Intensive Reading Intervention for Nonreaders and Struggling Readers

PROGRAM OVERVIEW

Intensive, Multisensory Reading Intervention

epsbooks.com/SPIRE
SPIRE is a research-proven reading intervention program for your lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency in a dynamic 10-Step Lesson plan.

Dramatically increase students reading skills through

- **Explicit, Teacher-led Instruction:** Lessons are clearly written and keep teachers at the center of instruction.
- **Consistent 10-Step Lessons:** Systematic, sequentially structured lessons ensure mastery of concepts and allow for easy implementation.
- **Multisensory Learning:** Auditory, visual, and kinesthetic activities keep students actively engaged.
- **Mastery of Concepts:** Data-driven instruction with continual practice and review ensure measurable and permanent gains.

Choose between two flexible options for implementation!

**PRINT** or **DIGITAL**
**Meeting Standards through SPIRE**

The standards place equal emphasis on the sophistication of what students read and the skill with which they read. SPIRE builds foundational reading skills and supports struggling students as they ascend the “staircase of text complexity.”

<table>
<thead>
<tr>
<th>Phonological Awareness</th>
<th>Rhyme providing, categorization, and matching</th>
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<tr>
<td></td>
<td>Phoneme and syllable segmentation and deletion</td>
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<td>Blending sounds, syllables, and words</td>
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<td>Phonics</td>
<td>Explicit, coordinated instruction in decoding and encoding</td>
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<td>Phonemes, letters, graphemes, phonograms, syllable types, prefixes, and suffixes are directly taught</td>
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<td>Decodable text reinforces every concept and builds fluency</td>
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<td>Spelling</td>
<td>Spelling and phonics are taught simultaneously</td>
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<td>Oral pre-spelling activities analyze phoneme-grapheme relationships</td>
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<td>Fluency</td>
<td>Fluency drills are provided for every concept</td>
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<td>Decodable text provides daily fluency practice</td>
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<td>Modeling and practice of phrasing, pausing, and inflection</td>
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<tr>
<td>Comprehension</td>
<td>Literal and inferential thinking is modeled and practiced</td>
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<td>Visualization strategies and graphic organizers are utilized</td>
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<td></td>
<td>Vocabulary instruction supports text comprehension</td>
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<td>Vocabulary</td>
<td>Phonetically controlled vocabulary for every lesson</td>
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<td></td>
<td>Strategy instruction to help students expand vocabulary</td>
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<td>Class discussion to activate and build background knowledge</td>
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<tr>
<td>Writing</td>
<td>Instruction in capitalization, punctuation, and certain parts of speech</td>
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<td></td>
<td>Print handwriting is taught to build motor memory</td>
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</tbody>
</table>

—I would encourage any school district seeking an innovative and effective reading intervention tool to employ the SPIRE program and to use it with fidelity, because the results will be there for you.—Juliet Peoples, Director of Student Services, Whitehall City Schools, OH
S.P.I.R.E. Classroom Experience

*S.P.I.R.E.* provides a dynamic, hands-on learning experience where the teacher is always at the center of the instruction.

- Teachers work with small groups of 3–4 students
- Teachers and students work with print materials and manipulatives
- Teachers assess students individually and manually record data that is kept with the student's daily work binder
iSPIRE Classroom Experience

iSPIRE uses the power of technology to deliver an interactive learning experience where the teacher is still at the center of the instruction.

- Teachers can work with larger groups of students
- Teacher and student materials are contained in the iSPIRE Teaching and Learning Platform, a web-based application
- Teachers assess students individually and the iSPIRE Teaching and Learning Platform collects data and creates summary reports
Multisensory instruction is integrated throughout every 10-Step Lesson to ensure that students master increasingly challenging concepts.

**The SPIRE 10-Step Lesson**

**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 Concept Sheet.
- **Reinforcing Lesson:** Decodable and sight words are introduced or reviewed with Word Cards.

