

SPIRE

Intensive Reading Intervention
for Nonreaders and Struggling Readers

PROGRAM OVERVIEW

Intervention Appropriate
GRADES PreK-8+



Intensive, Multisensory Reading Intervention

 **School Specialty**
Instruction & Intervention 

AVAILABLE IN

Print

Hybrid

&

Online

eps.schoolspecialty.com/SPIRE

S.P.I.R.E.® is a research-proven reading intervention program for your lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency in a dynamic 10-Step Lesson plan.

Dramatically increase students reading skills through

- **Explicit, Teacher-led Instruction:** *Lessons are clearly written and keep teachers at the center of instruction.*
- **Consistent 10-Step Lessons:** *Systematic, sequentially structured lessons ensure mastery of concepts and allow for easy implementation.*
- **Multisensory Learning:** *Auditory, visual, and kinesthetic activities keep students actively engaged.*
- **Mastery of Concepts:** *Data-driven instruction with continual practice and review ensure measurable and permanent gains.*

Three options for flexible implementation!

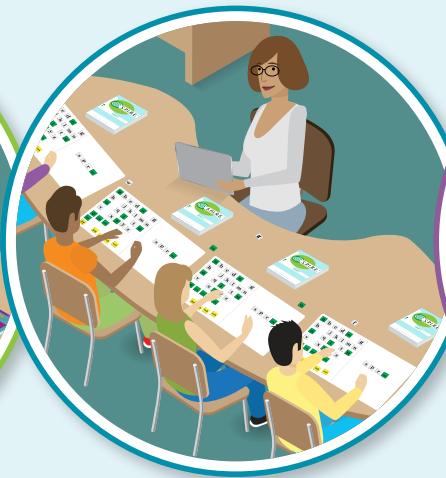
S.P.I.R.E.® Print

Teachers and students work with print and manipulatives for a multisensory classroom experience.



S.P.I.R.E.® Hybrid

Students work with print and manipulatives, while teacher materials are online, allowing for progress monitoring and reporting.



iSPIRE® Online

Students work with online activities and manipulatives. All teacher materials are online allowing for real-time progress monitoring.



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.

Meeting Standards through *S.P.I.R.E.*[®]

The standards place equal emphasis on the sophistication of what students read **and the skill with which they read**. *S.P.I.R.E.*[®] builds foundational reading skills and supports struggling students as they ascend the “staircase of text complexity.”

Phonological Awareness	<ul style="list-style-type: none"> ▶ Rhyme providing, categorization, and matching ▶ Phoneme and syllable segmentation and deletion ▶ Blending sounds, syllables, and words
Phonics	<ul style="list-style-type: none"> ▶ Explicit, coordinated instruction in decoding and encoding ▶ Phonemes, letters, graphemes, phonograms, syllable types, prefixes, and suffixes are directly taught ▶ Decodable text reinforces every concept and builds fluency
Spelling	<ul style="list-style-type: none"> ▶ Spelling and phonics are taught simultaneously ▶ Oral pre-spelling activities analyze phoneme-grapheme relationships
Fluency	<ul style="list-style-type: none"> ▶ Fluency drills are provided for every concept ▶ Decodable text provides daily fluency practice ▶ Modeling and practice of phrasing, pausing, and inflection
Comprehension	<ul style="list-style-type: none"> ▶ Literal and inferential thinking is modeled and practiced ▶ Visualization strategies and graphic organizers are utilized ▶ Vocabulary instruction supports text comprehension
Vocabulary	<ul style="list-style-type: none"> ▶ Phonetically controlled vocabulary for every lesson ▶ Strategy instruction to help students expand vocabulary ▶ Class discussion to activate and build background knowledge
Writing	<ul style="list-style-type: none"> ▶ Instruction in capitalization, punctuation, and certain parts of speech ▶ Print handwriting is taught to build motor memory

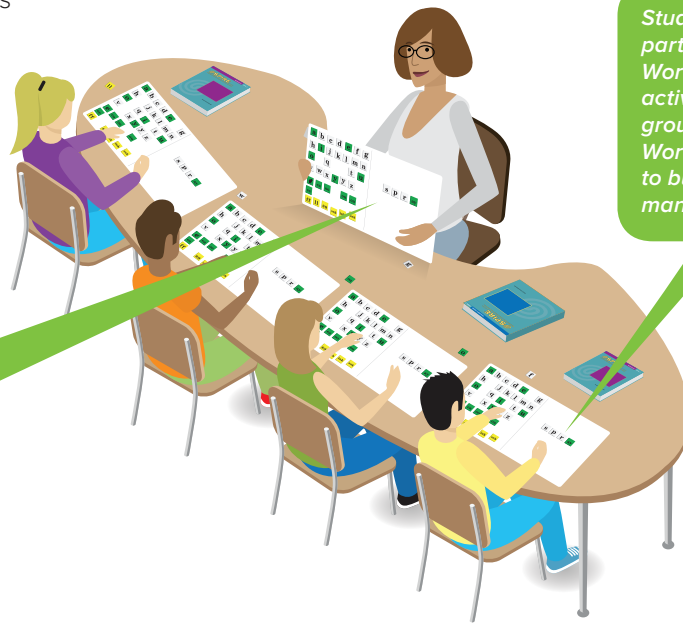
“ I would encourage any school district seeking an innovative and effective reading intervention tool to employ the *S.P.I.R.E.*[®] program and to use it with fidelity, because the results will be there for you. ”

—*Juliet Peoples,*
Director of
Student Services,
Whitehall City
Schools, OH

S.P.I.R.E.[®] Print

Teachers and students work with print and manipulatives for a multisensory classroom experience.

The teacher leads the group through the Word Building activity and models the activity on her Word Board.

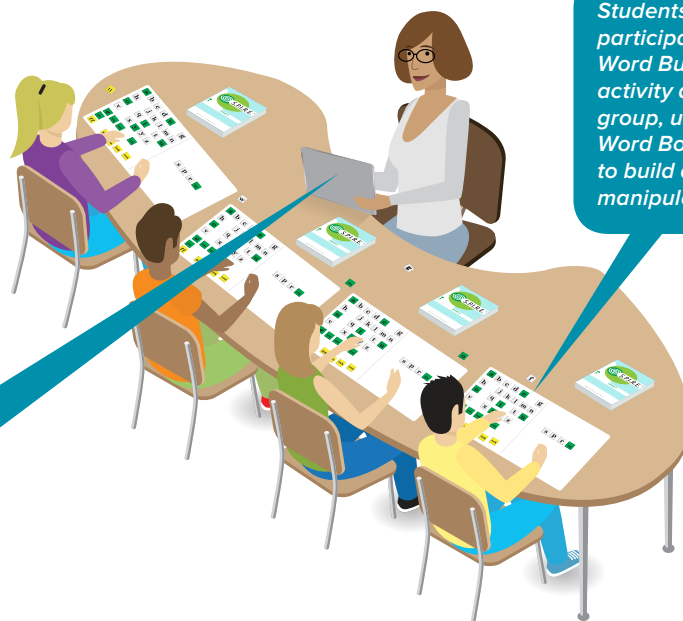


Students participate in the Word Building activity as a group, using their Word Boards to build and manipulate words.

