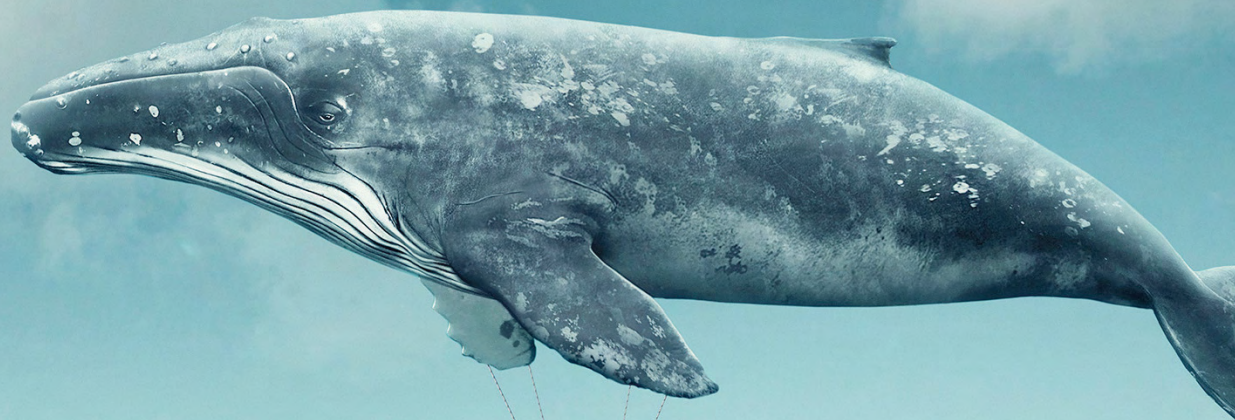




Intensive, Multisensory Reading Intervention
for Nonreaders and Struggling Readers

**Once they know
they can read,
anything is possible.**



**Print & Online
Program Overview**

GRADES PreK–8+



Reading intervention that opens up a world of imagination.

There are boundless worlds of wonder available only to those who know how to read. For nonreaders, struggling readers, and students with dyslexia, S.P.I.R.E.® 4th Edition opens the door through 10-step teacher-led lessons and reinforcing practice, locking in measurable gains and replacing doubt with delight.

POWERFUL. FLEXIBLE. PROVEN.

- ✦ Multisensory activities meet different learning styles and ensure meaningful development of reading skills.
- ✦ A consistent, intensive, and structured curriculum is research-proven to work.
- ✦ The scripted, easy-to-follow Teacher's Guide saves educators' time.
- ✦ Comprehensive and consistent assessments readily confirm your students' progress.
- ✦ A choice of physical or digital materials adds flexibility.
- ✦ S.P.I.R.E. Digital Teacher Companion along with Digital Student STAR seats let teachers easily Share, Track, Assess, and Report student data.

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

S.P.I.R.E. lessons are built on the principles of the Science of Reading, supported by decades of rigorous research into how children learn to read. Numerous studies of S.P.I.R.E. users have shown real progress year over year in all aspects of reading, from fluency to comprehension.



Students learn in print or online.

Traditional print-style

S.P.I.R.E. 4th Edition

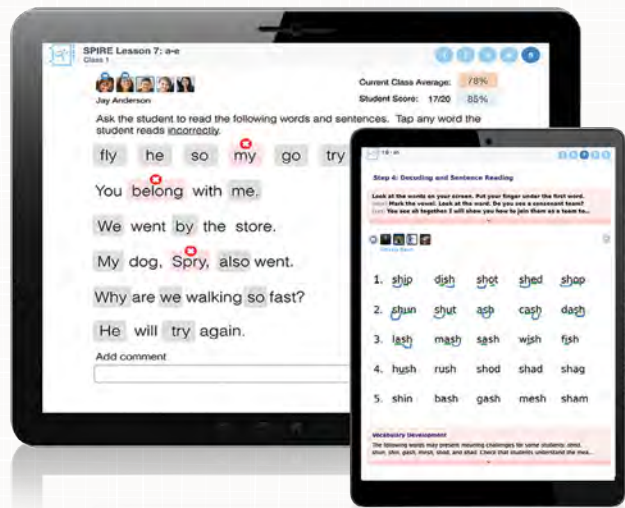
Students and teachers work with printed activities and physical manipulatives for a rich multisensory classroom experience.



