

# SPIRE

Intensive Reading Intervention for Nonreaders and Struggling Readers

Intervention Appropriate

GRADES PreK–8+



## 10-Step Lesson Overview



[epsbooks.com/SPIRE](http://epsbooks.com/SPIRE)

## 10-Step Lesson Overview

Each lesson in *S.P.I.R.E.*® and *iSPIRE*™ follows a consistent 10-Step Lesson structure that employs multisensory instruction. Systematic, sequentially structured lessons ensure mastery of concepts and allow for easy implementation. Every concept covered has one Introductory Lesson and one or more Reinforcing Lessons.

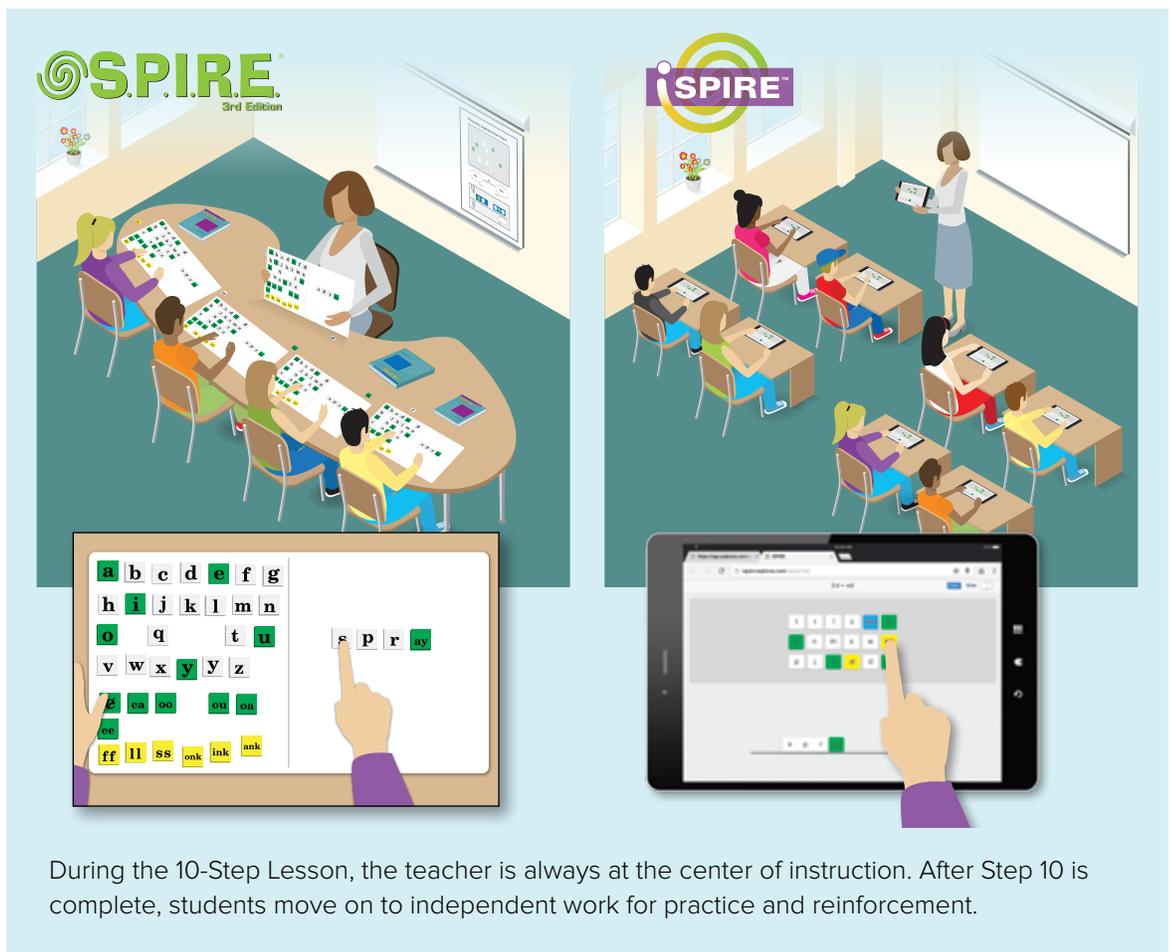
- Multisensory lessons include auditory, visual, and kinesthetic learning modalities
- Quick-paced, hands-on lessons keep students engaged
- Predictable lesson structure helps students focus on each new concept

Two flexible options for implementation!

