Intensive, Multisensory Reading Intervention with Proven Results
S.P.I.R.E.® is a comprehensive, multisensory reading intervention program that integrates phonological awareness, phonics, fluency, vocabulary, spelling, comprehension, and handwriting. Based on the Orton-Gillingham approach, S.P.I.R.E. incorporates the most recent research regarding best practices in reading instruction. S.P.I.R.E. is systematically structured, and follows a 10-Step lesson plan that ensures students experience continuous and visible success.

The S.P.I.R.E. Difference

- **Measureable and Permanent Gains**
  Students learn the structure of the English language through a system designed for how nonreaders and struggling readers learn.

- **Easy to Implement**
  Instructional resources are clear and explicit, providing educators with ample support.

- **Individualized Instruction**
  Everything you need to individualize instruction and teach every concept to mastery is provided within the S.P.I.R.E. program.

- **Fully Decodable Text**
  Students apply each newly learned concept to increasingly complex, fiction and nonfiction texts.

- **Powerful, Flexible Professional Development**
  We will partner with your school or district to design the appropriate training and support plan.

### RESEARCH PROVEN

Special Education and ELL students who received S.P.I.R.E. instruction have made significant gains! To view the research visit epsbooks.com/SPIRE

### Join the S.P.I.R.E. Community!

- Collaborate with S.P.I.R.E. educators
- Ask a S.P.I.R.E. Master Teacher
- Find a wealth of teaching resources

Visit epsbooks.com/SPIRE to learn more.
Meeting the Common Core State Standards with S.P.I.R.E.

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

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

I would encourage any school district seeking an innovative and effective reading intervention tool to employ the S.P.I.R.E. 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

REVIEWED
Florida Center for Reading Research S.P.I.R.E. Report  
Visit epsbooks.com/FCRR
**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

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The Sounds Sensible Kit includes Teacher’s Guide, Blackline Masters, 800+ instructional cards, and Game mats and pieces plus, optional elements more suitable for young learners.

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.

### STEP OBJECTIVE

<table>
<thead>
<tr>
<th>STEP</th>
<th>OBJECTIVE</th>
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</table>
| 1. Listening                              | 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                                | Develops students ability to identify and manipulate rhyme. Activities progress by level of difficulty.  
  - Rhyme identification  
  - Matching rhymes  
  - Rhyme categorization  
  - Rhyme providing  
  - Onset and rime |
| 3. Segmentation                           | 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         | Teaches a letter name, its sound, and correct form for manuscript (print) writing through various activities:  
  - Sound Contrast  
  - Bingo  
  - Team Sound Round  
  - Go Fish |
| 5. Dictation                              | 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.

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

Meeting the Common Core State Standards with Sounds Sensible.

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

S.P.I.R.E. is a skill-based program that begins with simple concepts and moves to the more complex. Concepts spiral throughout the program so that students are constantly building on previously learned concepts.

Levels 1–8 follow a consistent, 10-Step lesson structure for each concept. The Initial Placement Assessment will help you determine which level to start students in. See page 8 for more information about the lesson structure for Levels 1–8.

S.P.I.R.E. starts by building basic concepts in Level 1

The Ink Spot

Tim had a pen. The pen had points. Tim sat on his bunk bed with the pen. A spot of red ink got on the sheets. Tim did rub the ink spot. The red ink was then a pink ink. Tim went to the sink. Tim left the pen in the sink. The sink got red and pink. Mom was not glad. Mom was angry. Tim had to get the ink off the sheets. What did Tim do? Tim did throw the pen in the trash basket. Tim did scrub and scrub with a big brush until the ink was off the sink and the bed.

“I will not sit with a pen on the bed,” said Tim. “It is not fun to scrub and scrub.”

Level 1

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

Level 2

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

The Humpback Whale

You are a mammal. So are dogs, cats, frogs. And so are whales. Did you think whales were mammals, but they are mammals like fleas under water?

In many ways, whales are not like fish. They scale like fish. They have soft skin, just like also have a thick layer of fat under their skin. Blubber. With all that blubber, the whales do not sink.

One kind of whale is called the humpback whale. It can be up to 50 feet long and has a set of long flippers. The whale can swim in the water and the whale. While the whale is swimming, the whale is swimming. This is why the whale is called a humpback.

You, the humpback whale, has a fin with a shape and has lots of bumps and bumps on its skin. A lovely mammal, it is lovely to watch as swim and playfully splash.

