



**Intervention Appropriate
GRADES PRE-K-8+**



Intensive, Multisensory Reading Intervention with Proven Results



SPIRE[®] 3rd Edition **SPECIALIZED PROGRAM INDIVIDUALIZING READING EXCELLENCE**

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!

Coming
FALL
2014

- 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.



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	<ul style="list-style-type: none"> ▶ Rhyme providing, categorization, and matching ▶ Phoneme and syllable segmentation and deletion ▶ Blending sounds, syllables, and words
Phonics	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ Spelling and phonics are taught simultaneously ▶ Oral pre-spelling activities analyze phoneme-grapheme relationships
Fluency	<ul style="list-style-type: none"> ▶ Fluency drills are provided for every concept ▶ Decodable text provides daily fluency practice ▶ Modeling and practice of phrasing, pausing, and inflection
Comprehension	<ul style="list-style-type: none"> ▶ Literal and inferential thinking is modeled and practiced ▶ Visualization strategies and graphic organizers are utilized ▶ Vocabulary instruction supports text comprehension
Vocabulary	<ul style="list-style-type: none"> ▶ Phonetically controlled vocabulary for every lesson ▶ Strategy instruction to help students expand vocabulary ▶ Class discussion to activate and build background knowledge
Writing	<ul style="list-style-type: none"> ▶ 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

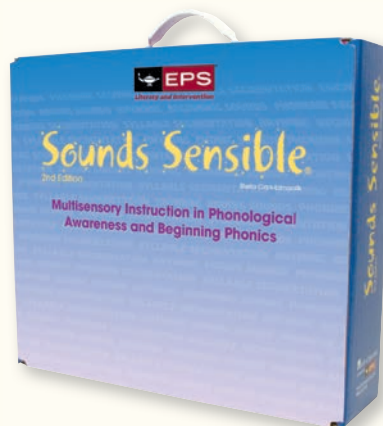
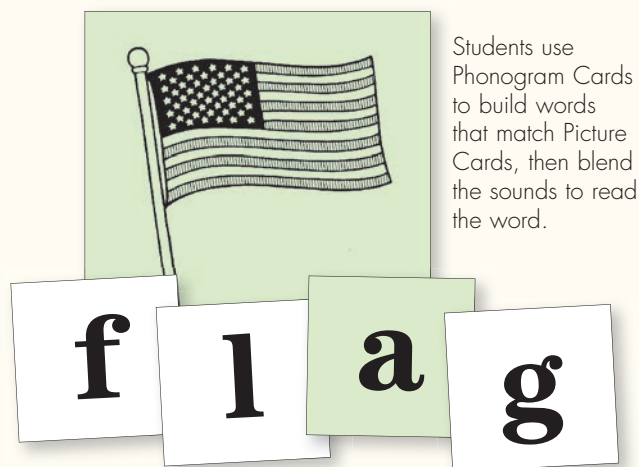
Florida Center for Reading Research *S.P.I.R.E.* Report
Visit epsbooks.com/FCRR

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



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
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: <ul style="list-style-type: none"> • Word comparison (same/different) • Read Aloud
2. Rhyming 9 min.	Develops students ability to identify and manipulate rhyme. Activities progress by level of difficulty and include: <ul style="list-style-type: none"> • Rhyme identification • Rhyme categorization • Onset and rime • 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: <ul style="list-style-type: none"> • Sound Contrast • Team Sound Round • Picture-Word Match • Bingo • Go Fish
5. Dictation 9 min.	Develops students' ability to connect a phoneme to its symbol in written form. <ul style="list-style-type: none"> • Dictation of sounds • Dictation of phonetic words

Total 45 min.

Instruction: Say a sentence below. Demonstrate the number of words in the sentence by making a dash for each word as you say it.

Have students take turns at the board, first listening to a sentence, then repeating it, and last making dashes for each word in the sentence as they repeat it again.

Afterwards, the rest of the group repeats the sentence word by word, as you point to each dash.

Have another student come to the board and circle one of the dashes that represents a word that you say.

For example: _ _ _ _ represents "The cat ran."

Say: "Circle the dash for the word ran."

Student circles the third dash.

Use the following phrases and sentences:

The cat ran.	The floor is wet.	The house is big.
The hat is red.	The man ran.	Can the boat float?
The dog is big.	The pond is deep!	The dog needs a bath.
"Help!" said Jack.	Sit here.	It's time to go home.
The wind blew hard.	The bell rang.	I love school.
The car was red.	Math is fun.	Do you want some help?
Is the sun up?	Yes.	Run fast.
Jane has a new dog.	Oh, no!	Do your work.
Come here, please.	Keep out.	Jan ran fast.

Sentence Segmentation, *Teacher's Guide*

Activity 2: Syllable Segmentation: Compound Words

Time: 9 minutes

Say one of the compound words below, such as *toothbrush*.

Clap out the word: *tooth* (clap) *brush* (clap) and have students repeat it.

Ask students what two words they hear. (*tooth*, *brush*)

Follow the same procedure for other compound words. Do five to ten per day.

You may want to repeat sequences or add words of your own.

Batman	toothbrush	basketball
football	teakettle	toothpaste
firefighter	cupcake	baseball
airplane	rosebud	fireplace
bathroom	teacup	upstairs
horseshoe	downstairs	raincoat
jellyfish	undershirt	barefoot
playground	keyboard	doghouse
outside	railroad	milkshake
inside	buttercup	underhand

Move to Activity 3 after students achieve 85–90 percent mastery.

Syllable Segmentation, *Teacher's Guide*

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

Materials: Phoneme Segmentation Sheet Blackline Master, Bingo chips

Instruction: Tell students that they will be listening to some words and trying to figure out the number of sounds in the words. Tell them they will put a chip on their sheet for every sound they hear in a word.

Say: "Watch as I show you. If I said the word cat, I would do this. I would say each sound and put a chip on the line for the sound."

/k/ [put a chip on the line as you say /k/]

/æ/ [put a second chip next to the first as you say /æ/]

/t/ [put a third chip next to the second as you say /t/]

Then I will go back to the beginning and touch each chip and say its sound, /k/, /æ/, /t/, and then I will say the word—cat. Let's do cat together."

Give other examples, if needed.

Build the words below one at a time.

After a word is built, students place the chips back into the holding area.