**PRINT**

or

**DIGITAL**



During the 10-Step Lesson, the teacher is always at the center of instruction. After Step 10 is complete, students move on to independent work for practice and reinforcement.

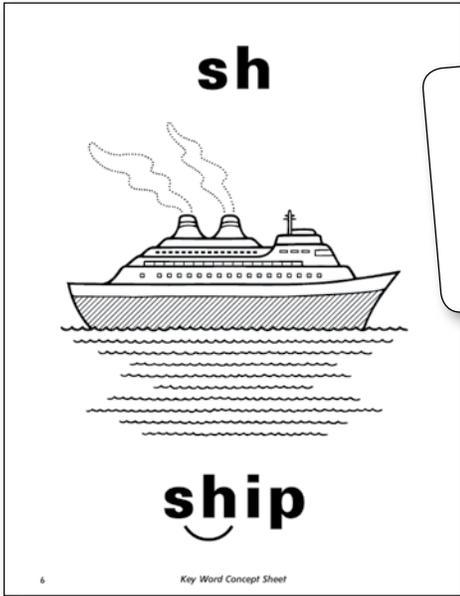
# STEP

# 1

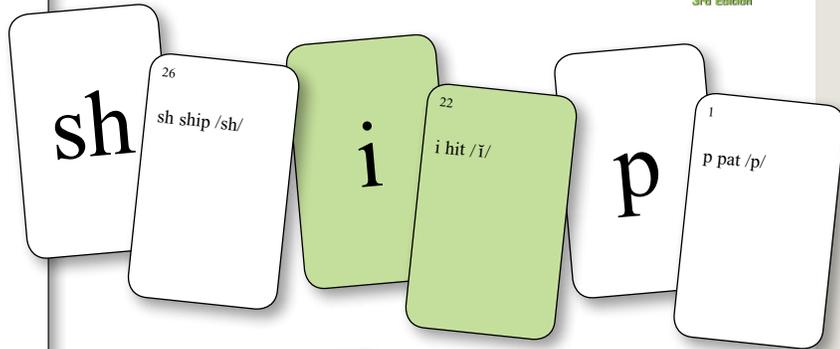
## PHONOGRAM CARDS

5 minutes

Concepts are introduced and reviewed with a Key Word Concept Sheet, and Phonogram and Word Cards.