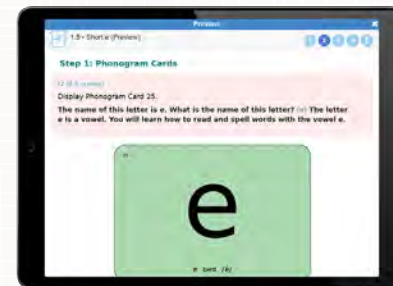
Online

iSPIRE[®] powered by exploros[™]

Students work primarily with online activities and manipulatives, powered by Exploros[™], ending the need the need for teacher-time spent distributing and collecting materials. Teachers also work online, enabling real-time progress monitoring, digital assessment and reporting. Available iSPIRE workbooks add easy student access to printed instructional resources and lesson reinforcement.



Teachers can add digital flexibility.



powered by exploros[™]

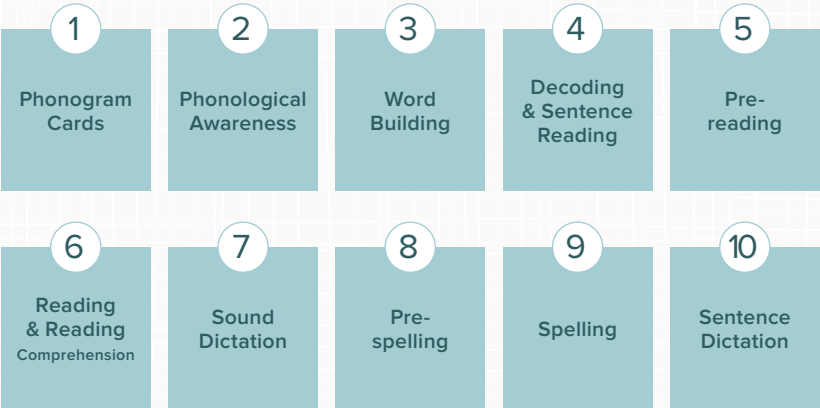


Print 4th Edition plus digital add-ons

S.P.I.R.E. Digital Teacher Companion and Digital Student STAR

Students and teachers work with the print materials and manipulatives of SPIRE. With the Digital Teacher Companion, all teacher materials including blackline masters and demonstration tools are a click away, saving valuable prep time. When Digital Student STAR licenses are purchased for each student, teachers gain the power to digitally Share, Track, Assess, and Report. Digital components powered by Exploros.

The SPIRE 10-Step Lesson

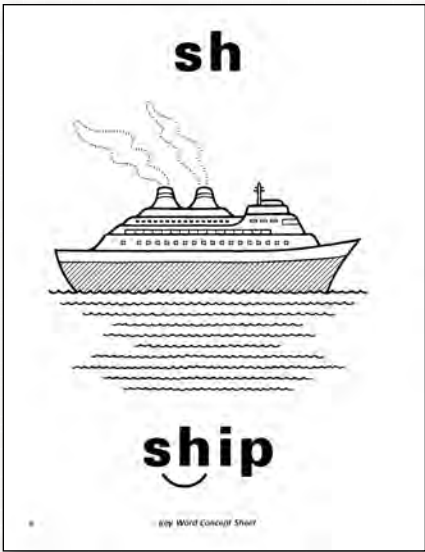
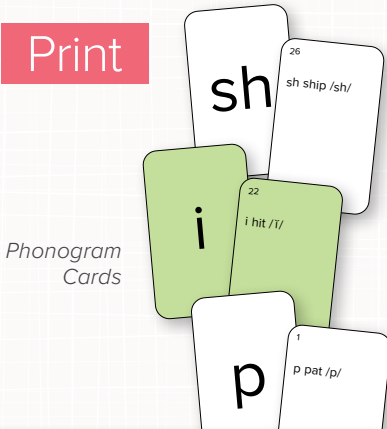


MULTISENSORY INSTRUCTION
Multisensory instruction is integrated throughout every 10-Step Lesson to ensure that students master increasingly challenging concepts.

Step 1 **PHONOGRAM CARDS**
5 minutes

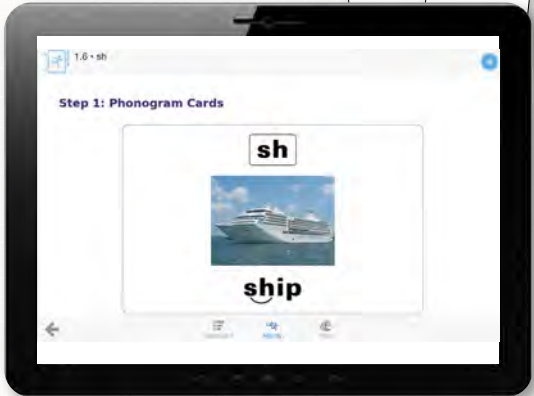


- Students review all Phonogram Cards with name of the letter and its sound.
- ✦ **Introductory Lesson:** New concepts are introduced using a Key Word Sheet.
 - ✦ **Reinforcing Lesson:** Decodable and sight words are introduced or reviewed with Word Cards.