Choose any from the following list:

cat	tap	bag	land	nag
man	sap	gas	sat	gap
hat	fan	lap	rat	grab
am	fat	pal	ram	raft
at	pan	last	dad	flag
sad	man	fast	rag	ant
bad	nap	clap	wag	map
ran	van	lad	jam	Pam

Note: Remember that students are building with chips and saying sounds. No letters are named or seen.

Phoneme Segmentation, *Teacher's Guide*



Aligned to the

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.

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

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
Tim sat on his bunk bed with
A spot of red ink got on the
Tim did rub the ink spot.
The red ink was then a pink
Tim went to the sink. Tim l
The sink got red and pink.
Mom was not glad. Mom wa
Tim had to get the ink off the
What did Tim do?
Tim did drop the bad 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.”

Reader, Level 1

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*

Tricks Will Not Fetch

Rick had a pet dog, Tricks. Tricks did not
Rick did pitch sticks. Tricks just sat. The
sting Tricks. Tricks did scratch. Tricks did
catch the bug.
“What will I do with Tricks?” said Rick.
fetch. Tricks will not get up to catch a bug.
“Well,” said Rick’s pal Mitch, “I do not c
him Tricks. I think you can call him Lump.
“That is what I will do,” said Rick. “I w
Lump.”
Just then, Tricks sat up.
“Quick, pitch a stick!” said Mitch.
Rick did pitch a stick. Tricks got up! Tr
the stick!
“I think Tricks did not want you to call him Lump,” said
Mitch.
“I am glad that I can still call him Tricks!” said Rick.

Reader, Level 2

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, foxes
And so are whales. Did you think whales were
they are mammals, but they are mammals that
like fish under water!
In many ways, whales are not like fish. The
scales like fish. They have soft skin, just like
also have a thick layer of fat under this skin.
blubber. With all that blubber, whales do not
One kind of whale is called the humpback
long as a bus and has a set of long flippers. It
small fin on its back. When the whale goes to
gives its back a humped shape. This is why it
called a humpback.
Yes, the humpback has a fin with a shape
also has lots of bumps and lumps on its skin.
a lovely mammal, but it is lovely to watch as
dives and playfully splashes.

Reader, Level 3

Level 3

- Open syllables (*so, he, fly*)
- Closed syllable exceptions: *ild, old, ind, ost, oll*
- 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-*

Just Like Old Times

Kit sat in the den, watching the rain fall
kept raining and raining, and the puddles g
bigger. Kit grinned. The puddles made her
When Kit was little, Katlin was her best pa
and Kat.
On a rainy day, sometimes Kit would ca
times, Kat would call Kit. They would say
“I will be outside before you!” Kit would s
“No, you won’t!” Kat would say back. “I
before you!”
Both of them would scramble into rain
They would dash outside and almost run i
Then the real fun began. They would splash in the puddles.
They would try to catch raindrops. They would slide on
the wet grass.

Reader, Level 4

Level 4

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

Deserts of the World

A desert is a place where there is ten times less rainfall or snowfall per year. This makes it a very dry place. It is also very cold or very hot in the desert.

Some deserts, given the name "cold deserts," are extremely cold. Their summer temperatures are only to 50°F in summer and from -50° to 10° in winter. These deserts, found in and around the North Pole, 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 the deserts, some insects and plants have found a way to survive. Lice, mites, and ticks live on the outer edges along with simple plants such as mosses.

Hot deserts, on the other hand, tend to be more than 75°F in the shade during the day. And out in the sun, they may

Deserts of the World
A /Z/, /gh/, /er/, /ir/, /ear/, /wor/, /s/, /ow/, /oe/, /kn/, /or/, /ar/

Level 5

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

Reader, Level 5

The Tomb of King Tut

It was the summer of 1922 in The Valley of the Kings where Egyptians had buried their royal leaders. Howard Carter stopped his climb to the work site and gave up. In this place 28 pharaohs, or kings, of Egypt were placed in tombs that were more like homes than graves. The known tombs had been discovered and emptied over the years. For almost seven years Howard had combed the valley seeking the tomb of Tutankhamen (Tut). King Tut, the boy king who had died over 3,000 years ago, said he was looking in the wrong place. Howard was wrong.

He would find King Tut's tomb for George Howard Carnarvon, who trusted his knowledge and had a lot of work. This man had known Howard for a long time. Howard could work well in the ghastly heat of the valley. He knew Howard could reach their goal of discovering the tomb. His friend George's seventh try had to be the last. The search had to

The Tomb of King Tut
Prefix a-, ending a-, suffix -able; concepts from S.P.L.R.E. Levels 1-8

Level 6

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

Reader, Level 6

Nutrition

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

Living things are always renewing themselves. This causes the wearing down and destruction of old cells. At the same time, it causes the creation of new cells to replace them. The creation of new cells keeps a person strong. One of the functions of nutrients is to make a person strong.

In addition, our bodies constantly need energy. We are not in motion, we are using energy. Our bodies beat. Our brain needs energy to think. Foods of different forms of calories, as well as nutrients. Not all foods contain more calories or nutrients than others.

Eating a balanced diet, with the proper proportion of calories and nutrients, helps us live a long and healthy life. Beneficial, though. Nutritionists can help people choose the balance of the following essential

Nutrition
-tion, -ion, -al, -al; open syllable i; al; -igh; -t; /t/ syllables; concepts from S.P.L.R.E. Levels 1-8

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

Reader, Level 7

Look at what students can read by Level 8!

Maine Sunday Telegram—September 27, 1999

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

Iva 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 grippie," or influenza.

This was no ordinary flu. It was 1918, and since early September, Mainers had been hearing about a **sausage** illness racing through the Army camps where soldiers trained before being shipped off to fight in World War I. Now **influenza** was killing the doughboys so fast that doctors stacked their bodies like cords of wood. And the disease was starting to invade Portland.

Barnes told her mother to take her sister's toddler, Ruth, home to Long Island to keep her safe. She would stay in Portland and help her brother-in-law care for the baby and keep an eye on 19-year-old Thelma, who was "awful sick."

"I remember the doctor coming every day and staying quite a while," recalls Barnes, who celebrated her ninety-sixth birthday last week. "He was an old family doctor. He didn't say much, but he was pretty **anxious** because he'd come by every day and bring all kinds of medicine."

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 time."

This month marks the eightieth anniversary of the great 1918 Spanish flu **pandemic**, a forgotten **tragedy** that killed more than twenty million people worldwide. Scientists worry that the horror of the **epidemic** has been forgotten for too long; now they are **feverishly** working to make sure the country is prepared if it ever happens again.

