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Correlated to the:

## **Texas**

Essential Knowledge and Skills  
for English Language Arts and Reading  
1–5

PRODUCTS BY



**S.P.I.R.E.<sup>®</sup>**  
**Correlated to the**  
**Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 1**

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the Texas Essential Knowledge and Skills for English Language Arts and Reading. 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
<b>Reading: Print Awareness</b>	
<b>5. The student demonstrates knowledge of concepts of print.</b>	
(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as <i>Exit</i> and <i>Danger</i>	N/A
(B) know that print moves left-to-right across the page and top-to-bottom	N/A
(C) understand that written words are separated by spaces	N/A
(D) know the difference between individual letters and printed words	WB: p. 88
(E) know the order of the alphabet	N/A
(F) know the difference between capital and lowercase letters	TM: Lesson 1, Step 6, p. 13; WB: Level 2, p. 10
(G) recognize how readers use capitalization and punctuation to comprehend	TM: Lesson 1, Step 6, p. 13; WB: Level 2, p. 10
(H) understand that spoken words are represented in written language by specific sequences of letters	TM: Intro Lesson, Step 1, p. 1
(I) recognize that different parts of a book such as cover, title page, and table of contents offer information	TM: Lesson 1, Step 6, p. 14
(J) recognize that there are correct spellings for words	All lessons teach students correct spellings of words.
(K) recognize the distinguishing features of a paragraph	N/A

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
<b>Reading: Phonological Awareness</b>	
<b>6. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).</b>	
(A) demonstrate the concept of word by dividing spoken sentences into individual words	TM: Intro Lesson, Step 10, p. 5
(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words	TM: Level 3, Intro Lesson, Step 2, p. 144
(C) produce rhyming words and distinguish rhyming words from non-rhyming words	TM: Lesson 1, Step 2, p. 8; WB: p. 9; RDR: p. 1
(D) identify and isolate the initial and final sound of a spoken word	TM: Intro Lesson, Step 5, p. 37; WB: p. 88
(E) blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word	TM: Lesson 1, Step 1, p. 40; WB: p. 76; BLM: p. 44
(F) segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds	TM: Lesson 2, Step 2, p. 46; WB: p. 90; BLM: p. 44
<b>Reading: Phonics</b>	
<b>7. The student uses letter-sound knowledge to decode written language.</b>	
(A) name and identify each letter of the alphabet	N/A
(B) understand that written words are composed of letters that represent sounds	TM: Intro Lesson, Step 1, p. 1
(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read	TM: Intro Lesson, Step 3, p. 2
(D) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as <i>bl, st, tr</i> ; consonant digraphs such as <i>th, sh, ck</i> ; and vowel digraphs and diphthongs such as <i>ea, ie, ee</i>	TM: Intro Lesson, Step 1, p. 145; WB: p. 3; BLM: p. 6; RDR: p. 5
(E) blend initial letter-sounds with common vowel spelling patterns to read words	TM: Level 3, Step 1, p. 199; BLM: Level 3, p. 10; RDR: Level 3, pp. 87–89
(F) decode by using all letter-sound correspondences within regularly spelled words	All lessons have students decode words by using letter-sound correspondences.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
(G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)	All selections can be used to meet this standard.
<b>8. The student uses a variety of word identification strategies.</b>	
(A) decode by using all letter-sound correspondences within a word	All selections can be used by students to decode letter-sound correspondences.
(B) use common spelling patterns to read words	TM: Intro Lesson, Step 1, p. 276; BLM: p. 106; WB: p. 6; RDR: p. 97
(C) use structural cues to recognize words such as compounds, base words, and inflections such as <i>-s</i> , <i>-es</i> , <i>-ed</i> , and <i>-ing</i>	TM: Lesson 4, Step 2, p. 109; WB: p. 38; BLM: p. 54; RDR: p. 35
(D) identify multisyllabic words by using common syllable patterns	TM: Lesson 4, Step 2, p. 109; WB: p. 79; RDR: p. 97
(E) recognize high frequency irregular words such as <i>said</i> , <i>was</i> , <i>where</i> , and <i>is</i>	TM: Lesson 3, Step 1, p. 205; BLM: p. 24; RDR: p. 1
(F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning	All selections can be used to use syntax to support word identification and confirm word meaning.
(G) read both regular and irregular words automatically such as through multiple opportunities to read and reread	All selections can be read multiple times to practice reading regular and irregular words automatically.
<b>Reading: Fluency</b>	
<b>9. The student reads with fluency and understanding in texts at appropriate difficulty levels.</b>	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)	All selections can be used to practice fluency.
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” first grader reads approximately 60 wpm)	All selections can be used to practice fluency.
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)	All selections can be used to practice fluency with accuracy, expression, phrasing, and paying attention to punctuation.
(D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty	Selections can be chosen by students based on their interest, knowledge of authors, differing types of texts, and text difficulty.
<b>10. The student reads widely for different purposes in varied sources.</b>	
(A) read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information	All selections at this level are fiction.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
(B) use graphs, charts, signs, captions, and other informational texts to acquire information	N/A
<b>Reading: Vocabulary</b>	
<b>11. The student develops an extensive vocabulary.</b>	
(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences	TM: Lesson 5, Step 5, p. 32; WB: p. 13
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud	All selections can be used to develop vocabulary.
(C) identify words that name persons, places, or things and words that name actions	TM: Lesson 1, Step 6, p. 13; WB: p. 2; BLM: p. 106; RDR: p. 1
<b>Reading: Comprehension</b>	
<b>12. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b>	
(A) use prior knowledge to anticipate meaning and make sense of texts	TM: Lesson 5, Step 5, p. 32; WB: p. 10; RDR: p. 11
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained	Teachers and students can set purposes for reading for all selections. All fictions selections can be used to entertain.
(C) retell or act out the order of important events in stories	All selections can be used to practice retelling.
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help	All selections can be used by students to practice monitoring their comprehension.
(E) draw and discuss visual images based on text descriptions	TM: Lesson 1, Independent Work, p. 157; WB: p. 55
(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions	TM: Lesson 1, Step 6, p. 155; WB: p. 102
(G) identify similarities and differences across texts such as in topics, characters, and problems	Any two selections can be used to identify similarities and differences in topics, characters, and problems.