Key Word Sheet, Level 1

Online



Key Word Concept

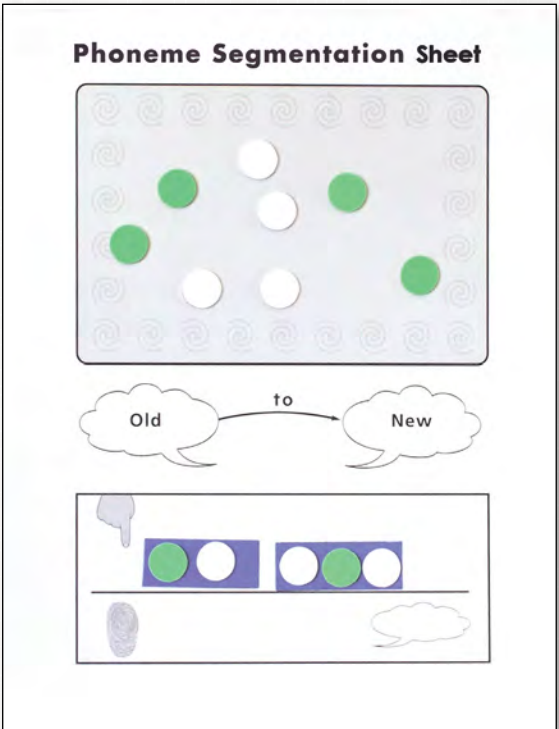
Step 2 **PHONOLOGICAL AWARENESS**
5 minutes



A wide variety of activities, many oral in nature, are designed to develop students' ability to hold sounds in their minds.

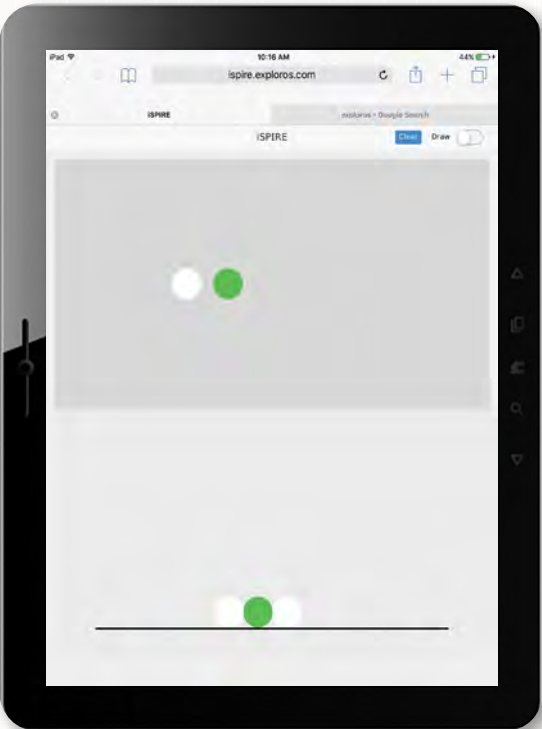
Students work on Rhyme Providing/Categorization, Sound Providing, Categorization/Identification, Blending, and Segmentation: Counting/Deletion/Substitution. Some activities utilize the Phoneme Segmentation Sheet.

Print



Phoneme Segmentation Chart

Online



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.

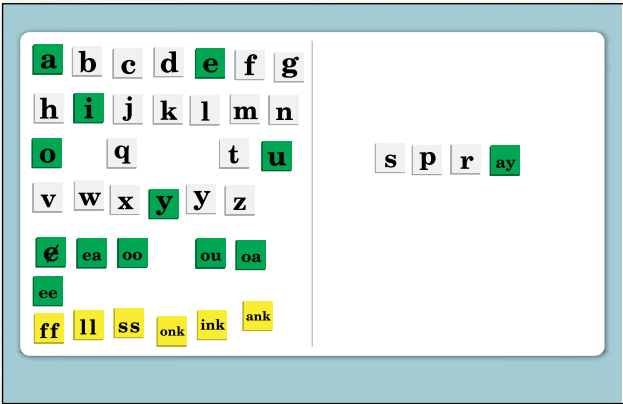
Step

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.

