

ALIGNMENT

# SPIRE<sup>®</sup>

What Works Clearinghouse  
Reading Intervention Practices

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**Alignment to**  
What Works Clearinghouse Reading Intervention Practices

# EPS LEARNING'S SPIRE PROGRAM MEETS WWC'S STANDARDS OF PRACTICE FOR PROVIDING READING INTERVENTION IN GRADES 4-9

*SPIRE* 4th Edition and *SPIRE Next*, both part of EPS Learning's *SPIRE* Literacy Suite, offer explicit, systematic, sequential teacher-led instruction in one literacy concept at a time. Continual practice, corrective feedback, and checks for understanding are included in each lesson. *SPIRE*'s 10-step lesson format offers a direct, systematic, and cumulative approach to teaching reading to individuals or small groups. Every concept includes multiple reinforcing lessons, which are designed to provide additional instruction and practice for students who need support to develop proficiency and achieve mastery with specific concepts. As students cross the decoding threshold and advance to *SPIRE Next*, they engage in close reading activities to strengthen vocabulary, comprehension, and background knowledge through a wide variety of genres and stretch texts. *SPIRE Next* incorporates a gradual release (I do, we do, you do) instructional model, allowing scaffolding that leads to independence.

*SPIRE*'s scope and sequence moves students intentionally through concepts, from simple to complex. Each lesson includes a cumulative review of all previously taught concepts. *SPIRE* includes robust Teacher's Guides with soft-scripted lessons for every level of the program. Scripting includes what teachers should say as well as directions for teacher actions, student actions, and desired student responses during each lesson. Teacher dialogue included in each Teacher's Guide script models clear, direct instruction that maximizes student verbal participation and interaction with the text. Each *SPIRE* lesson follows the same 10-step teacher-led format:

**Step 1 Phonogram Cards:** Teachers use Phonogram Cards to introduce and review concepts.

**Step 2 Phonological Awareness:** Multisensory activities help students learn to manipulate sounds in words.

**Step 3 Word Building:** Students build words with letter tiles and develop vocabulary skills with those words.

**Step 4 Decoding and Sentence Reading:** Students mark up words, then read words and sentences.

**Step 5 Prereading:** Students orally review words for phoneme-grapheme analysis.

**Step 6 Reading/Reading Comprehension:** Students identify concept words, then read texts.

**Step 7 Sound Dictation:** Students listen to up to ten dictated sounds and write the known letter combinations for those sounds.

**Step 8 Prespelling:** Students orally analyze the phoneme-grapheme relationships in the first word of the Step 9 spelling list.

**Step 9 Spelling:** Students spell dictated words, naming letters and sounding them out.

**Step 10 Sentence Dictation:** Students write sentences that target new concepts.

*SPIRE Next* is designed for striving students in grades 3-12, specifically those needing Tier 2 interventions, who need additional support with reading comprehension. It is intended for students who have completed Level 4 or higher of *SPIRE* and require support beyond foundational reading skills. The program's scope and sequence is structured to build reading comprehension skills through close reading strategies.

*SPIRE Next*'s six levels of instruction include lessons that follow consistent routines, terminology, and procedures, including repeated readings of text to facilitate close reading. Instruction concentrates on reading comprehension skills and strategies and responding to text-dependent questions. *SPIRE Next* also includes vocabulary instruction that focuses on strategies for understanding words crucial to understanding the program's texts. Skills are revisited multiple times throughout the sequence, requiring students to practice and recall previously learned skills as they encounter new, more complex skills. *SPIRE Next* includes assessments for monitoring student growth and progress and can be implemented in whole-class or small-group settings.