"There's probably no other **catastrophe** in man'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 creating a national plan for dealing with the next **influenza pandemic**. Last spring, she gathered Maine physicians together with public health and emergency management officials

Level 8

- ▶ ar, arr, ir, er, err, ur when followed by a vowel
- ▶ Prefixes *dis-*, *mis-*, *pre-*, *pro-*, *re-*, *de-*, *ex-*
- ▶ Suffixes *-al*, *-en*, *-on*, *-an*, *-ain*, *-ine*, *-et*, *-ite*, *-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/

Reader, Level 8



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.

Introductory		
Lesson 5: Short e		
Steps Overview		
Materials	Procedures	Examples
Step 1: Phonogram Cards • Phonogram Cards 1–25 • BM p. 7, Key Word Concept Sheet e	• Review Phonogram Cards 1–24. • Introduce Phonogram Card 25. • Introduce a bed.	
Step 2: Phonogram Card Overview • BM p. 18, Key Word Card e	• Sound identification: compare words with the short e sound with other short vowel sounds.	met, net, vet, yet, get, set, bed, bed, bed
Step 3: Sound Building • Small Letter sets	• Students use letters to build words and sound them out.	met, net, vet, yet, get, set, bed
Step 4: Decoding and Sentence Reading • Reader 1, p. 40 • Concept Mastery Fluency DB 5	• Read decoding and sentence reading. • Develop vocabulary. • Short e automaticity.	Net, vet, yet
Step 5: Phonogram Card • Letter/sound analysis (What letter says /e/?) • Sound substitution (bed for net)		bed
Step 6: Reading • BM p. 55, Word Find Sheet e	• Circle /e/ words. • Write sentences on the board to read.	1. Bed had big pet. 2. Ted is a vet. 3. The net has a pet. 4. Let the get get set. 5. The pet has in the pet.
Step 7: Sound Connection • BM p. 64, Sounds and Words Dictation Paper	• Write known spellings for sounds.	be, ne, ve, ye, ge, se, bed, bed, bed
Step 8: Phonogram Card • Say each phoneme (What is the first sound you hear in bed? What is the second sound...?)		bed
Step 9: Reading • BM p. 64, Sounds and Words Dictation Paper	• Dictate words, students write. (Read word.)	bed, net, vet, met, yet, get, set, bed, vet
Step 10: Sentence Overview • BM p. 65, Sentence Dictation Paper	• Make a dash for every word in the sentence, then write each word on a dash.	1. The bed has in a pet. 2. Bed can get set.

Teacher's Guide, Level 1

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.

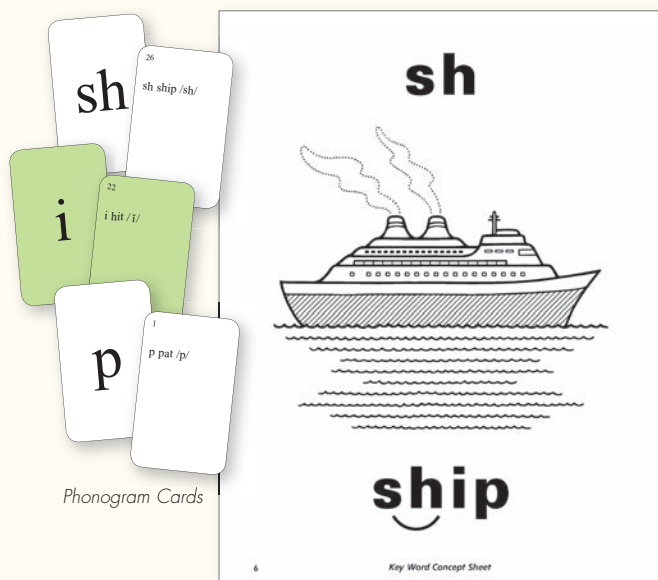
Reinforcing Lesson: Decodable and sight words are introduced or reviewed with Word Cards.

KEY

Auditory

Visual

Kinesthetic



Key Word Concept Sheet
Blackline Master, Level 1

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

Short e

Lesson 5 Short e introduces students to the concept of the short vowel e. This sound is often difficult for students, which is why it is presented as the last of the short vowels. The key word, bed, has been deliberately chosen not only to develop the short-e concept, but also to assist with frequent b/d confusion. The key word bed is easily recalled because we can make the word actually look like a bed. The student can visualize the b forming the headboard and the d forming the foot of the bed.

Before beginning work on Lessons 5 and 5a–e, you can administer **Form A of Decoding Assessment: Short e** to help determine a student's ability level with this short vowel.

Step 1 Phonogram Cards 5

Shuffle and drill Phonogram Cards 1–24.

You have been doing a great job! You're ready for a new vowel sound.

Hold up Phonogram Card 25.

The name of this letter is e. What is the name of this letter? (e) The letter e is a vowel. Today you will learn to read and spell words with the vowel e.

Hold up Key Word Concept Sheet e.

The key word for e is bed. The key word helps us "unlock" the sound to remember it. What is the key word? (bed) Listen as I say the key word slowly.

Say bed slowly, emphasizing the /e/ sound.

What is the key word for e? (bed) What is the letter's name? (e) The sound the letter e makes is /e/. What sound does e make? (e) Say bed, /e/. When I hold up the Phonogram Card and the Key Word Concept Sheet, say e, /e/, bed, /e/.

Hold up Phonogram Card 25 and Key Word Concept Sheet e. Have students repeat e, /e/, bed, /e/ several times.

Teacher's Guide, Level 1



Word Cards

Materials icons facilitate lesson organization.

STEP 2 – Phonological Awareness 5 minutes

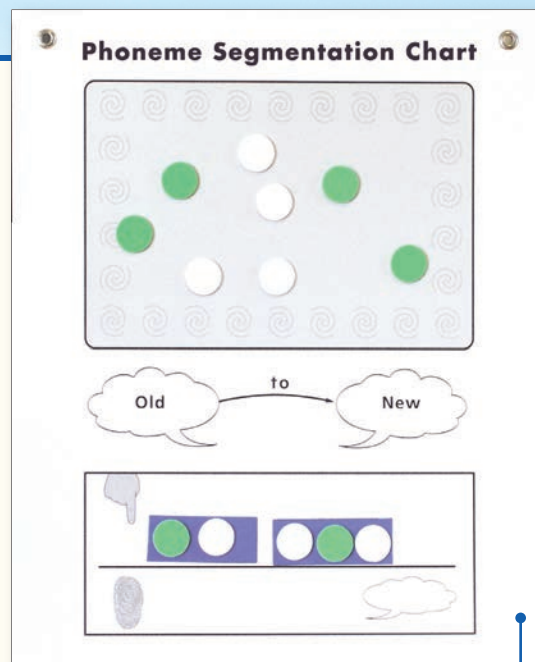


A wide variety of activities, many oral in nature, are designed to develop students' ability to hold sounds in their minds.