S.P.I.R.E. Key Word Concept Sheet, Level 1



S.P.I.R.E. Phonogram Cards



S.P.I.R.E. Word Cards



iSPIRE Phonogram Card



iSPIRE Key Word Concept, Level 1



### KEY



Auditory



Visual



Kinesthetic

## STEP

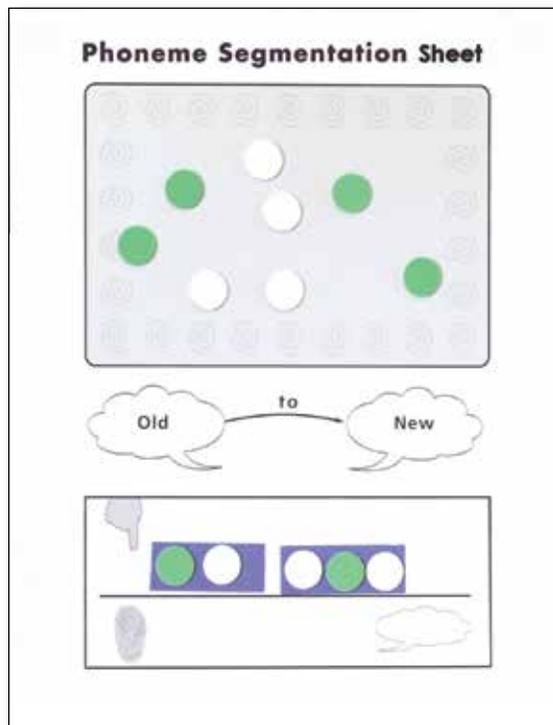
# 2

## PHONOLOGICAL AWARENESS

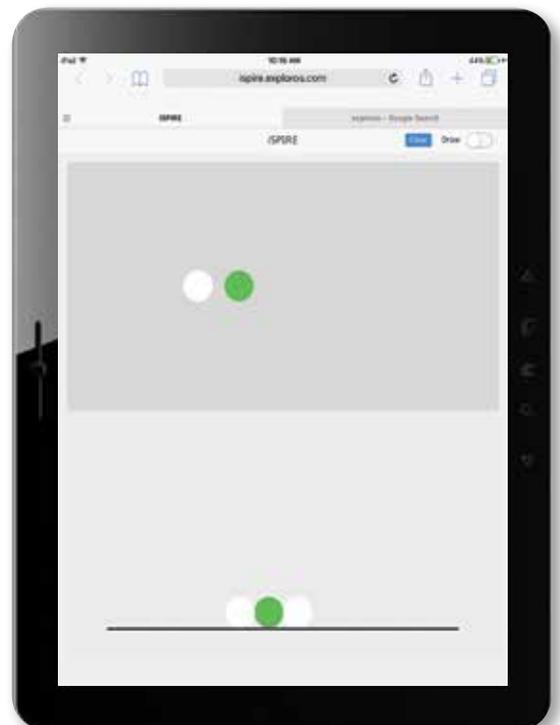
5 minutes



A wide variety of activities—many oral in nature—are designed to develop students' ability to hold sounds in their minds. Students work on Rhyme Providing and Categorization, Sound Providing, Categorization and Identification, Blending, and Segmentation through Counting, Deletion, and Substitution.



**S.P.I.R.E.** Phoneme Segmentation



**iSPIRE** Phoneme Segmentation

### KEY



Auditory



Visual



Kinesthetic

### Phoneme Segmentation

White circles represent consonant sounds and green circles represent vowels. Students sound out words and bring down circles to stand for each sound they hear. As students progress, they use blue rectangles to represent syllables.

# STEP

# 3

## WORD BUILDING

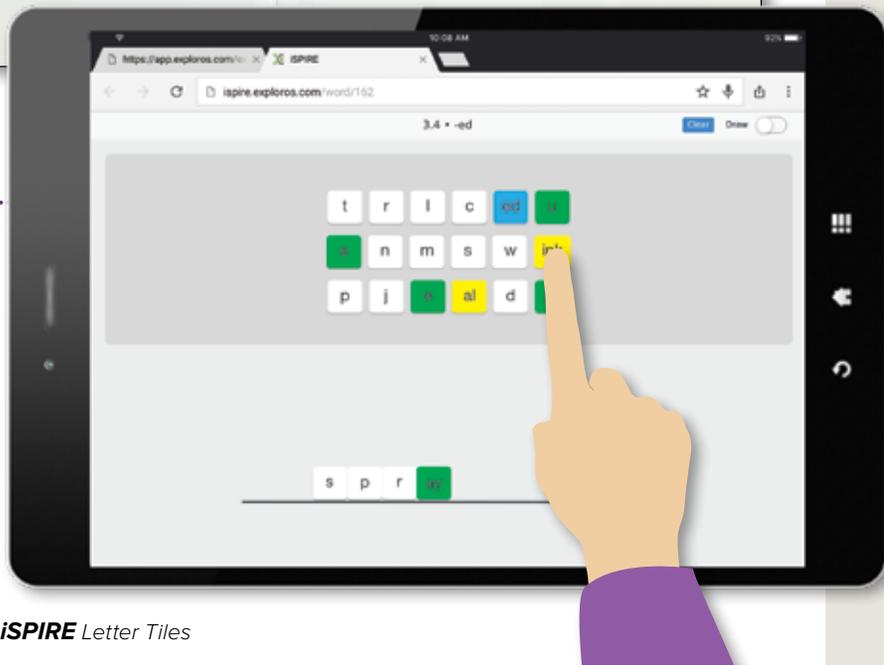
5 minutes



Students build and manipulate words using color-coded letter tiles. SPIRE uses consistent color-coding across components to help students differentiate between different types of phonograms.



