S.P.I.R.E.® is a comprehensive and multisensory reading system that integrates phonological awareness, phonics, handwriting, fluency, vocabulary, spelling, and comprehension in an instructional design that is based upon how struggling readers learn. S.P.I.R.E. has been used throughout the country with great success by thousands of students who need a direct, systematic, sequential approach to reading. Based on Orton-Gillingham methodologies, S.P.I.R.E. incorporates the most recent research regarding best practices in reading and language arts instruction. S.P.I.R.E. is systematically structured, and follows a 10-Step lesson plan that ensures students experience continuous and visible success.

"S.P.I.R.E. aligns with the findings of the National Reading Panel (2000) and Reading First...”

"explicit and systematic”...

"detailed language assists teachers in scaffolding instruction.”

"provides multiple practice opportunities of previously learned skills to attain mastery."

Florida Center for Reading Research S.P.I.R.E. Report

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<th>S.P.I.R.E. Addresses All Skills Recommended by The National Reading Panel</th>
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For nearly twenty years *S.P.I.R.E.* has been used successfully in regular education and special education classrooms in our school district. It makes life-long readers out of students who would not have learned to read with other methods!

Linda Whichard, Director of Learning Services  
*The Pike School, Andover, MA*

### How *S.P.I.R.E.* Benefits Teachers and Students

<table>
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<tr>
<th>FEATURE</th>
<th>BENEFIT</th>
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<td>10-Step lessons that engage multisensory pathways to the brain in rapid succession.</td>
<td>Memory and learning are enhanced through the use of all sensory modalities while student frustration and boredom is avoided due to the efficient pace.</td>
</tr>
<tr>
<td>Comprehensive, scripted Teacher’s Guides and lesson plans</td>
<td>Teachers have the support needed to implement <em>S.P.I.R.E.</em> at their fingertips.</td>
</tr>
<tr>
<td>The largest collection of decodable fiction and nonfiction text</td>
<td>Struggling readers get the repeated exposure that they need to develop fluency and comprehension as they read connected text in context.</td>
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<tr>
<td>A pre-level that targets phonological awareness, alphabet knowledge, and letter-sound relationships</td>
<td>Students build a strong foundation in the areas that are the most reliable indicators of reading success according to Reading First.</td>
</tr>
<tr>
<td>Multiple lessons for every concept</td>
<td>Teachers can select materials based on student need—effectiveness is not based on using every lesson.</td>
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| Concepts introduced in order of  
  • frequency of occurrence in the English language  
  • complexity                                                           | From the start, students work with a wide array of words, meaningful sentences, and reading passages. As concepts are added, reading passage complexity increases dramatically. |
| Unparalleled word, phrase, and sentence lists                           | Teachers are provided with an easy-to-use resource for individualizing lessons or extra practice.                                      |
| Multiple reading and fluency assessments for every concept             | Teachers have multiple data resources for forming ongoing instructional decisions.                                                    |

### S.P.I.R.E.’S AUTHOR

Sheila Clark-Edmands, M.S.Ed., developed the *S.P.I.R.E.* program based on her extensive experience working with children with learning differences over the past 30 years. She has been a teacher, administrator, and educational consultant and 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. Sheila is a dedicated educator and still works with children and teachers on a daily basis.
SCOPE AND SEQUENCE

S.P.I.R.E. is a skill-based program that follows a scope and sequence (from Pre-Level 1 to Level 8) that begins with simple skills and moves to more complex, spiraling concepts in order to bring students to full literacy.

Pre-Level 1—Sounds Sensible®

This level is ideal for beginning readers or students of any age requiring work on consonant knowledge. See page 6 for more information about the Pre-Level 1 lesson structure.

- Consonants
- Short a

Levels 1–8

S.P.I.R.E. levels 1–8 follow a consistent, 10-Step lesson structure for each concept covered. After a placement assessment, students start in the level that corresponds to concepts that need to be mastered. The connected text in the Readers increases in length and complexity for students to practice learned concepts and build fluency. See page 8 for more information about the lesson structure for Levels 1–8.