Level 3

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

Level 4

- Vowel digraphs ea, oo, ai, ee
- Consonant -le syllables
- ao
- Trigraph igh
- ie

Just Like Old Times

Kit sat in the den, watching the rain fall and hearing the padding of the pheasants. Kit grunted. The puddles made her feel wet.

When Kit was young, Katlin was her best playmate. Kat was Katlin.

On a rainy day, sometimes Kit would call Katlin. Kat would say, "I will call you before you come!" Kat would say, "No, you can't call me before you come!"

Both of them would scramble into raincoats. They would dodge outside and under the raincoats. Then the real fun began. They would splash in the puddles. They would try to catch raindrops. They would slide on the wet grass.
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 contain the right proportion of nutrients for our bodies and for us to stay healthy.

Living things are always renewing themselves. At the same time, it causes the wearing down and destruction of old cells and tissues. Some of the functions of nutrients is to aid in this process by which we get these materials into our bodies and put them to use.

The creation of new cells keep a body healthy and for us to stay healthy. Nutritionists can help people choose healthy diets and for us to stay healthy. Not all foods are equal. Some contain more calories or nutrients than others.

In addition, our bodies constantly need energy. Every living thing needs nutrients. Nutrients are the crucial materials that keep us alive and allow us to grow. Our heart needs energy to pump blood through the blood vessels. Not all foods are equal. Some contain more calories or nutrients than others.

Thelma stayed in bed and baby Paul was kept away. The local papers, Barnes said, were full of stories of people dying. “That was an awful lot of fuss just for one week. “He was an old family doctor. He didn’t say much, but he was pretty anxious because he had an eye on 19-year-old Thelma, who was helping her brother-in-law care for the baby and toddler, Ruth, home to Long Island to keep an eye on 19-year-old Thelma.”

If this seems like an awful lot of fuss just for one week, consider what happened in 1918. Known as the “Spanish flu,” it killed thousands of people in Maine. And health officials worry that it could happen again.

By MURIEL G. GORDON Staff Writer

In 1918, when the Spanish flu pandemic smacked into Maine, it killed more than twenty-five thousand people statewide. Scientists worry that the horror of the pandemic has been forgotten for too long: “We are struggling to make sure the country is prepared if it ever happens again,” said Dr. Kathleen Gensheimer, Maine’s state epidemiologist.

“Thelma stayed in bed and baby Paul was kept away. The local papers, Barnes said, were full of stories of people dying. ‘There’s probably no other catastrophe in Maine’s history which has received so little in the way of recognition,’ says Dr. Kathleen Gensheimer, Maine’s state epidemiologist. ‘It was just somehow buried.’

Gensheimer is on a federal task force that’s examining the genetic material of the virus to see what made it so deadly. Scientists are also digging up the bodies of 1911 influenza victims preserved in the permafrost of Alaska and Norway so they can examine the genetic material of the virus to see what made it so deadly.

The Tomb of King Tut

It was the summer of 1922 in The Valley of the Kings, where Egyptians had buried their royal family. Carter opened the tomb to the work area and found the king’s grave. In this place 28 pharaohs, or kings, of Egypt were buried in tombs that were more like houses than like the tombs were all doors and little false doors and false walls that had been discovered and explored in the past. For almost two years, Howard had been in the valley, looking for the tomb of Thutmosis, the king of the Eighteenth Dynasty. “There’s probably no other catastrophe in Maine’s history which has received so little in the way of recognition.”

When Howard had found Tutankhamon’s tomb, he said, he was looking in the wrong place. Howard was wrong.

He would find King Tut’s tomb for George Cameron, who trusted his knowledge of this work. This man had known Howard for a long time, Howard could walk in the valley, and Howard could talk to his dead cousins. Howard could talk to his dead cousins and he was not sure anymore. His friend George had gone to his last. The search had ended.

Deserts of the World

A desert is a place where there is too little rainfall or snowfall per year. This results in a dry place. It is also very cold or very hot in the desert.

Some deserts, given the name "cold," have temperatures very close to 29°F in summer and fall. 5°F in winter, and not to 32°F in winter. However, most deserts, found in and around the North, get almost no snow at all. On much of the land, ice is present all year round. No plants can be found here. But on the edges of some deserts and plants have found a way to live, too. Some even live on the surface of the sand with small plants such as mosses.

Hot deserts, on the other hand, tend to be more than 79°F in the shade during the day. And in the sun, they may
LEVELS 1–8

10-Step Lesson follows a consistent lesson plan for each concept covered. For each concept there is an Introductory lesson and one or more Reinforcing lessons. Every lesson has a Steps Overview that details the materials, procedures, and examples used in each of the ten steps.