**S.P.I.R.E.**  
Magnet  
Board and  
Letter Tiles



iSPIRE Letter Tiles

## STEP

# 4

### DECODING AND SENTENCE READING

10 minutes



**Introductory Lesson:** Students work on a concept word list and are taught to underline, link, and box letter or letter combinations. They also divide syllables.

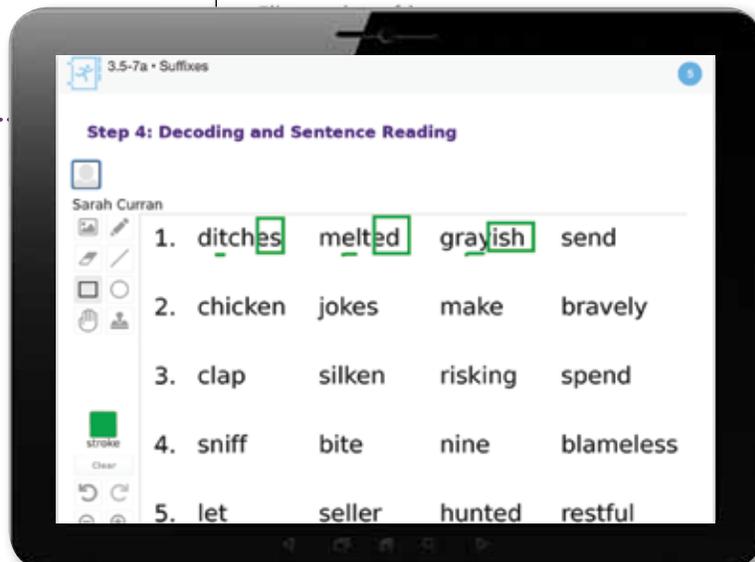
**Reinforcing Lesson:** Students read words and sentences, developing vocabulary and comprehension.



**S.P.I.R.E.**  
Student Reader,  
Level 3

ditches	melted	grayish	send	chicken
jokes	make	bravely	clap	silken
risking	spend	sniff	bite	nine
let	bat	pipe	hunted	restful
jumper	west	seller	such	blameless

I do not mind you sitting on the bench.  
 Lin and Jo are jumping rope.  
 The wild cat gave me a scare.  
 Frank is sicker today than he was on Sunday.  
 Jules sold the most cakes at the sale.  
 I want to help the lost child quickly find his mom.  
 Did you find my list?  
 The blind man walked with a cane.  
 He wore his oldest socks.



