lesson 4, Step 6, p. 81; RDR: Level 3, p. 34; WB: Level 3, p. 36
2-2.3 Distinguish between facts and opinions in informational texts.	TM: Level 3, Lesson 3, Step 6, pp. 196–197; RDR: Level 3, pp. 78–79
2-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).	N/A
2-2.5 Use headings, subheadings, and print styles (for example, italics, bold, larger type) to gain information.	RDR: Level 5, pp. 71–74
2-2.6 Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.	N/A
2-2.7 Use functional text features (including tables of contents and glossaries) as sources of information.	N/A
2-2.8 Explain causeandeffect relationships in informational texts.	TM: Level 3, Lesson 2, Step 6, pp. 43–44; RDR: Level 3, pp. 43–44; WB: Level 3, p. 49
2-2.9 Read independently for extended periods of time to gain information.	All selections can be used for independent reading.
Understanding and Using Informational Texts	
2-3 The student will use word analysis and vocabulary strategies to read fluently.	
Vocabulary Development	
2-3.1 Use context clues to determine the meaning of unfamiliar words.	TM: Lesson 8, Step 5, p. 245; RDR: p. 65; WB: p. 25
2-3.2 Construct meaning through a knowledge of base words, prefixes (including un, re, pre, bi, mis, dis) and suffixes (including er, est, ful) in context.	TM: Level 3, Lesson 1, p. 108; BLM: Level 3, pp. 41–44; RDR: Level 3, p. 35; WB: Level 3, pp. 40–43
2-3.3 Recognize highfrequency words in context.	All selections can be used to practice reading high-frequency words.
2-3.4 Identify idioms in context.	TM: Lesson 2, Step 6, p. 77; RDR: p. 27
2-3.5 Recognize synonyms, antonyms, and homonyms in context.	TM: Lesson 12, Step 5, p. 264; BLM: p. 29; RDR: p. 65; WB: p. 69
2-3.6 Use knowledge of individual words to determine the meaning of compound words.	TM: Lesson 7, Step 4, p. 239; BLM: p. 27; RDR: p 20; WB: p. 59
Fluency	
2-3.7 Use appropriate rate, word automaticity, phrasing, and expression to read fluently.	All selections can be used to practice fluency.

STANDARDS	<i>S.P.I.R.E.</i> Component
Phonics	
2-3.8 Use knowledge of spelling patterns and highfrequency words to read fluently.	All selections can be used to meet this standard.
2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).	TM: Lesson 4, Step 2, p. 112; BLM: p. 37; RDR: p. 23; WB: p. 27
2-3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).	TM: Lesson 12, Step 1, p. 262; BLM: p. 13; RDR: p. 85; WB: p. 94
2-3.11 Spell basic shortvowel, longvowel, r controlled, and consonantblend patterns correctly.	TM: Lesson 7, Step 2, p. 238; BLM: p. 13; RDR: p. 101
2-3.12 Spell highfrequency words.	All lessons that teach high-frequency words can be used to meet this standard.
2-3.13 Apply knowledge of alphabetizing a series of words to the second and third letters.	N/A

S.P.I.R.E.[®]
Correlated to the
South Carolina Academic Standards for English Language Arts

Grade 3

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

STANDARDS	<i>S.P.I.R.E.</i> Component
Understanding and Using Literary Texts	
3-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
3-1.1 Analyze the details that support the expression of the main idea in a given literary text.	TM: Lesson 1, Step 6, p. 11; RDR: p. 3; WB: p. 4
3-1.2 Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.	TM: Lesson 1, Step 6, p. 224; WB: p. 110
3-1.3 Analyze the text to determine firstperson point of view.	TM: Lesson 4, Step 6, p. 26; WB: p. 11
3-1.4 Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	TM: Lesson 2, Step 6, pp. 234–235; RDR: pp. 87–89; WB: p. 110
3-1.5 Analyze the relationship among characters, setting, and plot in a given literary text.	TM: Lesson 1, Step 6, p. 11; RDR: p. 21; WB: p. 4
3-1.6 Analyze the effect of the author’s craft (for example, word choice and sentence structure) on the meaning of a given literary text.	TM: Lesson 4, Step 1, p. 26; RDR: p. 11
3-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	N/A
3-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.	TM: Lesson 4, Step 5, p. 25; RDR: p. 11
3-1.9 Recognize the characteristics of poetry (including stanza, rhyme, and repetition).	TM: Lesson 3, Step 5, p. 48; RDR: p. 19