WWC Recommendations		How SPIRE Helps Achieve the Recommendation
<p><b>1</b> Build students’ decoding skills so they can read complex multisyllabic words</p>	<p><b>1.1</b> Identify the level of students’ word-reading skills and teach vowel and consonant letter-sounds and combinations, as necessary.</p>	<p><i>SPIRE</i> identifies the level of students’ word-reading skills and teaches decoding skills through a carefully planned sequence of instruction, beginning with simple CVC words and progressing through complex multisyllabic words.</p> <p><i>SPIRE</i>’s Initial Placement Assessment (IPA) is administered to determine a student’s appropriate starting level. This assessment, which is both diagnostic and prescriptive, includes tests that assess students’ knowledge of sounds and letters both outside of words (using phonogram cards) and within words (using concept words and nonsense words). Using this data, students can be grouped based on their ability level.</p> <p>Ongoing assessment data helps teachers pinpoint areas for remediation. Multiple reinforcing lessons are provided, so if students have not achieved a certain level of mastery on concepts after one lesson, additional lessons can be offered.</p> <p><i>SPIRE</i> is an Orton-Gillingham-based program that provides explicit and systematic instruction in phonology, phonics, sound-symbol correspondence, and syllables. Instruction follows a sequential scope and sequence aligned with natural language development, moving from basic single-sound concepts to more complex patterns, with special attention paid to complex multisyllabic words in the upper levels. Syllable division instruction begins in Level 3, and all six syllable types are included in the scope and sequence.</p> <p>The program incorporates Orton-Gillingham methodology to ensure that even the most challenged readers can find success in reading, writing, and spelling. <i>SPIRE</i>’s 10-step lessons all incorporate phonological and phonemic awareness, phonics, decoding, fluency, comprehension, spelling, and writing activities. This allows efficient and effective orthographic mapping of each new skill.</p>
	<p><b>1.2</b> Teach students a routine they can use to decode multisyllabic words.</p>	<p><i>SPIRE</i> teaches students routines and strategies for decoding words, beginning with CVC words in Level 1 and progressing systematically through compound words and multisyllabic words in Levels 3-6. Students utilize a marking system to identify vowels, vowel teams, digraphs, blends, word parts, and syllable breaks. This allows them to decode individual syllables and then combine them to read each word. Students are provided multiple practice opportunities for each new skill.</p> <p>Examples of <i>SPIRE</i> instruction that help students learn to decode multisyllabic words:</p> <ul style="list-style-type: none"> <li>• <b>Explicit Instruction in Syllable Division:</b> Strategies for dividing multisyllabic words are included in every 10-step lesson starting in Level 3.</li> <li>• <b>Systematic Progression:</b> <i>SPIRE</i> follows a systematic approach in which students are explicitly taught syllable types and practice reading and spelling single-syllable words before the introduction of syllable division to support the decoding of multisyllabic words with learned syllable patterns.</li> <li>• <b>Specific Syllable Division Patterns:</b> Explicit instruction is provided on decoding words with regular patterns by breaking them into syllables.</li> <li>• <b>Integration with Morphology:</b> Morphology instruction (inflectional and derivational suffixes, and prefixes and base words) begins in Level 3 and continues throughout the program. Students learn the meaning of morphemes as they are introduced, and explicit instruction is provided to support accurate and automatic word recognition and vocabulary development.</li> <li>• <b>Practice and Reinforcement:</b> Decoding multisyllabic words is practiced in various steps in <i>SPIRE</i>’s 10-step lessons. For example, students engage in decoding and encoding tasks at the word and sentence levels.</li> <li>• <b>Decodable Texts:</b> <i>SPIRE</i>’s decodable texts become increasingly complex as students master more phonics concepts and syllable-division patterns. These texts provide opportunities for students to apply their phonics skills to connected text.</li> </ul>

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<p><b>1</b> Build students' decoding skills so they can read complex multisyllabic words <i>(continued)</i></p>	<p><b>1.3</b> Embed spelling instruction in the lesson.</p>	<p><i>SPIRE</i> embeds spelling instruction in every lesson.</p> <p>Every <i>SPIRE</i> 10-step lesson includes Sound Dictation, Prespelling, and Spelling (Steps 7-9). All three activities support students in learning to spell. In Step 10, students write sentences that are dictated to them by the teacher. Additional time is spent on correcting spelling errors. After students complete lessons for each concept, they complete Concept Mastery Assessments that include spelling skills. Students receive additional reinforcement instruction in each concept until they can clearly read and spell words containing the concept.</p> <p><i>SPIRE</i> promotes spelling through word-building activities (Step 3) in which students build words sound by sound; students segment words into sounds and then put together the graphemes using the corresponding phonemes. Students analyze the spelling and orthographic patterns in words during Step 5 through a direct phoneme-grapheme mapping activity. Students use multisensory instruction to spell sounds, words, and sentences during steps 7, 9, and 10 of the <i>SPIRE</i> lesson. Step 9 uses the Simultaneous Oral Spelling (SOS) procedure:</p> <ul style="list-style-type: none"> <li>• <b>Look and Listen:</b> Students watch the teacher's mouth to see how sounds are formed as the sound or word is dictated. Students listen at the same time.</li> <li>• <b>Echo/Repeat:</b> Students repeat the word or sounds, using mirrors as needed. Then students segment the sounds in the words they hear.</li> <li>• <b>Name the Letters:</b> Before writing, the student names the letters that spell the sounds they just heard. Finger tracing for tactile input is encouraged.</li> <li>• <b>Name and Write:</b> The student writes the word, naming the letters as they write. This helps build the visual sequence through auditory and kinesthetic inputs.</li> <li>• <b>Read and Check:</b> Students decode and read the words they have written. Students are encouraged to monitor for misspellings before the teacher intervenes.</li> </ul>
	<p><b>1.4</b> Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity.</p>	<p><i>SPIRE</i> engages students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity. Students practice reading words in isolation, then in lines of words (to increase word-level fluency), sentences, and finally in context using decodable passages. Throughout the program, educators emphasize accuracy first and then fluency.</p> <p>Each concept taught includes a variety of activities across a minimum of five lessons. Educators can select the lessons they find most helpful to each student. Activities and manipulatives included in the lessons include letter tile boards, flash cards, oral segmenting and blending, reading words and sentences, decodable passages, decodable books, games, word finds, and more to ensure maximum engagement.</p> <p><i>SPIRE</i> offers a library of 120 decodable readers that are aligned with its scope and sequence. These readers allow students to apply recently acquired phonics and decoding skills, including syllable-division pattern recognition, to connected text. Additionally, the program includes Concept Mastery Fluency Drills, which are one-minute timed drills that allow teachers to examine students' fluency with decodable words associated with a specific phonics concept.</p> <p><i>SPIRE</i> incorporates continual practice and review to ensure gains become permanent. Skills are spiraled throughout the curriculum, reinforcing previously taught concepts, including those needed for reading multisyllabic words.</p>