S.P.I.R.E.[®] Hybrid

Students work with print and manipulatives, while teacher materials are online, allowing for progress monitoring and reporting.

The teacher leads the Word Building activity, using her device to model for students as needed. Students participate in the Word Building activity as a group, using their Word Boards to build and manipulate words.



Students participate in the Word Building activity as a group, using their Word Boards to build and manipulate words.

iSPIRE[®] Online

Students work with online activities and manipulatives. All teacher materials are online allowing for real-time progress monitoring.

The teacher leads the Word Building activity, using her device to model for students.



MULTISENSORY INSTRUCTION

Multisensory instruction is integrated throughout every 10-Step Lesson to ensure that students master increasingly challenging concepts.

The SPIRE 10-Step Lesson



STEP

1

PHONOGRAM CARDS

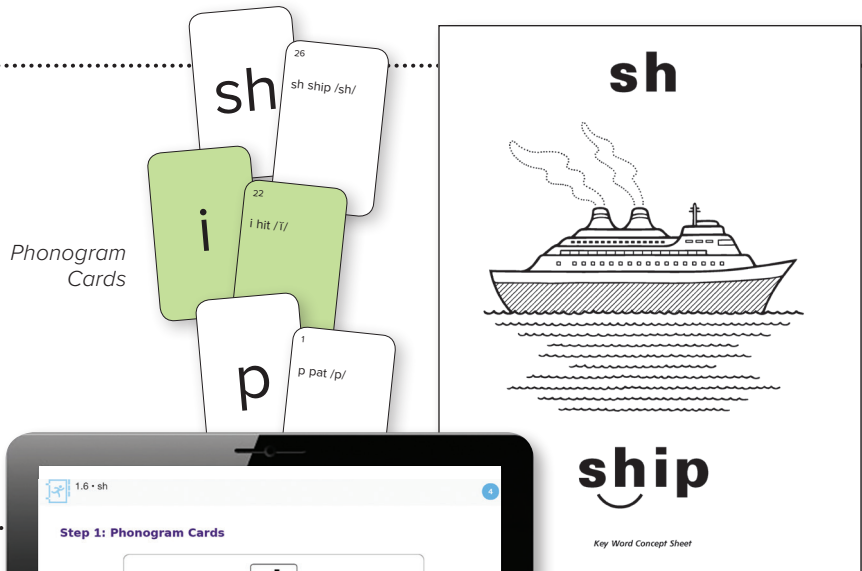
5 minutes



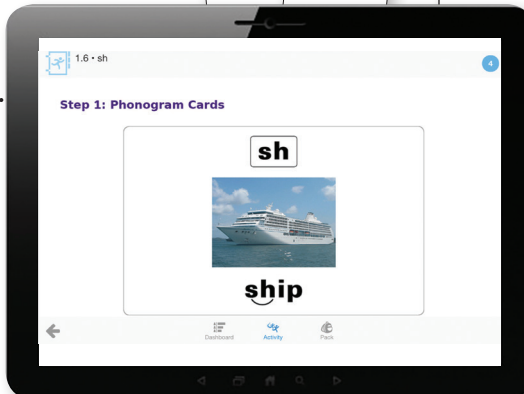
Students review all Phonogram Cards with name of the letter and its sound.

- **Introductory Lesson:** New concepts are introduced using a Key Word Concept Sheet.
- **Reinforcing Lesson:** Decodable and sight words are introduced or reviewed with Word Cards.

Print



Hybrid
&
Online



Key Word Concept Sheet, Level 1

Key Word Concept

KEY



Auditory



Visual



Kinesthetic

10-Step Lesson

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.

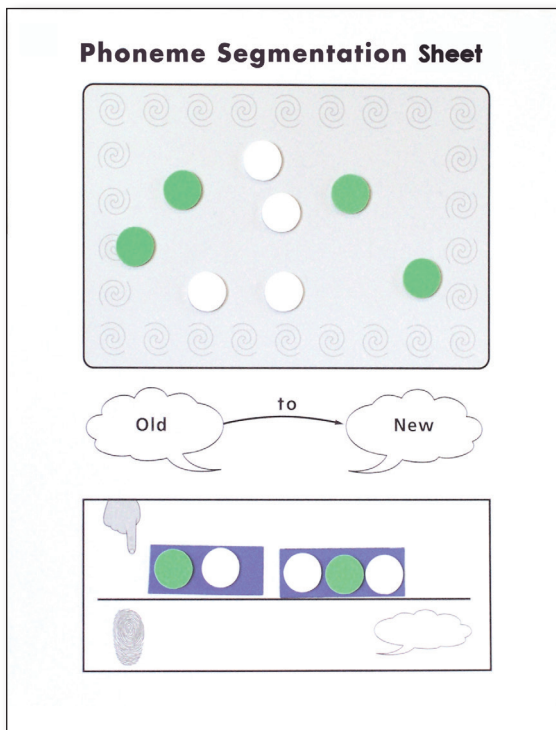
Students work on Rhyme Providing/Categorization, Sound Providing, Categorization/Identification, Blending, and Segmentation: Counting/Deletion/Substitution. Some activities utilize the Phoneme Segmentation Sheet.

Print

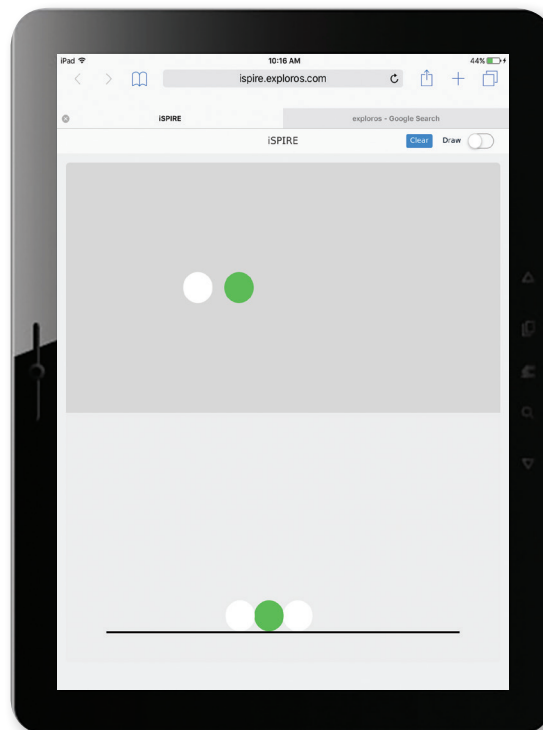
&

Hybrid

Online



Phoneme Segmentation Chart



Phoneme Segmentation

Phoneme Segmentation

White circles represent consonant sounds and green circles represent vowel sounds. Students sound out words and bring down circles on their Phoneme Segmentation Sheet to stand for each sound they hear. Then they repeat the sounds and blend them to say the whole word. As students progress, they use the rectangles to represent syllable division.