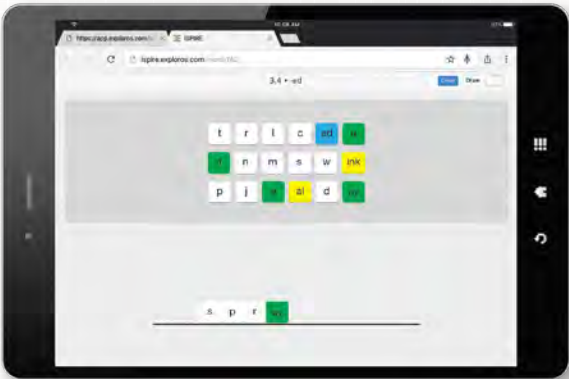


Print



Magnet Board and Letter Tiles

Online

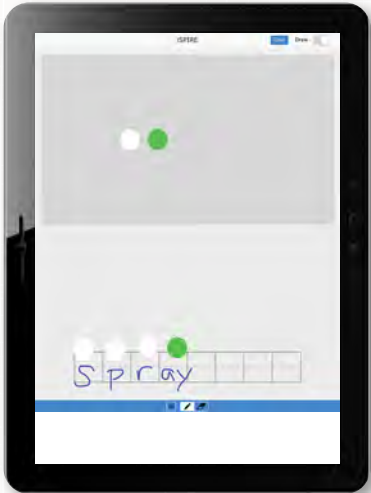


Letter Tiles



Phoneme-Grapheme Sheet

Phoneme-Grapheme Activity



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.

Step

4 DECODING AND SENTENCE READING
10 minutes



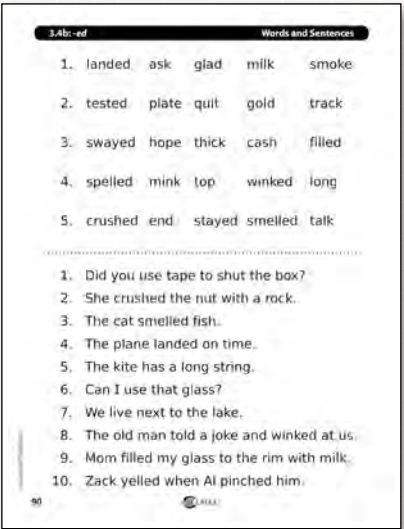
Introductory Lesson: Students work on a concept word list and are taught to underline, link, and box letters or letter combinations, or divide words.

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

Print



Level 3

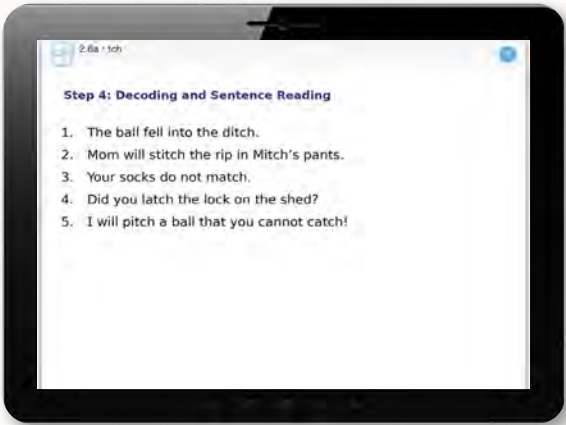


Level 3

Online



Level 3



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.

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.