Benefits
- Auditory, visual, and kinesthetic learning modalities improve concept retention.
- Quick-paced, hands-on lessons keep students engaged.
- Consistent procedures help students focus on increasingly complex concepts and simplify teacher preparation.

STEP 1 – Phonograms 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.

KEY
- Auditory
- Visual
- Kinesthetic

Phonogram Cards

Key Word Concept Sheet
Blackline Master, Level 1

Word Cards

Materials icons facilitate lesson organization.

All necessary background information is presented at point-of-use to assist teachers in introducing new concepts.

Teacher’s Guide, Level 1
STEP 2 – 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 found in the Blackline Masters or in the S.P.I.R.E. Touch Phonics app.

Using the Phoneme Segmentation Sheet

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. Blue rectangles stand for syllables. As students progress, they use the rectangles to represent syllable division.

NEW! S.P.I.R.E.® Touch Phonics™ App

The S.P.I.R.E. Touch Phonics app provides a dynamic digital experience for Phoneme Segmentation.
**STEP 3 – Word Building** 5 minutes

Students build and manipulate words with their Magnet Board and Letters or the S.P.I.R.E. Touch Phonics app. As students advance in the levels, Step 3 utilizes the Phoneme-Grapheme Sheet.

When students move on to writing words, they utilize the Phoneme-Grapheme Sheet and Sound Circles to change sounds into letters to form words.

*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.

Use the S.P.I.R.E. Touch Phonics app for an interactive word building experience.

**STEP 4 – Decoding and Sentence Reading** 10 minutes

**Introductory Lesson:** Students work on a concept word list and are taught to underline, link, 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.

**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 idea 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.

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**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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**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 hot or very hot, depending on the desert.

Some deserts, given the name "cold deserts," are always extremely cold. Their summer temperatures range from 10°F to 30°F in summer and from -30°F to 10°F in winter. Such deserts, found in and around the North and South Poles, get almost no snow at all. On much of this chilly desert land, it is present all year round. No plant or animal life can be found here. But on the edges of the ice-paved land, a few plants and plants have found a way to live. Most deserts, however, live on the outer edges of cold deserts, with simple plans such as mosses.

Cold deserts, on the other hand, tend to be more than 70°F during the day. And out in the sun, they may...
**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.

**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.

**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, repeats 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.

A variety of dictation paper formats are available for Steps 7, 9, and 10.

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For more information, visit epsbooks.com/SPIRE
### Pacing

Pacing will vary due to each student’s instructional needs. The number of Reinforcing Lessons needed for each student to attain mastery will be one factor in determining pacing.

- **S.P.I.R.E.** is most effective when used for 45–60 minutes a day, five days a week. Lessons can be split in half (30 minutes) but levels will take longer to complete.
- Typically **Sounds Sensible** (Pre-Level 1), can be implemented within a six–eight month period.
- Depending on your students, Levels 1–8 can be completed in three–five years. Average progress is two–three levels per year.
- Upon completion of Level 8, students are reading at approximately an eighth grade level.

### Differentiation

- **S.P.I.R.E.** offers many opportunities to differentiate instruction for each student. Students do not move on to more complex concepts until they have mastered the previous concept.

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**Multiple reading passages for every concept gives struggling readers the exposure and practice needed to become fluent readers.**
INDEPENDENT WORK

Student Workbooks

Concepts are reinforced through Workbook activities, reading Illustrated Decodable Readers (in print or eBook), or writing sentences using new concepts.

Workbooks provide independent decoding, fluency, vocabulary, and comprehension practice for the skills and stories from the Reader. Guidelines for these pages are included in the Teacher's Guide.

All text is decodable, including the directions.

Student Workbook, Level 1

Student Workbook, Level 2

Student Workbook, Level 4

Workbooks provide extended comprehension practice for every reading selection in the Reader.
Illustrated Decodable Readers in print and eBook formats!

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!

SET A
60 Stories and articles from the S.P.I.R.E. Readers in illustrated format

- The City of Troy (oi, oy), Set 6A
- Nat Love, American Cowboy (oi, oy), Set 6B

SET B
60 original titles for further practice

- Plane Pals (vCe), Set 2B
- The Loris (or), Set 5A
- Nat Love, American Cowboy (oi, oy), Set 6B
- Mark Twain’s Great River (kn, wr, mb, gh, gu), Set 6B

Readers are a great enhancement to classroom libraries and provide teachers with a great take-home resource.

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.