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**Grade 2**

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the Texas Essential Knowledge and Skills for English Language Arts and Reading. 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
<b>Reading: Phonics</b>	
<b>5. The student uses a variety of word identification strategies.</b>	
(A) decode by using all letter-sound correspondences within a word	All lessons include steps in which students decode words using all letter-sound correspondences.
(B) blend initial letter - sounds with common vowel spelling patterns to read words	All lessons include steps in which students blend initial letter sounds with common vowel spelling patterns to read words.
(C) recognize high-frequency irregular words such as <i>said, was, where, and is</i>	TM: Lesson 1, Step 1, p. 8; WB: p. 1; BLM: pp. 11–22
(D) identify multisyllabic words by using common syllable patterns	TM: Lesson 15, Steps 5 & 6, p. 279; WB: p. 45; BLM: p. 37; RDR: p. 23
(E) use structural cues to recognize words such as compound, base words, and inflections such as <i>-s, -es, -ed, and -ing</i>	TM: Level 3, Intro Lesson 1, p. 107; WB: p. 7; BLM: p. 28; RDR: p. 31
(F) use structural cues such as prefixes and suffixes to recognize words, for example, <i>un-</i> and <i>-ly</i>	TM: Level 3, Intro Lesson 2, p. 113; WB: p. 35; RDR: p. 106
(G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning	All selections can be used by students to meet this standard.
(H) read both regular and irregular words automatically such as through multiple opportunities to read and reread	All selections can be used to practice automaticity through multiple opportunities to read and reread.
<b>Reading: Fluency</b>	
<b>6. The student reads with fluency and understanding in texts at appropriate difficulty levels.</b>	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)	All selections can be used to practice reading with fluency.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” second grader reads approximately 70 wpm)	All selections can be used to practice reading with fluency.
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)	All selections can be used to practice reading with fluency.
(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty	Students can choose selections that appeal to their knowledge of authors and different types of texts and/or by estimating text difficulty.
(E) read silently for increasing periods of time	
<b>7. The student reads widely for different purposes in varied sources.</b>	
(A) read classic and contemporary works	N/A
(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources	Students can choose from either fiction or poetry at this level.
(C) read to accomplish various purposes, both assigned and self-selected	Teachers and students can set purposes for reading for all selections.
<b>Reading: Vocabulary</b>	
<b>8. The student develops an extensive vocabulary.</b>	
(A) discuss meanings of words and develop vocabulary through meaningful/ concrete experiences	TM: Lesson 3, Step 6, p. 21; WB: p. 76; RDR: p. 115
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud	All selections can be used to develop vocabulary in this way.
(C) develop vocabulary through reading	All selections can be used to develop vocabulary.
(D) use resources and references such as beginners’ dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words	RDR: Level 5, p. 93
<b>Reading: Comprehension</b>	
<b>9. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b>	
(A) use prior knowledge to anticipate meaning and make sense of texts	TM: Lesson 5, Step 5, p. 28; WB: p. 85
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained	Teachers can set purposes for reading for all selections.