Step

6

READING & READING COMPREHENSION

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



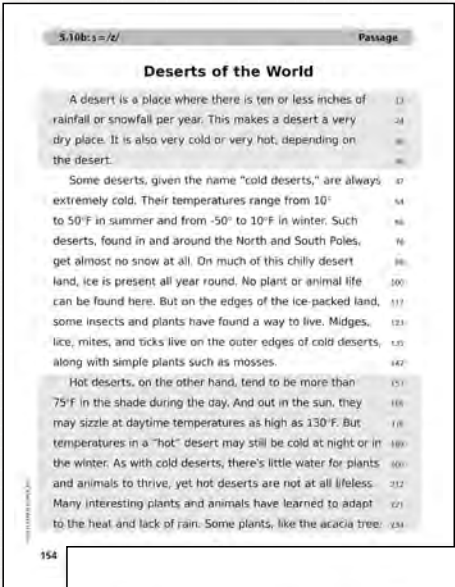
Level 4

Online



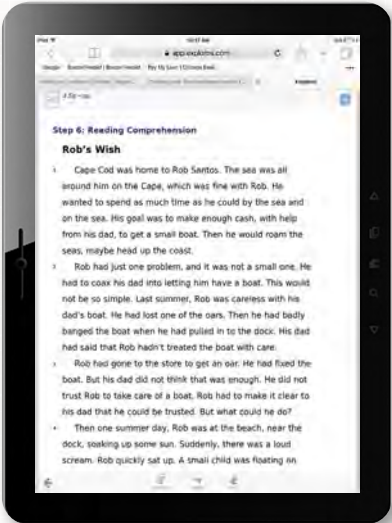
Word Find

Print

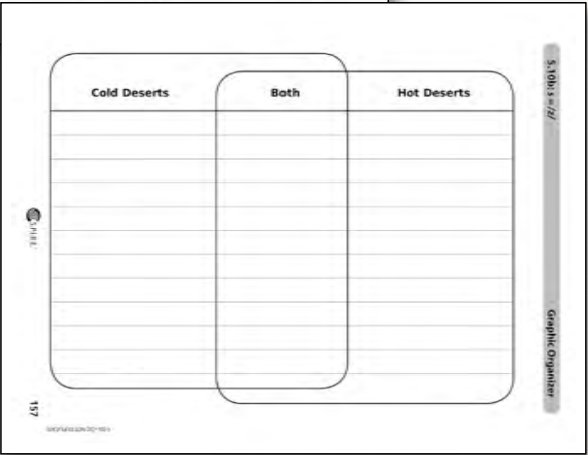


Level 5

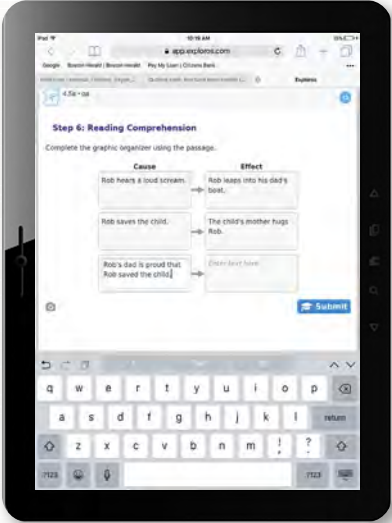
Online



Level 4



Graphic Organizer, Level 5



Graphic Organizer

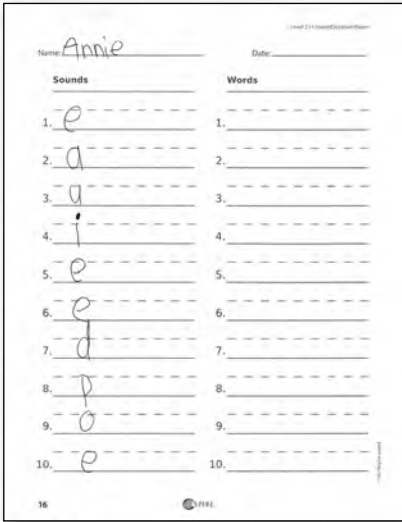
Step

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 & Online



Dictation Paper Levels 1-2



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.

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 & Online



Dictation Paper Levels 1-2



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 both S.P.I.R.E. and iSPIRE for Steps 7, 9, & 10.

Print & Online



Dictation Paper Levels 1-2



Dictation Paper Levels 3+

Independent Work


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

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

2.6: tch Independent Practice 1

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




140

Level 2

4.10c: gh 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.

202

Level 4

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...



Level 1

Themed Sp. Lesson 4c

The Hot Sip

Tim has a cup. 4
The cup is hot. 8
Tim has a sip. 12
The cup is hot on his lip. 16
The cup did tip on Tim's hand. 20
Tim's hand is hot. 24
Tim got a rag. 28
Tim did rub his lip and his hand. 32
Tim has a fat lip and a hot hand. 36

62

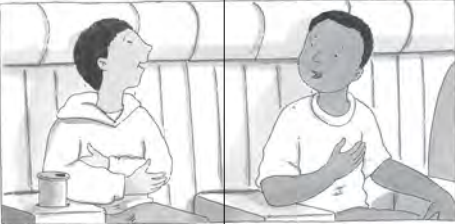
iSPIRE Workbook, Level 1

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

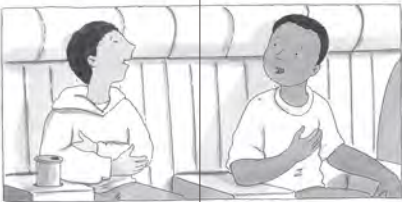


"I am Luke," the kid said.
"What is your name?"
"I am Wade," said Wade.

Luke said, "Do you live in Washington?"
Wade said yes. Luke and Wade did talk and talk.

Plane Pals, Level 2

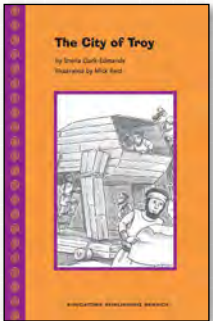
Online



"I am Luke," the kid said.
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Plane Pals, Level 2

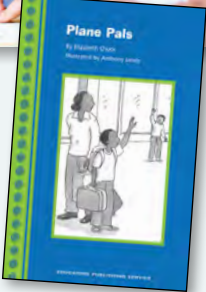


The City of Troy, Set 6A

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
- Experience success and develop fluency and 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.

