iSPIRE®

Intensive, Multisensory Reading Intervention

RTI **2** **3** | Grades Pre-K–8+

Supporting Common Core State Standards

Supporting the Common Core State Standards with *iSPIRE®*

iSPIRE® is a research-proven reading intervention program for your lowest performing students in grades PreK-8+. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency in a dynamic 10-Step Lesson plan. *iSPIRE* uses the power of technology to deliver an interactive learning experience where the teacher is at the center of the instruction while students access lesson activities using their device. This allows teachers to work with larger groups of students. Teacher and student materials are contained in the web-based *iSPIRE* Teaching and Learning Platform, and teachers can assess students individually while the *iSPIRE* Teaching and Learning Platform collects data and creates summary reports. Using this program, students dramatically increase reading skills through:

- **Explicit, Teacher-led Instruction:** Lessons are clearly written and keep teachers at the center of instruction.

- **Consistent 10-Step Lessons:** Systematic, sequentially structured lessons ensure mastery of concepts and allow for easy implementation.

- **Multisensory Learning:** Auditory, visual, and kinesthetic activities keep students actively engaged.

- **Mastery of Concepts:** Data-driven instruction with continual practice and review ensure measureable and permanent gains.

The order in which concepts are presented in the *iSPIRE* scope and sequence is based on utility—with the most frequently appearing phonic concepts taught first. For example, in Level 1: short vowels; *digraphs sh, ch, th, wh;* and *welded sounds -ang, -ing, -ong, -ung* and *-ank, -ink, -onk* and *-unk* are taught. Students begin with basic concepts and are assessed at the end of each level are taught. As their reading skills progress, they are introduced to increasingly difficult concepts. As each level is mastered, the student progresses to the next level.

iSPIRE is a skills-based program, not a grade-level program, which means that struggling readers in the same grade may be using a variety of *iSPIRE* levels based on their individual needs. It is also a phonics-based program, and in the Common Core State Standards (CCSS), the strongest focus on phonics is in Kindergarten-Grade 3.

All students, whether struggling or on grade level, must build on skills they have already mastered. As they approach the upper grades (6–12), struggling students continue to need more work with basic and foundational skills to bring them as close to grade-level proficiency as possible, and this is just what *iSPIRE* provides: "The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations."

Foundational Skills

Phonological Awareness and Phonics

Because of its primary focus on phonological awareness/phonics, as well as on spelling, *iSPIRE* satisfies the CCSS Reading Standards, particularly those regarding Foundational Skills 1–4 (K–5):

> "Demonstrate understanding of…features of print;… spoken words, syllables, and sounds;…grade-level phonics and word analysis skills in decoding words; read with sufficient accuracy and fluency to support comprehension."

Through Steps 1–3 in the 10-Step Lesson Plan, *iSPIRE* provides a wide variety of Phonological Awareness activities, many oral in nature, 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.

Phonics and Word Recognition standards are met through:

- Explicit, coordinated instruction in decoding and encoding

- Phonemes, letters, graphemes, phonograms, syllable types, prefixes, and suffixes that are directly taught

- Decodable text that reinforces every concept and builds fluency

- Spelling and phonics that are taught simultaneously

- Oral pre-spelling activities that analyze phoneme-grapheme relationships

While this standard describes concepts of print, the alphabetic principle, phonics, and word recognition, it also stresses differentiated instruction. *iSPIRE* is geared toward struggling readers, but it is designed so that differentiation for students with differing degrees

of reading proficiency is easy. For example, there is one Introductory Lesson and 3–5 Reinforcing Lessons available for every concept in *iSPIRE.* Students who master a concept quickly may only need one or two Reinforcing Lessons before they are ready to move on. The teacher also has the resources at hand to deliver additional instruction and practice to ensure concept mastery for students who need more support.

Fluency

iSPIRE is also ideal for building fluency. All connected text in *iSPIRE* is decodable, allowing students to apply sound-spelling correspondences successfully. Step 4 in the 10-Step Lesson Plan teaches decoding and sentence reading. As students practice letter patterns and words, they build automaticity—the first step toward fluency—to support comprehension.

Activities in *iSPIRE* that meet with the K–5 Foundational skill of fluency are:

- Fluency drills
- Daily fluency practice using decodable text
- Modeling and practice of phrasing, pausing, and inflection

Language Standards

Conventions of Standard English Grammar

iSPIRE also addresses many parts of Language Standards 1–2 for K–5: "Demonstrate command of the conventions of standard English grammar… capitalization, punctuation, and spelling." Steps 7–10 in the 10-Step Lesson plan cover language conventions. These are primarily taught in Levels 1–4, where students learn capitalization, punctuation, print handwriting, and certain parts of speech. Students also write sentences dictated by the teacher, and then proofread them—correcting any errors, and thereby building motor memory. *iSPIRE* addresses some of the more sophisticated grade 3–5 standards as well: "Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words."

Reading Standards

Comprehension

While *iSPIRE* aligns closest to the K-5 Foundational Skills, the program also addresses the Anchor

Standards for Reading under K–5 Key Ideas and Details Standards 1, 2, and 3 (CCSS, p. 10). In the comprehension strand of *iSPIRE* taught during Steps 5 and 6 in the 10-Step Lesson, Students read fiction and nonfiction selections, applying the newly introduced concept and reviewing previously learned concepts. During reading, students predict outcomes, identify cause and effect, compare and contrast, draw conclusions, or identify main ideas and details. Then the teacher and students complete a comprehension activity with a graphic organizer, as directed by the Anchor Standards:

1. Read closely to determine what the text says explicitly and to make logical inferences from it…cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine the central ideas…summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact…"

Vocabulary

Vocabulary acquisition is an integral part of the *iSPIRE* instruction. Step 4 of the 10-Step Lesson Plan develops vocabulary during reinforcing lessons. Potentially unfamiliar words are often discussed in the Teacher's Guides during Steps 1, 4, 5 (Building Background in Reinforcing Lessons), and 6 (Reading Comprehension in Reinforcing Lessons). In this way, *iSPIRE* meets the grades 3–5 Vocabulary standards: "Use words and phrases acquired through conversations, reading and being read to, and responding to texts…"

In *iSPIRE* the following is taught:

- Phonetically controlled vocabulary for every lesson
- Strategy instruction to help students expand vocabulary
- Class discussion to activate and build background knowledge

Text Complexity

Finally, there is the critically important Standard 10: Range, Quality, and Level of Text Complexity that states that by the end of the given year, students should "be able to read and comprehend literature/ informational text in the (grade specific) complexity band proficiently, with scaffolding as needed." This

standard is best met in Step 6 of the 10-Step Lesson plan. While Standard 10 applies primarily to literary fiction and nonfiction, there is a strong purpose for decodable text in order to help students who are still struggling to read to begin to ascend the staircase of text complexity:

> *"The Reading standards place equal emphasis on the sophistication of what students read **and the skill with which they read.** Standard 10 defines a grade-by-grade 'staircase' of increasing text complexity that rises from beginning reading to the college and career readiness level"*

During Step 6, students interact with a variety of reading selections, including nonfiction, fiction, poetry, biographies, Greek myth, and fables. Students in need of intervention require the kind of scaffolding *iSPIRE* provides. This step-by-step approach meets students at their own level and leads them to where they need to go by strengthening the foundational skills they are lacking.

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