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
(C) retell or act out the order of important events in stories	All selections can be used to practice retelling important events.
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for help	All selections can be used to have students practice monitoring their own comprehension.
(E) draw and discuss visual images based on text descriptions	WB: p. 4
(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions	TM: Lesson 2, Step 6, p. 47; WB: p. 14
(G) identify similarities and differences across texts such as in topics, characters, and problems	Any two fiction selections can be used to identify similarities and differences in topics, characters, and problems.
(H) produce summaries of text selections	All selections can be used by students to practice summarizing.
(I) represent text information in different ways, including story maps, graphs, and charts	N/A

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**Grade 3**

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>Reading: Phonics</b>	
<b>5. The student uses a variety of word identification strategies.</b>	
(A) decode by using all letter-sound correspondences within a word	All lessons include steps in which students decode words using all letter-sound correspondences.
(B) blend initial letter-sounds with common vowel spelling patterns to read words	All lessons include steps in which students blend initial letter sounds with common vowel spelling patterns to read words.
(C) identify multisyllabic words by using common syllable patterns	TM: Intro Lesson, pp. 142–143; WB: p. 14; BLM: p. 6; RDR: p. 21
(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words	TM: Intro Lesson 1, pp. 107–108; BLM: p. 6; WB: p. 57; RDR: p. 45
(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning	All selections can be used by students to meet this standard.
(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread	All selections can be used to practice automaticity through multiple opportunities to read and reread.
<b>Reading: Fluency</b>	
<b>6. The student reads with fluency and understanding in texts at appropriate difficulty levels.</b>	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)	All selections can be used to practice reading with fluency.
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the “typical” third grader reads 80 wpm)	All selections can be used to practice reading with fluency.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)	All selections can be used to practice reading with fluency.
(D) self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty	Students can choose selections that appeal to their knowledge of authors and different types of texts and/or by estimating text difficulty.
(E) read silently for increasing periods of time	
<b>7. The student reads widely for different purposes in varied sources.</b>	
(A) read classic and contemporary works	N/A
(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources	Students can choose from either fiction, nonfiction, or poetry at this level.
(C) read to accomplish various purposes, both assigned and self-selected	Teachers and students can set purposes for reading for all selections.
<b>Reading: Vocabulary</b>	
<b>8. The student develops an extensive vocabulary.</b>	
(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud	All selections can be used to develop vocabulary in this way.
(B) develop vocabulary through reading	All selections can be used to develop vocabulary.
(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words	RDR: Level 5, p. 93
(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words)	TM: Intro Lesson 1, p. 204; WB: p. 99; RDR: p. 19
<b>Reading: Comprehension</b>	
<b>9. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b>	
(A) use prior knowledge to anticipate meaning and make sense of texts	TM: Lesson 4, Step 5, p. 52; WB: p. 4
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained	Teachers can set purposes for reading for all selections.
(C) retell or act out the order of important events in stories	All selections can be used to practice retelling important events.