STEP

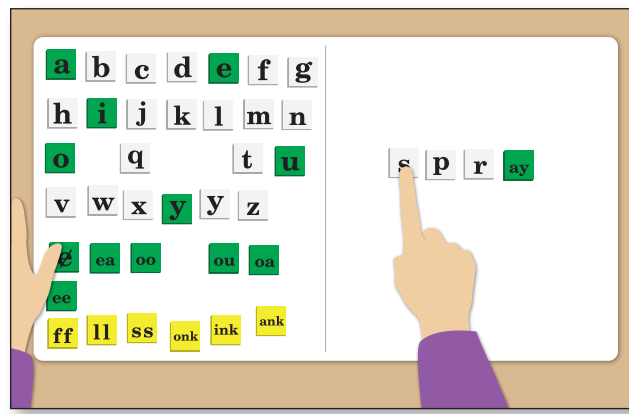
3

WORD BUILDING
5 minutes

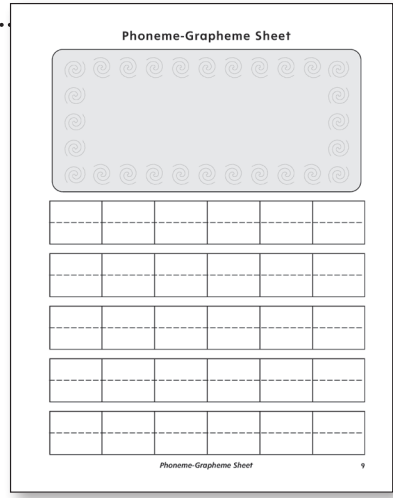


Students build and manipulate words with letter tiles. As students advance in the levels, Step 3 utilizes the Phoneme-Grapheme activity.

Print & Hybrid

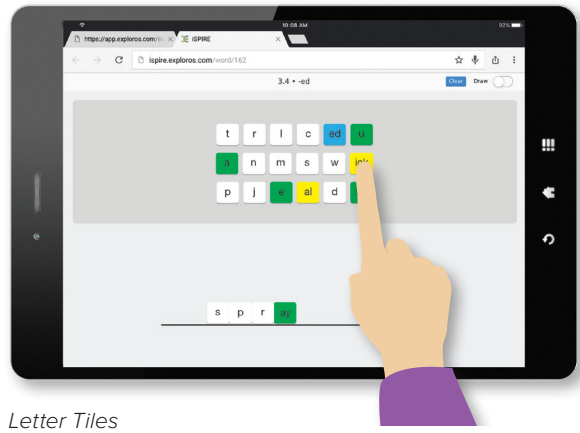


Magnet Board and Letter Tiles



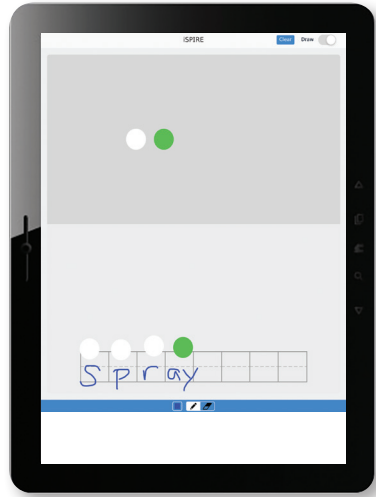
Phoneme-Grapheme Sheet

Online



Letter Tiles

Phoneme-Grapheme Activity



KEY



Auditory



Visual



Kinesthetic

S.P.I.R.E. utilizes a color-coding system across many components—such as these letter sets—to assist students in differentiating between different types of phonograms.

When students move on to writing words, they work with the Phoneme-Grapheme activity and Sound Circles to change sounds into letters to form words.

10-Step Lesson

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 letters or letter combinations, or divide words.

Reinforcing Lesson: Students work on and read a list of words and ten sentences. Vocabulary and comprehension are developed.

Print & Hybrid

3.4: -ed Words and Sentences

1. land	landed	melt	melted
2. sift	sifted	hand	handed
3. play	played	smell	smelled
4. spray	sprayed	rush	rushed
5. thank	thanked	wink	winked

1. Fred jumped up and walked to the gate.

2. Mike filled his cup with water.

3. I twisted the cap off the jug.

4. Mom handed me a plum.

5. The log drifted on the lake.

81

Level 3 Hybrid

3.4b: -ed Words and Sentences

1. landed	ask	glad	milk	smoke
2. tested	plate	quit	gold	track
3. swayed	hope	thick	cash	filled
4. spelled	mink	top	winked	long
5. crushed	end	stayed	smelled	talk

1. Did you use tape to shut the box?

2. She crushed the nut with a rock.

3. The cat smelled fish.

4. The plane landed on time.

5. The kite has a long string.

6. Can I use that glass?

7. We live next to the lake.

8. The old man told a joke and winked at us.

9. Mom filled my glass to the rim with milk.

10. Zack yelled when Al pinched him.

90

Level 3 Hybrid

Online

3.5-7a - Suffixes

Step 4: Decoding and Sentence Reading

Sarah Curran

1. ditches	melted	grayish	send
2. chicken	jokes	make	bravely
3. clap	silken	risking	spend
4. sniff	bite	nine	blameless
5. let	seller	hunted	restful

Level 3

2.6a - tch

Step 4: Decoding and Sentence Reading

1. The ball fell into the ditch.
2. Mom will stitch the rip in Mitch's pants.
3. Your socks do not match.
4. Did you latch the lock on the shed?
5. I will pitch a ball that you cannot catch!

Level 2

STEP 5

PREREADING 5 minutes



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

Reinforcing Lesson: The teacher leads students in a phoneme-grapheme analysis of a word from the story in their Reader. Instruction is then provided for introducing the story, building background, activating prior knowledge, relating events in the story to students' lives, and applying events in the story to real life.



