



Grades PreK–8+

MTSS



Print



Digital

## 10-STEP LESSON OVERVIEW

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

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

# Students learn in print or online.



Traditional print-style

## SPIRE 4th Edition

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



Digital

iSPIRE®

powered by exploros™

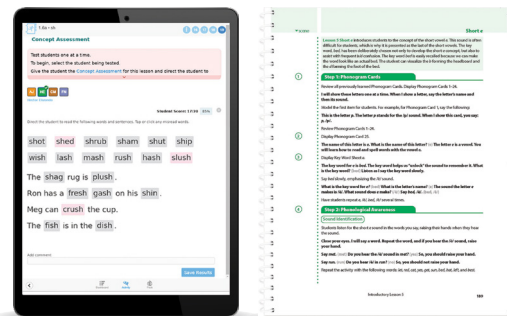
Students work primarily with online activities and manipulatives, powered by Exploros™, ending the need for teacher-time spent distributing and collecting materials. Teachers also work online, enabling real-time progress monitoring, digital assessment and reporting. iSPIRE workbooks add easy student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

## Teachers can add digital flexibility to SPIRE Print 4th Edition.

### SPIRE Digital Teacher Companion and Digital Student STAR

Teacher and students use SPIRE print materials and manipulatives. The Digital Teacher Companion provides instant access to teacher materials, including blackline masters and demonstration tools, saving prep time.

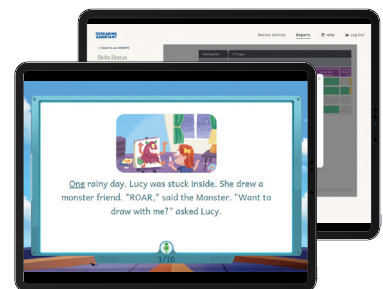
Digital Student STAR licenses enable teachers to Share, Track, Assess, and Report digitally. Powered by Exploros.



powered by exploros™

## EPS Reading Assistant for SPIRE

EPS Reading Assistant for SPIRE provides students with adaptive reading practice to support material being taught in SPIRE, 4th edition. It listens to students as they read out loud, assesses mastery, and delivers personalized tutoring to lock in and accelerate reading gains. The program provides progress monitoring data with a robust suite of reports and dashboards.



## MULTISENSORY INSTRUCTION

# The SPIRE 10-Step Lesson



Auditory



Visual



Kinesthetic

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

1

Phonogram Cards

2

Phonological Awareness

3

Word Building

4

Decoding & Sentence Reading

5

Pre-reading

6

Reading & Reading Comprehension

7

Sound Dictation

8

Pre-spelling

9

Spelling

10

Sentence Dictation

1 2 3 4 5 6 7 8 9 10

Print

Digital

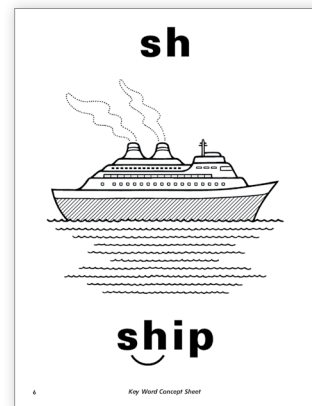


## Phonogram Cards

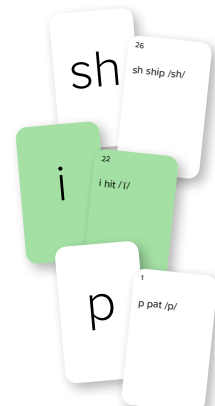
5 minutes

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

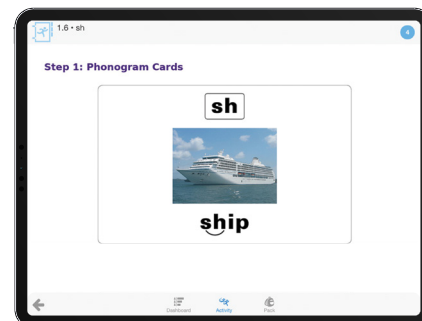
- ▶ Introductory Lesson: New concepts are introduced using a Key Word Sheet.
- ▶ Reinforcing Lesson: Decodable and sight words are introduced or reviewed with Word Cards.



