

# SPIRE

Intensive Reading Intervention for Nonreaders and Struggling Readers

Intervention Appropriate  
**GRADES PreK–8+**



## 10-Step Lesson Overview

 **School Specialty.**  
Instruction & Intervention



AVAILABLE IN

Print

Hybrid

&

Online

[eps.schoolspecialty.com/SPIRE](https://eps.schoolspecialty.com/SPIRE)

## 10-Step Lesson Overview

Each lesson in *S.P.I.R.E.*® 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

### 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.

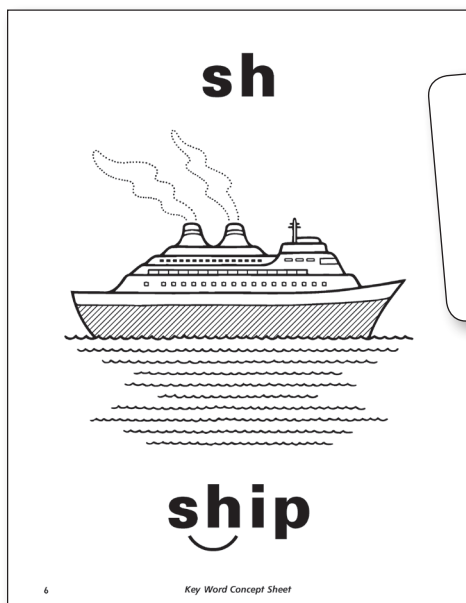
# STEP

1

## PHONOGRAM CARDS

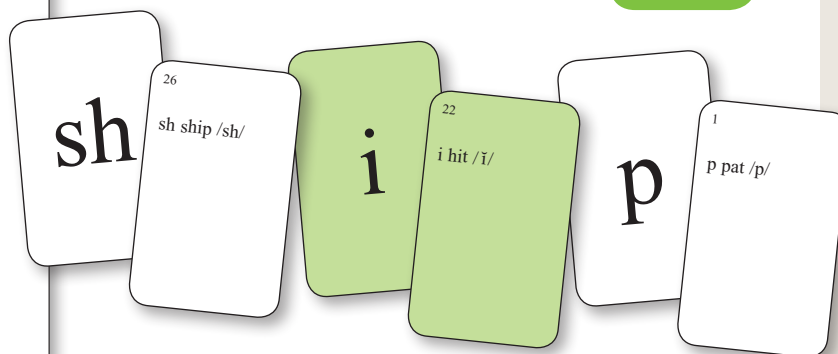
5 minutes

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



Key Word Concept Sheet, Level 1

Print



Phonogram Cards

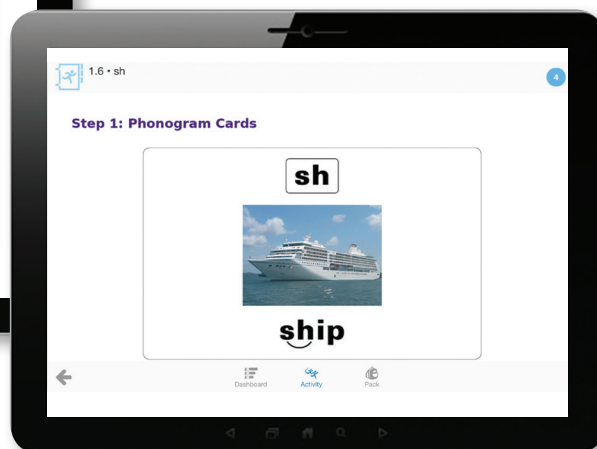


Word Cards

Hybrid & Online



Phonogram Card



Key Word Concept, Level 1

### KEY



Auditory



Visual



Kinesthetic

## STEP

# 2

## PHONOLOGICAL AWARENESS

5 minutes

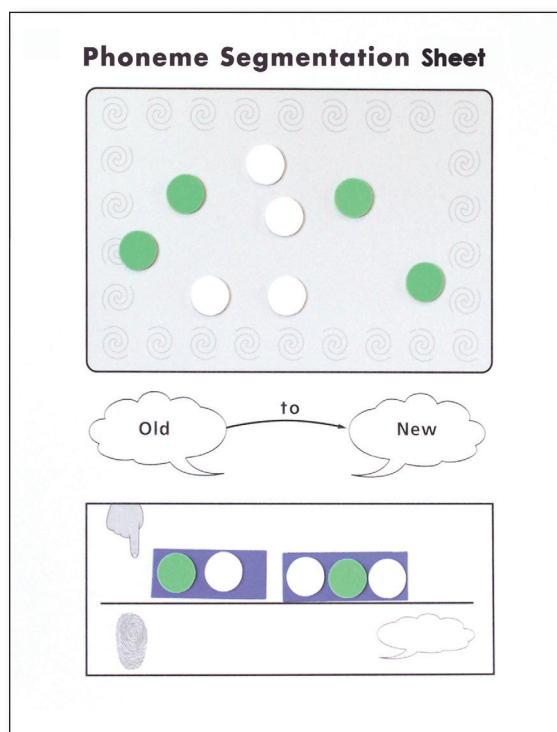


A wide variety of activities—many oral in nature—are designed to develop students' ability to hold sounds in their minds. Students work on Rhyme Providing and Categorization, Sound Providing, Categorization and Identification, Blending, and Segmentation through Counting, Deletion, and Substitution.

