

Grades PreK–8+

RTI/MTSS



Instructional Routines for Emergent Bilingual Students Using SPIRE

SPIRE is a research-proven program designed to support Emergent Bilingual students in enhancing their reading, writing, speaking, and listening skills in English. To maximize its impact, the following routines can be integrated into the SPIRE ten-step lesson.



STEP 1

Phonogram Cards

New Sounds

When introducing a new sound, talk with students about the occurrence of the sound in their home languages. If the sound does occur, discuss how it may be spelled differently. If the sound does not occur, practice mouth formation of the sound. Have students work in pairs to perfect pronunciation of the sound. (For the Key Word Card, talk about the picture as well and what it is, what experiences/knowledge do they have of the picture. Be sure to post the picture up in the room somewhere so students always have a visual to look at to remind them of the word and the new sound.)

New Words (most frequently used word cards in red, yellow, green)

When introducing new words using the word cards, take time to review the words. Ask students to use each word in a sentence, verbally. Have students work in pairs to practice using them in conversational English.

STEP 2

Phonological Awareness

Review the “New Sounds” routine from Step 1 above if students are still having trouble with sounds that are new to them.

STEP 3

Word Building

After students build each word using the letter tiles, have them write the word in a journal. Following the letter tile activity, have students write simple sentences and share them with a partner verbally. They can work together to correct errors and develop their sentences. For some of the words, provide a picture so students can have a visual to attach to the word as they say it or write it.



STEP 4

Decoding and Sentence Reading

As students read each sentence, have them draw a picture and/or describe verbally what the sentence is about. This can be done by having students take turns in a small group, or by working in pairs.

There are additional prompts in the Teacher's Guide that can be used for sentence comprehension. Be sure to use these prompts!

STEP 5

Prereading

Using the "Word Find" page from the introductory lesson for each skill, have students circle 2-3 words that they would like to learn more about. In a small group, have each student say one of the circled words. Lead a discussion about the meaning(s) of the word. Ask students to use the word in a sentence and/or draw a picture of it. Provide pictures of the words students have circled when possible or show any objects if you have them in the classroom.

STEP 6

Reading Comprehension

It is highly recommended that EB students use the illustrated decodable readers for this step, followed by the non-illustrated decodable passages in the workbooks. Set A illustrated readers include the same text as the passages in the workbooks. Set B illustrated readers are additional stories.

Using the illustrated decodable readers, have students flip through the book, looking at the illustrations. In a small group, discuss what the story might be about. Connect main ideas of the story to students' own experiences. Then have students work in pairs or individually to read the book. They can read aloud and work on pronunciation and prosody, and then silently to build fluency.

After students read each book, come back to the small group and discuss the story using the comprehension questions included in the Teacher's Guide for the Set A books. You can use similar Who/What/When/Where/How/Why questioning patterns if you choose the Set B books.

When using the decodable passages in the workbooks, read the title of the passage together. Have a conversation in the small group about what the title might mean, and connect this main idea to student experiences. Then have students work in pairs or individually to read the book. They can read aloud and work on pronunciation and prosody, and then silently to build fluency.

After students have read the story, use the graphic organizer to build comprehension. It is recommended that EB students work in pairs and small groups and talk through this activity. When they are using the passages in the workbooks, they can underline places where they found information for the graphic organizer. (Even though they are working in small groups or pairs, the teacher should still be helping the students fill out the graphic organizer and with reading/talking about the story.)

Additional Vocabulary Activities:

This step can provide a wonderful opportunity to continue building vocabulary. Have students find words that may have homonyms, synonyms and multiple meanings. Have students add these words to their journals. Additional vocabulary activities are included in the appendix of the Teacher's Guide.

STEP 7-9

Sound Dictation, Prespelling, Spelling

Discuss if the sounds from the lesson occur in the students' home languages. If it does occur, discuss how it may be spelled or represented. If it doesn't occur, review mouth formation and pronunciation.

STEP 10

Sentence Dictation

After students write each dictated sentence, discuss the meaning of the sentence and/or have students draw a picture of what the sentence means.

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