Key Word Sheet, Level 1



Phonogram Cards



Key Word Concept



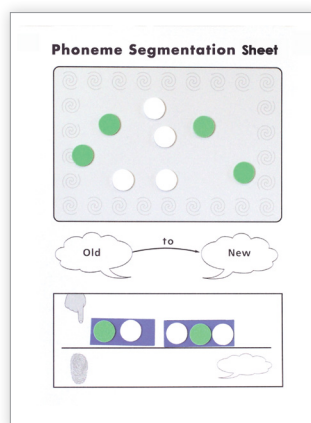
## Phonological Awareness

5 minutes

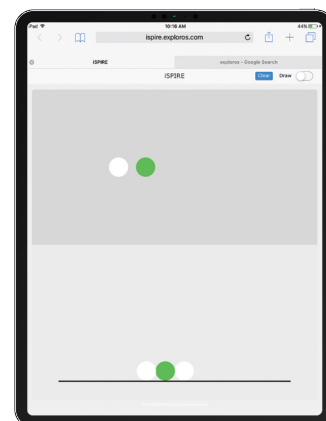
A wide variety of activities, many oral in nature, are designed to develop students' ability to hold sounds in their minds.

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

**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.



Phoneme Segmentation Chart



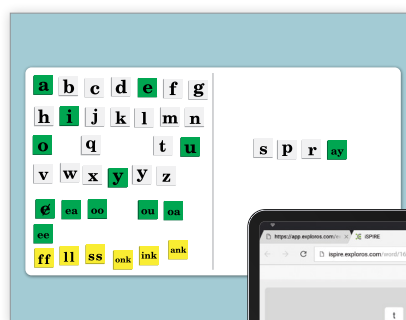
Phoneme Segmentation



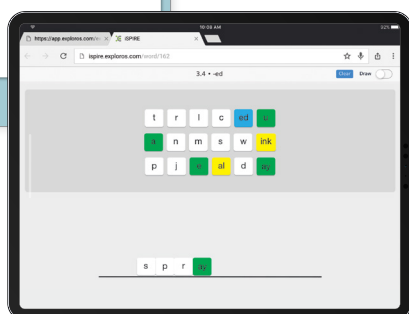
## Word Building

5 minutes

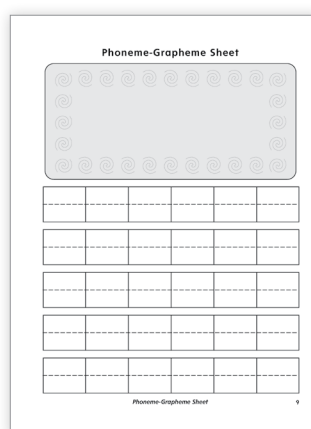
Students build and manipulate words with letter tiles. As students advance in the levels, Step 3 utilizes the Phoneme-Grapheme activity.



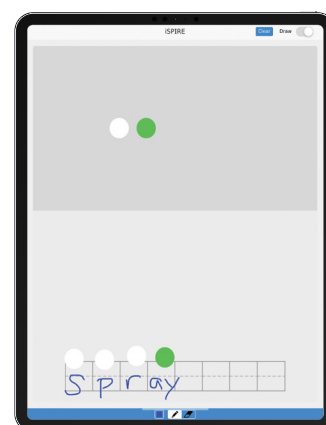
Magnet Board and Letter Tiles



Letter Tiles



Phoneme-Grapheme Sheet



Phoneme-Grapheme Activity

SPiRE 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 Ring Circles to change sounds into letters to form words.





- 1 2 3 4 5 6 7 8 9 10

Print

Digital



## 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.

**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.

Level 3

**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.

Level 3

**2.6a: 1ch**

**Step 4: Decoding and Sentence Reading**

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

Level 2

**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

## 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.

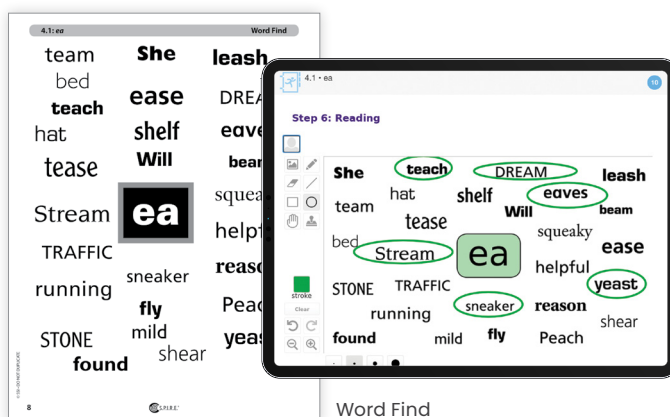


## Reading & Reading Comprehension

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.