STANDARDS	<i>S.P.I.R.E.</i> Component
3-1.10 Analyze causeandeffect relationships in literary texts.	TM: Lesson 2, Step 6, pp. 43–44; RDR: pp. 43–44; WB: p. 49
3-1.11 Read independently for extended periods of time for pleasure.	All selections can be used for independent reading.
Understanding and Using Informational Texts 3-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
3-2.1 Summarize evidence that supports the central idea of a given informational text.	TM: Lesson 3, Step 6, pp. 196–197; RDR: pp. 78–79; WB: p. 96
3-2.2 Analyze informational texts to draw conclusions and make inferences.	TM: Lesson 4, Step 6, p. 81; RDR: p. 34; WB: p. 36
3-2.3 Distinguish between facts and opinions in informational texts.	TM: Lesson 3, Step 6, pp. 196–197; RDR: pp. 78–79
3-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).	N/A
3-2.5 Use headings, subheadings, print styles, captions, and chapter headings to gain information.	RDR: Level 5, pp. 71–74
3-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.	N/A
3-2.7 Use functional text features (including tables of contents, glossaries, and indexes) as sources of information.	N/A
3-2.8 Analyze informational texts to identify causeandeffect relationships.	TM: Level 4, Step 6, p. 81; WB: p. 36
3-2.9 Read independently for extended periods of time to gain information.	All selections can be used for independent reading.
Building Vocabulary	
3-3 The student will use word analysis and vocabulary strategies to read fluently.	
3-3.1 Generate the meaning of unfamiliar and multiplemeaning words by using context clues.	TM :Lesson 3, Step 6, p. 21; BLM: p. 89; RDR: p. 5; WB: p. 17
3-3.2 Use base words and affixes to determine the meanings of words.	TM: Lesson 1, Step 1, p. 108; BLM: pp. 41–44; RDR: p. 35; WB: pp. 40–43
3-3.3 Interpret the meaning of idioms encountered in texts.	TM: Lesson 2, Step 6, p. 43; RDR: p. 16; WB: p. 18
3-3.4 Read highfrequency words in texts.	All selections can be used to practice reading high-frequency words.
3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).	TM: Introductory Lesson 3, Step 6, p. 21; BLM: p. 89; RDR: p. 5; WB: p. 17

STANDARDS	<i>S.P.I.R.E.</i> Component
3-3.6 Spell highfrequency words.	All lessons that teach high-frequency words can be used to meet this standard.
3-3.7 Spell correctly <ul style="list-style-type: none"> • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, • changing the ending of a word from y to ies when forming the plural), and • common homonyms. 	TM: Lesson 4, Step 5, p. 52; BLM: p. 22; RDR: p. 21

S.P.I.R.E.[®]
Correlated to the
South Carolina Academic Standards for English Language Arts

Grade 4

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

STANDARDS	<i>S.P.I.R.E.</i> Component
Understanding and Using Literary Texts	
4-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
4-1.1 Analyze the details that support the expression of the main idea in a given literary text.	All lessons in which students read a selection can be used to analyze the details that support the main idea.
4-1.2 Analyze literary texts to draw conclusions and make inferences.	TM: Lesson 3, Step 6, p. 133; WB: p. 42; RDR: pp. 73–74
4-1.3 Distinguish between firstperson and thirdperson points of view.	TM: Lesson 2, Sep 5, p. 26; WB: p. 7; RDR: pp. 7–8
4-1.4 Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	TM: Lesson 2, Step 5, p. 73; RDR: pp. 73–74
4-1.5 Analyze the impact of characterization and conflict on plot.	TM: Lesson 3, Steps 5 & 6, pp. 54–56; WB: p. 16; RDR: pp. 24–26
4-1.6 Interpret the effect of the author’s craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.	TM: Lesson 4, Step 6, p. 84; RDR: p.44–45
4-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	WB: Level 3, p. 34
4-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays) by characteristics.	TM: Lesson 1, Step 5, p. 202
4-1.9 Recognize the characteristics of poetry (including stanza, rhyme, and repetition).	TM: Lesson 4, Step 5, p. 83; WB: p. 44; RDR: pp. 44–45

STANDARDS	<i>S.P.I.R.E.</i> Component
4-1.10 Analyze causeandeffect relationships in literary texts.	TM: Lesson 1, Step 6, p. 68; WB: p. 19; RDR: pp. 30–32
4-1.11 Read independently for extended periods of time for pleasure.	All selections can be used for independent reading.
Understanding and Using Informational Texts 4-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
4-2.1 Summarize evidence that supports the central idea of a given informational text.	All nonfiction selections can be used to practice summarizing.
4-2.2 Analyze informational texts to draw conclusions and make inferences.	TM: Lesson 2, Step 6, p. 183; WB: p. 59; RDR: pp. 99–100
4-2.3 Analyze informational texts to locate and identify facts and opinions.	WB: p. 59; RDR: pp. 99–100
4-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).	TM: Level 5, p. 252
4-2.5 Use headings, subheadings, print styles, white space, captions, and chapter headings to gain information.	RDR: Level 5, pp. 71–74
4-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.	N/A
4-2.7 Use functional text features (including tables of contents, glossaries, indexes, and appendixes) as sources of information.	N/A
4-2.8 Analyze informational texts to identify causeandeffect relationships.	TM: Lesson 3, Step 6, p. 187; WB: p. 61; RDR: pp. 102–103
4-2.9 Read independently for extended periods of time to gain information.	All selections can be used for independent reading.
Building Vocabulary	
4-3 The student will use word analysis and vocabulary strategies to read fluently.	
4-3.1 Generate the meaning of unfamiliar and multiplemeaning words by using context clues (for example, those that provide an example or a definition).	WB: p. 38; RDR: pp. 99–100
4-3.2 Use base words and affixes to determine the meanings of words.	BLM: p. 37; WB: p. 48
4-3.3 Interpret the meaning of idioms encountered in texts.	TM: Lesson 3, Step 6, p. 105; WB: p. 33; RDR: p. 58
4-3.4 Spell correctly <ul style="list-style-type: none"> • words with prefixes and suffixes and • multisyllabic words. 	WB: p. 53