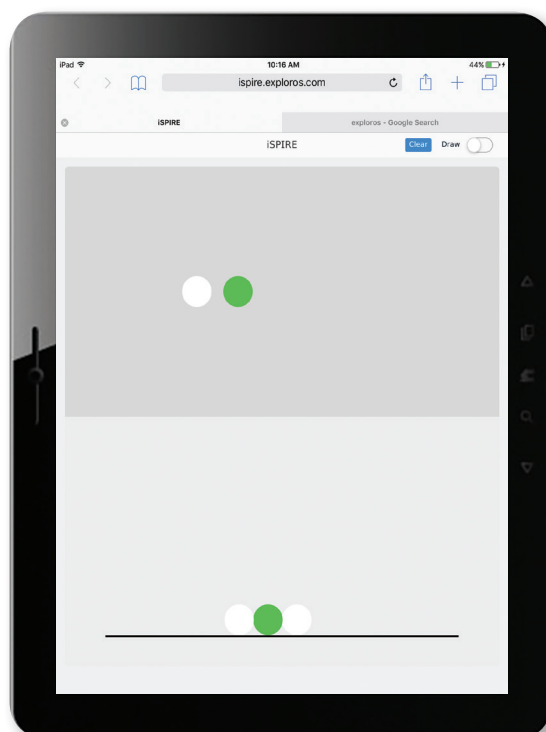
Print

& Hybrid

Online



Phoneme Segmentation



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

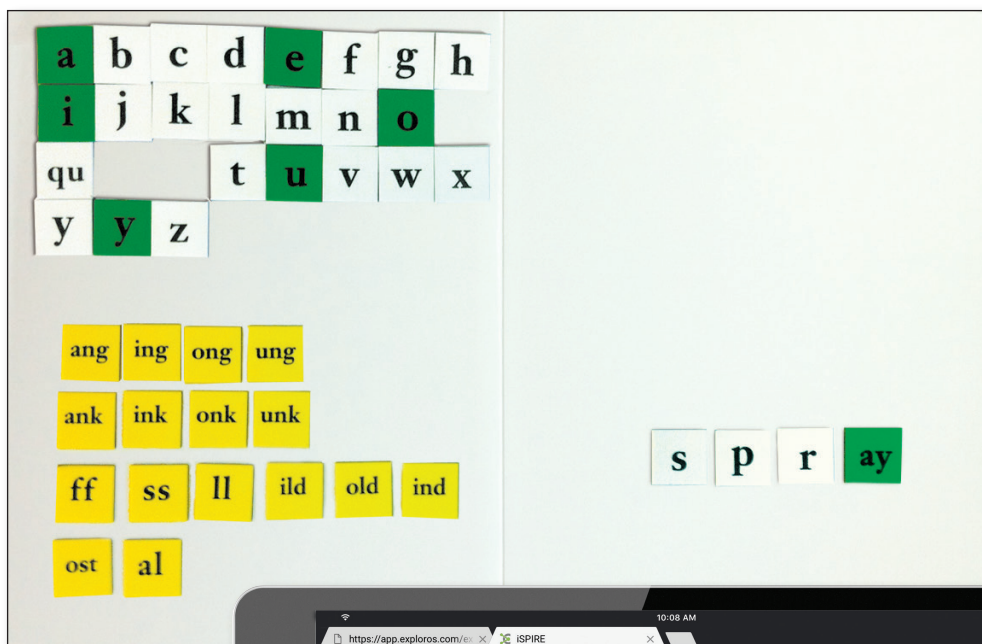
5 minutes



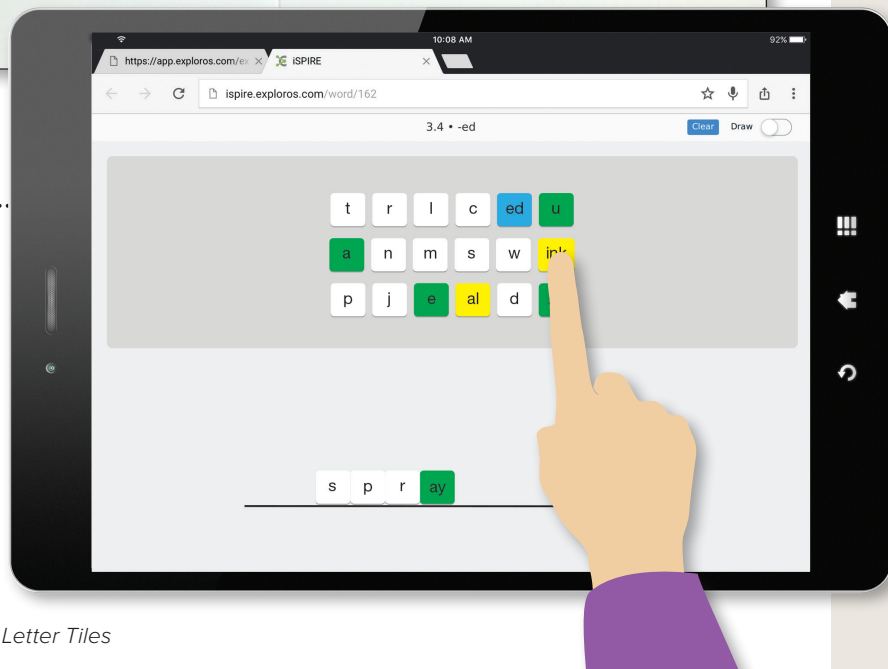
Students build and manipulate words using color-coded letter tiles. *S.P.I.R.E.*® uses consistent color-coding across components to help students differentiate between different types of phonograms.

Print & Hybrid

Magnet  
Board and  
Letter Tiles



Online



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.

Print & Hybrid

Level 3  
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.

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81

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

#### KEY



Auditory



Visual



Kinesthetic

# STEP

# 5

## PREREADING

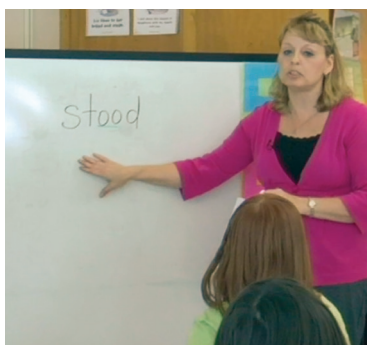
5 minutes



**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.

Print



Teacher Edition,  
Level 4

ay

Step 5 Prereading

5

**PHONEME-GRAPHEME ANALYSIS**  
 Write *sway* on the board.  
 This word is *sway*. What is this word? (*sway*)  
 In the word *sway*,...  
 what letter says /s/? (*s*)  
 what letter says /w/? (*w*)  
 what two letters say /ā/? (*ay*)  
 what does the letter *s* say? (/s/) *sway*  
 what does the letter *w* say? (/w/) *sway*  
 what do the letters *ay* say? (/ā/) *sway*  
 Say *sway*. Say *sway* again, but instead of /w/, say /t/. (*stay*)

Step 6 Reading

15

**Distribute a Word Find Sheet to each student.**  
 What letters do you see in the center of the Word Find Sheet? (*ay*) What sound do these letters make? (/ā/) Find words on this page with *ay* at the end, and color the *ay* green. Then read each word and circle it. See how many *ay* words you can find in five minutes.  
