Welcome to *S.P.I.R.E.*®

S.P.I.R.E.®, a Highly Effective, Research-Based Program

After almost half a century of debate about methodology in the field of reading and literacy, the past decades have seen a growing consensus among researchers and theorists in the field. This consensus centers on several important factors related to reading and literacy instruction, based on research indicating that these four factors have powerful influences on achievement:

1. Explicit, systematic, sequential instruction in phonological awareness, phonics, and spelling

2. Direct instruction in vocabulary and reading comprehension

3. Differentiated instruction

4. Rich, integrated experiences in reading and literacy; reading text that reinforces concepts taught and enhances fluency

S.P.I.R.E. is not only built on these factors, but also addresses the principles of best practices as set forth by leading researchers in the field of literacy. These principles have been recognized in state standards, as well as in the sets of standards published by professional organizations such as the International Literacy Association (ILA), the International Dyslexia Association (IDA), and the Council for Exceptional Children (CEC).

S.P.I.R.E. targets nonreaders, struggling readers, and students with dyslexia and has been proven to be a highly effective program for teaching these students to read based on how they learn.

Nonreaders and Struggling Readers

There are often several causes of reading difficulty for an individual student, including limited experience with books, cognitive or language deficits, speaking English as a second language, or having a learning disability. Reading difficulties are not dependent on intelligence, socio-economic status, culture, or parents' education. Girls are just as likely to have reading difficulties as boys, but often their struggles are not recognized.

How do you identify a struggling reader? Word-recognition difficulties are the most reliable indicators of strugglers. An inability to read words quickly and accurately prevents students from reading fluently, and this inability also affects their comprehension. Often the inability to read words easily is caused by phonological deficits because the student can't break words down into phonemes, or speech sounds. *S.P.I.R.E.* primarily addresses word recognition through instruction of synthetic (letter-by-letter) decoding. Other traits of a struggling reader include:

- Weak language and memory skills

- Poor vocabulary

- Does not ask questions

- Difficulty following directions; lack of focus

- Reading-comprehension difficulties; difficulty with generalizations

- Lack of confidence; poor self-esteem; defeated or defensive behavior

- Avoids reading; does not take risks in reading

Differentiated Instruction

RTI is a model of instruction that provides support, instruction, and assessment for struggling learners. It includes early intervention to prevent reading failure. RTI is a problem-solving approach that utilizes performance data to inform decisions for instruction. After assessment, students are grouped into categories based on their instructional needs.

- Tier 1 students receive core instruction. Those who need some assistance usually benefit from differentiating some aspect of the instruction typically appropriate for 80 percent of the student population.

- Tier 2 students who struggle with Tier 1 instruction need targeted intervention. This accounts for about 15 percent of students.

- Tier 3 students need intensive intervention, making up about 5 percent of the student population.

At the early grades, *S.P.I.R.E.* can be effective with Tier 1 students who struggle to become readers. At intermediate elementary and higher grades, the program is most useful in Tiers 2 and 3, Special Education, Title 1, English Language Learners, and students with Specific Learning Disabilities who have decoding difficulty accompanied by other inabilities with reading concepts in print.

Differentiating instruction and frequent progress monitoring ensure that goals and expectations are clear so that educators can adapt instruction as needed.

One example of differentiating *S.P.I.R.E.* instruction by tiers occurs when determining the number of Reinforcing Lessons that students require. For instance, after each Introductory Lesson, several Reinforcing Lessons are provided to review the concept, each with a reading passage and extensive practice. Tier 1 and 2 students may need only the Introductory Lesson and one Reinforcing Lesson, while Tier 3 students often need two or more Reinforcing Lessons.

References

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Unique Features of *S.P.I.R.E.*

S.P.I.R.E. is a total language approach that integrates all the language arts. Lesson plans and materials provide engaging tools, designed to systematically and successfully guide students' abilities in phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension. As the teacher guides students through the program, the students' reading abilities will improve. *S.P.I.R.E.* lessons are flexible in nature, allowing the teacher to differentiate instruction, according to the needs of individual students, while still providing the depth of learning necessary for children to succeed in learning to read.

S.P.I.R.E. provides a sequenced lesson-plan structure that gradually moves students through a developmental process from emergent levels of literacy, to early reading, to accomplished, fluent reading. Throughout each lesson, student attention is enhanced by an actively involved teacher who utilizes multisensory instruction, game-like activities, and engaging fiction and nonfiction passages. *S.P.I.R.E.* is designed to begin the process of moving children from the skills of early literacy toward a lifelong love of and commitment to reading.