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
- Vowel + consonant + e

Level 3

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

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

Living things are always renewing themselves. Daily activity causes the wearing down and destruction of old cells and tissue. At the same time, it causes the creation of new cells and tissues to replace them. The creation of new cells keep a body healthy and strong. One of the functions of nutrients is to aid in this process. In addition, our bodies constantly need energy. Even when we are not in motion, we are using energy. Our heart needs energy to beat. Our brain needs energy to think. Foods contain energy in the form of calories, as well as nutrients. Not all foods are equal. Some contain more calories or nutrients than others.

Eating a balanced diet, with the proper proportion of nutrients and calories, helps us live a long and healthy life. Not all foods are beneficial, though. Nutritionists can help people choose healthy diets that balance the amounts of the following essential nutrients:

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

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

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

- **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

- **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-, cor-, col-
  - Prefixes para-, ab-, ad-, ac-, af-, ap-, per-
  - i = /i/, ch = /k/ and /sh/, que = /k/
Reading experts tell us that the most reliable indicators of reading success are phonological awareness, alphabet knowledge, and an understanding of letter-sound relationships. Sounds Sensible®, the first level of S.P.I.R.E., is a multisensory, systematic program that incorporates phonological awareness and beginning phonics instruction improving student ability to read words, spell, and develop comprehension. The variety of games, activities, and other lesson elements keeps lessons lively and students engaged while providing a multisensory, hands-on experience.

**Sounds Sensible** includes structured lessons for the mastery of 20 consonants and short a. Level 1 of S.P.I.R.E. begins with short a and the short vowels, and includes instruction in sound/symbol correspondences plus higher level phonics, fluency, vocabulary, and comprehension.

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

<table>
<thead>
<tr>
<th>STEP</th>
<th>OBJECTIVE</th>
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</table>
| **1. Listening** | 9 min. To focus students’ attention on sounds in words; develop students’ ability to listen; develop background knowledge about a variety of topics; build vocabulary; develop familiarity with rich language patterns, story structure and print concepts. Activities include:  
  - Word comparison (same/different)  
  - Read Aloud |
| **2. Rhyming** | 9 min. To develop students ability to identify and manipulate rhyme. Activities progress by level of difficulty and include:  
  - Rhyme identification  
  - Matching rhymes  
  - Rhyme categorization  
  - Rhyme providing  
  - Onset and rime |
| **3. Segmentation and Deletion** | 9 min. To develop 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. To learn a letter name, its sound, and correct form for manuscript (print) writing through various activities:  
  - Sound Contrast  
  - Bingo  
  - Team Sound Round  
  - Go Fish  
  - Picture-Word Match |
| **5. Dictation** | 9 min. To develop the ability to connect a phoneme to its symbol in written form.  
  - Dictation of sounds  
  - Dictation of phonetic words |

Total 45 min.

The Sounds Sensible Kit includes all materials needed to implement the program: Teacher’s Guide, Blackline Masters, Game mats and pieces, 800+ instructional cards. Materials include optional elements more suitable for young learners.
A foundation in phonological awareness and early phonics.

**Syllable 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 (toothbrush) and have students repeat it.

Ask students to say what the word means (tooth, brush)." (See pg. 95)

Following 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.

- banana
- toothbrush
- basketball
- football
- restroom
- toothpaste
- firefighter
- cap
- baseball
- airplane
- coat
- fire
- birthday
- seat
- homework
- shoe
- place
- dog
- sound
- inside
- basketball

How does Sounds Sensible align with Reading First?

“Sounds Sensible’s instructional design and instructional content align with the findings of the National Reading Panel (2000) and tenets of Reading First.”

“It is explicit and systematic in its instruction of phonological awareness, phonemic awareness and beginning sound/symbol correspondence (phonics).”

“Multiple practice opportunities are built into the program to allow for mastery of the targeted skills.”

