



Literacy and Intervention

NEW HAMPSHIRE STATE STANDARDS



**Intensive, Multisensory Reading Intervention
with Proven Results**

Grades Pre-K–8+



S.P.I.R.E.[®]
Correlated to the
New Hampshire Curriculum Framework

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 New Hampshire Curriculum Framework. 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
Early Reading Strategies	
Phonemic Awareness and Phonological Knowledge	
R:ERS:1:1.1: Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at)	TM; BLM; RDR - Step 1 Phonogram Cards - Step 2 Phonological Awareness <i>For example:</i> TM pp. 179, 259-260 - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading
R:ERS:1:1.2: Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n)	TM; BLM; RDR - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling
R:ERS:1:1.3: Isolating phonemes in single syllable words (e.g., “Tell me the first sound in ‘mop,’” “Tell me the last sound in ‘mop,’” “Tell me the middle sound in ‘mop.’”)	TM; BLM; RDR; WB Levels 1-4 - Step 2 Phonological Awareness - Step 5 Pre-reading - Step 7 Sound Dictation - Step 8 Pre-spelling/Phonological Awareness - Step 9 Spelling

STANDARDS	S.P.I.R.E. Component
R:ERS:1:1.4: Deleting phonemes in one-syllable words (“What is “crust” without the ‘c’?”)	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:</i> TM pp. 103, 177 - Step 9 Spelling
R:ERS:1:1.5: Producing pairs of rhyming words	TM; BLM; RDR - Step 1 Phonogram Cards - Step 2 Phonological Awareness - Step 3 Word Building <i>For example:</i> TM p. 96 - Step 5 Pre-reading <i>For example:</i> TM p. 87 - Step 6 Reading - Step 9 Spelling
R:ERS:1:1.6: Counting syllables in 1 to 4-syllable words	TM; BLM; RDR; WB Levels 1-4 <i>For example:</i> Level 1 – Step 5, Pre-reading (Stimulate Interest and Prior Knowledge) p. 70 <i>“concession”</i> Level 1 – Step 2, Phonological Awareness (Blending Syllables) TM p. 179 Level 3 – Syllable Division, TM pp. 142-198 Level 4 – Consonant <i>-le</i> Syllable, TM pp. 34-57
Concepts of Print	
R:ERS:1:2.4: Identifying title, author, illustrator	TM; BLM; RDR; WB Levels 1-4 - Step 5 Pre-reading - Step 6 Reading - Independent Work

STANDARDS	S.P.I.R.E. Component
R:ERS:1:2.5: Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)	TM; BLM; RDR; WB - Step 4 Decoding /Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Step 10 Sentence Dictation - Independent Work <i>For example:</i> Level 3, TM p. 82
R:ERS:1:2.6: Demonstrating 1-1 matching of words spoken to words in print	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
Reading Fluency and Accuracy	
R:F&A:1:1.1: Accuracy: reading material appropriate for the end of grade 1 with at least 90-94% accuracy	TM; RDR; WB - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work
R:F&A:1:1.2: Fluency: reading previously –introduced or previously read grade-appropriate text with oral fluency rates of at least 50-80 words correct per minute	TM; RDR - Independent Work <i>For example:</i> TM pp. 290, 295
R:F&A:1:1.3: Fluency: reading grade-appropriate text in a way that makes meaning clear, and demonstrates phrasing, expression, and attention to end punctuation	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work

STANDARDS	S.P.I.R.E. Component
Word Identification Skills and Strategies	
<p>R:WID:1:1.1: Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge EXAMPLES (regularly spelled one and two syllable words): bat, kitten, classroom</p>	<p>TM; BLM; RDR</p> <ul style="list-style-type: none"> - Step 2 Phonological Awareness - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading (Phoneme-Grapheme Analysis) - Step 6 Reading - Step 9 Spelling
<p>R:WID:1:1.2: Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing))</p>	<p>TM; BLM; RDR; WB Reference Scope and Sequence Level1</p> <ul style="list-style-type: none"> - Step 3 Word Building - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading - Independent Work <p>Level 3 pp. 83-141</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 8 Pre-spelling/Phonological Awareness - Independent Work
<p>R:WID:1:1.3: Reading grade-level appropriate words (in connected text)</p>	<p>TM; RDR; WB</p> <ul style="list-style-type: none"> - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Component
R:WID:1:1.4: Reading grade- appropriate, high-frequency words (that include irregularly spelled words – said; contractions – I’m)	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
Vocabulary Strategies	
R:V:1:1.1: Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions during read-alouds or text reading)	TM; RDR - Step 4 Decoding/Sentence Reading - Step 5 Pre-reading <i>For example:</i> TM pp. 130, 197 (Introducing the Story) - Step 6 Reading
Breadth of Vocabulary	
R:V:1:2.1: Identifying synonyms and antonyms to connect new words to known words	TM; RDR, WB Levels 2-8 Word lists in Appendix - Step 3 Word Building - Step 4 Decoding and Sentence Reading - Independent Work
R:V:1:2.2: Selecting appropriate words to use in context	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Step 10 Sentence Dictation - Independent Work
R:V:1:2.3: Describing words in terms of categories, (e.g., A mallard is a kind of duck.), functions (e.g., Scissors are used for cutting.), or features (e.g., A rectangle has four sides.)	TM; RDR; WB Levels 1-8 - Step 5 Pre-reading - Step 6 Reading - Independent Work The word lists provided in the Appendix can be used to classify common words into conceptual categories and learn new grade-level vocabulary. Each lesson introduces grade-level vocabulary using the Phonogram Cards, Spelling and reading selections from the Student Readers.