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.

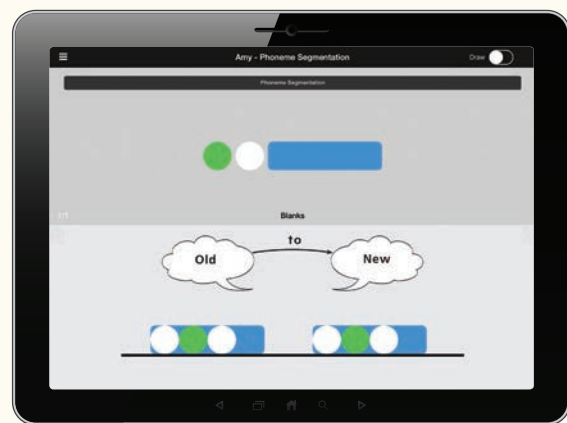


Phoneme Segmentation Chart

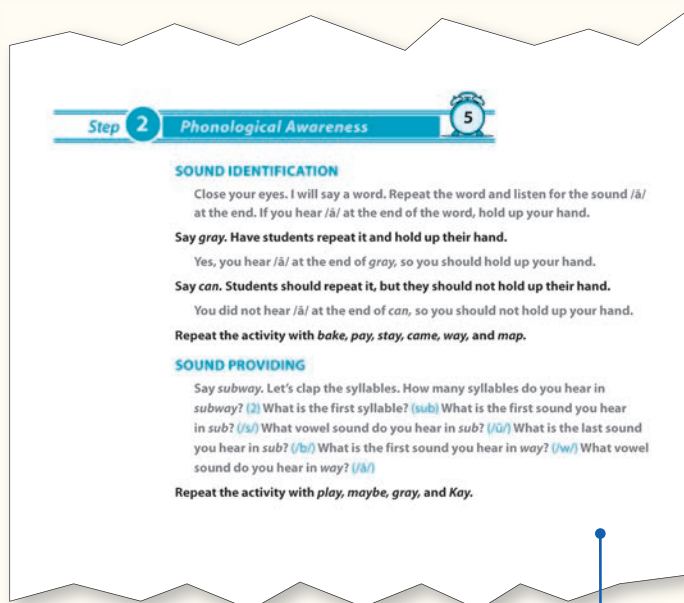
Teachers use the Magnetic Phoneme Segmentation Chart to model activities for students. (15" X 18")

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.



S.P.I.R.E. Touch Phonics app



Teacher's Guide, Level 3

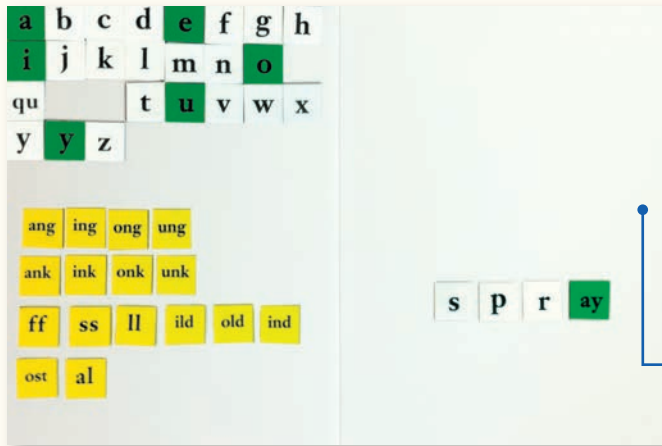
Sample dialogues are provided to assist teachers new to *S.P.I.R.E.*



STEP 3 – Word Building 5 minutes



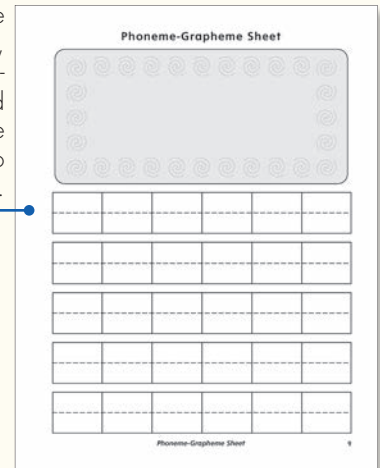
Students build and manipulate words with their Magnet Board and Letters or the *S.P.I.R.E. Touch Phonics* app. As students advance in the levels, Step 3 utilizes the Phoneme-Grapheme Sheet.



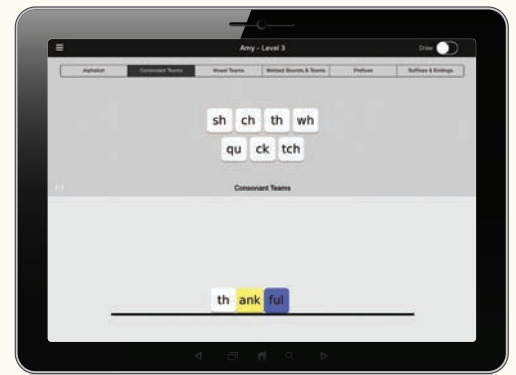
Magnet Board and Letters

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 utilize the Phoneme-Grapheme Sheet and Sound Circles to change sounds into letters to form words.