STEP 6

READING 15 minutes



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

Word Find Sheets utilize a variety of fonts to expand students' familiarity with print. Students read and circle new concept words, then read words aloud.

Print & Hybrid

Online

KEY



Auditory



Visual



Kinesthetic

4.1: ea Word Find

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

Level 4 Hybrid

Word Find

10-Step Lesson

Reinforcing Lesson: Students read fiction and nonfiction selections, applying the newly introduced concept and reviewing previously learned concepts. During reading, students predict outcomes, identify cause and effect, compare and contrast, draw conclusions, or identify main ideas and details. Then the teacher and students complete a comprehension activity with a graphic organizer.

Students interact with a variety of reading selections, including nonfiction, fiction, poetry, biographies, myth, and fables.

A skill-specific graphic organizer has been tailored for the passage. Suggested headings and answers are provided in the Teacher's Materials.

Print & Hybrid

Online

5.10b:s = /z/ Passage

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 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 sizzle at daytime temperatures as high as 130°F. But temperatures in a "hot" desert may still be cold at night or in the winter. As with cold deserts, there's little water for plants and animals to thrive, yet hot deserts are not at all lifeless. Many interesting plants and animals have adapted to the heat and dryness.

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Level 5 Hybrid

5.10b:s = /z/ Graphic Organizer

Hot Deserts	
Both	
Cold Deserts	

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Graphic Organizer, Level 5 Hybrid

Step 6: 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 roam 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 oars. 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 sat up. A small child was floating on

Level 4

Step 6: Reading Comprehension

Complete the graphic organizer using the passage.

Cause	Effect
Rob hears a loud scream.	Rob leaps into his dad's boat.
Rob saves the child.	The child's mother hugs Rob.
Rob's dad is proud that Rob saved the child.	Enter text here

Submit

Graphic Organizer

STEP

7

SOUND DICTATION

2 minutes



Ten sounds are dictated to students. Students repeat the sound, name the letter(s) and then write it on paper, naming the letter(s) as they write. The students read back all ten sounds, naming the letters and giving the sounds.

Print & Hybrid & Online

Name: Mary Colman Date: / /

Sounds	Words
1 e	1
2 u	2
3 e	3
4 i	4
5 b	5

Sentences

52 Short Lesson Dictation Paper

Dictation Paper Levels 1-2

Date: _____ Lesson 1a Dictation Paper

Sounds	Words
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

1. _____

2. _____

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Dictation Paper Levels 3+



STEP

8

PRESPELLING

3 minutes



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

10-Step Lesson

STEP

9

SPELLING

5 minutes



Words are dictated to the students, who repeat the word, spell it in their palm (when necessary), and write the word, naming the letters as they write. After the word is written, students sound out the word and blend it. After all ten words are written, they read the words again, starting at the beginning.

Print & Hybrid & Online

Name: Mary Colman Date: / /

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

Sentences

52 Short Lesson Dictation Paper

Dictation Paper Levels 1-2

Date: _____

Sounds	Words
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

1. _____

2. _____

Lesson 1a Dictation Paper

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Dictation Paper Levels 3+

STEP

10

SENTENCE DICTATION

5 minutes



Sentences targeting new concepts are dictated while dashes are made on the board for each word. Students repeat the sentence as the teacher points to each dash, then they repeat the sentence again and put dashes on their paper. Then they write the sentence, putting a word on each dash. Proofreading, corrections, and read-alouds are incorporated.

Dictation paper is used in S.P.I.R.E. for Steps 7, 9, & 10.

Print & Hybrid & Online

Name: Mary Colman 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.

52 Short Lesson Dictation Paper

Dictation Paper Levels 1-2

Date: _____

Sounds	Words
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

1. _____

2. _____

Lesson 1a Dictation Paper

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Dictation Paper Levels 3+

KEY



Auditory



Visual



Kinesthetic

Independent Work

Concepts are reinforced through activities, reading Illustrated Decodable Readers, or writing sentences using new concepts. All text is decodable, including the directions.

Activities provide independent decoding, fluency, vocabulary, and comprehension practice for the skills and stories from the passage. Guidelines for these pages are included in the Teaching Materials.

Print & Hybrid

2.6: tch Independent Practice 1

scratch	hatch	catch	latch
fetch	stitch	branch	clock
pack	patch	match	duck

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140

Level 2 Hybrid

4.10c: igh Independent Practice 2

The Lightning Bug

- Why is the lightning bug's light called "cold light"?

- What does the lightning bug get its name from?

- What kind of insect is the lightning bug?

- What do lightning bugs use their light for? Describe what they do.

- Tell one more fact about lightning bugs.

- List 3 other things that make light.

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Level 4 Hybrid

Online

1.4c • Short u • Independent Work (Preview)
Preview of 1.4c • Short u • Independent Work

Have students look at the illustrations below. Discuss the illustrations, identifying each picture. Then read the first sentence with students. Help students find the picture that goes with the sentence, and have them drag that sentence to next...

The tot dug in the sand.

Jim hit the drum.

The sun is up.

Jan's hand is up.

The pup is in the tub.

Bill is up on top.

Level 1

Independent Work

Illustrated Decodable Readers

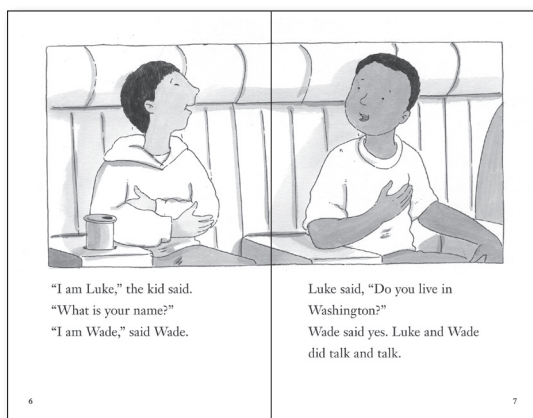
A library of 120 Illustrated Decodable Readers build fluency and automaticity as students learn about content-area topics from science, social studies, and literature. A variety of genres include fiction, nonfiction, biographies, fables, myth, poetry, science experiments, and much more!

Readers are a great enhancement to classroom libraries and provide teachers with a convenient take-home resource. Titles include both fiction and nonfiction selections and are engagingly illustrated.