STANDARDS	S.P.I.R.E. Component
Initial Understanding of Literary Texts	
R:LT:1:1.1: Identifying characters or setting in a story	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 107, 185-186 - Independent Work
R:LT:1:1.2a: Responding to simple questions about a book's content (e.g., "Where did Sylvester go?")	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 198-199, 261-262 - Independent Work
R:LT:1:1.2b: Retelling the beginning, middle, and end of a story	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work <i>For example:</i> TM p. 209
R:LT:1:1.3: Generating questions before, during, and after reading	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> TM pp. 185-186 - Independent Work
R:LT:1:1.4: Distinguishing between literary and informational texts	TM; RDR; WB Levels 1-5 Most selections are stories or poems at the lower levels, however, the upper level books have more informational text. - Step 5 Pre-reading - Step 6 Reading - Independent Work
R:LT:1:1.5: Identifying literary devices as appropriate to genre: rhyme, repeated language (e.g., "teeny- tiny") EXAMPLE: In Brown Bear, Brown Bear, what words are repeated in the story?	TM; RDR Levels 1-5 Alliteration and rhyme are used in several reading selections throughout the program. - Step 5 Pre-reading - Step 6 Reading

STANDARDS	S.P.I.R.E. Component
Analysis and Interpretation of Literary Texts/Citing Evidence	
R:LT:1:2.1: Making predictions about what might happen next, and telling why the prediction was made	TM; RDR - Step 5 Pre-reading - Step 6 Reading
R:LT:1:2.2: Identifying physical characteristics, personality traits, or possible motives of main characters	TM; RDR - Step 5 Pre-reading - Step 6 Reading
R:LT:1:2.3: Making basic inferences about the text EXAMPLE: “Why did the wolf want to blow down each pig’s house?”	TM; RDR - Step 5 Pre-reading - Step 6 Reading
R:LT:1:4.1: Comparing stories or other texts to personal experience, prior knowledge or to other texts	TM; RDR - Step 5 Pre-reading - Step 6 Reading
Initial Understanding of Informational Texts	
R:IT:1:1.1: Obtaining information, using text features (e.g., title and illustration) EXAMPLE: “From the title, what do we think this book will tell us?”	TM; RDR Levels 1-8 - Step 5 Pre-reading - Step 6 Reading <i>For example: Level 5 Student Reader The Dragonfly pp. 145-146, TM p. 210 The Dormouse pp. 154-155, TM pp 220-221</i>
R:IT:1:1.2: Using explicitly stated information to answer questions EXAMPLE: “Where do penguins live?”	TM; RDR Levels 1-8 - Step 5 Pre-reading <i>For example: Level 2, TM pp. 213-214</i> - Step 6 Reading <i>For example: Level 2, TM p. 214</i>
R:IT:1:1.4: Generating questions before, during, and after reading	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work

STANDARDS	S.P.I.R.E. Component
R:IT:1:1.5: Distinguishing between literary and informational texts	TM; RDR; WB Levels 1-8 <i>The Dormouse</i> pp. 154-155, TM pp 220-221 Students also compare fiction and nonfiction on pages 220-221, using the word “ <i>dormouse</i> ” in two reading selections. - Step 5 Pre-reading - Step 6 Reading - Independent Work
Analysis and Interpretation of Informational Texts/Citing Evidence	
R:IT:1:2.1: Telling what was learned EXAMPLE: “What do penguins eat? Show me where you found that information?”	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
R:IT:1:2.2: Identifying the topic of the text or explaining the title EXAMPLE: “What is this about?”	TM; RDR; WB Levels 1-8 - Step 5 Pre-reading - Step 6 Reading - Independent Work
R:IT:1:2.3: Making basic inferences or drawing basic conclusions EXAMPLE: “From what we just read, why do you think firefighters wear special uniforms?” Explain your reasons.	TM; RDR; WB Levels 1-8 - Step 5 Pre-reading - Step 6 Reading - Independent Work
R:IT:1:2.4: Identifying facts presented in text	TM; RDR; WB Levels 1-8 - Step 5 Pre-reading - Step 6 Reading - Independent Work