Phoneme-Grapheme Sheet, Blackline Master



S.P.I.R.E. Touch Phonics app

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

STEP 4 – Decoding and Sentence Reading 10 minutes

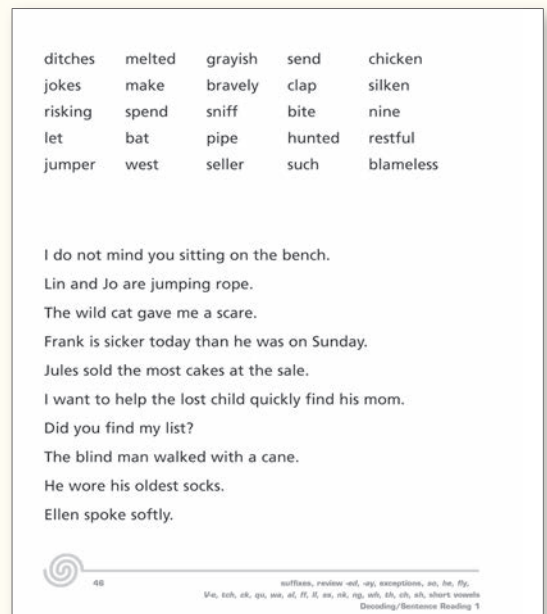


Introductory Lesson: Students work on a concept word list and are taught to underline, link, box letters or letter combinations or divide words.



Reader, Level 3

Reinforcing Lesson: Students work on and read a list of words and ten sentences. Vocabulary and comprehension are developed.



Reader, Level 5

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.



A skill specific graphic organizer has been tailored for the passage. Suggested headings and answers are provided in the Teacher's Guide.

Students interact with a variety of reading selections, including nonfiction, fiction, poetry, biographies, myth, and fables.

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 extremely cold. Their summer temperatures range from 10° to 50°F in summer and from -50° 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, ice is present all year round. No plant or animal life can be found here. But on the edges of the ice-packed land, insects and plants have found a way to live. Midges, mites, and ticks live on the outer edges of cold deserts, along with simple plants such as mosses. Hot deserts, on the other hand, tend to be more than 75°F during the day. And out in the sun, they may

Drawing Conclusions/Predicting Outcomes

Information

+

+

Conclusion/Prediction

=

Idea and Details

Main Idea

Detail

Detail

Detail

Graphic Organizers

S.P.1.A.2 Level 5 © 2011 • May Be Digitized

65

Backline Master, Level 5

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.

team	She	leash
bed		
teach	ease	DREAM
hat	shelf	eaves
	will	beam
tease		squeaky
Stream	ea	helpful
TRAFFIC	sneaker	reason
running	fly	Peach
STONE	mild	yeast
found	shear	

38 Word Find Sheet

Word Find Sheet
Backline Master, Level 4

Reader, Level 5

STEP 7 – Sound Dictation 2 minutes

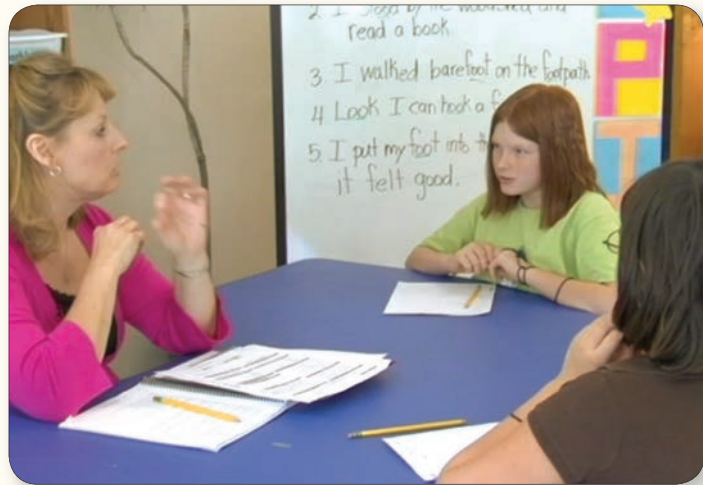


Ten sounds are dictated to students. Students repeat the sound, name the letter(s) and then write it on paper, naming them as they write. The students read back all ten sounds, naming the letters and giving the sounds.

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

Name: _____		Date: ____/____/____
Sounds	Words	
1 _____	1 _____	
2 _____	2 _____	
3 _____	3 _____	
4 _____	4 _____	
5 _____	5 _____	
Sentences		

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.

- Appendices include extensive word, phrase and sentence lists to help teachers individualize lessons.

APPENDIX			
0.8			
Words			
-ad	-ak	-al	-am
good	clock	coal	beam
bad	crack	final	beam
tail	sak	girl	room
bad	sak	shad	
-am	-ar	-at	-eat
jam	car	boat	beast
ham	mar	boat	coast
moon	pear	coat	meat
groin	boat	float	toast
		girl	
-ach	-ae	glut	-ee
reach	clae	meat	
peach	hoae	blat	snap
coach		throat	coast
Compound Words			
cockroach	cutmeal	crackack	hoarse
boardof	machinmer	blackboard	board
dashboard	tugboat	steamboat	cath
skateboard	scoreboard	snowboard	hoath

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.

Phrases	
on board	black out
such a load	coach the egg
in the mud	coach the team
read ill	float in a boat
miss the hulls	split your goal
coast to coast	swim in the sky
pig meat	do not glue
lean cash	a big hose
mean and mean	some throat
load the truck	hoarse throat
make foam	pumpkin coach
close the dog	a big load
dump the team	ate oatmeal
chalk on the blackboard	stuck on the shield
loaf of bread	had meatloaf
	black out
	in the glad
	a small foot
	under the sail
	frog did cough
	swimming seat
	Joan came
	water in the moist
	the team in the glass
	on the road
	near toothily
	goes on earth
	poker with a guard
	hung on the cockpit
	oatmeal toast

Sentences	
The team ate a black loaf.	The team will load the frog into the truck.
The bee made the roof black.	Can you preach this egg?
Do not play in the mud.	By boat will coach the basketball team.
He swims coast to coast.	I like to float in a boat on a hot summer day.
We will have a pig roast this summer.	Do not let him get your goat.
Soap can foam and make foam.	The goat ate all the tin can.
Can you load me a calf?	The milk made foam in the glass.
I will get a team from the bark.	Joan hit the puck into the goal.

280

S.P.L.R.E. Level 4

Lists are provided in single- and multi-concept formats to help teachers quickly access exactly what is needed.

Teacher's Guide, Level 4

A Kind of Fairy Tale

"Rain, rain, go away.
Come again another day.
Little Sally wants to play."

Sally just sat inside the house singing the again, but still it kept on raining. She felt so wanted to do was to go out and play on her
She watched the pail that was sitting ne up with water. The shovel was floating at t made puddles in the sand in her sandbox.

A little snail was sitting on a rock letting its shell. A sailboat was just sitting in the pond rocking in the waves made from the It was a gray day with no hope of sunsh the sky.