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**KEY**

- **Auditory**
- **Visual**
- **Kinesthetic**

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**S.P.I.R.E.**

**S.P.I.R.E. Key Word Concept Sheet, Level 1**

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800.225.5750
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.
**STEP 3**

**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. Word Building Activity*  
*S.P.I.R.E. Phoneme-Grapheme Sheet*

*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.
### 10-Step Lesson

**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 ten sentences. Vocabulary and comprehension are developed.
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 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.

STEP 6  
READING  
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.

S.P.I.R.E. Word Find Sheet, Level 4  
iSPIRE Word Find
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 them 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 aredicted to the students, who repeat the word, spell it in theirpalm (when necessary), and write the word, naming the letters as they write. After the word iswritten, students sound out the word and blend it. After all ten words are written, they read the words again, starting at the beginning.

STEP 10

SENTENCE DICTATION
5 minutes

Sentences targeting new concepts are dictated while dashes are made on the board for eachword. 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 readalouds are incorporated.

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

Students begin with basic concepts and are assessed at the end of each level. As their reading skills progress, they are introduced to increasingly difficult concepts across content areas.

**Level 1**
- Short vowels a, i, o, e: closed syllable, initial and medial positions
- Consonant digraphs sh, ch, th, wh: initial and medial positions
- Welded sounds ang, ing, ong, ung, ank, ink, onk, unk

**The Ink Spot**

Tim had a pen. The pen had red ink.  
Tim sat on his bunk bed with the pen.  
A spot of red ink got on the bed.  
Tim did rub the ink spot.  
The red ink was then a pink spot.

**Level 2**
- Double consonants ff, ll, ss
- ol as in ball
- wa as in wasp
- Consonant combinations qu, ck, tch
- Magic e
- Vowel + consonant + e

**Tricks Will Not Fetch**

Rick had a pet dog. Tricks. Tricks did not do tricks.  
Rick did pitch sticks. Tricks just sat. Then a bug did sting Tricks. Tricks did scratch. Tricks did not get up to catch the bug.  
“What will I do with Tricks?” said Rick. “Tricks will not

**Level 3**
- Open syllables (so, he, fly)
- Closed syllable exceptions: ild, old, ind, ost, all
- ay
- Three sounds of -ed
- Suffixes without base change (-s, -es, -ing, -er, -est, -en, -ish, -ly, -y, -full, -less, -ness)
- Twin consonant and non-twin consonant syllable division
- Vowel diphthong ou
- Prefix a-

**The Humpback Whale**

You are a mammal. So are dogs, cats, foxes, and rabbits.  
And so are whales. Did you think whales were fish? No,  
they are mammals, but they are mammals that can swim

**Level 4**
- Vowel digraphs ea, oa, ai, ee
- Consonant -le syllables
- oo
- Trigraph igh
- ie

**Just Like Old Times**

Kit sat in the den, watching the rain fall outside. It just  
kept raining and raining, and the puddles got bigger and  
bigger. Kit grinned. The puddles made her think of Katlin.  
When Kit was little, Katlin was her best pal. They were Kit  
and Kat.  
On a rainy day, sometimes Kit would call Kat. Other  
times, Kat would call Kit. They would say the same thing.
Mastery of Concepts

Look at what your students will be able to decode, comprehend, and read with fluency when they reach the upper levels!

Level 5
- Soft c and g
- er, ur, ir, ear, wor
- Trigraph dge
- s = /z/
- ow, oe
- Silent letters kn
- or, ar

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

Reader, Level 5

Level 6*
- Prefix a-, ending -a, -able
- Consonant digraph ph
- ought, aught
- ue, ew, tu
- oi, oy
- oh, aw
- Silent letters kn, wr, mb, gh, gu
- Suffix -age
- Open syllables

The Tomb of King Tut

It was the summer of 1922 in The Valley of the Kings, the place where Egyptians had buried their royal leaders. Howard Carter stopped his climb to the work site and gazed across the valley. In this place 28 pharaohs, or kings, of Egypt had been placed in tombs that were more like homes than graves. Entombed with the kings were all their riches and delights of life. These known tombs had been discovered and emptied long before this

Reader, Level 6

*Please note iSPIRE covers Levels 1–6.