STANDARDS	S.P.I.R.E. Component
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies	
R:RS:1:1.1: Monitoring own reading for meaning and self-correcting when attempt to identify or predict words does not fit with cues provided by the print or the context (e.g., syntax/ language structure, semantics/ meaning, picture)	TM; RDR; WB Levels 1-8 - Step 6 Reading - Independent Work
R:RS:1:2.1: Using strategies while reading or listening to literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text- based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world	TM; RDR; WB Levels 1-8 - Step 5 Pre-reading - Step 6 Reading <i>For example:</i> Level 1, TM p. 176 "Did you make a picture in your mind of the first sentence?" - Independent Work <i>For example:</i> Level 1, TM p. 165; Level 3, TM p. 82
Breadth of Reading: Reading Extensively and In Depth	
R:B:1:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	TM; RDR Levels 1-8 - Step 6 Reading - Independent Work
R:B:1:1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts)	TM; RDR Levels 1-8 - Step 6 Reading - Independent Work
R:B:1:2.1: Self-selecting reading materials aligned with reading ability and personal interests	TM; RDR - Independent Work
R:B:1:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	TM; RDR; WB - Step 5 Pre-reading - Step 6 Reading - Independent Work

S.P.I.R.E.[®]
Correlated to the
New Hampshire Curriculum Framework

Grade 2

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the New Hampshire Curriculum Framework. 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
Early Reading Strategies	
Phonemic Awareness and Phonological Knowledge	
R:ERS:2:1.1: Blending and segmenting phonemes in more complex one-syllable words (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh)	TM: Intro Lesson, Step 2, pp. 120–121
R:ERS:2:1.2: Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n)	TM: Lesson 1, Step 3, p. 69
R:ERS:2:1.3: Isolating phonemes in single syllable words (e.g., “Tell me the first sound in ‘mop.’;” “Tell me the last sound in ‘mop.’” “Tell me the middle sound in ‘mop.’”)	TM: Lesson 1, Step 3, p. 39
R:ERS:2:1.4: Deleting phonemes in one-syllable words (“What is “crust” without the ‘c’?”)	TM: Intro Lesson, Step 5, p. 34
R:ERS:2:1.5: Producing pairs of rhyming words	TM: Lesson 5, Step 2, p. 27
R:ERS:2:1.6: Counting syllables in 1 to 4-syllable words	TM: Lesson 4, Step 2, p. 112
Concepts of Print	
R:ERS:2:2.4: Identifying title, author, illustrator	TM: Lesson 1, Step 5, p. 12
R:ERS:2:2.5: Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)	TM: Intro Lesson, Step 10, p. 6; WB: p. 10
R:ERS:2:2.6: Demonstrating 1-1 matching of words spoken to words in print	TM: Intro Lesson, Step 10, p. 6

STANDARDS	S.P.I.R.E. Component
Reading Fluency and Accuracy	
R:F&A:2:1.1: Accuracy: reading material appropriate for the end of grade 2 with at least 90- 94% accuracy	All selections can be used to practice fluency.
R:F&A:2:1.2: Fluency: reading grade-appropriate text with oral fluency rates of at least 80-100 words correct per minute	All selections can be used to practice fluency.
R:F&A:2:1.3: Fluency: reading grade-appropriate text in a way that makes meaning clear, demonstrating phrasing, expression, and with attention to punctuation (including commas and quotation marks)	All selections can be used to practice fluency.
Word Identification Skills and Strategies	
R:WID:2:1.1: Identifying regularly spelled multisyllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes EXAMPLES: Students might be asked to match words to pictures or to match words to words with similar sounds (e.g., flower and shower) EXAMPLES (multisyllabic words): happiness, shower, sunshine	TM: Lesson 11, Step 5, pp. 258–259; WB: p. 27; BLM: p. 27; RDR: p. 5
R:WID:2:1.2: Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns	TM: Intro Lesson, Step 10, p. 36; BLM: p. 27; WB: p. 1, RDR: p5
R:WID:2:1.3: Reading grade-level appropriate words (in connected text) with automaticity	All selections can be used to practice reading with automaticity.
R:WID:2:1.4: Reading grade- appropriate, high-frequency words (including irregularly spelled words)	All selections can be used to practice reading high-frequency words.
Vocabulary Strategies	
R:V:2:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as “thickest,” “hopeful;” or context clues, including illustrations and diagrams; or prior knowledge)	TM: Level 3, Intro Lesson, p. 108

STANDARDS	S.P.I.R.E. Component
Breadth of Vocabulary	
R:V:2:2.1: Identifying synonyms or antonyms; or categorizing words EXAMPLES (of categorizing): Given a T-chart with two “categories” of words listed (e.g., shapes and sizes), students would identify another word to add to the chart that describes shapes or sizes; or in a multiple choice item, select the best category title for the words listed	TM: Lesson 2, Independent Work, p. 18; WB: p. 7
R:V:2:2.2: Selecting appropriate words to use in context, including words specific to the content of the text EXAMPLE: In a short passage about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them.	TM: Lesson 1, Step 5, p. 129; WB: p. 40; RDR: p. 48
Initial Understanding of Literary Texts	
R:LT:2:1.1: Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text	TM: Lesson 1, Step 6, p. 214; WB: p. 58; RDR: p. 75
R:LT:2:1.2a: Sequencing key events in order, as appropriate to text	TM: Lesson 4, Step 6, p. 25; WB: p. 35
R:LT:2:1.2b: Retelling the key elements of a story	All selections can be used to practice retelling.
R:LT:2:1.3: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information	All selections can be used to practice generating questions before, during, and after reading.
R:LT:2:1.4: Distinguishing among a variety of types of text (e.g., literary texts: poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy)	TM: Lesson 17, Step 5, pp. 288–289; TM: Lesson 17, Step 5, pp. 288–289; RDR: p. 117
R:LT:2:1.5: Identifying literary devices as appropriate to genre: rhyme, repeated language or dialogue (e.g., “When I was young in the mountains...”)	WB: p. 101
Analysis and Interpretation of Literary Texts/Citing Evidence	
R:LT:2:2.1: Making logical predictions EXAMPLE: What might happen next?	TM: Lesson 1, Step 6, p. 42; WB: p. 14
R:LT:2:2.2: Identifying relevant physical characteristics or personality traits of main characters	TM: Lesson 1, Step 5, p. 41; RDR: p. 3
R:LT:2:2.3: Making basic inferences about problem or solution EXAMPLES: “What helped Luke to solve his problem in the story?” “What was Jane’s problem?”	TM: Lesson 3, Steps 5 & 6, pp. 20–21; WB: p. 34; RDR: p. 7