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<p><b>2</b> Provide purposeful fluency-building activities to help students read effortlessly</p>	<p><b>2.1</b> Provide a purpose for each repeated reading.</p>	<p><i>SPIRE</i> provides a purpose for repeated reading.</p> <p>Rereading texts is part of every <i>SPIRE</i> lesson. The purpose for each reading is clearly articulated. When students first read a passage in the reinforcing lesson, it is for basic comprehension (students answer literal recall questions). The second read is for building fluency and prosody. The third read is for practicing more complex comprehension skills, helping students to understand the text in a deep and meaningful way. For the third read, students use a graphic organizer to guide them toward finding answers for more complex comprehension tasks.</p> <p>As students progress, they begin working on reading fluency in <i>SPIRE Next</i>, which uses a three-read close reading routine designed to enhance reading comprehension. During the first read, students read the text aloud and answer literal comprehension questions. During the second read, students read the text aloud and answer questions related to the genre-specific skill taught with the selection. During the third read, students read silently and independently while answering critical-thinking questions. During each of the three reads, students use a Close Reading Worksheet or a graphic organizer to record their answers. Each lesson is followed by either a fluency practice activity or a fluency assessment.</p>
	<p><b>2.2</b> Focus some instructional time on reading with prosody.</p>	<p><i>SPIRE</i> focuses instructional time on reading with prosody.</p> <p>The development of prosody is incorporated in Step 4 (Decoding and Sentence Reading) of <i>SPIRE</i>'s 10-step lesson plan and in the reading of decodable passages during Step 6 of each <i>SPIRE</i> lesson. Students complete multiple readings of word lists, sentences, and passages. While Step 4 supports prosody at the sentence level, Step 6 provides guided oral reading practice of connected text. Throughout each lesson, students hear the educator model and read decodable text with accuracy, automaticity, and prosody.</p> <p><i>SPIRE Next</i> encourages students to read each passage aloud multiple times and includes an optional fluency activity or assessment in every lesson.</p>
	<p><b>2.3</b> Regularly provide opportunities for students to read a wide range of texts.</p>	<p><i>SPIRE</i> includes opportunities for students to read a wide range of texts. Here is how:</p> <ul style="list-style-type: none"> <li>• <b>Extensive Decodable Readers Library:</b> <i>SPIRE</i> includes an extensive library of 120 decodable readers for students in grades K-8+. These readers cover topics in science, social studies, and literature.</li> <li>• <b>Variety of Genres:</b> The <i>SPIRE</i> decodable readers expose students to a variety of genres, including biographies, fables, poetry, Greek myths, science experiments, historical articles, science articles, fiction, and nonfiction passages.</li> <li>• <b>Connected Texts:</b> Within the <i>SPIRE</i> 10-step lesson, students engage in reading connected text through passages in the Student Workbook and the decodable readers. These decodable texts contain only words with already taught phonics concepts and sight words. Beginning with <i>SPIRE</i> Level 3, decodable passages include nonfiction topics designed to build vocabulary and background knowledge.</li> </ul> <p><i>SPIRE Next</i> includes opportunities for students to read a wide range of texts. The program is organized into six levels (A-F). Each level correlates to a grade, beginning with Grade 3 for Level A and progressing to Grade 8. The program contains grade-appropriate "stretch" passages in a variety of literary and informational genres. Extensive scaffolding that is part of a three-read close reading routine supports students' comprehension of these passages.</p>

