Once they know they can read, anything is possible.
The SPIRE 10-Step Lesson Overview

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.

Students learn in print or online.

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

Online
iSPIRE®
Students work primarily with online activities and manipulatives, ending 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.

Print 4th Edition plus digital add-on
S.P.I.R.E. Digital Teacher Companion and Digital Student STAR
Students and teachers work with the print materials and manipulatives of S.P.I.R.E. 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.

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.

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

Key Word Sheet, Level 1

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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.

**PHONOLOGICAL AWARENESS**

5 minutes

**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.

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 sentences. Vocabulary and comprehension are developed.

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**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 reading passage. 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.

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**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.

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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 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.

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.

*Dictation paper is used in both S.P.I.R.E. and iSPIRE for Steps 7, 9, & 10.

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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.

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**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.

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**Online**
Give them the tools to reach struggling readers.

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

“...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

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.