STANDARDS	S.P.I.R.E. Component
R:LT:2:2.5: Identifying the author’s basic message	TM: Lesson 2, Steps 5 & 6, pp. 105–106; RDR: p. 39
R:LT:2:2.6: Identifying possible motives of main characters EXAMPLE: “Why did the wolf want to blow the house down?”	TM: Lesson 5, Step 6, p.147; WB: p. 17; RDR: p. 56
R:LT:2:2.7: Recognizing explicitly stated causes or effects	RDR: p. 16
R:LT:2:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other texts	All lessons in which selections are read require students to make text-to-self, text-to-text, or text-to-world connections.
Initial Understanding of Informational Texts	
R:IT:2:1.1: Obtaining information, from text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, or illustrations) EXAMPLE: “On what page would you find information about snakes?”	N/A
R:IT:2:1.2: Using explicitly stated information to answer questions EXAMPLE: “According to this report, what do dolphins eat?”	TM: Lesson 16, Step 6, p. 285; WB: p. 97
R:IT:2:1.3: Locating and recording information to show understanding, when given an organizational format (e.g., T-chart or Venn diagram)	Graphic organizers can be made for all selections to locate and record information to show understanding.
R:IT:2:1.4: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information	N/A
R:IT:2:1.5: Distinguishing among a variety of types of text (e.g., reference: beginning dictionaries, glossaries, children’s magazines, content trade books, children’s newspapers; and practical/functional/ texts: procedures/instructions, announcements, book orders, invitations)	N/A
Analysis and Interpretation of Informational Texts/Citing Evidence	
R:IT:2:2.1: Connecting information within a text EXAMPLE: Combining or comparing facts and details presented – “What food is eaten by both kinds of fish?”	TM: Lesson 16, Step 6, p. 285; WB: p. 57; RDR: p. 115
R:IT:2:2.2: Recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas)	TM: Lesson 16, Step 6, p. 285; WB: p. 57; RDR: p. 115
R:IT:2:2.3: Making basic inferences or drawing basic conclusions EXAMPLE: “Based on this report, do turtles make good pets?”	TM: Lesson 16, Step 6, p. 285; WB: p. 57; RDR: p. 115
R:IT:2:2.4: Identifying facts presented in text	TM: Lesson 16, Step 6, p. 285; WB: p. 57; RDR: p. 115

STANDARDS	<i>S.P.I.R.E.</i> Component
R:IT:2:2.5: Making inferences about causes or effects, when signal words are present EXAMPLE: "The sun came out. Then the puddle dried up. What made the puddle dry up?"	TM: Lesson 16, Step 6, p. 285; WB: p. 57; RDR: p. 115
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies	
R:RS:2:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/ meaning, or other context cues [e.g., pictures], etc.)	All selections can be used to practice self-monitoring and self-correction.
R:RS:2:2.1: Using strategies while reading or listening to literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making text- based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g. headings, parts of the book)	All selections can be used to meet this standard.
Breadth of Reading: Reading Extensively and In Depth	
R:B:2:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	N/A
R:B:2:1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts)	All selections can be used to meet this standard.
R:B:2:2.1: Self-selecting reading materials aligned with reading ability and personal interests	All selections can be used to meet this standard.
R:B:2:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	N/A

S.P.I.R.E.[®]
Correlated to the
New Hampshire Curriculum Framework

Grade 3

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the New Hampshire Curriculum Framework. 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
Reading Fluency and Accuracy	
R:F&A:3:1.1: Accuracy: reading material appropriate for grade 3 with at least 90-94% accuracy	All selections can be used to practice fluency.
R:F&A:3:1.2: Fluency: reading with oral fluency rates of at least 90- 120 words correct per minute	All selections can be used to practice fluency.
R:F&A:3:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue	All selections can be used to practice fluency.
Word Identification Skills and Strategies	
R:WID:3:1.1: Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) EXAMPLES: Students might be asked to match words to words with similar sounds, such as which word rhymes with the word in the box or which word has the same vowel sound as the word in the box? EXAMPLES (multi-syllabic words): pretending, discussion	TM: Intro Lesson, p. 170; WB: p. 76; BLM: p. 10; RDR: p. 45
R:WID:3:1.2: Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns	TM: Intro Lesson, p. 170; WB: p. 76; BLM: p. 10; RDR: p. 45
R:WID:3:1.3: Reading grade-level appropriate words (in connected text) with automaticity	All selections can be used to meet this standard.
R:WID:3:1.4: Reading grade-appropriate, high-frequency words (including irregularly spelled words)	All selections can be used to meet this standard.