Florida Center for Reading Research S.P.I.R.E. Report

Visit eps.schoolspecialty.com/FCRR to view the report.
**S.P.I.R.E. Levels 1–8**

*Phonetic concepts learned through a consistent lesson plan*

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

Levels 1–8 utilize a consistent lesson plan with a sequence and timing refined over years of working with struggling readers. For each concept there is an Introductory lesson and one or more Reinforcing lessons.

**Benefits**

- All sensory modalities are used to enhance memory and learning.
- Struggling readers are kept engaged with efficient pacing.
- Consistent procedures help to maintain student focus on increasingly complex concepts and simplify teacher preparation.

**STEP 1—Phonogram Cards: 5 minutes**

Students review all Phonogram Cards with name of the letter and its sound.

Introductory Lesson: New concepts are introduced using a Key Word Concept Sheet.

Reinforcing Lesson: Decodable and sight words are introduced or reviewed with Word Cards.
**STEP 2–Phonological Awareness: 5 minutes**

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

Students work on Rhyme Providing & Categorization; Sound Providing, Categorization & Identification; Blending; Segmentation: Counting/Deletion/Substitution and sometimes utilize a Phoneme Segmentation Sheet.

**Using the Phoneme Segmentation Sheet**

White circles represent consonant sounds and green represent vowel sounds. Students sound out words and bring down circles 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 Sheet

![Phoneme Segmentation Sheet]

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

(Hold up Key Word Concept Sheet, and point to sockless.) The key word is sockless. Say sockless. Less means without. Say e-e-e /sockless/ /less/. (Repeat two or three times.)

**Step 2: Phonological Awareness**

Say:
- Say helpless. Say helpless again, but don't say less. /help/
- Say hopeless. Say hopeless again, but don't say hope. /less/
- Say wishful. Say wishful again, but don't say wish. /ful/
- Say kindness. Say kindness again, but don't say kind. /ness/
- Say boldness. Say boldness again, but don't say bold. /ness/
- Say restless. Say restless again, but don't say less. /rest/
- Say windy. Say windy again, but don't say wind. /e/
- Say lucky. Say lucky again, but don't say luck. /i/
- Say lifeless. Say lifeless again, but don't say life. /less/
- Say lifeless. Say lifeless again, but don't say less. /life/

(Clap the syllables.)

hopeless, playful, wishful, restless, endless, lucky, helpful, kindness, heartless, rusty

**Step 3: Word Building**

(Pass out blue small Letters y, fi, nees, less.)

Say:
- Say the word help. Build the word help. Now make the word helpless. What suffix was added? /less/. (Repeat two or three times.)
For more information, visit eps.schoolspecialty.com/SPIRE

**S.P.I.R.E. Levels 1–8**

**Phonetic concepts learned through a consistent lesson plan**

**STEP 3—Word Building: 5 minutes**

Students build and manipulate words with their Small Letter Sets. As students advance in the levels, Step 3 utilizes the Phoneme-Grapheme Sheet.

*S.P.I.R.E.* utilizes a color-coding system across many components, such as these letter sets, to assist students in differentiating between different types of phonograms.

When students move on to writing words, they utilize the Phoneme-Grapheme Sheet and Sound Circles to change sounds into letters to form words.
Introductory Lesson: Students work on a concept word list and are taught to underline, link, box letter combinations or divide words.

Reinforcing Lesson: Students read a list of words and ten sentences. Vocabulary and comprehension are developed.
**STEP 5–Prereading: 5 minutes**

A word from the reading selection is orally reviewed for phoneme-grapheme analysis. In a Reinforcing lesson, the teacher also activates prior knowledge and builds background.

**STEP 6–Reading: 15 minutes**

Introductory Lesson: Students utilize a Word Find Sheet to identify and read new concept words.

Reinforcing Lessons: Students read fiction and nonfiction selections, applying the newly introduced concept and reviewing previously learned concepts. Students predict outcomes, identify cause and effect, compare and contrast, draw conclusions, and main idea and details.