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

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 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

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 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 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

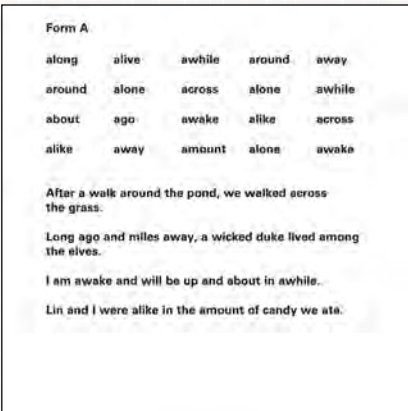
*Levels 7 and 8 remain available as part of S.P.I.R.E.® 3rd Edition, empowering educators to take their students even further by helping them master a much higher level of text complexity. Visit eps.schoolspecialty.com/SPIRE3E to learn more.

Comprehensive Assessment

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 Test**—assesses student's mastery of all level concepts. Results can be compared to show gains at the end of a level.
- ✦ **Mid-Level Test**—assesses student mastery of the concepts taught in the first half of the level, checking spelling and decoding skills, concept-by-concept.
- ✦ **Concept Assessments**—assesses student's mastery of a specific lesson concept
- ✦ **Concept Mastery Fluency Drills**—provides a Correct Words Per Minute (CWPM) score



Concept Assessment

In printed S.P.I.R.E., students are assessed using a paper test, and data is collected on a recording form. The S.P.I.R.E. Digital Teacher Companion with Digital Student STAR seats, enables teachers to track those assessments online, score them automatically, and generate shareable reports.

Online

- ✦ **Placement Assessment**—places students in the appropriate level of S.P.I.R.E.
- ✦ **Pre- & Post-Level Test**—assesses student's mastery of all level concepts. Results can be compared to show gains at the end of a level.
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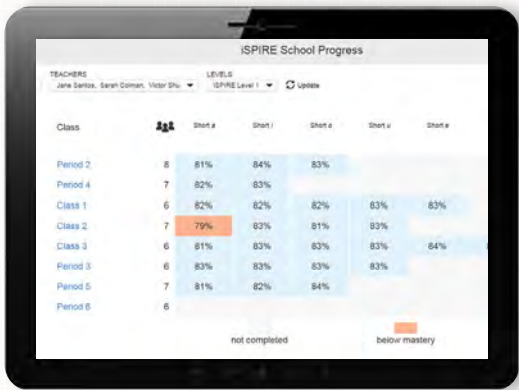
Concept Assessment

With Digital Student STAR seats 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.

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.

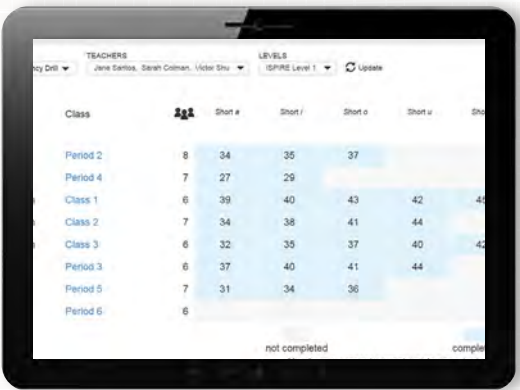
SCHOOL ADMINISTRATOR VIEW

Concept Assessment



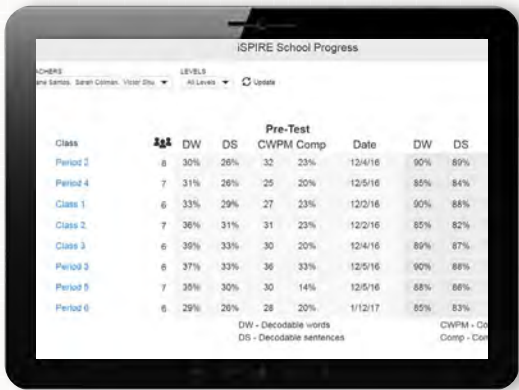
See how individual students and groups of students are mastering each new skill.

Concept Mastery Fluency Drill



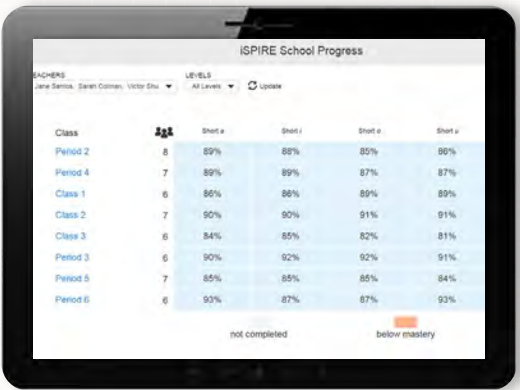
View reading fluency of individual students and groups of students at the start of each new skill.