 After five minutes, have students take turns reading their circled words aloud. As each word is read, write it on the board, and have students check it off on their paper.  
 Then write the following sentences on the board:  
 May I stay and play all day?  
 Jay can jump in the hay.  
 I can pay to ride the subway.  
 Did you stay to play with clay?  
 The stray cat hid in the hay all day.  
 Have a student come to the board to circle all of the *ay* words in the first sentence. Ask other students to read the circled words and then the whole sentence. Finally, read the sentence together with students. Repeat this procedure with each sentence.

69

Hybrid

&

Online

Teacher Script,  
Level 4

3.3 • ay

Eyes on Teacher Mode

Step 5: Prereading

Phoneme-Grapheme Analysis

Write *sway* on the board.

This word is *sway*. What is this word? (*sway*)

In the word *sway*, what letter says /s/? (*s*)

In the word *sway*, what letter says /w/? (*w*)

In the word *sway*, what two letters say /ā/? (*ay*)

In the word *sway*, what does the letter *s* say? (/s/)

In the word *sway*, what does the letter *w* say? (/w/)

In the word *sway*, what do the two letters *ay* say? (/ā/)

Say *sway*. (*sway*) Say *sway* again, but instead of /w/, say /t/. (*stay*)

## 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.

Print & Hybrid

4.1: ea Word Find

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

8

Word Find Sheet, Level 4 Hybrid

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 learned to adapt to the heat and lack of rain. Some plants, like the acacia tree,

13  
24  
36  
38  
47  
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66  
76  
88  
100  
112  
123  
135  
142  
153  
166  
176  
189  
200  
212  
221  
234