STANDARDS	S.P.I.R.E. Component
Vocabulary Strategies	
R:V:3:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered;” or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)	TM: Lesson 1, Step 1, p. 108; BLM: p. 7; WB: p. 58;
Breadth of Vocabulary	
R:V:3:2.1: Identifying synonyms, antonyms, or homonyms/ homophones; or categorizing words	BLM: p. 87; WB: p. 31; RDR: pp. 8–9
R:V:3:2.2: Selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey), or words with multiple meanings) EXAMPLE (multiple meanings): Students identify the intended meaning of words found in text – “The word ‘fall’ can mean a time of the year or losing your step. What words from the passage help you to know what ‘fall’ means in this story?” EXAMPLE (multiple meanings): “The word ‘fall’ has many different meanings. Which sentence below uses the word “fall” to mean a time of the year?” OR “Which sentence below uses ‘fall’ with the same meaning as it is used in the poem?”	TM: Lesson 4, Step 6, pp. 196–197; WB: p. 96; RDR: p. 63
Initial Understanding of Literary Texts	
R:LT:3:1.1: Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text	All lessons using fiction selections require students to identify story elements.
R:LT:3:1.2: Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text	All fiction selections can be used to practice paraphrasing or summarizing.
R:LT:3:1.3: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information	All selections can be used to practice generating questions before, during, and after reading.
R:LT:3:1.4: Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, tall tales, or realistic fiction)	TM: Lesson 4, Step 5, p. 196; RDR: p. 11
R:LT:3:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, dialogue, or description	TM: Lesson 4, Step 5, p. 25; WB: p. 12; RDR: p. 11
Analysis and Interpretation of Literary Texts/Citing Evidence	
R:LT:3:2.1 Making logical predictions	TM: Lesson 2, Step 5, p. 70; WB: p. 4

STANDARDS	S.P.I.R.E. Component
R:LT:3:2.2: Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words or actions that reveal characters' personality traits	TM: Lesson 2, Step 5, p. 131; WB: p. 61; RDR: pp. 49–50
R:LT:3:2.3: Making basic inferences about problem, conflict, or solution (e.g., cause-effect relationships) EXAMPLE: "How might the story have been different if...?"	TM: Lesson 1, Steps 5 & 6, pp. 10–11; WB: p. 4; RDR: p. 3
R:LT:3:2.4: Identifying who is telling the story	TM: Lesson 3, Step 5, p. 20; WB: p. 11; RDR: pp. 8–9
R:LT:3:2.5: Identifying the author's basic message EXAMPLE: "In this story, Jon learned an important lesson about what to do when lost in the woods. What lesson did Jon learn?"	TM: Lesson 1, Steps 5 & 6, pp. 10–11; WB: p. 4; RDR: p. 3
R:LT:3:2.6: Identifying possible motives of characters	TM: Lesson 1, Step 6, p. 224; WB: p. 104; RDR: pp. 83–84
R:LT:3:2.7: Recognizing explicitly stated causes or effects	RDR: p. 34
R:LT:3:3.1: Recognizing the use of literary elements and devices ((i.e., imagery, exaggeration) to interpret intended meanings	TM: Lesson 1, Step 6, p. 94; WB: p. 33; RDR: p. 38
R:LT:3:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books	All lessons in which selections are read require students to make text-to-self, text-to-text, or text-to-world connections.
Initial Understanding of Informational Texts	
R:IT:3:1.1: Obtaining information, from text features (e.g., table of contents, glossary, basic transition words, bold or italicized text, headings, graphic organizers, charts, graphs, or illustrations) EXAMPLES: "What words does the author want you to notice on this page?" "What is the last step of the directions?"	RDR: Level 5, pp. 71–74
R:IT:3:1.2: Using information from the text to answer questions related to explicitly stated main/central ideas or details	All lessons in which selections are read require students to use information from the text to answer questions about main idea and details.
R:IT:3:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping) EXAMPLE: Given a chart (with headings filled in), students are asked to provide examples from the text to show physical characteristics of two different places or things	Graphic organizers can be used with all nonfiction selections to show understanding.
R:IT:3:1.4: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.	N/A