Word Find Sheets purposely utilize a variety of fonts to expand students’ familiarity with print. Students read and circle new concept words, then read words aloud.

---

**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°F to 50°F in summer and from -50°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, ice is present all year round. No plant or animal life can be found here. But on the edges of the ice-packed land, some insects and plants have found a way to live. Midges, lice, 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 in the shade 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; repeat 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.
Levels 1–8
Student Workbooks
Student resources to reinforce skills and build fluency

Workbooks provide independent decoding, fluency, 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, after students have learned to read key direction and question words such as circle, match, who, what, where, and when.

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

Mitch and the Ditch

1. In the beginning, Vic felt

2. Why did Vic think that the little bug could not have made the ditch?

3. Tell 3 things that the mole did.

4. What does it mean when someone says “drop by”?

5. Do you think that Mitch was just Vic’s dream? What makes you think that?

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

For more information, visit eps.schoolspecialty.com/SPIRE
Levels 1–6 Illustrated Decodable Readers
Illustrated readers for rereads, fluency, and further practice

Engaging activities to reinforce concepts and ensure students’ success

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

Set B
60 original titles for further practice.

Illustrated decodable Readers

The Loris (or), Set 5A

Corny (or), Set 5B

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

60 original titles for further practice.

At Lunch (ch), Set 1A

Plane Pals (vCe), Set 2B

Set A titles are taken from the Reader and offer teachers a great resource to promote rereading and increase fluency.

Set B titles provide students with an additional reading experience for all concepts introduced in Levels 1–6—a great tool to increase reading skills and student confidence.

The Loris (or), Set 5A

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

Titles include both fiction and nonfiction selections and are engagingly illustrated by top contemporary artists.

Readers are a great enhancement to classroom libraries and provide teachers with a great take-home resource so students can share learning.

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.

When I was a young man, I was the capital of a state. I knew this river as well as most of you know your own highways. I wrote many books about life on the river. Today, I will be your guide. The Mississippi (miss-o-REE) River is the longest in this great land—more than 2,300 miles—and runs through ten states. It was the Native (NA-tiv) American people who named it Mississippi, which means “Great River.” Native Americans also helped guide Spanish explorers as they searched with the river’s natives and traders.
ASSESSMENT

Tools for initial placement, charting progress, and diagnosing student needs

Initial Placement Assessment
- Diagnostic and prescriptive
- Easy-to-administer format with reproducible forms
- Detailed administration guidelines
- 5 tests covering Alphabet Knowledge, Encoding Phonemes, Decoding Phonemes, Decoding Words, Encoding Words
- Provides detailed data for the placement of students at the appropriate level of S.P.I.R.E.

Decoding Pre- and Post Assessments
- Extensive assessments—available for each skill in the S.P.I.R.E. scope and sequence
- Instrument for providing tailored instruction
- Includes words, phrases and sentences for each skill
- Post-tests for the determination of mastery and selection of next instructional step

Concept Mastery Fluency Drills
- Timed 1-minute drills available in both single-skill and multi-skill formats
- A great home-school resource for the development of automaticity
- Multiple drills for every skill in the S.P.I.R.E. scope and sequence
- Great for targeted instructions for those students needing more practice
- Progress charts let students chart and monitor progress
Pacing

Pacing will vary since it is reflective of each student’s 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 60 minutes a day, 5 days a week. Adjustments can be made, but levels will take longer to complete.
- Typically, Pre-Level 1 (**Sounds Sensible**®) can be implemented within a 6–8 month period, and Levels 1–8 can be completed in 2–4 years. (Average progress is 2–3 levels per year)

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 achieved mastery.

Multiple reading passages for every concept supplies struggling readers with the exposure and practice needed to become fluent readers.

A powerful tool to differentiate instruction! Appendices include extensive word, phrase and sentence lists to help teachers individualize lessons.