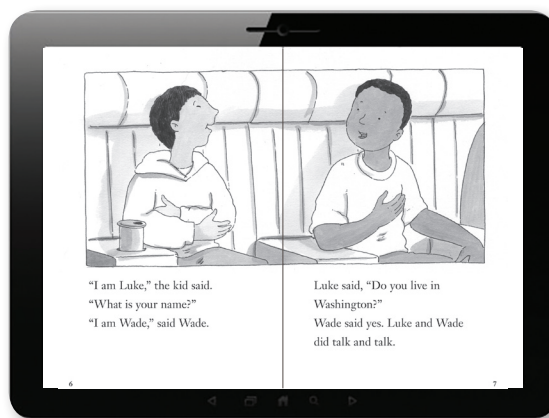
Print

& Hybrid

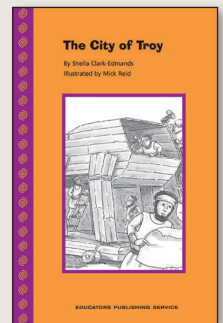
Online



Plane Pals, Level 2



Plane Pals, Level 2

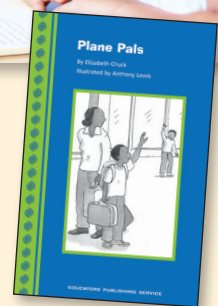


The City of Troy,
Set 6A

How Can Decodable Books Help Early Readers and Struggling Readers?

Reading is not a skill that comes naturally; it must be learned. Some children pick it up with less support than others, but all children benefit from instruction in phonics: that is, instruction in the sounds that letters represent and how these letters are combined to make words. Those who struggle with reading especially need to spend dedicated time developing their phonics skills. Reading decodable books can benefit students at all ability levels by enabling them to:

- ✓ read independently after learning just a few letters and their sounds,
- ✓ "sound out" unfamiliar words, which makes students' reading more accurate and discourages bad habits, such as skipping over unknown words or guessing what the words say, based on the first few letters,
- ✓ apply the phonics skills they've learned in the context of a story or nonfiction text, and
- ✓ experience success and develop confidence in their reading abilities.



Mastery of Concepts

Students begin with basic concepts and are assessed at the end of each level. As their reading skills progress, they are introduced to increasingly difficult concepts across content areas.

Level 1

- ▶ Short vowels *a, i, o, u, e*: closed syllable, initial and medial positions
- ▶ Consonant digraphs *sh, ch, th, wh*: initial and medial positions
- ▶ Welded sounds *ang, ing, ong, ung, ank, ink, onk, unk*

The Ink Spot

Tim had a pen. The pen had red ink.
 Tim sat on his bunk bed with the pen.
 A spot of red ink got on the bed.
 Tim did rub the ink spot.
 The red ink was then a pink spot.

Passage, Level 1

Level 2

- ▶ Double consonants *ff, ll, ss*
- ▶ *al* as in *ball*
- ▶ *wa* as in *wasp*
- ▶ Consonant combinations *qu, ck, tch*
- ▶ Magic *e*
- ▶ Vowel + consonant + *e*

Tricks Will Not Fetch

Rick had a pet dog, Tricks. Tricks did not do tricks.
 Rick did pitch sticks. Tricks just sat. Then a bug did sting Tricks. Tricks did scratch. Tricks did not get up to catch the bug.
 “What will I do with Tricks?” said Rick. “Tricks will not

Passage, Level 2

Level 3

- ▶ Open syllables (*so, he, fly*)
- ▶ Closed syllable exceptions: *ild, old, ind, ost, oll*
- ▶ *ay*
- ▶ Three sounds of *-ed*
- ▶ Suffixes without base change (*-s, -es, -ing, -er, -est, -en, -ish, -ly, -y, -full, -less, -ness*)
- ▶ Twin consonant and non-twin consonant syllable division
- ▶ Vowel diphthong *ou*
- ▶ Prefix *a-*

The Humpback Whale

You are a mammal. So are dogs, cats, foxes, and rabbits.
 And so are whales. Did you think whales were fish? No, they are mammals, but they are mammals that can swim

Passage, Level 3

Level 4

- ▶ Vowel digraphs *ea, oa, ai, ee*
- ▶ Consonant *-le* syllables
- ▶ *oo*
- ▶ Trigraph *igh*
- ▶ *ie*

Just Like Old Times

Kit sat in the den, watching the rain fall outside. It just kept raining and raining, and the puddles got bigger and bigger. Kit grinned. The puddles made her think of Katlin. When Kit was little, Katlin was her best pal. They were Kit and Kat.
 On a rainy day, sometimes Kit would call Kat. Other times, Kat would call Kit. They would say the same thing.

Passage, Level 4

Mastery of Concepts

Look at what your students will be able to decode, comprehend, and read with fluency when they reach the upper levels!

Level 5

- ▶ Soft c and g
- ▶ er, ur, ir, ear, wor
- ▶ Trigraph dge
- ▶ s = /z/
- ▶ ow, oe
- ▶ Silent letters kn
- ▶ or, ar

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

Passage, Level 5

Level 6*

- ▶ Prefix a-, ending -a, -able
- ▶ Consonant digraph ph
- ▶ ought, aught
- ▶ ue, ew, tu
- ▶ oi, oy
- ▶ aw, au
- ▶ ey
- ▶ Silent letters kn, wr, mb, gh, gu
- ▶ Suffix -age
- ▶ Open syllables

The Tomb of King Tut

It was the summer of 1922 in The Valley of the Kings, the place where Egyptians had buried their royal leaders. Howard Carter stopped his climb to the work site and gazed across the valley. In this place 28 pharaohs, or kings, of Egypt had been placed in tombs that were more like homes than graves. Entombed with the kings were all their riches and delights of life. These known tombs had been discovered and emptied long before this

Passage, Level 6

Level 7

- ▶ V/V syllables
- ▶ ct
- ▶ ei, eigh
- ▶ Open syllable i
- ▶ Suffixes -tion, -sion, -ci, -ti
- ▶ Suffixes -tu, -ture, -sure
- ▶ Suffix -ous
- ▶ Suffixes -ence, -ent, -ance, -ant, -cy, -ency, -ancy
- ▶ ui, eu
- ▶ Suffixes -er, -or, -ar, -ard

Nutrition

Every living thing needs nutrients. Nutrients are the crucial materials that keep us alive and allow us to grow. Nutrition is the process by which we get these materials into our bodies and put them to use. The foods we eat and the liquids we drink must contain the right proportion of nutrients for our bodies to develop properly and for us to stay healthy.

Living things are always renewing themselves. Daily activity causes the wearing down and destruction of old cells and tissue.

Passage, Level 7

Level 8

- ▶ ar, arr, ir, er, err, ur when followed by a vowel
- ▶ Prefixes dis-, mis-, pre-, pro-, re-, de-, ex-
- ▶ Suffixes -al, -en, -on, -an, -ain, -ine, -et, -ite, -ate, -ic
- ▶ Suffixes -ive, -ary
- ▶ Prefixes in-, im-, il-, ir-, un-, under-, sub-, con-, com-, cor-, col-
- ▶ Prefixes para-, ab-, ad-, ac-, af-, ap-, per-
- ▶ i = /y/, ch = /k/ and /sh/, que = /k/

The Forgotten Plague of 1918

Known as the “Spanish flu,” it killed thousands of people in Maine. And health officials worry that it could happen again.