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help	All selections can be used to have students practice monitoring their own comprehension.
(E) draw and discuss visual images based on text descriptions	WB: p. 3
(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions	TM: Lesson 4, Step 6, p. 168; WB: p. 110
(G) identify similarities and differences across texts such as in topics, characters, and themes	Any two fiction selections can be used to identify similarities and differences in topics, characters, and themes.
(H) produce summaries of text selections	All selections can be used by students to practice summarizing.
(I) represent text information in different ways, including story maps, graphs, and charts	All selections can be used to make story maps, graphs, or charts to represent text.
(J) distinguish fact from opinion in various texts, including news stories and advertisements	TM: Lesson 4, Step 6, pp. 196–197; RDR: pp. 78–79
(K) practice different kinds of questions and tasks, including test-like comprehension questions	Any page in the Workbook can be used to meet this standard.

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**Grade 4**

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STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
<b>Reading: Phonics</b>	
<b>6. The student uses a variety of word identification strategies.</b>	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words	All selections require students to apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
(B) use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , <i>in-</i> ; and suffixes such as <i>-ness</i> , <i>-tion</i> , <i>-able</i>	TM: Level 8, Intro Lesson, p. 24; BLM: Level 8, p. 5; WB: Level 8, p. 7; RDR: Level 8, p. 10
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources	N/A
<b>Reading: Fluency</b>	
<b>7. The student reads with fluency and understanding in texts at appropriate difficulty levels.</b>	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)	All selections can be used to practice reading with fluency.
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” fourth grader reads approximately 90 wpm)	All selections can be used to practice reading with fluency.
(C) demonstrate characteristics of fluent and effective reading	All selections can be used to practice reading with fluency.
(D) adjust reading rate based on purposes for reading	All selections can be used to practice adjusting reading rate.
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners	All selections can be used to practice reading in ways that reflect understanding and engaging listeners.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
(F) read silently with increasing ease for longer periods	All selections can be used to meet this standard.
<b>8. The student reads widely for different purposes in varied sources.</b>	
(A) read classic and contemporary works	N/A
(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure	N/A
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing	Teachers and students can set purposes for reading for all selections.
<b>Reading: Vocabulary</b>	
<b>9. The student acquires an extensive vocabulary through reading and systematic word study.</b>	
(A) develop vocabulary by listening to selections read aloud	All selections can be used to develop vocabulary.
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words	TM: Lesson 3, Steps 5 & 6, pp. 105–106; BLM: p. 83; WB: p. 33; RDR: p. 58
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage	RDR: Level 5, p. 93
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , <i>un-</i>	TM: Level 8, Intro Lesson, p. 24; BLM: Level 8, p. 5; WB: Level 8, p. 7; RDR: Level 8, p. 10
(E) study word meanings systematically such as across curricular content areas and through current events	N/A
<b>Reading: Comprehension</b>	
<b>10. The student comprehends selections using a variety of strategies.</b>	
(A) use his/her own knowledge and experience to comprehend	TM: Lesson 1, Step 5, p. 94; WB: p. 48
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems	Teachers and students can set purposes for reading for all selections.
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereads, and asking questions	All selections can be used to have students practice monitoring their own comprehension.
(D) describe mental images that text descriptions evoke	TM: Lesson 3, Step 6, p. 31; WB: p. 9
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information	All selections can be used to meet this standard.