**ASSESSMENT**

**Initial Placement Assessment**
- Diagnostic assessments place students in the appropriate level of S.P.I.R.E.
- Easy-to-administer format with reproducible forms
- Includes assessments of Alphabet Knowledge, Encoding Phonemes, Decoding Phonemes, Decoding Words, Encoding Words

**Decoding Pre- and Post-Assessments**
- Assesses each skill in the S.P.I.R.E. scope and sequence
- Data collected guides individualized instruction
- Includes words and sentences for each skill
- Post-tests assess mastery and help determine the next instructional step

**Quick Checks**
- A short progress monitoring tool used at the end of class
- Includes words, phrases, and sentences for every lesson

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*Initial Placement Assessment*

*Decoding Pre- and Post-Assessments*

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*Quick Checks*
Concept Mastery Fluency Drills
- Timed one-minute drills available in both single-skill and multi-skill formats
- A great resource for the development of automaticity
- Includes multiple drills for every skill taught in S.P.I.R.E.
- Progress charts let students chart and monitor their progress

Post-Level Assessment
- Assesses students' mastery of all level concepts
- Single-word reading, sentences with decodable and sight words, a reading passage, and short-answer questions

Student Summary Forms
- Forms record student's assessment scores
- Includes places to note comments, observations, and other important information

Post-Level Assessment
- Assesses students' mastery of all level concepts
- Single-word reading, sentences with decodable and sight words, a reading passage, and short-answer questions

Student Summary Forms
- Forms record student's assessment scores
- Includes places to note comments, observations, and other important information
COMPONENTS
To learn more about the components you’ll need to get started with, visit epsbooks.com/SPIRE

Pre-Level 1 - Sounds Sensible® Kit
Contains all materials necessary to implement Sounds Sensible (S.P.I.R.E. Pre-Level 1). Includes: Teacher’s Manual, Blackline Masters, 800 instructional cards, game boards, and pieces.

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Levels 1–8 - S.P.I.R.E.
Materials for Each Level

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<tr>
<th>Component</th>
<th>Description</th>
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<tbody>
<tr>
<td>Teacher’s Guides</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>
</tr>
<tr>
<td>Readers</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>
</tr>
<tr>
<td>Blackline Masters for Instruction and Assessment with CD-ROM</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. 1 per teacher for each S.P.I.R.E. level</td>
</tr>
<tr>
<td>Workbooks</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>
</tr>
<tr>
<td>Word Cards</td>
<td>Word Cards are used in daily automaticity drills. Traffic light colors cue students:  * Stop! Non-phonetic (sight) word! (red)  * Slow down! There’s an unusual sound! (yellow)  * Go! It’s decodable! (green)  1 per teacher for each S.P.I.R.E. level</td>
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Teacher’s Materials

Initial Placement Assessment
Our criterion-referenced assessment is easy-to-administer. This diagnostic tool will provide you with the information necessary to place students within the S.P.I.R.E. program.
1 per teacher

Student Materials

Magnetic Board and Letters
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”)
1 per storage

Sound Circles and Syllable Rectangles
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

Illustrated Decodable Readers
Fully decodable fiction and nonfiction readers cover content-area topics from science, social studies, and literature.
Set A includes 60 illustrated versions of Reader selections for rereads and fluency.
Set B presents 60 original titles for further practice.

NEW! S.P.I.R.E.® Touch Phonics™ App
Dynamic, digital manipulatives for Phoneme Segmentation and Word Building.

To learn more visit epsbooks.com/SPIRE

Level Sets (1 for each S.P.I.R.E. Level)
Level Sets contain materials for working with small groups of up to 6 students. Each set includes: 1 Teacher’s Guide, 1 Blackline Master, 6 Student Readers, 6 Workbooks, and 1 set of Word Cards for one level, plus a corresponding set of Phonogram Cards, all in a convenient storage box.

S.P.I.R.E. Storage System
Easily organize and store your magnetic letters from the Magnetic Board and Letters along with your sound circles and rectangles from the Phoneme Segmentation Sheet. The storage system includes two storage boxes measuring 20” L x 6 ¾” W x 15 ½” H.

Phonogram Cards
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”).
1 per small group

Magnetic Phoneme Segmentation/Phoneme Grapheme Chart
Model phonemic awareness activities with this two-sided, 15” x 18” magnetic chart. Includes circle and rectangle magnetic pieces.
1 per teacher

ou mound /ou/
ou dough-nuts /ō/
ou cousins /ŭ/
ou you /ōō/
ACHIEVE RESULTS!
Reach struggling readers through intensive intervention

“Our 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

Our team will work with your school or district to develop the appropriate training and support plan to ensure on-going 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 800.435.7728 ext. 6109
or visit epsbooks.com/PD

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.