STANDARDS	<i>S.P.I.R.E.</i> Component
R:IT:3:1.5: Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, children’s magazines, content trade books, textbooks, children’s newspapers; and practical/functional texts: book orders, procedures, instructions, announcements, invitations)	All nonfiction selections at this level are articles that inform or explain.
Analysis and Interpretation of Informational Texts/Citing Evidence	
R:IT:3:2.1: Connecting information within a text EXAMPLE: Combining, comparing, or using information found in both the written text and in a caption in a text	WB: p. 97
R:IT:3:2.2: Recognizing generalizations about text (e.g., identifying appropriate titles, assertions, or controlling ideas)	TM: Lesson 4, Step 6, pp. 196–197; WB: p. 75; RDR: pp. 78–79
R:IT:3:2.3: Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant	TM: Lesson 4, Step 6, pp. 196–197; WB: pp. 96–97; RDR: pp. 78–79
R:IT:3:2.4: Distinguishing fact from opinion	TM: Lesson 4, Step 6, pp. 196–197; WB: p. 65; RDR: pp. 78–79;
R:IT:3:2.5 Making inferences about causes or effects EXAMPLE: “What probably caused the fire to start in the garage?”	TM: Lesson 4, Step 6, pp. 196–197; WB: p. 104; RDR: pp. 78–79;
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies	
R:RS:3:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/meaning, or other context cues)	All selections can be used to practice self-monitoring and self-correction.
R:RS:3:2.1: Using strategies before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include :using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book)	All selections can be used to meet this standard.
Breadth of Reading: Reading Extensively and In Depth	
R:B:3:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	N/A

STANDARDS	<i>S.P.I.R.E.</i> Component
R:B:3:1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts)	All selections can be used to meet this standard.
R:B:3:1.3: Reading multiple texts for depth of understanding an author or genre	N/A
R:B:3:2.1: Self-selecting reading materials aligned with reading ability and personal interests	All selections can be used to meet this standard.
R:B:3:2.2: Participating in discussions about text, ideas, and student “writing” by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	N/A
Breadth of Reading: Reading for Research Across Content Areas	
R:B:3:3.1: Using sources provided	N/A
R:B:3:3.2: Evaluating information presented in terms of relevance	N/A
R:B:3:3.3: Gathering information and using a given structure (e.g., chart, diagram, outline, etc.) to organize it	
R:B:3:3.4: Using evidence to support conclusions	

***S.P.I.R.E.*[®]**
Correlated to the
New Hampshire Curriculum Framework

Grade 4

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the New Hampshire Curriculum Framework. 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
Reading Fluency and Accuracy	
R:F&A:4:1.1: Accuracy: reading material appropriate for grade 4 with 90-94% accuracy	All selections can be used to practice fluency.
R:F&A:4:1.2: Fluency: reading with oral fluency rates of at least 115-140 words correct per minute (Students’ rates of reading will and should vary in response to text difficulty, purpose of reading, and other factors.)	All selections can be used to practice fluency.
R:F&A:4:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue	All selections can be used to practice fluency.
Word Identification Skills and Strategies	
R:WID:4:1.1: Identifying multi-syllabic words by using knowledge of sounds, six syllable types/syllable division, or word patterns (including prefixes, and suffixes)	TM: Lesson 1, Step 3, p. 41; WB: p. 53; BLM: p. 2; RDR: pp. 4–5
R:WID:4:1.2: Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns	TM: Lesson 1, Step 3, p. 41; WB: p. 53; BLM: p. 2; RDR: pp. 4–5
R:WID:4:1.3: Reading grade-level appropriate words (in connected text) with automaticity	All selections can be used to meet this standard.
R:WID:4:1.4: Reading grade-appropriate words (including irregularly spelled words)	All selections can be used to meet this standard.

STANDARDS	S.P.I.R.E. Component
Vocabulary Strategies	
R:V:4:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)	WB: p. 38; RDR: pp. 66–68
Breadth of Vocabulary	
R:V:4:2.1: Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning EXAMPLE (of shades of meaning): cold, freezing	TM: Lesson 3, Independent Work, p. 33; BLM: p. 81; WB: p. 19; RDR: pp. 66–68
R:V:4:2.2: Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary EXAMPLE (precise vocabulary): “In this passage, the bear could best be described as acting: (A) excited (B) playful (C) harmful (D) curious”	TM: Lesson 2, Step 6, p. 158; WB: p. 5; RDR: pp. 85–86
Initial Understanding of Literary Texts	
R:LT:4:1.1: Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time	TM: Lesson 3, Step 6, pp. 55–56; WB: p. 16; RDR: pp. 24–26
R:LT:4:1.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text	All selections can be used to practice summarizing.
R:LT:4:1.3: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information	All selections can be used to practice generating questions before, during, and after reading.
R:LT:4:1.4: Identifying the characteristics of a variety of types of text (e.g., literary text: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction)	TM: Lesson 1, Step 5, p. 202; RDR: pp. 107–108
R:LT:4:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, description, or dialogue	TM: Lesson 3, Step 6, p. 133; WB: p. 33; RDR: pp. 73–74
Analysis and Interpretation of Literary Texts/Citing Evidence	
R:LT:4:2.1: Making logical predictions	TM: Lesson 3, Step 6, p. 55; WB: p. 16
R:LT:4:2.2: Describing main characters’ physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters’ personality traits	TM: Lesson 1, Steps 5 & 6, pp. 67–68; WB: p. 19; RDR: pp. 31–32