By MEREDITH GOAD
Staff Writer

Iva Barnes was a sophomore at Portland High School when her sister Thelma gave birth to a son at home. Just a day or two later, Thelma came down with a severe case of “the gripe,” or influenza.

This was no ordinary flu. It was 1918, and since early September, Mainers had been

Thelma stayed in bed and baby Paul was kept away. The local papers, Barnes said, were full of stories of people dying. “That was an awful time.”

This month marks the eightieth anniversary of the great 1918 Spanish flu pandemic, a forgotten tragedy that killed more than twenty million people worldwide. Scientists worry that the horror of the epidemic has been forgotten for too long; now they are feverishly working to make sure the country is prepared if it ever happens again.

Passage, Level 8

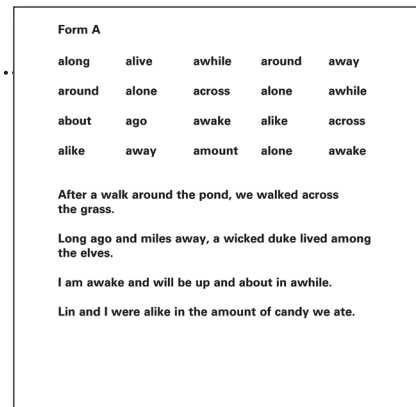
Please note S.P.I.R.E. Hybrid and iSPIRE cover Levels 1–6.

Assessment and Reporting

Students in *S.P.I.R.E.*® are assessed individually to ensure concept mastery.

Print

- **Placement Assessment**—places students in the appropriate level of *S.P.I.R.E.*
- **Pre- & Post-Level Assessment**—assesses student's mastery of all level concepts. Results can be compared to show gains at the end of a level.
- **Decoding Assessments**—assesses student's mastery of a specific lesson concept
- **Quick Checks**—short progress-monitoring tool given at the end of class
- **Concept Mastery Fluency Drills**—provides a Correct Words Per Minute (CWPM) score

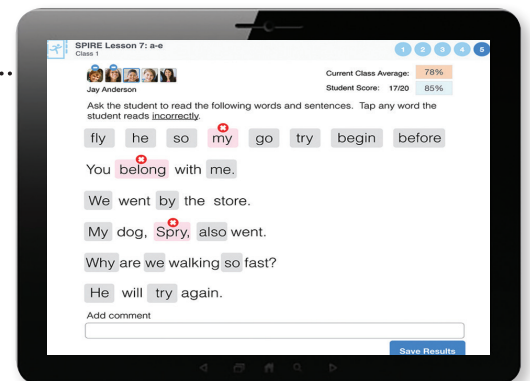


Decoding Assessment

In *S.P.I.R.E.* print, students are assessed using a paper test, and data is collected on a recording form that is kept with the student's daily work binder.

Hybrid & Online

- **Placement Assessment**—places students in the appropriate level of *S.P.I.R.E.*
- **Pre- & Post-Level Assessment**—assesses student's mastery of all level concepts. Results can be compared to show gains at the end of a level.
- **Concept Assessment**—assesses student's mastery of a specific lesson concept
- **Concept Mastery Fluency Drills**—provides a Correct Words Per Minute (CWPM) score



Concept Assessment

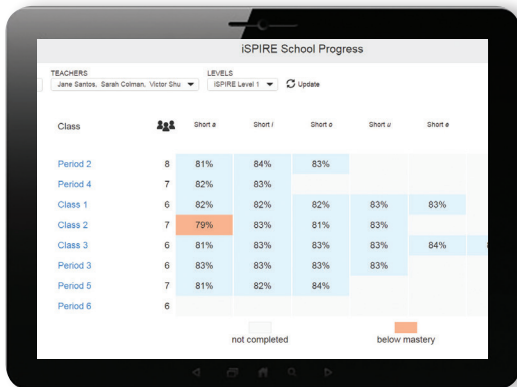
In *S.P.I.R.E.* Hybrid and *iSPIRE*, teachers assess students using their device and tap on incorrect responses. The Teaching and Learning Platform captures this data and creates easy-to-read reports.

Hybrid and Online Reporting

Immediately view the growth of the *S.P.I.R.E.* students in your school or district. At-a-glance reports clearly show each group's progress, while also allowing you to drill down and look at individual student gains. Each report is available in a Teacher View, School Administrator View, and District Administrator View.

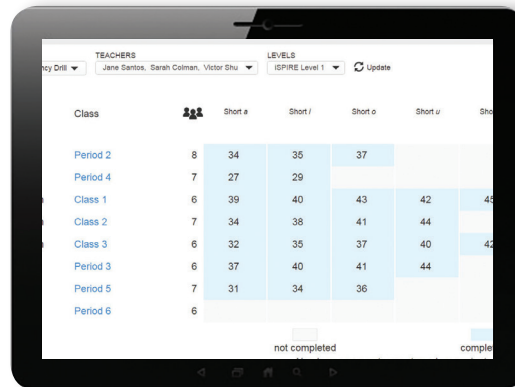
SCHOOL ADMINISTRATOR VIEW

Concept Assessment



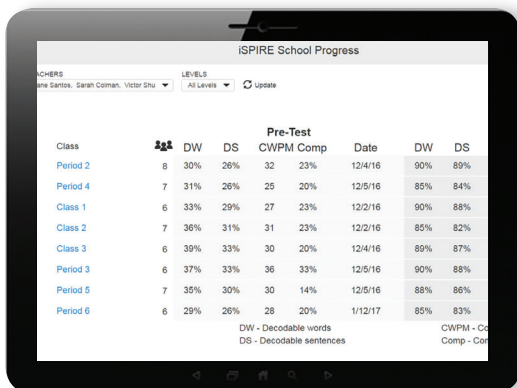
See how individual students and groups of students are mastering each new skill.

Concept Mastery Fluency Drill



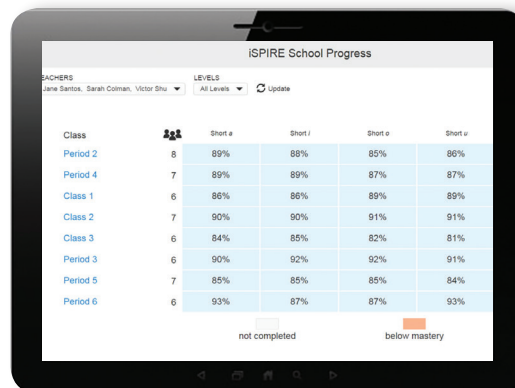
View reading fluency of individual students and groups of students at the start of each new skill.