Level 7
- V/V syllables
- ct
- ei, eigh
- Open syllable i
- Suffixes -tion, -sion, -ci, -ti
- Suffixes -tu, -ture, -sure
- Suffix -ous
- Suffixes -ence, -ent, -ance, -ant, -cy, -ency, -ancy
- ui, eu
- Suffixes -er, -or, -ar, -ard

Nutrition

Every living thing needs nutrients. Nutrients are the crucial materials that keep us alive and allow us to grow. Nutrition is the process by which we get these materials into our bodies and put them to use. The foods we eat and the liquids we drink must contain the right proportion of nutrients for our bodies to develop properly and for us to stay healthy.

Living things are always renewing themselves. Daily activity causes the wearing down and destruction of old cells and tissue.

Reader, Level 7

Level 8
- ar, arr, ir, er, ur when followed by a vowel
- Prefixes dis-, mis-, pre-, pro-, re-, de-, ex-
- Suffixes -al, -en, -on, -an, -ain, -me, -el, -re, -ate, -ic
- Suffixes -ive, -ary
- Prefixes in-, im-, il-, ir-, un-, under-, sub-, con-, com-, cor-, col-
- Prefixes para-, ab-, ad-, ac-, af-, ap-, per-
- i = /y/, ch = /k/ and /sh/, que = /k/

The Forgotten Plague of 1918

Known as the “Spanish flu,” it killed thousands of people in Maine. And health officials worry that it could happen again.

By MEREDITH GOAD
Staff Writer

Ira Barnes was a sophomore at Portland High School when her sister Thelma gave birth to a son at home. Just a day or two later, Thelma came down with a severe case of “the grippe,” a flu.

This was no ordinary flu. It was 1918 and since early September, Mainers had been

Reader, Level 8
Assessment and Reporting

Assessment

Students in S.P.I.R.E. and iSPIRE are assessed individually to ensure concept mastery.

S.P.I.R.E. Assessments

- Placement Assessment—places students in the appropriate level of SPIRE
- Pre- & Post-Level Assessment—assesses student's mastery of all level concepts. Results can be compared to show gains at the end of a level.
- Decoding Assessments—assesses student's mastery of a specific lesson concept
- Quick Checks—short progress monitoring tool given at the end of class
- Concept Mastery Fluency Drills—provides a Correct Words Per Minute (CWPM) score

iSPIRE Assessments

- Placement Assessment—places students in the appropriate level of iSPIRE
- Pre- & Post-Level Assessment—assesses student's mastery of all level concepts. Results can be compared to show gains at the end of a level.
- Concept Assessment—assesses student's mastery of a specific lesson concept
- Concept Mastery Fluency Drills—provides a Correct Words Per Minute (CWPM) score

In S.P.I.R.E., students are assessed using a paper test, and data is collected on a recording form that is kept with the student's daily work binder.

In iSPIRE, the teachers assess students using their device, and tap on incorrect responses. The iSPIRE Teaching and Learning Platform captures this data and creates easy-to-read reports.
Immediately view the growth of the iSPIRE students in your school or district. At-a-glance reports clearly show each group’s progress, while also allowing you to drill down and look at individual student gains. Each report is available in a Teacher View, School Administrator View, and District Administrator View.

**SCHOOL ADMINISTRATOR VIEW**

**Concept Assessment**
- See how individual students and groups of students are mastering each new skill.

**Pre/Post Test**
- Compare the progress of individual students and groups of students from the beginning of each level to the completion of each level.

**Concept Mastery Fluency Drill**
- View reading fluency of individual students and groups of students at the start of each new skill.

**Mid-Level Test**
- View performance of individual students and groups of students halfway through each level.

**PLUS!** School and District Summary reports provide administrators with a quick snapshot of overall performance.

To see detailed examples of all reports, including Teacher, School Administrator, and District Administrator, visit epsbooks.com/ispire/reports.
Independent Work

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

S.P.I.R.E. Student Workbook, Level 2

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

S.P.I.R.E. Student Workbook, Level 4

iSPIRE Activity
The slow, or gray, loris is about 16 inches long. It has a very short tail and thick, wooly, silver-gray fur. During the day, the slow loris sleeps in the fork of a tree. Nearly helpless on the ground, it rarely comes down from the treetops.
Pre-Level 1: Sounds Sensible® Kit

Sounds Sensible® is a multisensory, systematic program that incorporates phonological awareness and beginning phonics instruction. The variety of games, activities, and other lesson elements provide an engaging multisensory, hands-on experience.