**iSPIRE**  
Student Reader,  
Level 3

### KEY



Auditory



Visual



Kinesthetic

# STEP

# 5

## PREREADING

5 minutes

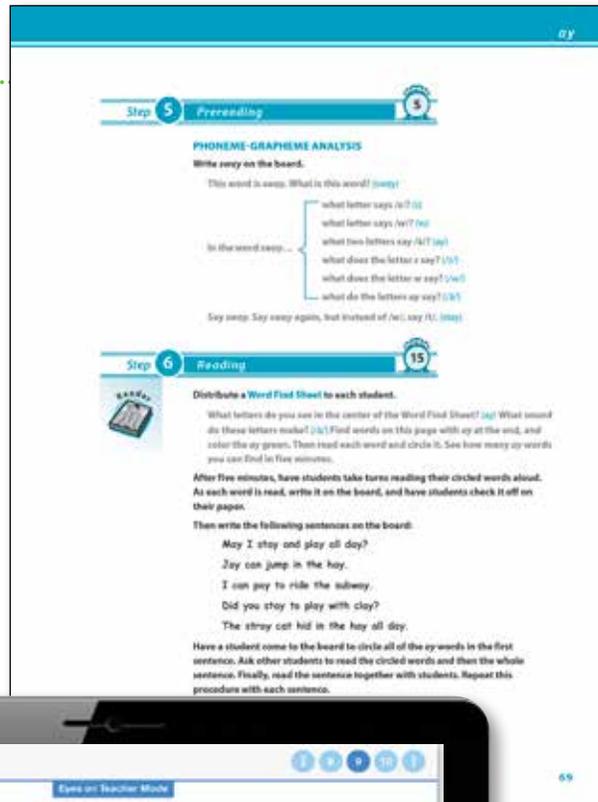


**Introductory Lesson:** The teacher leads students in a phoneme-grapheme analysis of one word containing the lesson concept.

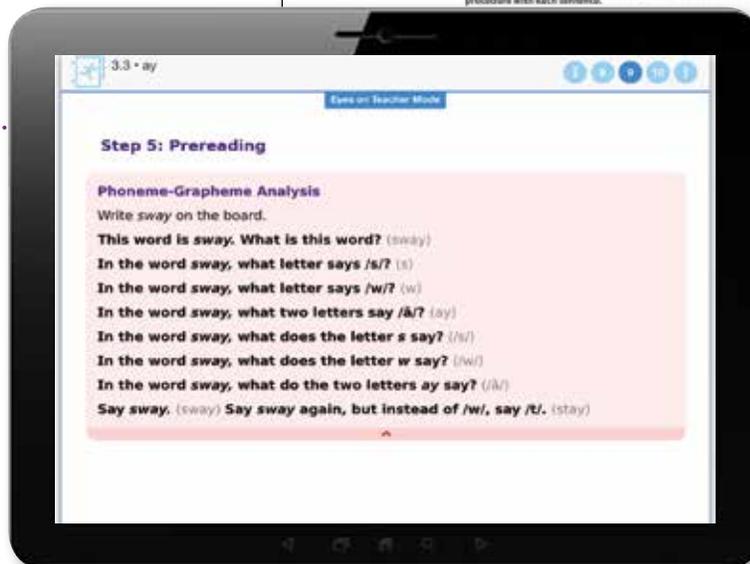
**Reinforcing Lesson:** The teacher leads students in a phoneme-grapheme analysis of one word from the reading passage. The passage they are about to read is introduced and the teacher helps students build background and activate prior knowledge.



**S.P.I.R.E.**  
Teacher Edition,  
Level 4



**iSPIRE**  
Teacher Script,  
Level 4



## STEP

# 6

## READING AND READING COMPREHENSION

15 minutes



**Introductory Lesson:** Students utilize a Word Find Sheet to identify and read new concept words.

**Reinforcing Lesson:** Students read fiction and nonfiction texts, applying the newly introduced concept and developing comprehension skills.



team	<b>She</b>	leash
bed	<b>ease</b>	DREAM
<b>teach</b>	<b>shelf</b>	eaves
hat	<b>will</b>	beam
tease	<b>ea</b>	squeaky
Stream	helpful	<b>reason</b>
TRAFFIC	sneaker	Peach
running	<b>fly</b>	yeast
STONE	mild	shear
<b>found</b>		

38 Word Find Sheet

### Deserts of the World

A desert is a place where there is ten or less inches of rainfall or snowfall per year. This makes a desert a very dry place. It is also very cold or very hot, depending on the desert.

Some deserts, given the name "cold deserts," are always extremely cold. Their summer temperatures range from 10° to 50°F in summer and from -50° to 10°F in winter. Such deserts, found in and around the North and South Poles, get almost no snow at all. On much of this chilly desert land, ice is present all year round. No plant or animal life can be found here. But on the edges of the ice-packed land, some insects and plants have found a way to live. Midges, lice, mites, and ticks live on the outer edges of cold deserts, along with simple plants such as mosses.

