



Intensive, Multisensory Reading Intervention
WITH PROVEN RESULTS

Correlation of

S.P.I.R.E., 3rd Edition
Sounds Sensible
by EPS

to

Florida
B.E.S.T. Standards for English Language Arts
Kindergarten

Correlation to the Florida B.E.S.T. Standards for English Language Arts; Kindergarten
S.P.I.R.E., 3rd Edition
Sounds Sensible
EPS

The following references are examples from the course and appropriate components in the program that align to the Florida B.E.S.T. Standards for English Language Arts. This correlation is intended to illustrate the program’s approach to these standards. SS - Sounds Sensible; WB – Workbook; BLM – Black Line Masters.

B.E.S.T. Standards	Sounds Sensible Citations
Kindergarten Instruction at this grade level should be characterized by a focus on explicit and systematic approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension.	
Foundational Skills	
ELA.K.F.1 Learning and Applying Foundational Reading Skills	
Print Concepts	
ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.	
a. Locate a printed word on a page.	SS: see page xix – Additional Support for Reading and Language Development.
b. Distinguish letters from words within sentences.	SS: Step 3 – Segmentation: Sentence Segmentation, pp. 8, 23, 27, 32, 38 See also page xix - Additional Support for Reading and Language Development.
c. Match print to speech to demonstrate that language is represented by print.	SS: see page xix – Additional Support for Reading and Language Development.
d. Identify parts of a book (front cover, back cover, title page).	SS: see page xix – Additional Support for Reading and Language Development.
e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.	SS: see page xix – Additional Support for Reading and Language Development.
f. Identify all upper- and lowercase letters of the alphabet.	SS: Step 4 - Phoneme/Grapheme Relationships, pp. 9, 13, 33, 59, 84 (All lowercase consonants (except <i>q</i>) as well as lowercase vowel <i>a</i> are taught.) WB: 8, 12, 14, 18, 26
g. Recognize that print conveys specific meaning and pictures may support meaning.	SS: see page xix – Additional Support for Reading and Language Development.
Phonological Awareness	
ELA.K.F.1.2: Demonstrate phonological awareness.	
a. Blend and segment syllables in spoken words.	SS: Step 3 – Segmentation: Syllable Segmentation: pp. 96, 101, 104, 107; Compound Words: pp. 45, 50, 54; Compound Word Deletion: pp. 72, 77
b. Identify and produce alliterative and rhyming words.	SS: Step 2 – Rhyming: Introduction to Rhyme: pp. 11, 16, 22; Matching Rhymes: pp. 45, 50, 53; Rhyme Providing: p. 287
c. Blend and segment onset and rimes of single-syllable words.	SS: Step 2 – Rhyming: Onset and Rime: pp. 184, 191, 195, 201, 208
d. Identify the initial, medial, and final sound of spoken words.	SS: Step 3 – Segmentation: Phoneme Segmentation, pp. 158, 169, 209; Phoneme Segmentation with Words, pp. 218, 224, 233 WB: p. 1
e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.	SS: Step 3 – Segmentation: Phoneme Segmentation, pp. 151, 158, 163; Activity 7 - Phoneme Segmentation with Words, pp: 218, 224, 228, 239 WB: p. 1

Correlation to the Florida B.E.S.T. Standards for English Language Arts; Kindergarten
S.P.I.R.E., 3rd Edition
Sounds Sensible
EPS