STANDARDS	S.P.I.R.E. Component
R:LT:4:2.3: Making inferences about problem, conflict, or solution EXAMPLE: “What influenced the father’s decision to let his son try the climb?”	TM: Lesson 1, Step 6, p. 68; WB: p. 19
R:LT:4:2.4: Identifying who is telling the story	TM: Lesson 2, Steps 5 & 6, p. 26; WB: p. 7; RDR: pp. 7–8
R:LT:4:2.5: Identifying author’s message or theme EXAMPLE: “What was the author trying to say about friendship in this story?” (e.g., friendship begins with accepting differences)	TM: Lesson 2, Steps 5 & 6, pp. 208–209; WB: p. 48; RDR: pp. 110–112
R:LT:4:2.6: Identifying causes or effects, including possible motives of characters	TM: Lesson 2, Steps 5 & 6, pp. 208–209; WB: p. 48; RDR: pp. 110–112
R:LT:4:3.1: Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to interpret intended meanings	TM: Lesson 3, Step 6, p. 133; WB: p. 33; RDR: pp. 73–74
R:LT:4:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books	All lessons in which selections are read require students to make text-to-self, text-to-text, or text-to-world connections.
Initial Understanding of Informational Texts	
R:IT:4:1.1a: Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)	RDR: Level 5, pp. 71–74
R:IT:4:1.1b: Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines)	N/A
R:IT:4:1.2: Using information from the text to answer questions related to explicitly stated main/central ideas or key details	All lessons in which selections are read require students to use information from the text to answer questions about main idea and details.
R:IT:4:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)	Graphic organizers can be used with all nonfiction selections to show understanding.
R:IT:4:1.4: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.	N/A
R:IT:4:1.5: Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, encyclopedias, children’s magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)	All nonfiction selections at this level are articles that inform or explain.

STANDARDS	S.P.I.R.E. Component
Analysis and Interpretation of Informational Texts/Citing Evidence	
R:IT:4:2.1: Connecting information within a text or across texts	In Level 5, the nonfiction selections about animals that hibernate can be used for connection purposes.
R:IT:4:2.2: Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)	In Level 5, the nonfictions selections about animals that hibernate can be used to practice synthesizing information.
R:IT:4:2.3: Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant	All nonfiction selections at this level are articles that were written to inform or explain.
R:IT:4:2.4 Distinguishing fact from opinion	WB: p. 21; RDR: pp. 99–100
R:IT:4:2.5: Making inferences about causes or effects	
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies	
R:RS:4:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/ meaning, or other context cues)	All selections can be used to practice self-monitoring and self-correction.
R:RS:4:2.1:Using strategies before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images(e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/ effect, compare/contrast, proposition and support, description, classification)	All selections can be used to meet this standard.
Breadth of Reading: Reading Extensively and In Depth	
R:B:4:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	N/A
R:B:4:1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts)	All selections can be used to meet this standard.
R:B:4:1.3: Reading multiple texts for depth of understanding an author or genre	N/A

STANDARDS	<i>S.P.I.R.E.</i> Component
R:B:4:2.1: Self-selecting reading materials aligned with reading ability and personal interests	All selections can be used to meet this standard.
R:B:4:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	N/A
Breadth of Reading: Reading for Research Across Content Areas	
R:B:4:3.1: Using sources provided	N/A
R:B:4:3.2: Evaluating information presented in terms of relevance	N/A
R:B:4:3.3: Gathering information and using a given structure (e.g., chart, diagram, outline, etc.) to organize it	N/A
R:B:4:3.4: Using evidence to support conclusions	N/A

***S.P.I.R.E.*[®]**
Correlated to the
New Hampshire Curriculum Framework

Grade 5

The following references are examples from the Teacher’s Manual in the *S.P.I.R.E.* program that align to the New Hampshire Curriculum Framework. 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
Reading Fluency and Accuracy	
R:F&A:5:1.1: Accuracy: reading material appropriate for grade 5 with 90-94% accuracy (See Appendix F for sample titles.)	All selections can be used to practice fluency.
R:F&A:5:1.2: Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading	All selections can be used to practice fluency.
R:F&A:5:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue	All selections can be used to practice fluency.
Word Identification Skills and Strategies	
R:WID:5:1.1: Identifying multi-syllabic words by using knowledge of sounds, six syllable types/ syllable division, and word patterns (including prefixes, and suffixes)	TM: Lesson 2, Step 3, pp. 13–14; WB: p. 27; BLM: p. 45; RDR: p. 3
R:WID:5:1.2: Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns	TM: Lesson 2, Step 3, pp. 13–14; WB: p. 27; BLM: p. 45; RDR: p. 3
R:WID:5:1.3: Reading grade-level appropriate words (in connected text) with automaticity	All selections can be used to meet this standard.
R:WID:5:1.4: Reading grade-appropriate words	All selections can be used to meet this standard.
Vocabulary Strategies	
R:V:5:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)	TM: Intro Lesson 1, Step 2, pp. 46–47; WB: p. 20