Hot deserts, on the other hand, tend to be more than 75°F in the shade during the day. And out in the sun, they may

99

**S.P.I.R.E.** Word Find Sheet  
Blackline Master, Level 4

**S.P.I.R.E.** Student Reader, Level 5



Step 3: Reading

She teach DREAM leash  
team hat shelf will eaves beam  
bed tease Stream ea squeaky ease  
STONE TRAFFIC helpful yeast  
running sneaker reason shear  
found mild fly Peach

**iSPIRE** Word Find, Level 4

Step 3: Reading Comprehension

### Rob's Wish

1 Cape Cod was home to Rob Santos. The sea was all around him on the Cape, which was fine with Rob. He wanted to spend as much time as he could by the sea and on the sea. His goal was to make enough cash, with help from his dad, to get a small boat. Then he would repair the seas, maybe head up the coast.

2 Rob had just one problem, and it was not a small one. He had to coax his dad into letting him have a boat. This would not be so simple. Last summer, Rob was careless with his dad's boat. He had lost one of the sails. Then he had badly banged the boat when he had pulled in to the dock. His dad had said that Rob hadn't treated the boat with care.

3 Rob had gone to the store to get an oar. He had fixed the boat. But his dad did not think that was enough. He did not trust Rob to take care of a boat. Rob had to make it clear to his dad that he could be trusted. But what could he do?

4 Then one summer day, Rob was at the beach, near the dock, soaking up some sun. Suddenly, there was a loud scream. Rob quickly set up. A small child was floating on

**iSPIRE** Reading Passage, Level 4

# STEP

# 7

## SOUND DICTATION

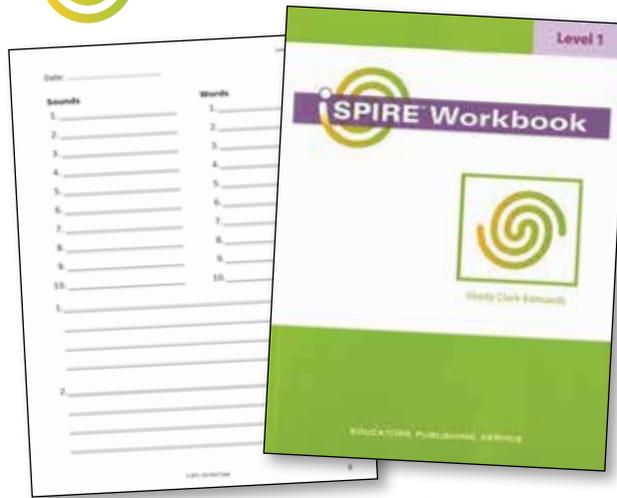
2 minutes



Ten sounds are dictated, and students say and write all known letter combinations for those sounds. Then students read back all ten sounds, naming the letters and giving the sounds.



*S.P.I.R.E. Dictation Paper*



*iSPIRE Dictation Paper*

*iSPIRE Workbook*

# STEP

# 8

## PRESPELLING (ORAL ACTIVITY)

3 minutes



The first word to be spelled in Step 9 is orally analyzed for its phoneme-grapheme relationships. This activity is completely auditory.



*S.P.I.R.E. Teacher Edition, Level 3*



*iSPIRE Teacher Script, Level 3*

### KEY



Auditory



Visual



Kinesthetic

## STEP

# 9

### SPELLING

5 minutes



Words are dictated to the students. Students spell words as they name letters and sound out the words. After all ten words are written, they read the words again, starting at the beginning.



Name: Mary Calman Date:  / /

Sounds	Words
1 e	1 red
2 u	2 bed
3 e	3 set
4 i	4 men
5 b	5 den

Sentences

12 Short Lesson Dictation Paper

**S.P.I.R.E.**  
Dictation  
Paper

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Sounds	Words
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12

Sentences

12 Short Lesson Dictation Paper

**iSPIRE**  
Dictation  
Paper

## STEP

# 10

### SENTENCE DICTATION

5 minutes



Students say and write sentences systematically, proofread, and make corrections with teacher guidance. In this culminating activity, students apply the new concept in writing to build the connection from reading to writing.