154

Passage, Level 5 Hybrid

Online

4.1: ea

Step 6: Reading

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

Submit

Word Find, Level 4

4.10a: s = /z/

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

Passage, Level 4



## STEP



## 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.

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

 <p><b>Name:</b> _____</p>	<p align="right"><b>Level: 3 - 4 - 5</b></p> <p align="right"><b>Date:</b> _____</p>
<p><b>Sounds</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>	<p><b>Words</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>
<p>1. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>2. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Dictation Paper  
Levels 3+

## STEP



## 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.

Print

Hybrid

& Online

[illegible]Teacher  
Edition,  
Level 3

3.3 my

Eyes on Teacher Mode

### Step 8: Prespelling

#### Phonological Awareness

Say **clay**. (clay) Now say a word that rhymes with **clay**. (Sample answers: hay, may, stay) How many sounds do you hear in **clay**? (3) What is the first sound you hear in **clay**? (/k/) What is the second sound you hear in **clay**? (/l/) What vowel sound do you hear in **clay**? (/a/)

*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.

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

Name:                      Date:     /     /    

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

2. \_\_\_\_\_

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Dictation Paper  
Levels 3+

## 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.

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

Name:                      Date:     /     /    

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

2. \_\_\_\_\_

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Dictation Paper  
Levels 3+

### KEY



Auditory



Visual



Kinesthetic


# Independent Work

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

Print & Hybrid

2.7-12: Vowel-consonant-e Independent Practice 1

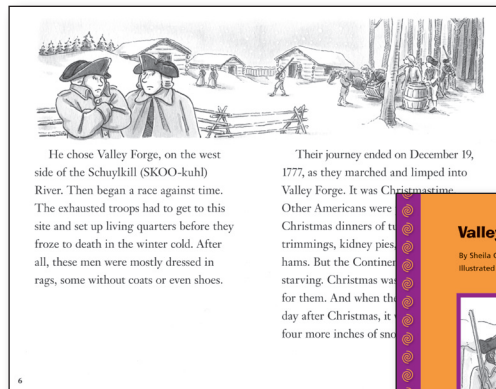
### The Plane Ride



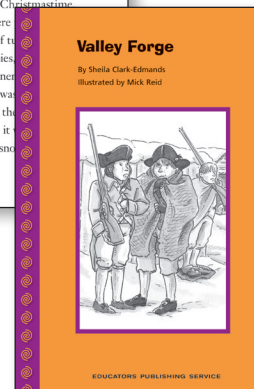
- Where was Jake?  
\_\_\_\_\_
- Who was Jake with?  
\_\_\_\_\_
- What made the plane late?  
\_\_\_\_\_
- Tell what Mom felt on the plane.  
\_\_\_\_\_
- What did Dad tell Mom to do?  
\_\_\_\_\_
- Tell what Mom said when the plane came to a stop.  
\_\_\_\_\_

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210

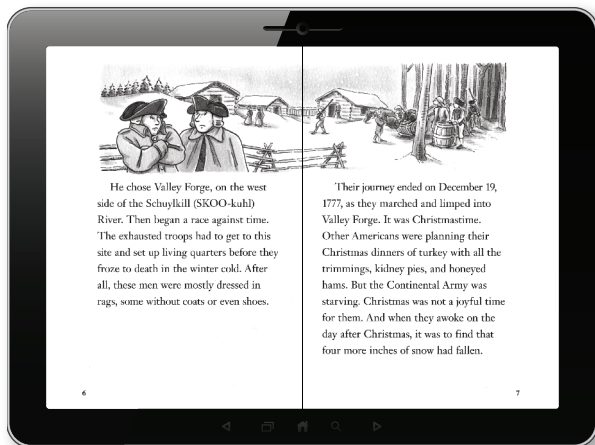
Level 2 Hybrid



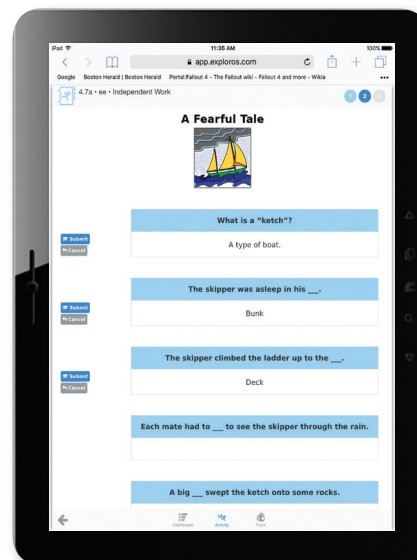
Valley Forge, Level 6  
**S.P.I.R.E.** Illustrated  
Decodable Readers



Online



Valley Forge, Level 6  
Illustrated Decodable Readers



Activity, Level 4

# SPIRE Professional Development



## 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.

## 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 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

**For more information  
contact Professional Development**

at 800-288-6754 x 3246  
or visit [eps.schoolspecialty.com/PD](http://eps.schoolspecialty.com/PD)

“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