Sounds Sensible is ideal for beginning readers or struggling students of any age who require instruction in phonological awareness, alphabet knowledge, understanding letter-sound relationships, and print handwriting.

Concepts covered: • Consonants • Short a

Pre-Level 1: Sounds Sensible Kit includes structured lessons for the mastery of 20 consonants and short a.

• Each skill is taught to mastery, with progress monitoring built into the program.
• Continuous spiraling reviews previously taught concepts and links them to new skills.
• 41+ lessons can be completed in a 6–8 month period.

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<tr>
<th>STEP</th>
<th>TIME</th>
<th>OBJECTIVE</th>
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</table>
| 1. Listening | 9 min. | Focuses students’ attention on sounds in words, develops listening skills, develops background knowledge, builds vocabulary, and develops familiarity with rich language patterns, story structure, and print concepts. Activities include:  
• Word comparison (same/different)  
• Read Aloud |
| 2. Rhyming | 9 min. | Develops student's ability to identify and manipulate rhyme. Activities progress by level of difficulty and include:  
• Rhyme identification  
• Matching rhymes  
• Rhyme providing |
| 3. Segmentation | 9 min. | Develops awareness of the one-to-one correspondence between oral and written words. Segmentation and Deletion activities progress by level of difficulty:  
Sentence ➜ Compound Word ➜ Syllable ➜ Phoneme |
| 4. Phoneme-Grapheme Relationships | 9 min. | Teaches a letter name, its sound, and correct form for manuscript (print) writing through various activities:  
• Sound Contrast  
• Bingo  
• Team Sound Round  
• Go Fish  
• Picture-Word Match |
| 5. Dictation | 9 min. | Develops students’ ability to connect a phoneme to its symbol in written form.  
• Dictation of sounds  
• Dictation of phonetic words |

Total: 45 min.
Segmentation activities progress from simple to complex, starting with sentences and moving to syllables and then phonemes.

Meeting Standards with *Sounds Sensible*.

*Sounds Sensible* supports beginning and struggling readers as they build the essential foundational skills needed for reading success.

- **Phonological Awareness**
  - Develop listening skills to hear sounds in words
  - Rhyme identification, providing, categorization, and matching
  - Phoneme and syllable segmentation and deletion
  - Understanding phoneme-grapheme relationships
  - Blending sounds, syllables, and words
To learn more about the components you’ll need to get started with, visit epsbooks.com/SPIRE