Pre-/Post-Test



Compare the progress of individual students and groups of students from the beginning of each level to the completion of each level.

Mid-Level Test



View performance of individual students and groups of students halfway through each level.

PLUS! School and District Summary reports provide administrators with a quick snapshot of overall performance.

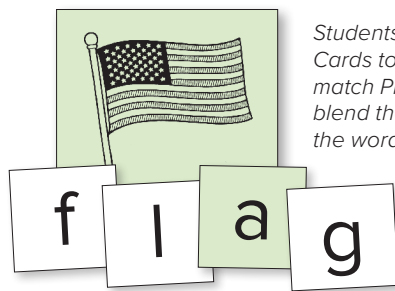
To see detailed examples of all reports, including Teacher, School Administrator, and District Administrator, visit epsbooks.com/ispire/reports.

Pre-Level 1: *Sounds Sensible*® Kit

Sounds Sensible® is a multisensory, systematic program that incorporates phonological awareness and beginning phonics instruction. The variety of games, activities, and other lesson elements provide an engaging multisensory, hands-on experience.

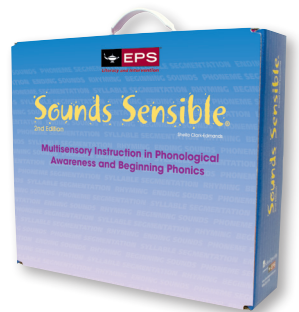
Sounds Sensible is ideal for beginning readers or struggling students of any age who require instruction in phonological awareness, alphabet knowledge, understanding letter-sound relationships, and print handwriting.

Concepts covered: Consonants and Short *a*



Students use Phonogram Cards to build words that match Picture Cards, then blend the sounds to read the words.

The *Sounds Sensible* Kit includes Teacher's Guide, Blackline Masters, 800+ instructional cards, and Game mats and pieces, plus optional elements more suitable for young learners.



Pre-Level 1: *Sounds Sensible* Kit includes structured lessons for the mastery of 20 consonants and short *a*.

- Each skill is taught to mastery, with progress monitoring built into the program.
- Continuous spiraling reviews previously taught concepts and links them to new skills.
- 41+ lessons can be completed in a 6–8 month period.

STEP	TIME	OBJECTIVE
1. Listening	9 min.	Focuses students' attention on sounds in words, develops listening skills, develops background knowledge, builds vocabulary, and develops familiarity with rich language patterns, story structure, and print concepts. Activities include: <ul style="list-style-type: none"> • Word comparison (same/different) • Read Aloud
2. Rhyming	9 min.	Develops students' ability to identify and manipulate rhyme. Activities progress by level of difficulty and include: <ul style="list-style-type: none"> • Rhyme identification • Rhyme categorization • Onset and rime • Matching rhymes • Rhyme providing
3. Segmentation	9 min.	Develops awareness of the one-to-one correspondence between oral and written words. Segmentation and Deletion activities progress by level of difficulty: Sentence → Compound Word → Syllable → Phoneme
4. Phoneme-Grapheme Relationships	9 min.	Teaches a letter name, its sound, and correct form for manuscript (print) writing through various activities: <ul style="list-style-type: none"> • Sound Contrast • Team Sound Round • Picture-Word Match • Bingo • Go Fish
5. Dictation	9 min.	Develops students' ability to connect a phoneme to its symbol in written form. <ul style="list-style-type: none"> • Dictation of sounds • Dictation of phonetic words
	Total: 45 min.	

Segmentation activities progress from simple to complex, starting with sentences and moving to syllables and then phonemes.

Sentence Segmentation, Teacher's Guide

Step 3: Segmentation

Behavior: Students will be able to identify how many words are in a spoken phrase or sentence.

Materials: Chalk/chalkboard or markers/whiteboard

Instruction: Say a sentence below. Demonstrate the number of words in the sentence by making a dash for each word as you say it.

Have students take turns at the board, first listening to a sentence, then repeating it, and last making dashes for each word in the sentence as they repeat it again.

Afterwards, the rest of the group repeats the sentence word by word, as you point to each dash.

Have another student come to the board and circle one of the dashes that represents a word that you say.

For example: _ _ _ _ represents "The cat ran."

Say: "Circle the dash for the word *ran*."

Student circles the third dash.

Use the following phrases and sentences:

- The cat ran.
- The floor is wet.
- The house is big.
- The hat is red.
- The man ran.
- Can the boat float?
- The dog is big.
- The pond is deep!
- The dog needs a bath.
- "Help!" said Jack.
- See here.
- It's time to go home.
- The bell rang.
- I love school.
- The math is fun.
- Do you want to help?

Activity 2: Syllable Segmentation: Compound Words

Time: 9 minutes

Say one of the compound words below, such as *toothbrush*.

Clap out the word: *tooth* (clap) *brush* (clap) and have students repeat it.

Ask students what two words they hear. (*tooth, brush*)

Follow the same procedure for other compound words. Do five to ten per day.

You may want to repeat sequences or add words of your own.

Batman	toothbrush	basketball
football	teakettle	toothpaste
firefighter	cupcake	baseball
airplane	rosebud	fireplace
bathroom	teacup	upstairs
horseshoe	downstairs	raincoat
jellyfish	undershirt	barefoot
playground	keyboard	doghouse
outside	railroad	milkshake
inside	buttercup	underhand

Move to Activity 3 after students achieve 85–90 percent mastery.

Step 3: Segmentation

Materials: Phoneme Segmentation Sheet Blackline Master, Bingo chips

Instruction: Tell students that they will be listening to some words and trying to figure out the number of sounds in the words. Tell them they will put a chip on their sheet for every sound they hear in a word.

Say: "Watch as I show you. If I said the word *cat*, I would do this. I would say each sound and put a chip on the line for the sound.

/k/ [put a chip on the line as you say /k/]

/æ/ [put a second chip next to the first as you say /æ/]

/t/ [put a third chip next to the second as you say /t/]

Then I will go back to the beginning and touch each chip and say its sound, /k/, /æ/, /t/, and then I will say the word—*cat*. Let's do *cat* together."

Give other examples, if needed.

Build the words below one at a time.

After a word is built, students place the chips back into the holding area.

Choose any from the following list:

cat	tap	bag	land	nag
man	sap	gas	sat	gap
hat	fan	lap	rat	grab
am	fat	pal	ram	raft
at	pan	last	dad	flag
sad	man	fast	rag	ant
bad	nap	clap	wag	map
ran	van	lad	jam	Pam

Note: Remember that students are building with chips and saying sounds. No letters are named or seen.