Teacher’s Guide, Level 4

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

---

Reader, Level 4

Teacher’s Guide, Level 4

A Sister and Brother Speak Out

“I have a little brother.
His name is Dave.
I wouldn’t want another.
He is so brave.
If I fell in the sea, (I cannot swim!),
Dave would come save me.
So I love him.”

“I have an older sister.
Her name is Kris.
When she was gone, I missed her.
She is so great.
When I was sick in bed,
I just felt sad.
She told me jokes instead.
And made me glad.”

---

Phrase

- rain in the road
- rain at the door
- rain on the wind
- rain in the sun
- rain in the wood
- rain in the yard
- rain in the town
- rain in the storm

Sentence

- The rain is pouring in the road.
- The rain is pouring at the door.
- The rain is pouring on the wind.
- The rain is pouring in the sun.
- The rain is pouring in the wood.
- The rain is pouring in the yard.
- The rain is pouring in the town.
- The rain is pouring in the storm.

---

Just Like Old Times

Kit sat in the den, watching the rain fall outside. It just kept raining and raining, and the puddles got bigger and bigger. Kit grumbled. The puddles made her think of Kite. When Kit was little, Kite was her best pal. They were Kit and Kat.

On a rainy day, sometimes Kit would call Kat. Other times, Kit would call Kite. They would say the same thing. “I will be outside before you?” Kite would say.

“No, you won’t!” Kat would say back. “I will be outside before you!”

Both of them would scramble into raincoats and rubber boots. They would dash outside and almost run into each other. Then the real fun began. They would splash in the puddles. They would try to catch raindrops. They would slide on the wet grass.

---

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 went 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 to you.
- He hit the nail on the head.
- I have a frog in my throat.
- The last one is a rotten egg.
- She is a real picket.
- A rolling stone gathers no moss.

---

A Kind of Fairy Tale

“Rain, rain, go away.
Come again another day.”

Little Sally wants to play.

Sally sat inside the house singing the song again, but still kept running. She felt sad. All she wanted to do was to go out and play on her swing set.

She watched the rain that was falling on her swing set.

A little bird was sitting in the middle of a pond rocking in the waves made from the wind.

It was a gray day with no hope of sunshine around the sky.

Sally’s mother walked into the kitchen where Sally was singing.
S.P.I.R.E. PROGRAM COMPONENTS

To learn more about components you’ll need to get started with S.P.I.R.E., visit eps.schoolspecialty.com/SPIREOPTIONS

Pre-Level 1

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

S.P.I.R.E. Levels 1–8

Materials for Each Level:

**Teacher’s Guides**
The complete resource to reach and teach, each Teacher Guide 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

**Blackline Masters**
This complete resource contains: Key Word Concept Sheets; Key Word Cards (Level 1); Phoneme Segmentation Sheets; Word Cards; Small Letters; Word Find Sheets; Dictation Paper; Fluency Drills; Decoding Assessments; Blank Lesson Planners.

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

**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

**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 Materials:

**Initial Placement Assessment**
This criterion-referenced assessment provides an easy-to-administer format with teacher guidelines. This diagnostic tool will provide teachers 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. (2½” x 3½” or 5” x 8”).

1 per small group

**Magnetic Phoneme Segmentation Chart**
Model phonemic awareness activities with this 15” x 18” magnetic chart. Includes circle and rectangle magnetic pieces.

1 per teacher

Student Materials:

**Magnet Board and Letters**
Magnet boards are used in word building activities. Includes 62 color-coded magnetic foam tiles. Folds in half for easy storage. (18”x12”)

1 needed for each student within an instructional group

**Sound Circles and Syllable Rectangles**
Students use these in phoneme manipulation activities to mirror teacher’s Magnetic Phoneme Segmentation Chart. (Reproducible charts included in Blackline Masters.)

1 set per student

**Illustrated Decodable Readers**
Fully decodable fiction and nonfiction readers are engagingly illustrated by top contemporary artists.

- **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. Level Sets*
*S.P.I.R.E. Level Sets* contain materials for Levels 1–8 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.