Sally's mother went into the kitchen v sitting.

Just Like Old Ti

Kat sat in the pit keeping and bigger. Kit grinn When Kat was li and Kat.

On a rainy d times, Kat woul "I will be outside
"No, you won before you!"

Both of them They would das Then the real fa They would try

at, se, commensurati-be syllabifi, ani, se, mensura-commensurat syllabifi division, revidet
syllabi division, sufficit, ani, sy, exceptio-nis, ani, he, fy, usual-commensurate,
with, de, ni, ani, ut, H, S, ni, ali, et, si, ubi, sy, alibi, sibi, ubi, ubi, ubi, ubi
A Kind of Fairy Tale


Reader, Level 4

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. Kat grinned. The puddles made her think of when Kit was little, Katlin was her best pal. They would sit under the eaves and watch the rain.

On a rainy day, sometimes Kit would call Kat. Quidnunc, Kat would call Kit. They would say the same thing over and over again. "I will be outside before you!" Kit would say. "No, you won't!" Kat would say back. "I will be outside first!"

Both of them would scramble into raincoats and run outside. They would dash outside and almost run into one another. Then the real fun began. They would splash in the puddles. They would try to catch raindrops. They would slide down the wet grass.

 2-6 at, an, unpronounced syllable, ex, en, nonpronounced syllable division, never be syllable division, sufficient, ed, ng, exceptions, ex, the, fy, some both, th, qu, ax, al, H, G, sh, wh, ch, ph, ck, ng, ai, Just L

ai passage 3

Sayings

Here are some old sayings. What do they mean to you?

It is raining cats and dogs.
A stitch in time saves nine.
Don't put all your eggs in one basket.
Where there's a will there's a way.
They were eaten out of house and home.
We were in hot water!
He let the cat out of the bag.
She felt like a fish out of water.
Do to others as you would have them do
He hit the nail on the head.
I have a frog in my throat.
The last one in is a rotten egg!
She is a real pack rat.
A rolling stone gathers no moss.

ai passage 4

Rainy Day Complaining

I watch the rain raining,
But I'm not complaining.
I don't say it shouldn't,
I just wish it wouldn't.
Then I could be playing
Instead of just saying,
Where is the sun?
Where is my fun?
But wait, is it done?
Well, well, I must run!

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.

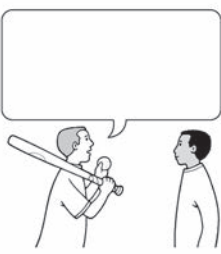
All text is decodable, including the directions.



Doing
 the things you can do.
 


smell	sit	fix	fish
yell	miss	rest	red
tell	van	send	king
glass	help	bathtub	sing
fox	path	huff	dog
bell	tell	toss	chop
bed	hip	jet	bank
bench	rag	wing	swing
run	box	kiss	wink

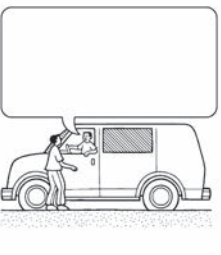
Student Workbook, Level 2

Workbooks provide extended comprehension practice for every reading selection in the Reader.









I can hit it.
I am glad I had a rag.

It is in the van.
I can fix it!

29

Student Workbook, Level 1

Mitch and the Ditch

- In the beginning, Vic felt _____.
- Why did Vic think that the little bug could not have made the ditch?

- Tell 3 things that the mole did.

- What does it mean when someone says "drop by"?

- Do you think that Mitch was just Vic's dream? What makes you think that?

21

Student Workbook, Level 4

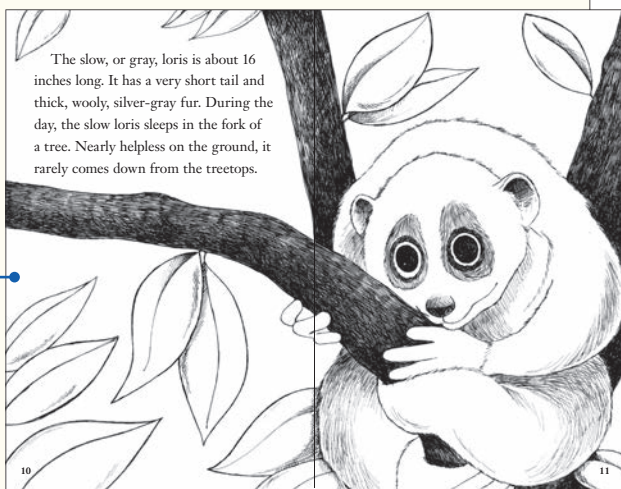
Illustrated Decodable Readers in print and eBook formats!

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!



All 120 S.P.I.R.E. Illustrated Decodable eBooks are now available!

Titles include both fiction and nonfiction selections and are engagingly illustrated.

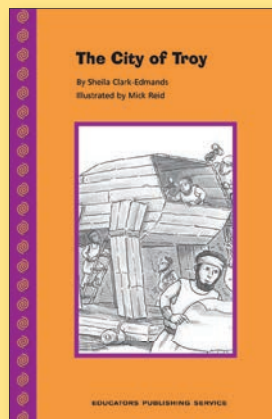


The Loris (or), Set 5A

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

SET A

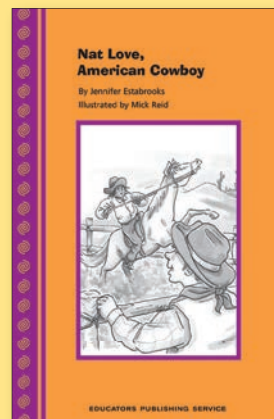
60 Stories and articles from the S.P.I.R.E. Readers in illustrated format