STANDARDS	S.P.I.R.E. Component
Breadth of Vocabulary	
R:V:5:2.1: Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning EXAMPLE (of shades of meaning): tired, exhausted	WB: p. 9; RDR: pp. 14–17
R:V:5:2.2: Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary EXAMPLE (multiple meanings): Students explain the intended meanings of words found in text – “Based on the way ‘spring’ is used in this passage, would having a ‘spring’ be necessary for survival? Explain how you know.”	TM: Lesson 2, Step 6, p. 39; WB: p. 5; BLM: p. 93; RDR: pp. 14–17
Initial Understanding of Literary Texts	
R:LT:5:1.1: Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time	TM: Lesson 3, Step 6, pp. 43–44; WB: p. 18; RDR: pp. 29–32
R:LT:5:1.2: Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text	All selections can be used to practice summarizing.
R:LT:5:1.3: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information	All selections can be used to practice generating questions before, during, and after reading.
R:LT:5:1.4: Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries)	TM: Lesson 2, Step 5, p. 38; RDR: pp. 25–27
R:LT:5:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, or simple metaphors	TM: Lesson 2, Step 6, p. 199; WB: p. 71; RDR: p. 138
Analysis and Interpretation of Literary Texts/Citing Evidence	
R:LT:5:2.1: Making logical predictions EXAMPLE: “Which event is most likely to happen next?”	TM: Lesson 1, Step 6, p. 129; WB: p. 26
R:LT:5:2.2: Describing characters’ physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters’ personality traits or their changes over time	TM: Lesson 3, Step 6, pp. 43–44; WB: p. 18; RDR: pp. 29–32
R:LT:5:2.3: Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development)	TM: Lesson 3, Step 6, pp. 170–171; WB: p. 60; RDR: pp. 115–118

STANDARDS	<i>S.P.I.R.E.</i> Component
R:LT:5:2.4: Identifying the narrator	TM: Lesson 3, Step 6, p. 89; RDR: p. 4
R:LT:5:2.5: Identifying author's message or theme (implied or stated, as in a fable)	TM: Lesson 2, Step 6, p. 39; WB: p. 15; RDR: pp. 25–27
R:LT:5:2.6: Identifying causes or effects, including possible motives of characters	TM: Lesson 1, Steps 5 & 6, pp. 194–195; WB: p. 69; RDR: pp. 131–136
R:LT:5:3.1: Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to analyze literary works	TM: Lesson 2, Step 6, p. 199; WB: p. 71; RDR: p. 138
R:LT:5:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books	All lessons in which selections are read require students to make text-to-self, text-to-text, or text-to-world connections.
R:LT:5:4.2: Providing relevant details to support the conclusions made	All lessons in which selections are read require students to provide details to support their conclusions.
Initial Understanding of Informational Texts	
R:IT:5:1.1a: Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)	RDR: pp. 71–74
R:IT:5:1.1b: Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, citations)	N/A
R:IT:5:1.2: Using information from the text to answer questions related to main/central ideas or key details	All lessons in which selections are read require students to use information from the text to answer questions about main idea and details.
R:IT:5:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)	All nonfiction selection selections can be used to practice paraphrasing or summarizing.
R:IT:5:1.4: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.	N/A
R:IT:5:1.5: Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet websites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus)	All nonfiction selections at this level are articles that inform or explain.

STANDARDS	S.P.I.R.E. Component
Analysis and Interpretation of Informational Texts/Citing Evidence	
R:IT:5:2.1: Connecting information within a text or across texts	The nonfiction selections about animals that hibernate can be used for connection purposes.
R:IT:5:2.2: Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)	The nonfictions selections about animals that hibernate can be used to practice synthesizing information.
R:IT:5:2.3: Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant	All nonfiction selections at this level are articles that were written to inform or explain.
R:IT:5:2.4: Distinguishing fact from opinion	TM: Lesson 4, Steps 5 & 6, pp. 143–144; WB: p. 52; RDR: pp. 99–101
R:IT:5:2.5: Making inferences about causes or effects	TM: Lesson 3, Step 5, p. 257; WB: p. 92; RDR: pp. 182–187
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies	
R:RS:5:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting, and confirming through use of print, syntax/ language structure, semantics/ meaning, or other context cues)	All selections can be used to practice self-monitoring and self-correction.
R:RS:5:2.1: Using strategies before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition, description classification, support, and logical/ sequential)	All selections can be used to meet this standard.
Breadth of Reading: Reading Extensively and In Depth	
R:B:5:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	N/A
R:B:5:1.2: Reading from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts)	All selections can be used to meet this standard.

STANDARDS	<i>S.P.I.R.E.</i> Component
R:B:5:1.3: Reading multiple texts for depth of understanding an author, a subject, a theme, or genre	N/A
R:B:5:2.1: Self-selecting reading materials aligned with reading ability and personal interests	All selections can be used to meet this standard.
R:B:5:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	N/A
Breadth of Reading: Reading for Research Across Content Areas	
R:B:5:3.1: Identifying potential sources of information from those provided	N/A
R:B:5:3.2: Evaluating information presented in terms of relevance	N/A
R:B:5:3.3: Gathering, organizing, and interpreting the information	N/A
R:B:5:3.4: Using evidence to support conclusions	N/A