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 eps.schoolspecialty.com/ispire/reports

Phonological Awareness and Phonics for Reading Readiness and Remediation

S.P.I.R.E. Pre-Level 1
Sounds Sensible® provides hands-on instruction in phonological awareness, alphabet knowledge, understanding letter-sound relationships, and handwriting for beginning or struggling readers, including those students not yet ready to start Level 1 of S.P.I.R.E. The 5-Step Lessons follow a structured literacy approach, helping students quickly master 20 consonants and short *a*.

Each letter or concept is taught through an introductory lesson, a reinforcement lesson that reviews all previous concepts, and another optional reinforcement lesson for those students who are still struggling with the concept.

BEGINNING READERS

Instruction builds the foundational skills of reading, leading to reading success.

STRUGGLING READERS

Orton-Gillingham-based instruction prepares students for Level 1 of S.P.I.R.E.®

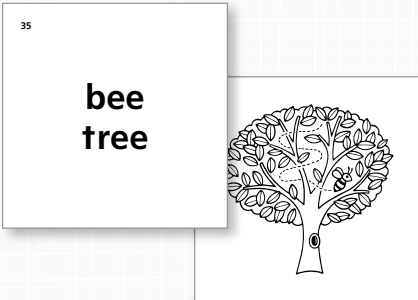
LESSON STEPS

1. Listening focuses students’ attention on sounds in words and develops listening skills, background knowledge, and understanding of print concepts.
2. Rhyming develops students’ ability to identify and manipulate rhyme through rhyme identification, categorization, and matching.
3. Segmentation develops awareness of the 1-to-1 correspondence between spoken and written words. Segmentation and deletion activities progress from sentences, to compound words, to syllables, to phonemes.
4. Phoneme-Grapheme Relationships teach a letter name, its sound, and the correct form for printing.
5. Dictation develops students’ ability to connect a phoneme to its symbol in written form.

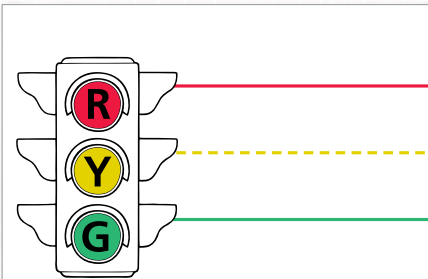
- KIT INCLUDES:**
- Teacher’s Guide with Blackline Masters
 - Traffic Light Handwriting Chart
 - Instructional Cards
 - Sound and Rhyme Mats, Game Cards, and Manipulatives, and Small Mirror



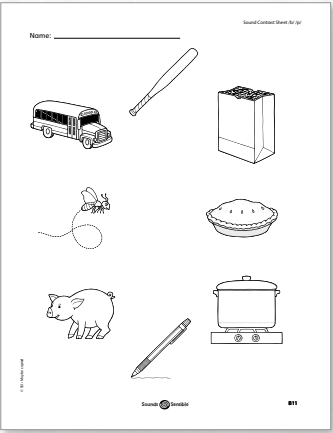
The Complete Kit for Hands-On, Multisensory Instruction



FOCUS ON PHONOLOGICAL AWARENESS
Rhyming activities and systematic segmentation instruction develop phonological awareness, a central strand within Sounds Sensible®.



FOCUS ON LETTER FORMATION
As students learn each letter and its sound, they also learn and practice how to form the letter.



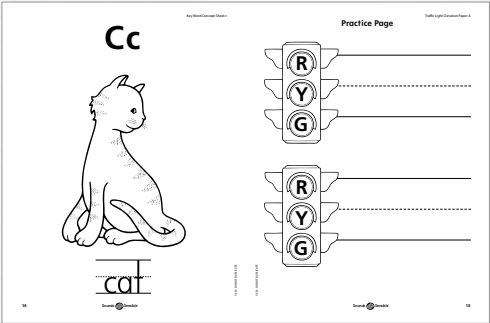
FOCUS ON PHONICS
Sounds Sensible provides explicit phonics instruction through repeated practice, games, and multisensory activities.

ASSESSMENT

Sounds Sensible® provides opportunity for ongoing assessment through classroom observation and lesson dictation.

Concept Assessments review student identification of the most recently taught letters and their sounds, and student ability to produce their written forms.

Cumulative Assessments are designed to serve a summative function. These assessments not only gauge student knowledge of all letters and sounds previously taught, they also measure student awareness of rhyming sounds – a key component of phonological awareness.