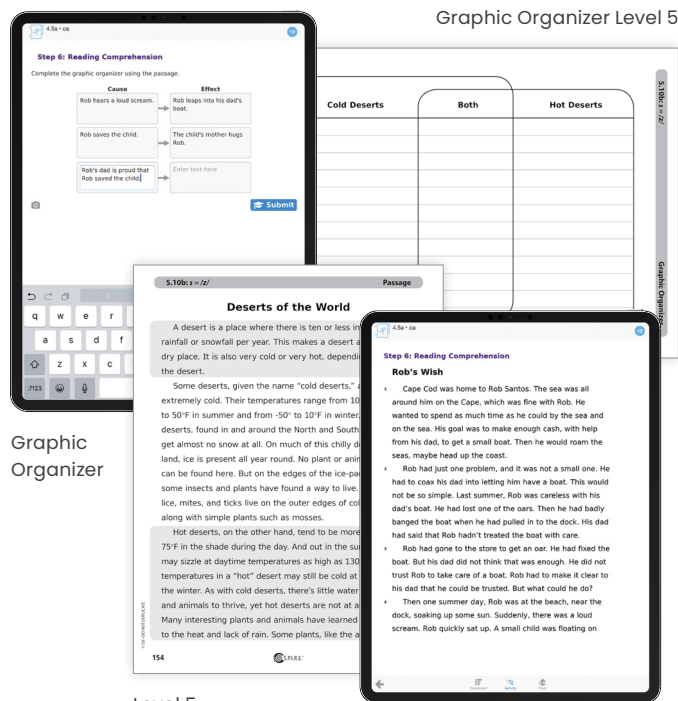


Level 4

**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.



Level 5

Level 4





1 2 3 4 5 6 7 8 9 10

Print

Digital



## 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.

Lesson 2 Sound Dictation Paper

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

Sounds	Words
1. e	1. left
2. a	2. help
3. u	3. must
4. i	4. went
5. e	5. from
6. e	6. hand
7. d	7. stop
8. p	8. step
9. o	9. on
10. e	10. lamp

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\*Dictation Paper Levels 1–2

Lesson 3 Sound Dictation Paper

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. \_\_\_\_\_

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\*Dictation Paper Levels 3+

1 2 3 4 5 6 7 8 9 10



## 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.





## 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.

Level 2 - Spelling Dictation Paper

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

Sounds	Words
1. e	1. left
2. a	2. help
3. u	3. must
4. i	4. went
5. e	5. from
6. e	6. hand
7. d	7. stop
8. p	8. step
9. o	9. on
10. e	10. damp

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\*Dictation Paper Levels 1–2

Level 3+ - Spelling Dictation Paper

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

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

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\*Dictation Paper Levels 3+



## 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 SPIRE and iSPIRE for Steps 7, 9, & 10.*

Level 2 - Sentence Dictation Paper

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

Sentences

1. Ron must help  
his dad.

2. Jim sat on the  
top step.

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\*Dictation Paper Levels 1–2

Level 3+ - Sentence Dictation Paper

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

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

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\*Dictation Paper Levels 3+



# Independent Work

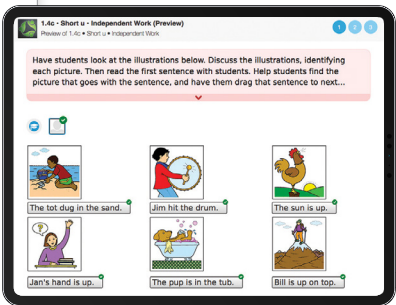
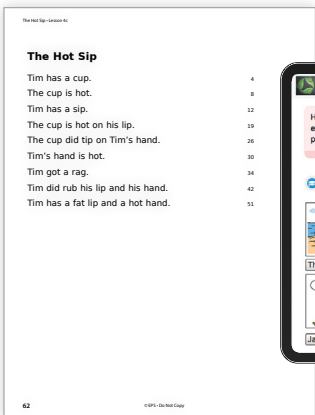
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All text is decodable and concepts are reinforced through activities, reading Illustrated Decodable Readers, or writing sentences using new concepts.

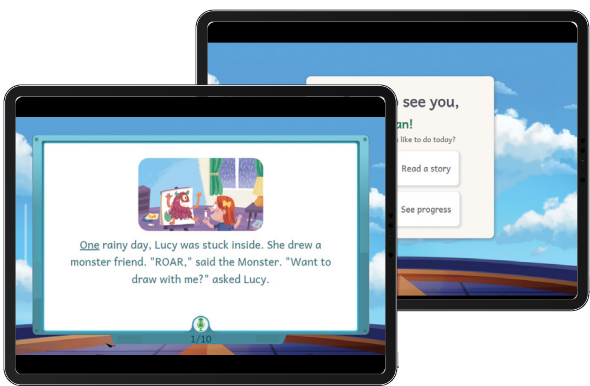
Activities provide independent decoding, fluency, vocabulary, and comprehension practice for the skills and stories from the passage. Guidelines for these pages are included in the Teaching Materials.