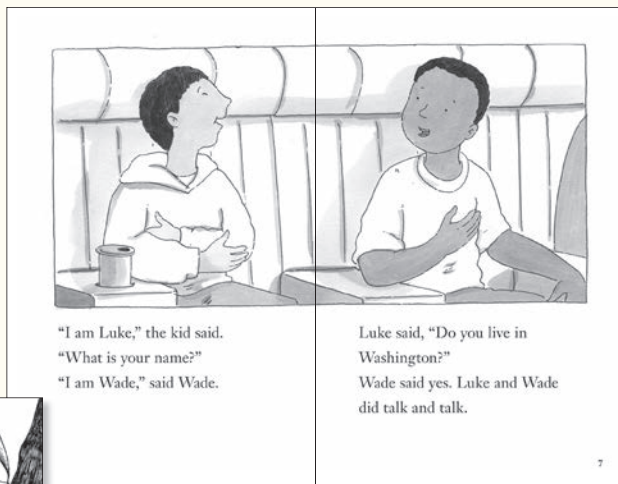
The City of Troy (oi, oy), Set 6A

SET B

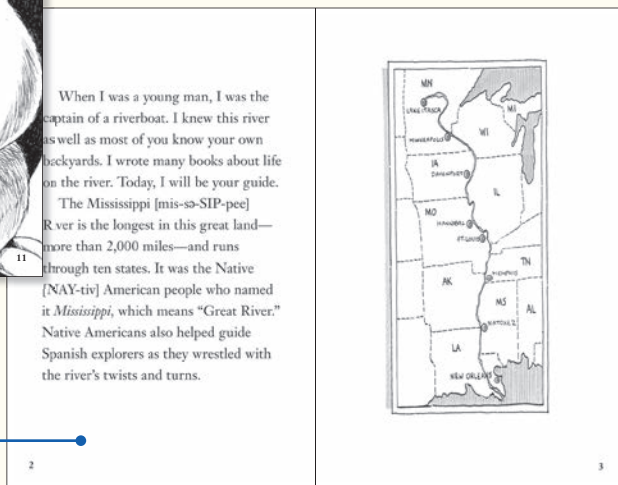
60 original titles for further practice



Nat Love, American Cowboy (oi, oy), Set 6B



Plane Pals (vCe), Set 2B



Mark Twain's Great River (kn, wr, mb, gh, gu), Set 6B

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

Initial Placement Assessment

TEST 3: Decoding Phonemes
Recording Form

Student's Name: _____ Age: _____ Date: _____

Level 1

1. a	32. y	62. de	72. er
2. i	33. ee	63. de	thermometer /er/
3. o	34. old	64. oo	berry /er/
4. u	35. ind	65. u	73. ur
5. e	36. ost	66. ee	74. ur
6. sh	37. ok	67. oo	75. ear
7. th	38. ay	68. food /du/	76. war
8. ch	39. ed	69. cook /du/	77. age
9. wh	40. s	70. ea	78. ow
10. ang	41. es	71. oi	snow /du/
11. ing	42. ing	72. cy	snow /du/
12. ung	43. en	73. ge	79. or
13. ung	44. est	74. qu	80. or
14. ank	45. en	75. qu	81. car /ar/
15. ink	46. sh	76. qu	worth /er/
16. ook	47. by	77. qu	
17. unk	48. y	78. qu	
18. u	49. fu	79. qu	
19. u	50. mee	80. qu	

Level 2

S.P.I.R.E. Initial Placement Assessment

TEST 4: Level 2, Section B
40 items • Discontinue after 6 errors.

ball	swat	quiz	tack	switch
tall	want	quest	black	pitch
small	wand	quit	speck	hatch
stall	wash	quill	smack	hutch
fall	swan	squid	fleck	match
flall	wad	quiss	gleck	putch
thall	wamp	squell	vack	ratch
jall	swalt	quig	dack	setch
zall	wast	squich	bleck	scatch
frall	wald	squiff	swick	litch

Initial Placement Assessment

Decoding Pre- and Post-Assessments

Form A

along	alive	awhile	around	away
around	alone	across	alone	awhile
about	ago	awake	alike	across
alike	away	amount	alone	awake

After a walk around the pond, we walked across the grass.

Long ago and miles away, a wicked duke lived among the elves.

I am awake and will be up at dawn.

Lin and I were alike in the end.

Form B

about	alive	awhile	along	awhile
alike	ago	along	away	awake
across	away	awake	alike	alone
awake	around	amount	around	ago

That snake is alive and slithering around in its cage.

A robin is sitting alone among the branches.

Let's take a walk around the block at about four.

Were you awake while Mom was away?

Long ago, the land across from Hall's Pond was under water.

Blackline Master, Level 3

Quick Checks

Quick Check Lesson 3a

wasp	water	swat	want
wad of cash			
a walrus and a swan			

Swap the watch with a wallet.
Walt and Tess went on a trip to Washington.

Quick Check Lesson 3b

wasp	want	watchman	swan
did wash the bathtub			
can watch the swan			

Is Kim in hot water?
Which watermelon do you want?

Quick Check Lesson 3c

wallet	washstand	swab	swamp
swats at it			
will wash off the mud			

Wasps do not swim in pond water.
The watchman was stung at the waterfall.

Blackline Master, Level 2

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

Concept Mastery Fluency Drills

that then than with them thin math then with
math thin them with than then that thin then
then than them that math them with thin than
thin with math than then them math that thin
thin them math then with than that thin math
than then that math them then than with thin
than then with them thin that with math then
them then that with math math then thin than
than that then math them then than thin with
math then thin them with than math thin that
them with than that math thin then thin then
math them then than that thin them with than

94

Concept Mastery Fluency Drill B: 11W
9 words per row / 12 rows / 108 words
S.P.I.R.E. Level 1 © 2014 by The McGraw-Hill Companies

Blackline Master, Level 1

Post-Level Assessment

1. What are three facts about both frogs and toads?

2. Which has smooth skin? Which has coarse, bumpy skin?

3. What will a frog do?

4. What does scramble mean?

5. Which do you think is better?

114

Frogs and Toads

Many people believe that frogs and toads are the same, but if you look closely, you will see that they are not.

Frogs have smooth skin that needs to stay wet. Toads have coarse, bumpy skin and need to be drier than frogs.

Frogs and toads are both amphibians. Frogs have damp spots. Frogs can climb trees. Toads have a chain. Both frogs and toads are good at jumping.

A tadpole has a long tail. It gains back legs when it is in the water. It has a smaller, webbed foot when it is on land. It can scramble to hide from predators.

Both frogs and toads are good at jumping. Frogs eat fruit. Toads eat insects. Frogs sleep in the day. Toads sleep at night. Frogs are little. Toads are a long, one-note sound.

hear them!

