Intensive Reading Intervention for Nonreaders and Struggling Readers

10-Step Lesson Overview

AVAILABLE IN

Print  Hybrid & Online

eps.schoolspecialty.com/SPIRE
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**

**Phonogram Card**

**Phonogram Cards**

**Word Cards**

**Hybrid & Online**

---

**KEY**

- Auditory
- Visual
- Kinesthetic
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.

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.
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.
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.

Level 3
Hybrid

Example:
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.

Level 3

Example:
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

KEY
Auditory
Visual
Kinesthetic

Print & Hybrid
**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.
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.
STEP 7

**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

---

**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

---

**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.

**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.
Independent Work

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

Print & Hybrid

Level 2 Hybrid

Online

Valley Forge, Level 6 Illustrated Decodable Readers

Activity, Level 4
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.

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

“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

Contact Us
800.225.5750 fax 888.440.2665
eps.schoolspecialty.com