S.P.I.R.E.[®]
Correlated to the
South Carolina Academic Standards for English Language Arts
Grade 5

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

STANDARDS	<i>S.P.I.R.E.</i> Component
Understanding and Using Literary Texts	
5-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
5-1.1 Analyze literary texts to draw conclusions and make inferences.	TM: Lesson 1, Step 6, pp. 246–247; WB: p. 88; RDR: pp. 173–174
5-1.2 Differentiate among the firstperson, limitedomniscient (third person), and omniscient (third person) points of view.	TM: Lesson 3, Step 5, pp. 88–89; RDR: 51–54
5-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	TM: Lesson 2, Step 5, p. 38; WB: p. 33; RDR: p. 138
5-1.4 Analyze literary texts to distinguish between direct and indirect characterization.	Any fiction selection with characters can be used to practice analyzing text to distinguish between direct and indirect characterization.
5-1.5 Interpret the effect of the author’s craft (for example, tone, figurative language, dialogue, and imagery) on the meaning of literary texts.	TM: Lesson 1, Step 5, p. 194; RDR: pp. 131–136
5-1.6 Analyze the details that support the expression of the main idea in a given literary text.	All lessons in which students read a selection can be used to analyze the details that support the main idea.
5-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	N/A
5-1.8 Analyze works of fiction (including legends and myths) and works of nonfiction (including speeches and personal essays) by characteristics.	TM: Lesson 2, Steps 5 & 6, pp. 38–39; WB: pp. 14–15; RDR: pp. 25–27
5-1.9 Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain).	TM: Lesson 2, Step 5, p. 198; WB: pp. 71–72; RDR: pp. 138–141

STANDARDS	<i>S.P.I.R.E.</i> Component
5-1.10 Predict events in literary texts on the basis of cause and effect relationships.	TM: Lesson 3, Step 6, pp. 43–44; WB: p. 42; RDR: pp. 29–32
5-1.11 Read independently for extended periods of time for pleasure.	All selections can be used for independent reading.
Understanding and Using Informational Texts 5-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
5-2.1 Summarize the central idea and supporting evidence of a given informational text.	All nonfiction selections can be used to practice summarizing.
5-2.2 Analyze informational texts to draw conclusions and make inferences.	TM: Lesson 1, Step 6, p. 105; WB: p. 36; RDR: pp. 67–69
5-2.3 Analyze a given text to detect author bias (for example, unsupported opinions).	TM: Lesson 2, Step 6, pp. 252–253; WB: p. 90; RDR: pp. 176–180
5-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).	TM: Lesson 2, Step 5, p. 252; WB: p. 62
5-2.5 Use titles, print styles, chapter headings, captions, subheadings, and white space to gain information.	RDR: pp. 71–74
5-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.	N/A
5-2.7 Use functional text features (including tables of contents, glossaries, indexes, and appendixes).	N/A
5-2.8 Predict events in informational texts on the basis of cause and effect relationships.	TM: Lesson 1, Step 6, pp. 246–247; WB: p. 88; RDR: pp. 173–174
5-2.9 Read independently for extended periods of time to gain information.	All selections can be used for independent reading.
Building Vocabulary	
5-3 The student will use word analysis and vocabulary strategies to read fluently.	
	TM: Lesson 1, Step 6, p. 105; WB: p. 31; RDR: pp. 67–69
5-3.2 Use base words and affixes to determine the meanings of words within texts.	BLM: p. 23; RDR: pp. 25–26
5-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.	TM: Lesson 2, Step 6, pp. 215–216; WB: p. 77; RDR: pp. 148–152

STANDARDS	<i>S.P.I.R.E.</i> Component
5-3.4 Spell correctly <ul style="list-style-type: none"> • multisyllabic constructions, • double consonant patterns, and • irregular vowel patterns in multisyllabic words. 	TM: Lesson 4, Step 4, p. 22; WB: p. 53; BLM: p. 73; RDR: p. 13