B.E.S.T. Standards	Sounds Sensible Citations
f. Segment and blend phonemes in single-syllable spoken words.	SS: Step 3 – Segmentation: Phoneme Segmentation, pp. 151, 158, 163; Activity 7 - Phoneme Segmentation with Words, pp: 218, 224, 228, 239 WB: p. 1 BLM: p. 88
Phonics and Word Analysis	
ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.	
a. Demonstrate knowledge of the most frequent sound for each consonant.	SS: Step 4 - Phoneme/Grapheme: pp. 107, 120, 170, 219, 234; <i>Sounds Sensible</i> , Pre-Level One teaches all the single consonants except <i>q</i> . WB: Sound Contrast Sheet, pp. 24-25, 30-31, 40-41, 46-47, 54-55
b. Demonstrate knowledge of the short and long sounds for the five major vowels.	SS: Step 4 – Phoneme/Grapheme Relationships, pp. 234-235 (only short <i>a</i> is taught at this level) WB: pp. 50-51
c. Decode consonant-vowel-consonant (CVC) words.	SS: Step 4 – Phoneme/Grapheme Relationships: Blending Practice: Picture-Word Cards, pp. 242, 246; Step 5 – Dictation: Whole-Word Dictation, pp. 243, 247, 253
d. Encode consonant-vowel-consonant (CVC) words.	SS: Step 5 – Dictation: Whole-Word Dictation, pp. 242, 247, 253, 261, 266, 270, 277, 281 WB: p.7
Fluency	
ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency words. Benchmark Clarifications:	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
Reading	
ELA.K.R.1 Reading Prose and Poetry	
Literary Elements	
ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.	SS: see page xix – Additional Support for Reading and Language Development/After Reading.
Perspective and Point of View	
ELA.K.R.1.3: Explain the roles of author and illustrator of a story.	SS: see page xix – Additional Support for Reading and Language Development.
Poetry	
ELA.K.R.1.4: Identify rhyme in a poem.	SS: see page xii – The Importance of Rhymes.
ELA.K.R.2 Reading Informational Text	
Structure	
ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.	SS: see page xix – Additional Support for Reading and Language Development.
Central Idea	
ELA.K.R.2.2: Identify the topic of and multiple details in a text.	SS: see page xix – Additional Support for Reading and Language Development.

Correlation to the Florida B.E.S.T. Standards for English Language Arts; Kindergarten
S.P.I.R.E., 3rd Edition
Sounds Sensible
EPS

B.E.S.T. Standards	Sounds Sensible Citations
Argument	
ELA.K.R.2.4: Explain the difference between opinions and facts about a topic.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
ELA.K.R.3 Reading Across Genres	
Interpreting Figurative Language	
ELA.K.R.3.1: Identify and explain descriptive words in text(s).	SS: see page xix – Additional Support for Reading and Language Development.
Paraphrasing and Summarizing	
ELA.K.R.3.2: Retell a text orally to enhance comprehension:	
a. Use main character(s), setting, and important events for a story.	SS: see page xix – Additional Support for Reading and Language Development.
b. Use topic and details for an informational text.	SS: see page xix – Additional Support for Reading and Language Development.
Comparative Reading	
ELA.K.R.3.3: Compare and contrast characters' experiences in stories.	SS: see page xix – Additional Support for Reading and Language Development.
Communication	
ELA.K.C.1 Communicating Through Writing	
Handwriting	
ELA.K.C.1.1: Print many upper- and lowercase letters.	SS: Step 4 - Phoneme/Grapheme/Letter Formation: pp. 109, 115, 122, 172, 181, 189, 206, 221; <i>Sounds Sensible</i> , Pre-Level One teaches all the single consonants except <i>q</i> . WB: Practice Page, pp. 7, 27, 35, 45, 57
Narrative Writing	
ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
Argumentative Writing	
ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
Expository Writing	
ELA.K.C.1.4: Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
Improving Writing	
ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
ELA.K.C.2 Communicating Orally	
Oral Presentation	
ELA.K.C.2.1: Present information orally using complete sentences.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
ELA.K.C.3 Following Conventions	
Conventions	

Correlation to the Florida B.E.S.T. Standards for English Language Arts; Kindergarten
S.P.I.R.E., 3rd Edition
Sounds Sensible
EPS

B.E.S.T. Standards	Sounds Sensible Citations
ELA.K.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
ELA.K.C.4 Researching	
Researching and Using Information	
ELA.K.C.4.1: Recall information to answer a question about a single topic.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
ELA.K.C.5 Creating and Collaborating	
Multimedia	
ELA.K.C.5.1: Use a multimedia element to enhance oral or written tasks.	Beyond the scope of <i>S.P.I.R.E.</i> reading and literacy program at this Level.
Vocabulary	
ELA.K.V.1 Finding Meaning	
Academic Vocabulary	
ELA.K.V.1.1: Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	Teacher can use program components to practice this standard by having students engage in oral exercises using the Student Reader and Workbook.
Morphology	
ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.	SS: See page xix - Additional Support for Reading and Language Development.
Context and Connotation	
ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.	SS: Step 1 – Listening: Activity 1: Word Comparison: Same/Different, p. 1