Decodable Text

All passage and practice texts are fully decodable. The text is comprised of only: (a) words made of sounds previously taught, (b) sight words previously taught, or (c) words from the current lesson and past lessons made of previously taught sounds plus phonemic elements that allow students to approximate the sound needed to decode the word.

The Spiraling Curriculum

The skill reinforcement available in *S.P.I.R.E.* is unique in its depth and intensity, providing the resources needed to differentiate instruction. Recently learned concepts are spiraled into all the lessons that follow, thus providing additional practice with all previously taught skills. *S.P.I.R.E.* spirals concepts—both as the concepts progress within a level, and from level-to-level as the program progresses. Students have many opportunities to build on their knowledge by reading decodable and sight words from the previous lesson, words from earlier in the level, and words from all previous levels.

Scaffolded Teacher Support

S.P.I.R.E. provides examples of teacher dialogue at every step, an invaluable resource for both new educators and experienced educators who are new to the program. Teacher dialogue models clear, direct instruction that maximizes student verbal participation as well as student interaction with the text. Unlike other programs, which require rigid adherence to a script, *S.P.I.R.E.* dialogue provides scaffolded support to guide teachers as they become familiar with the program.

Getting Started with *S.P.I.R.E.*

Placement and Grouping

S.P.I.R.E. placement is based on student skills, not on the student's grade level. To determine where individual students should begin in the program, there are two options:

- The *S.P.I.R.E.* Placement Test is available in *S.P.I.R.E. STAR* and on the EPS website. It is divided into two parts that test phonogram identification and word decoding.
- The Initial Placement Assessment is a criterion-referenced assessment, providing the information necessary to place students within *S.P.I.R.E.* It is available for purchase.

Students of similar skill level can work in instructional groups of up to six students. Tier 3 or special education students with more intense intervention needs should be placed in groups of two or three, while those with severe needs should work one-on-one with the teacher.

Pacing

Pacing will vary, according to the number of lessons required to reach mastery for each concept. Students with moderate needs may progress more quickly, while those needing more intensive instruction may require additional time.

For students to make the maximum amount of progress, it is recommended that they receive an uninterrupted 45- to 60-minute lesson, five days a week. If this is not possible, lessons may be broken into 30-minute blocks as shown below. These suggested pacing guidelines are designed for optimal student results and fidelity to the program. We advise that you never skip steps, as this can negatively impact student learning outcomes.

Full Lesson	Half Lesson

• 5 days a week
• 1 lesson per day
    ○ Steps 1–10 and accompanying Independent Practice activities and assessment are completed every day.
• Takes approximately 3–4 months to complete a level
    ○ Levels 1 and 2 may take longer.
	• 5 days a week
	• ½ lesson per day
	    ○ Steps 1–4 are completed the first day.
	    ○ Steps 5–10 are completed the second day.
	    ○ Independent Practice activities and assessment, one day a week.
	• Takes approximately 6–7 months to complete a level
	    ○ Levels 1 and 2 may take longer.

To maintain the balance of auditory, visual, and kinesthetic modalities, these are the most effective ways to break the lesson. Instruction should still take place five days per week. Program progress will be slower if the lessons are taught in 30-minute rather than 60-minute segments.

Quick Start Lessons

S.P.I.R.E. Quick Start Lessons are designed for students and teachers who will begin the *S.P.I.R.E.* program at Level 2 and above. Through these lessons, students will learn how to do each of the activities within the predictable, repeating steps of each *S.P.I.R.E.* lesson. Teachers will introduce definitions of common phonics terms (e.g., "vowel teams"), *S.P.I.R.E.*-specific terminology (e.g., "Phonogram Cards"), and text-marking/word-analysis strategies. Teachers should begin instruction with each instructional group with Quick Start Lesson, Level 1, and continue through the Quick Start Lessons until they reach the level at which students will begin the full *S.P.I.R.E.* program.

Quick Start Lessons are available in *S.P.I.R.E. STAR* and on the EPS website.

The *S.P.I.R.E.* Lessons

S.P.I.R.E. includes two categories of ten-step lessons: Introductory and Reinforcing. Introductory Lessons present a new concept, providing at least forty exposures to the new material through all sensory modalities. Reinforcing Lessons provide additional practice with the new concept and the opportunity for students to apply their knowledge to text. Students are ready to progress to the next Introductory Lesson when they show 80% mastery of the new concept on the Concept Assessment. Students may achieve mastery before completing all Reinforcing Lessons, in which case not all of the Reinforcing Lessons are needed.