EPS Reading Assistant for SPIRE, an AI-driven reading tutor, leverages technology to deliver adaptive reading practice and real-time personalized feedback through micro-interventions.

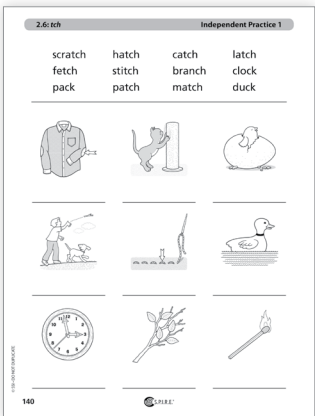


Level 1 (Online)

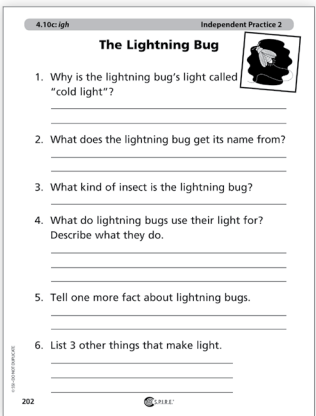
iSPIRE Workbook, Level 1 (Online)



EPS Reading Assistant for SPIRE



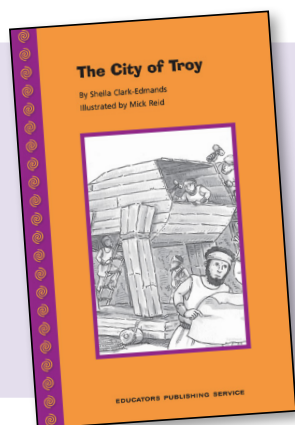
Level 2 (Print)



Level 4 (Print)



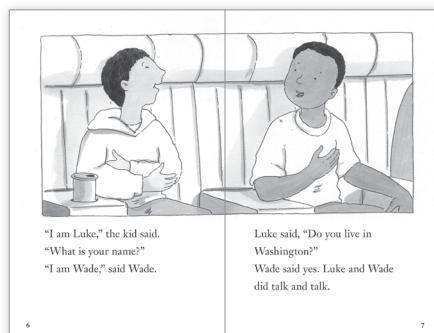
# Illustrated Decodable Readers



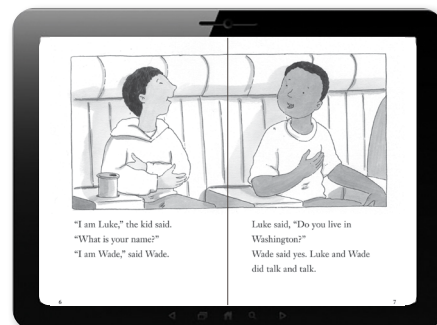
The City of Troy, Set 6A

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.



Plane Pals, Level 2



Plane Pals, Level 2

## How Can Decodable Books Help Early Readers and Striving 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



# Phonemic Awareness and Phonics for Reading Readiness and Remediation

## SPIRE Pre–Level 1

SPIRE Foundations: Sounds Sensible® provides hands-on instruction in phonemic awareness, alphabet knowledge, understanding letter-sound relationships, and handwriting for beginning or striving readers, including those students not yet ready to start Level 1 of SPIRE. 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.

## Striving Readers

Orton-Gillingham-based instruction prepares students for Level 1 of SPIRE®.

## 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



## PROFESSIONAL LEARNING

# Give them the tools to reach striving readers.

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



**“The SPIRE training that we had in our district was exceptional. The training was thorough, organized, and helpful. Our trainer was personable and professional. Because she teaches SPIRE in her district, our teachers benefited significantly from her valuable knowledge base and expertise. Even with a month of instruction, we have seen growth in our students.”**

—Dana Work  
RTI Intervention Team Coordinator,  
Bradley County, Tennessee

To find out more, contact Professional Learning at  
800.225.5750 or email [professionallearning@epslearning.com](mailto:professionallearning@epslearning.com)



### SPIRE's Author

Sheila Clark-Edmands, M.S.Ed., developed SPIRE based on her extensive experience working with striving and beginning readers 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.

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