### Components

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<th>WHAT YOU NEED TO ORDER</th>
<th>TEACHER</th>
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<tr>
<td><strong>CORE MATERIALS</strong></td>
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<tr>
<td><em>Visit epsbooks.com/spire to download a free S.P.I.R.E. Placement Test or epsbooks.com/iSPIRE for a free iSPIRE Placement Test.</em></td>
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<tr>
<td><strong>S.P.I.R.E. Placement Assessment</strong></td>
<td>Our criterion-referenced assessment is easy to administer. This diagnostic tool will provide you with the information necessary to place students within the SPIRE program. Download the test for free at epsbooks.com/spire.</td>
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<tr>
<td>1 per teacher</td>
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<tr>
<td><strong>Phonogram Cards</strong></td>
<td>Color-coded cards for each phonogram or concept are used in daily fluency practice. These cards are needed to administer the Initial Placement Assessment. (2½” x 3½” or 5” x 8”).</td>
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<tr>
<td>1 per small group</td>
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<tr>
<td><strong>Magnetic Phoneme Segmentation/Phoneme Grapheme Chart</strong></td>
<td>Model phonemic awareness activities with this two-sided, 15” x 18” magnetic chart. Includes circle and rectangle magnetic pieces.</td>
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<td>1 per teacher</td>
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<tr>
<td><strong>Magnetic Board and Letters</strong></td>
<td>Magnetic Board and Letters are used in word building activities. Includes 262 color-coded magnetic foam tiles. Folds in half for easy storage. (18” x 12”)</td>
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<tr>
<td>1 per student</td>
<td></td>
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<tr>
<td><strong>MATERIALS FOR EACH LEVEL</strong></td>
<td>Teacher’s Guides</td>
</tr>
<tr>
<td>1 per teacher for each S.P.I.R.E. level</td>
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<tr>
<td><strong>Blackline Masters</strong></td>
<td>Contains: Lesson Planners, Phoneme Segmentation and Phoneme-Grapheme Sheets, Graphic Organizers, Dictation Paper, Fluency Drills, and many more resources. Also includes a variety of formal and informal, formative and summative assessments.</td>
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<td><strong>Word Cards</strong></td>
<td>Word Cards are used in daily automaticity drills. Traffic light colors cue students:</td>
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<td>1 per teacher for each S.P.I.R.E. level</td>
<td>Stop! Non-phonetic (sight) word! (red)</td>
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<tr>
<td>I’ve got it! It’s decodable! (green)</td>
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<td>Slow down! There’s an unusual sound! (yellow)</td>
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†These items are a one-time purchase.
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<td><strong>Teacher's Guides†</strong></td>
<td>This complete resource offers step-by-step guidelines in an accessible format. Appendices provide extensive word, phrase, and sentence lists to individualize instruction. 1 per teacher for each S.P.I.R.E. level</td>
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<td><strong>Readers (consumable item)</strong></td>
<td>Instructional, non-illustrated readers contain 100% decodable reading passages, word lists, and sentences for the direct instruction of decoding strategies for word recognition and meaning. 1 per student for each S.P.I.R.E. level</td>
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<td><strong>Workbooks (consumable item)</strong></td>
<td>Consumable workbooks offer decoding, fluency, and comprehension practice for every concept and reading selection. All text, including directions, is decodable. 1 per student for each S.P.I.R.E. level</td>
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<td><strong>Illustrated Decodable Readers</strong></td>
<td>Fully decodable fiction and nonfiction readers cover content-area topics from science, social studies, and literature. <strong>Set A</strong> includes 60 illustrated versions of Reader selections for rereads and fluency. <strong>Set B</strong> presents 60 original titles for further practice.</td>
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<td><strong>Sound Circles and Syllable Rectangles</strong></td>
<td>Students use these in phoneme manipulation activities with the Phoneme Segmentation Sheet and the Phoneme-Grapheme Sheet. (Reproducible sheets included in Blackline Masters). 1 set per student</td>
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<tr>
<td><strong>iSPIRE Placement Assessment†</strong></td>
<td>This diagnostic tool will provide you with the information needed to place students in the appropriate level of iSPIRE. Download the test for free at epsbooks.com/iSPIRE.</td>
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<td><strong>iSPIRE 12-month subscription (Levels 1–6)</strong></td>
<td>Each student will need a 12-month subscription to iSPIRE to access the program. Once student subscriptions are purchased, teachers will receive access to assign lessons and begin using iSPIRE. All teacher and student materials are delivered through the iSPIRE application. Teachers will receive instructions on how to set up teacher and student accounts. 1 per student</td>
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<td><strong>iSPIRE Workbooks (consumable item)</strong></td>
<td>iSPIRE Workbooks provide students with easily accessible print resources, such as lesson passages and dictation paper. 1 per student</td>
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<td>Word Cards are used in daily automaticity drills. Traffic light colors cue students: ■ <strong>Stop! Non-phonetic (sight) word!</strong> (red) ■ <strong>Slow down! There’s an unusual sound!</strong> (yellow) ■ <strong>Go! It’s decodable!</strong> (green) 1 per teacher for each S.P.I.R.E. level</td>
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SPIRE’S AUTHOR
Sheila Clark-Edmands, M.S.Ed., developed SPIRE 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 on-going success with SPIRE.

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 800.435.7728 ext. 6109 or visit epsbooks.com/PD

“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