The ten steps in each *S.P.I.R.E.* lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning modalities. Avoid exceeding the recommended time for each step as that can lead to an imbalance of time spent on one or more of the learning styles. To maximize practice and engagement, it is important to keep to the suggested time. When you first implement the program, a timer may be a helpful device to enable the group to move through the steps. The exception is Reinforcing Lessons Step 6: Reading Comprehension, which may require more time.

S.P.I.R.E. 10-Step Lesson

Step 1: Phonogram Cards
Step 2: Phonological Awareness
Step 3: Word Building
Step 4: Decoding and Sentence Reading
Step 5: Prereading

Step 6: Reading and Reading Comprehension
Step 7: Sound Dictation
Step 8: Prespelling
Step 9: Spelling
Step 10: Sentence Dictation

Independent Practice and Assessment to follow

Helpful Hints for Efficient Prep Time

Teaching with *S.P.I.R.E.* requires a variety of materials and manipulatives. We have compiled these helpful tips to make prep time more efficient so that teachers can implement the program effectively.

1. Display copies of the Key Word Sheets around the room.

2. Set up each student's magnetic board with letters *a–z* in alphabetical order on the left side. These letters should always remain on the magnetic boards. Place the target phonograms for the lesson on the right side.

3. Organize additional letter magnets in drawer organizers for easy access.

4. Organize sets of white and green sound circles for students: 6 white, 3 green.

5. Make a set of Phoneme Segmentation Sheets.

6. Make a set of Phoneme-Grapheme Sheets.

7. Gather a set of green markers, colored pencils, and/or highlighters.

8. Organize Phonogram Cards and Word Cards used daily for each small group (if applicable).

9. Gather dictation paper or spiral notebooks.

10. Organize a folder for each student in which to place daily work.

⟲ Assessment

Placement Test

As mentioned in "Getting Started with *S.P.I.R.E.*," the Initial Placement Assessment or the Placement Test should be used to determine the level at which students should begin the program.

Concept Mastery Fluency Drills

These one-minute drills in Introductory Lessons are administered one-on-one with each student while the rest of the group completes Independent Practice. They provide students with additional practice to increase automaticity and achieve increasing fluency with key high-frequency decodable words.

In addition to their use as a timed assessment, these drills can be used for practice:

- outside the lesson, at home, for students who struggle to sound out words; with the student reading the list to or with someone
- as a whole-group activity, with teacher and students reading together

Level 2 • *tch*
Total Word Count: 80

Lesson 2.6 Concept Mastery Fluency Drill

stitch	match	catch	hitch	stitch	fetch	match
hatch	Mitch	match	hatch	stitch	catch	fetch
match	Mitch	fetch	match	hatch	stitch	catch

catch	hitch	stitch	fetch	match	hatch	Mitch	7
catch	hitch	stitch	fetch	match	hatch	catch	14
Mitch	match	hatch	stitch	catch	fetch	stitch	21
catch	fetch	match	Mitch	fetch	match		27
hatch	stitch	catch	fetch	Mitch	stitch	fetch	34
match	match	Mitch	fetch	match	hatch		40
stitch	catch	fetch	Mitch	stitch	fetch	match	47
Mitch	match	hatch	stitch	catch	hitch	stitch	54
fetch	match	hatch	Mitch	match	hatch		60
stitch	catch	fetch	match	Mitch	fetch		66
match	hatch	stitch	catch	fetch	Mitch	stitch	73
fetch	match	catch	catch	hitch	stitch	fetch	80

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Concept Assessments

Concept Assessments test each concept in *S.P.I.R.E.* and occur at the end of each Reinforcing Lesson. The teacher administers them one-on-one with each student in a similar way as the Concept Mastery Fluency Drill while the rest of the group completes Independent Practice. Once all students in the instructional group achieve 80 percent mastery on a Concept Assessment, they are ready to proceed to the next Introductory Lesson. If the group has not reached 80 percent mastery, proceed with the entire group to the next Reinforcing Lesson. If one student is close to 80 percent mastery, the teacher may still want to proceed with the group to the next Reinforcing Lesson because the lessons' spiraling curriculum will provide students continued practice on the recently learned concepts.

Level 2 • *tch*

Lesson 2.6b Concept Assessment

| latch | pitch | blotch | clutch | sketch |
| patch | snitch | splotch | crutch | ketchup |

Did you latch the hutch?

Ted will scratch his itch.

Fetch the ball from the ditch.

The batch of eggs will hatch.

Dad will switch the watch.

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Pre-/Post-Test

The Pre-Test should be administered before each level to determine a student's knowledge about the concepts taught in each level before instruction begins. The Post-Test should be administered after each level. This assessment contains the same content as the Pre-Test and is given to demonstrate a student's growth or progress after completing the level.