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
(F) determine a text's main (or major) ideas and how those ideas are supported with details	All lessons have students determine the main idea and supporting details.
(G) paraphrase and summarize text to recall, inform, and organize ideas	All selections can be used to have students practice summarizing and paraphrasing.
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience	TM: Lesson 3, Step 6, pp. 55–56; WB: p. 16
(I) find similarities and differences across texts such as in treatment, scope, or organization	Any two selections can be used to identify similarities and differences in treatment, scope, and organization.
(J) distinguish fact and opinion in various texts	RDR: pp. 99–100
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer	All lessons ask literal, open-ended, and interpretive questions; all Workbook pages ask test-like questions.
(L) represent text information in different ways such as in outline, timeline, or graphic organizer	All selections can be represented in ways such as an outline, time line, or graphic organizer.

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**Grade 5**

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the Texas Essential Knowledge and Skills for English Language Arts and Reading. 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
<b>Reading: Phonics</b>	
<b>6. The student uses a variety of word identification strategies.</b>	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words	All selections require students to apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
(B) use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , and <i>in-</i> ; and suffixes such as <i>-ness</i> , <i>-tion</i> , and <i>-able</i>	TM: Level 8, Intro Lesson, p. 24; BLM: Level 8, p. 5; WB: Level 8, p. 7; RDR: Level 8, p. 10
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources	N/A
<b>Reading: Fluency</b>	
<b>7. The student reads with fluency and understanding in texts at appropriate difficulty levels.</b>	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)	All selections can be used to practice reading with fluency.
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” 5th grader reads approximately 100 wpm)	All selections can be used to practice reading with fluency.
(C) demonstrate characteristics of fluent and effective reading	All selections can be used to practice fluent and effective reading.
(D) adjust reading rate based on purposes for reading	All selections can be used to practice adjusting reading rate.
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners	All selections can be used to practice reading in ways that reflect understanding and engaging listeners.

STANDARDS/EXPECTATIONS	S.P.I.R.E. Component
(F) read silently with increasing ease for longer periods	All selections can be used to meet this standard.
<b>8. The student reads widely for different purposes in varied sources.</b>	
(A) read classic and contemporary works	N/A
(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure	N/A
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing	Teachers and students can set purposes for reading for all selections.
<b>Reading: Vocabulary</b>	
<b>9. The student acquires an extensive vocabulary through reading and systematic word study.</b>	
(A) develop vocabulary by listening to selections read aloud	All selections can be used to develop vocabulary.
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words	TM: Lesson 4, Steps 5 & 6, pp. 93–95; WB: p. 33; RDR: pp. 57–64
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage	RDR: p. 93
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , and <i>un-</i>	TM: Level 8, Intro Lesson, p. 24; BLM: Level 8, p. 5; WB: Level 8, p. 7; RDR: Level 8, p. 10
(E) study word meanings systematically such as across curricular content areas and through current events	N/A
<b>Reading: Comprehension</b>	
<b>10. The student comprehends selections using a variety of strategies.</b>	
(A) use his/her own knowledge and experience to comprehend	TM: Lesson 1, Step 5, p. 33; WB: p. 3
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems	Teachers and students can set purposes for reading for all selections.
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions	All selections can be used to have students practice monitoring their own comprehension.
(D) describe mental images that text descriptions evoke	TM: Lesson 1, Step 6, p. 10; WB: p. 20

STANDARDS/EXPECTATIONS	<i>S.P.I.R.E.</i> Component
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information	All selections can be used to meet this standard.
(F) determine a text's main (or major) ideas and how those ideas are supported with details	All lessons have students determine the main idea and supporting details.
(G) paraphrase and summarize text to recall, inform, or organize ideas	All selections can be used to have students practice summarizing and paraphrasing.
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience	TM: Lesson 2, Steps 5 & 6, pp. 84–85; WB: p. 29
(I) find similarities and differences across texts such as in treatment, scope, or organization	Any two selections can be used to identify similarities and differences in treatment, scope, and organization.
(J) distinguish fact and opinion in various texts	RDR: pp. 176–180; WB: p. 18
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short- answer	All lessons ask literal, open-ended, and interpretive questions; all Workbook pages ask test-like questions.
(L) represent text information in different ways such as in outline, timeline, or graphic organizer	All selections can be represented in ways such as an outline, time line, or graphic organizer.