- PRACTICE**
- All materials needed for the program are included in the Sounds Sensible kit. Add optional consumable student workbooks to:
- Organize student work
 - Promote ease of use
 - Reduce instructor preparation time

To learn more about the teacher sets and student bundles you'll need to get started with, visit eps.schoolspecialty.com/SPIRE.

S.P.I.R.E. 4TH EDITION LEVELS 1-6

FOR TEACHERS:



PLACEMENT TEST

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.

1 per teacher



TEACHER'S GUIDE

The central resource to teach each level, the Teacher's Guide offers step-by-step support for each concept. Explicit, teacher-led instruction is provided for every part of the S.P.I.R.E. ten-step lesson in an easy-to-follow format.

1 per teacher for each S.P.I.R.E. level



BLACKLINE MASTERS

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.

1 per teacher for each S.P.I.R.E. level



PHONEME SEGMENTATION CHART

Model phonemic awareness activities with this two-sided, 15" x 18" magnetic chart. Includes magnetic circle and rectangle pieces.

1 per teacher



PHONOGRAM CARDS

Color-coded cards for each phonogram or concept are used in daily fluency practice.

1 per small group

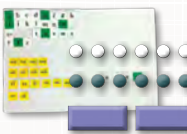


WORD CARDS

Word Cards are used in daily automaticity drills. Traffic light colors cue students:

- Stop! Non-phonetic (sight) word!
- Slow down! There's an unusual sound!
- Go! It's decodable!

1 per teacher for each S.P.I.R.E. level



STUDENT MANIPULATIVES KIT

Kit includes a magnetic board and letters as well as packages of sound circles and syllable rectangles.

1 per teacher for demonstration

S.P.I.R.E. DIGITAL TEACHER COMPANION



All teacher materials — including digital Teacher's Guide and manipulatives, demonstration tools, and printable PDFs — are easily accessed in one place through the online teaching platform for effective classroom management, the Digital Teacher Companion (available as 12-month subscription). Powered by Exploros*.

FOR STUDENTS:



WORKBOOKS

Consumable workbooks offer decoding, fluency, and comprehension practice for every concept and reading selection. All text, including directions, is decodable.

1 per student for each S.P.I.R.E. level

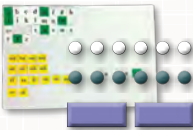


ILLUSTRATED DECODABLE READERS

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.



STUDENT MANIPULATIVES KIT

Kit includes a magnetic board and letters as well as packages of sound circles and syllable rectangles.



DIGITAL STUDENT STAR

Student STAR seats enable teachers to Share, Track, Assess, and Report student progress. Teachers use the platform to capture student data. Available by 12-month subscription. Powered by Exploros*.

1 seat per student

Levels 7 and 8 remain available as part of S.P.I.R.E.® 3rd Edition, empowering educators to take their students even further by helping them master a much higher level of text complexity. For ordering information, visit eps.schoolspecialty.com/SPIRE3E.

COMPONENTS

iSPIRE ONLINE LEVELS 1-6



PLACEMENT TEST

This diagnostic tool will provide you with the information needed to place students in the appropriate level of iSPIRE. Download the test for free at eps.schoolspecialty.com/iSPIRE

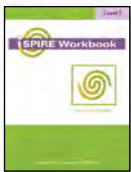
1 per teacher



iSPIRE 12-MONTH SUBSCRIPTION

Each student will need a 12-month subscription to iSPIRE to access the program. Once student subscriptions are purchased, teachers will receive access to assign lessons and begin using iSPIRE. All teacher and student materials are delivered through the iSPIRE application, including assessment and online reporting. Teachers will receive instructions on how to set up teacher and student accounts upon purchase. Powered by Exploros*.

1 per student



iSPIRE WORKBOOKS

Consumable workbooks give students easy access to lesson passages and additional reinforcement, plus instructional resources such as dictation paper.

1 per student



Professional Development

Give them the tools to reach struggling 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

Our team will work with your school or district to develop the training and support plan that ensures your ongoing success with S.P.I.R.E.® Teachers can be trained to use the program in a one-day workshop. We offer virtual and face-to-face training as well as customized support. Let us partner with you to help:

- ✦ Place your at-risk students
- ✦ Deliver explicit and systematic instruction
- ✦ Differentiate instruction based on student need
- ✦ Monitor students' progress as they become skilled readers

To find out more, contact Professional Development at **800.225.5750** or email eps.pd@schoolspecialty.com



S.P.I.R.E.'S AUTHOR

Sheila Clark-Edmands, 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.



Contact your local sales consultant to learn how we can help.