The Pre-Test and Post-Test assessments are made up of four parts.

- **Part 1: Decodable Words:** Students read a list of decodable words that includes all concepts taught in the level.

- **Part 2: Decodable Sentences:** Students read a list of sentences that includes decodable and sight words from the level.

- **Part 3: Passage:** Students do a one-minute timed reading of a decodable passage that includes decodable and sight words from the level.

- **Part 4: Comprehension Questions:** Students independently finish reading the passage and then respond to short-answer questions about the passage from Part 3 for assessment of comprehension and vocabulary.

Mid-Level Test

The Mid-Level Test should be administered midway through each level to measure the retention of previously learned concepts in the level. It is made up of two parts.

- **Part 1: Spelling:** The teacher dictates to the group a list of words that includes the concepts from previously taught lessons in the level.

- **Part 2: Decodable Words:** Working one on one with the teacher, students individually read a list of decodable words that includes the concepts from previously taught lessons in the level.

S.P.I.R.E. Scope and Sequence

Level 1

Lesson 1: Short *a*	Lesson 10: *ang*
Lesson 2: Short *i*	Lesson 11: *ing*
Lesson 3: Short *o*	Lesson 12: *ong*
Lesson 4: Short *u*	Lesson 13: *ung*
Lesson 5: Short *e*	Lesson 14: *ank*
Lesson 6: *sh*	Lesson 15: *ink*
Lesson 7: *ch*	Lesson 16: *onk*
Lesson 8: *th*	Lesson 17: *unk*
Lesson 9: *wh*	Appendix: Closed Syllable Lesson

Level 2

Lesson 1: *ff, ll, ss*	Lesson 7: *a-e*
Lesson 2: *al*	Lesson 8: *i-e*
Lesson 3: *wa*	Lesson 9: *o-e*
Lesson 4: *qu*	Lesson 10: *u-e*
Lesson 5: *ck*	Lesson 11: *e-e*
Lesson 6: *tch*	Lesson 12: Vowel-*se*

Level 3

Lesson 1: *so, he, fly*	Lesson 8: Twin-Consonant Syllable Division
Lesson 2: *ild, old, ind, ost, oll*	Lesson 9: Non-Twin-Consonant Syllable Division
Lesson 3: *ay*	Lesson 10: *ou* (/ou/)
Lesson 4: *-ed*	Lesson 11: *ou* (/ō/)
Lesson 5: *-s, -es, -ing, -er*	Lesson 12: *ou* (/ŭ/)
Lesson 6: *-est, -en, -ish, -ly*	Lesson 13: *ou* (/o͞o/)
Lesson 7: *-y, -ful, -ness, -less*	Lesson 14: Prefix *a-*

Level 4

Lesson 1: *ea* (/ē/)	Lesson 7: *ee*
Lesson 2: *ea* (/ĕ/)	Lesson 8: *oo* (/o͞o/)
Lesson 3: *ea* (/ā/)	Lesson 9: *oo* (/o͝o/)
Lesson 4: Consonant-*le* Syllables	Lesson 10: *igh*
Lesson 5: *oa*	Lesson 11: *ie* (/ī/)
Lesson 6: *ai*	Lesson 12: *ie* (/ē/)

Level 5

Lesson 1: Soft *c*	Lesson 10: *s* (/z/)
Lesson 2: Soft *g*	Lesson 11: *ow* (/ō/)
Lesson 3: *er* (/er/)	Lesson 12: *ow* (/ou/)
Lesson 4: *er* (/air/)	Lesson 13: *kn*
Lesson 5: *ur*	Lesson 14: *oe*
Lesson 6: *ir*	Lesson 15: *or*
Lesson 7: *ear*	Lesson 16: *ar* (/ar/)
Lesson 8: *wor*	Lesson 17: *ar* (/or/)
Lesson 9: *dge*	

Level 6

Lesson 1: Prefix *a-*	Lesson 12: *au*
Lesson 2: Ending *-a*	Lesson 13: *ey*
Lesson 3: Suffix *-able*	Lesson 14: *kn, wr*
Lesson 4: *ph*	Lesson 15: *mb, gh, gu*
Lesson 5: *ought, aught*	Lesson 16: *-age*
Lesson 6: *ue*	Lesson 17: Open Syllable *a/cv*
Lesson 7: *ew*	Lesson 18: Open Syllable *i/cv*
Lesson 8: *tu*	Lesson 19: Open Syllable *o/cv*
Lesson 9: *oi*	Lesson 20: Open Syllable *u/cv*
Lesson 10: *oy*	Lesson 21: Open Syllable *e/cv*
Lesson 11: *aw*	