Step 3: Segmentation

Syllable Segmentation, Teacher's Guide

Phoneme Segmentation, Teacher's Guide

Meeting Standards with *Sounds Sensible*

Sounds Sensible supports beginning and struggling readers as they build the essential foundational skills needed for reading success.

Phonological Awareness

- ▶ Develop listening skills to hear sounds in words
- ▶ Rhyme identification, providing, categorization, and matching
- ▶ Phoneme and syllable segmentation and deletion
- ▶ Understanding phoneme-grapheme relationships
- ▶ Blending sounds, syllables, and words







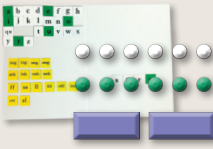

To learn more about the components you'll need to get started with, visit eps.schoolspecialty.com/SPIRE.

CORE MATERIALS		Print	Print
SPIRE TEACHER 3rd Edition		SPIRE STUDENT 3rd Edition	
	<p>Placement Test</p> <p>This diagnostic tool will provide you with the information necessary to place students within the S.P.I.R.E. program. Download the test for free at eps.schoolspecialty.com/SPIRE.</p> <p>1 per teacher</p>		<p>Student Manipulatives Kit[†]</p> <p>Kit includes a magnetic board and letters as well as packages of sound circles and syllable rectangles.</p>
	<p>Phonogram Cards[†]</p> <p>Color-coded cards for each phonogram or concept are used in daily fluency practice. (2½" x 3½" or 5" x 8")</p> <p>1 per small group</p>		
	<p>Magnetic Phoneme Segmentation/Phoneme Grapheme Chart[†]</p> <p>Model phonemic awareness activities with this two-sided, 15" x 18" magnetic chart. Includes magnetic circle and rectangle pieces.</p> <p>1 per teacher</p>		
	<p>Student Manipulatives Kit[†]</p> <p>Kit includes a magnetic board and letters as well as packages of sound circles and syllable rectangles.</p> <p>1 per teacher for demonstration</p>		

MATERIALS FOR EACH LEVEL		Print
	<p>Teacher's Guides[†]</p> <p>This complete resource offers step-by-step guidelines in an accessible format. Appendices provide extensive word, phrase, and sentence lists to individualize instruction.</p> <p>1 per teacher for each S.P.I.R.E. level</p>	
	<p>Blackline Masters[†]</p> <p>Contains: Lesson Planners, Phoneme Segmentation and Phoneme-Grapheme Sheets, Graphic Organizers, Dictation Paper, Fluency Drills, and many more resources. Also includes a variety of formal and informal, formative and summative assessments.</p> <p>1 per teacher for each S.P.I.R.E. level</p>	
	<p>Word Cards[†]</p> <p>Word Cards are used in daily automaticity drills. Traffic light colors cue students:</p> <ul style="list-style-type: none"> ■ Stop! Non-phonetic (sight) word! (red) ■ Slow down! There's an unusual sound! (yellow) ■ Go! It's decodable! (green) <p>1 per teacher for each S.P.I.R.E. level</p>	
		<p>Readers (consumable item)</p> <p>Instructional, non-illustrated readers contain 100% decodable reading passages, word lists, and sentences for the direct instruction of decoding strategies for word recognition and meaning.</p> <p>1 per student for each S.P.I.R.E. level</p>
		<p>Workbooks (consumable item)</p> <p>Consumable workbooks offer decoding, fluency, and comprehension practice for every concept and reading selection. All text, including directions, is decodable.</p> <p>1 per student for each S.P.I.R.E. level</p>
		<p>Illustrated Decodable Readers[†]</p> <p>Fully decodable fiction and nonfiction readers cover content-area topics from science, social studies, and literature.</p> <p>Set A includes 60 illustrated versions of passage selections for rereads and fluency.</p> <p>Set B presents 60 original titles for further practice.</p>

[†]These items are a one-time purchase.

Components

 Hybrid	 Online
 <p>Placement Test This diagnostic tool will provide you with the information needed to place students in the appropriate level of <i>S.P.I.R.E.</i> Hybrid. Download the test for free at eps.schoolspecialty.com/SPIREHYBRID 1 per teacher</p>	 <p>Placement Test This diagnostic tool will provide you with the information needed to place students in the appropriate level of <i>iSPIRE</i>. Download the test for free at eps.schoolspecialty.com/iSPIRE 1 per teacher</p>
<p><i>S.P.I.R.E.</i> Hybrid Level Packages (Levels 1–6) Packages include the Student Workbook and access to the online teacher instruction, assessment, and reporting. 1 per student</p>  <p>All-in-one Student Workbook (consumable item) The Student Workbook provides decoding, comprehension, and fluency practice for every concept. Included are multiple reading passages for every concept, word lists for developing word analysis skills, comprehension activities, and independent practice pages.</p>  <p>Online Teacher Instruction, Assessment, and Reporting All teacher materials, including assessment and online reporting, are easily accessed in one place through the online teaching platform for effective classroom management.</p>	 <p><i>iSPIRE</i> 12-month subscription (Levels 1–6) Each student will need a 12-month subscription to <i>iSPIRE</i> to access the program. Once student subscriptions are purchased, teachers will receive access to assign lessons and begin using <i>iSPIRE</i>. All teacher and student materials are delivered through the <i>iSPIRE</i> application, including assessment and online reporting. Teachers will receive instructions on how to set up teacher and student accounts upon purchase. 1 per student</p>
 <p>Student Manipulatives Kit[†] Kit includes a magnetic board and letters as well as packages of sound circles and syllable rectangles.</p>	 <p><i>iSPIRE</i> Workbooks (consumable item) <i>iSPIRE</i> Workbooks provide students with easily accessible print resources, such as lesson passages and dictation paper. 1 per student</p>
 <p>Illustrated Decodable Readers[†] Fully decodable fiction and nonfiction readers cover content-area topics from science, social studies, and literature. Set A includes 60 illustrated versions of passage selections for rereads and fluency. Set B presents 60 original titles for further practice.</p>	

SPIRE Professional Development

ACHIEVE RESULTS!

Reach struggling readers through intensive intervention



S.P.I.R.E.'s Author

Sheila Clark-Edmonds, M.S.Ed., developed S.P.I.R.E. 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.



Our team will work with your school or district to develop the appropriate training and support plan to ensure on-going success with S.P.I.R.E.®

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

“The S.P.I.R.E. 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 S.P.I.R.E. 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

For more information contact Professional Development
800.288.6754 x3246 or eps.pd@schoolspecialty.com