Name: Mary Calman Date:  / /

Sounds	Words
1 e	1 red
2 u	2 bed
3 e	3 set
4 i	4 men
5 b	5 den

Sentences

The red hen is a pet.

12 Short Lesson Dictation Paper

**S.P.I.R.E.**  
Dictation  
Paper

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Sounds	Words
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12

Sentences

12 Short Lesson Dictation Paper

**iSPIRE**  
Dictation  
Paper

### KEY



Auditory



Visual



Kinesthetic

# Independent Work

Concepts are reinforced through Workbook activities, reading Illustrated Decodable Readers Quick Check Assessments, or writing sentences using new concepts.



**Ben, the Dog**

Ben is at the \_\_\_\_\_.

The \_\_\_\_\_ is hot.

Ben can dig up a \_\_\_\_\_.

Ben can dig a big \_\_\_\_\_.

Ben has a \_\_\_\_\_ in the pond.

Ben is \_\_\_\_\_, but Ben is \_\_\_\_\_ hot.

not bug dip sun pond wet pit

*S.P.I.R.E. Workbook, Level 1*

He chose Valley Forge, on the west side of the Schuylkill (SKOO-kuhl) River. Then began a race against time. The exhausted troops had to get to this site and set up living quarters before they froze to death in the winter cold. After all, these men were mostly dressed in rags, some without coats or even shoes.

Their journey ended in December 1777, as they marched across the snow-covered Valley Forge. It was Christmas. Other Americans were having Christmas dinners of turkey, trimmings, kidney pies, and hams. But the Continental Army was starving. Christmas was not for them. And when the day after Christmas, it snowed four more inches of snow.

*Valley Forge, Level 6 S.P.I.R.E. Illustrated Decodable Readers*



The Continental Army, led by General George Washington, spent the winter of 1777-1778 at Valley Forge. The soldiers were in a state of extreme hardship. They had no shelter, no food, and no clothing. Many of the soldiers died of starvation and exposure to the elements.

On December 19, 1777, the Continental Army arrived at Valley Forge. The soldiers were in a state of extreme hardship. They had no shelter, no food, and no clothing. Many of the soldiers died of starvation and exposure to the elements.

*Valley Forge, Level 6 iSPIRE Illustrated Decodable Readers*

**A Fearful Tale**

What is a "fishy"?

A type of food

The skipper was asking to see \_\_\_\_\_.

Jack

The skipper checked the ladder up to the \_\_\_\_\_.

Deck

Each man had to \_\_\_\_\_ to see the skipper through the rain.

A big \_\_\_\_\_ swept the deck and some people.

*iSPIRE Activity, Level 4*



## SPIRE'S AUTHOR

Sheila Clark-Edmands, M.S.Ed., developed SPIRE based on her extensive experience working with struggling and nonreaders over the past 30 years. Her experience includes teaching, administration, and educational consulting and her work has been featured in the *Wall Street Journal*. Sheila is an Orton-Gillingham Fellow and studied under Alice Garside and Dr. Edwin Cole at Massachusetts General Hospital.

## ACHIEVE RESULTS!

Reach struggling readers through intensive intervention



Our team will work with your school or district to develop the appropriate training and support plan to ensure ongoing success with SPIRE.

Let us partner with you to help you:

- Place your at-risk students
- Deliver explicit and systematic instruction
- Tailor instruction to student need
- Monitor student progress as they become skilled readers

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**For more information  
contact Professional Development**

at 800.435.7728 ext. 6109  
or visit [epsbooks.com/PD](http://epsbooks.com/PD)  
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“ The SPIRE training that we had in our district was exceptional. The training was thorough, organized, and helpful. Our trainer was personable and professional. Because she teaches SPIRE in her district, our teachers benefited significantly from her valuable knowledge base and expertise. Even with a month of instruction, we have seen growth in our students. ”

—Dana Work  
RTI Intervention Team Coordinator  
Bradley County, Tennessee



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