Sentences

1. The cookbook with the plain green cover is on the bookshelf.
2. The rain made a puddle right in the middle of the road.
3. Which friend will you invite to the street fair?
4. Uncle Dean tries to reach the fly ball in the outfield.
5. Thread the needle.
6. The airplane flies.
7. There is a leak in the roof.
8. Father put his son to bed.
9. It looks like another day of rain.
10. Be brief when you speak.
11. Tie another work shirt.
12. Jean got a bruise on her arm and crashed.
13. Do you believe in ghosts?
14. The thief tried to run away.
15. I need the other half of the key to wear.
16. Try Mother's fruit.
17. The wolf feared the sheep.
18. Whose red scooter is this?
19. Soon Miss Joan will be here.
20. Eat a healthy breakfast, an apple or pear.

Decodable Words

- | | |
|-------------|--------------|
| 1. wheat | 21. threat |
| 2. teepee | 22. noodle |
| 3. mighty | 23. sighting |
| 4. brief | 24. dazzle |
| 5. waist | 25. tie |
| 6. brook | 26. steak |
| 7. coffee | 27. shampoo |
| 8. poach | 28. brightly |
| 9. squeak | 29. spies |
| 10. sheet | 30. boarded |
| 11. light | 31. cattle |
| 12. shingle | 32. lied |
| 13. cloak | 33. queen |
| 14. train | 34. goodness |
| 15. health | 35. rail |
| 16. zoom | 36. peering |
| 17. flight | 37. ruffle |
| 18. hoarse | 38. bait |
| 19. fairy | 39. tickle |
| 20. moan | 40. yield |

Level 2 Post-Level Assessment
S.P.I.R.E. Level 2 © 2014 by The McGraw-Hill Companies

111

Student Summary Forms

S.P.I.R.E. Student Name: _____
Date Started: _____
Level: _____ Concept: _____

Concept Assessment Summary Form
Decoding Assessments Forms A and B Summary Report

Form	Single Word Reading	Phrase Reading	Sentence Reading	Total	%
Form A	_____ / 20	_____ / 10	_____ / 10	_____ / 40	_____ %
Form B	_____ / 20	_____ / 10	_____ / 10	_____ / 40	_____ %

*Number of correct concept words needed to achieve 80% mastery

Quick Checks Summary Report

Lesson #	Single Word Reading	Phrase Reading	Sentence Reading	Total	%
1	_____ / 4	_____ / 2	_____ / 2	_____ / 8	_____ %
2	_____ / 4	_____ / 2	_____ / 2	_____ / 8	_____ %
3	_____ / 4	_____ / 2	_____ / 2	_____ / 8	_____ %
4	_____ / 4	_____ / 2	_____ / 2	_____ / 8	_____ %

For concepts that have more than five total introductions and fluency lessons, copy this page as needed to create a record for Quick Checks administered.

Concept Assessment Summary Form
S.P.I.R.E. Level 1 © 2014 by The McGraw-Hill Companies

115

Blackline Master

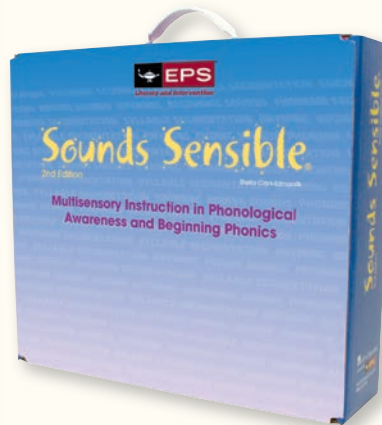
Blackline Master, Level 4

COMPONENTS

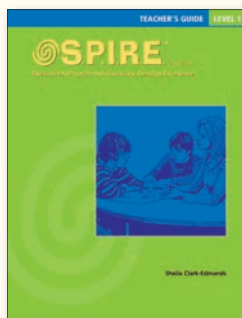
To learn more about the components you'll need to get started with, visit epsbooks.com/SPIRE

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.



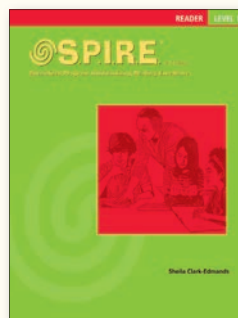
Levels 1–8 - *S.P.I.R.E.* Materials for Each Level



Teacher's Guides

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



Readers

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.

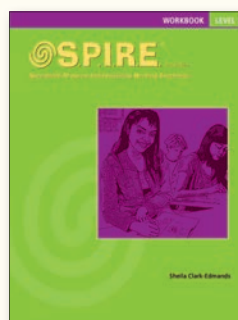
1 per student for each *S.P.I.R.E.* level



Blackline Masters for Instruction and Assessment with CD-ROM

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



Workbooks

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



whom

light

wish

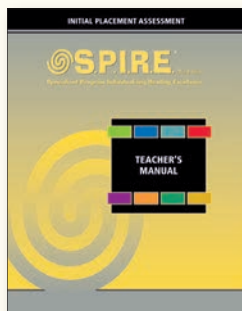
Word Cards

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

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.

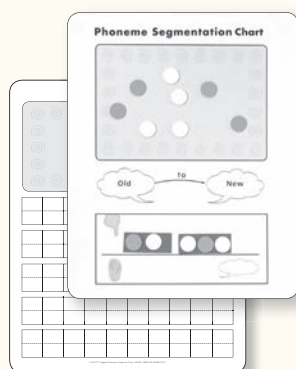
1 per teacher



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

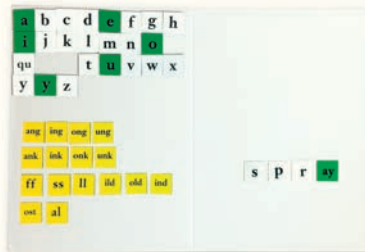
Level Sets (1 for each S.P.I.R.E. Level)

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 1/16" H.

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"x12")

1 per student



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

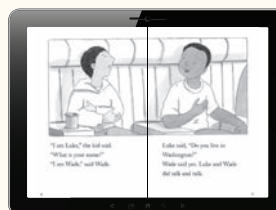


Illustrated Decodable Readers

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.



S.P.I.R.E. Decodable eBooks

All 120 S.P.I.R.E. Illustrated Decodable Readers are available! Now your students can build their reading skills anywhere, anytime.

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

ACHIEVE RESULTS!

Reach struggling readers through intensive intervention

"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*

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.



Literacy and Intervention

tel 800.225.5750 fax 888.440.2665
epsbooks.com

Connect with Us!



Learn more at epsbooks.com/connect



Scan this code to
visit our website

6101
15-078-POV