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<p><b>3</b> Routinely use a set of comprehension-building practices to help students make sense of the text</p>	<p><b>3A</b> Build students' world and word knowledge so they can make sense of the text</p> <p><b>3A.1</b> Develop world knowledge that is relevant for making sense of the passage.</p>	<p><i>SPIRE</i> develops world knowledge that is relevant for making sense of passages. This is achieved through various aspects of the program's design and instruction, particularly within its comprehension components. Examples include:</p> <ul style="list-style-type: none"> <li>• <b>Integrated Comprehension Instruction:</b> <i>SPIRE</i> lessons lead students to apply their decoding ability to gain reading comprehension. Embedded comprehension instruction occurs at multiple points in the lesson, including at the sentence level and within connected text in reinforcing lessons. Reading these texts helps students reinforce vocabulary development and reading comprehension skills. The independent work in <i>SPIRE</i> reinforcing lessons always includes a sentence completion activity, which focuses on passage comprehension.</li> <li>• <b>Building and Activating Background Knowledge:</b> <i>SPIRE</i> focuses on building students' background knowledge and activating their prior knowledge. In Step 5 (Prereading) of reinforcing lessons, teachers are given questions to help students connect the events in the program's passages to their own lives. Additional resources in the appendix of the <i>SPIRE</i> Teacher's Guide provide prompts for building content and background knowledge through read-alouds.</li> <li>• <b>Exposure to a Wide Range of Diverse Texts:</b> <i>SPIRE</i> includes lesson passages as well as an extensive library of decodable readers that cover a variety of genres and topics, including historical articles, science articles, poetry, biographies, fables, Greek myths, science experiments, and various fiction and nonfiction passages. This diverse content is curated to explore multiple viewpoints, cultures, and backgrounds, reflecting a variety of student identities and experiences.</li> <li>• <b>Text-Based Discussions:</b> <i>SPIRE</i> includes varied and frequent opportunities for students to engage in supported text-based discussions, which allows them to delve into the content, ask questions, share their perspectives, and enhance their language skills.</li> </ul> <p><i>SPIRE Next</i> provides a mix of informational and literary texts that cover a variety of genres and topics, including historical articles, science articles, poetry, biographies, myths, and various fiction and nonfiction passages. This diverse content is curated to explore multiple viewpoints, cultures, and backgrounds, reflecting a variety of student identities and experiences.</p>
	<p><b>3A.2</b> Teach the meaning of a few words that are essential for understanding the passage.</p>	<p><i>SPIRE</i> teaches the meanings of words that are essential for understanding the passages students read. This is integrated into the program's structure and instruction. For example:</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary instruction in SPIRE's 10-step teacher-led lesson:</b> During Step 4 (Decoding and Sentence Reading), teachers address the "semantic" level (word and phrase meanings) for target words that students may not know. Guidance is provided for teachers to offer student-friendly definitions. In introductory lessons, Step 6 (Reading and Reading Comprehension) includes explicit instruction for Tier 2 and Tier 3 vocabulary words. When new vocabulary words are introduced, lessons include encoding, storage, and retrieval activities to provide multiple opportunities for students to hear, see, and use these words. These activities often involve collaborative learning and peer discussion. Teachers are encouraged to point out some of the multiple-meaning words in each lesson.</li> <li>• <b>Explicit Teaching Strategies:</b> <i>SPIRE</i> emphasizes vocabulary instruction using explicit teaching strategies. This often includes the use of visual aids and pictures/ images to convey word and sentence meanings.</li> </ul> <p><i>SPIRE Next</i> includes direct, explicit vocabulary instruction with every "Close Read Together" passage. Strategy-based vocabulary instruction focuses on the meaning of words essential to understanding the passage.</p>

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<p><b>3</b> Routinely use a set of comprehension-building practices to help students make sense of the text <i>(continued)</i></p>	<p><b>3A.3</b> Teach students how to derive meanings of unknown words using context.</p>	<p>SPIRE teaches students how to derive the meanings of unknown words. Using context is one of the strategies included in the program’s approach to vocabulary development. For example:</p> <ul style="list-style-type: none"> <li>• <b>Using Context Clues Is a Taught Strategy:</b> The SPIRE Teacher’s Guide Appendix includes a Vocabulary Development section that explicitly describes strategies for understanding word meanings. One of these strategies is using context clues.</li> <li>• <b>Morphology Instruction to Support Meaning Derivation:</b> Breaking words into syllables and identifying root words, prefixes, and suffixes is an important strategy for determining the meaning of unknown words. Morphology instruction begins in SPIRE Level 3. During passage reading, students apply morphology knowledge to determine the meaning of unfamiliar words and comprehend the text.</li> </ul> <p>SPIRE Next includes direct, explicit, strategy-based vocabulary instruction with every “Close Read Together” passage. Strategies include using context clues and morphology to determine the meaning of unknown words.</p>
	<p><b>3A.4</b> Teach prefixes and suffixes to help students derive meanings of words.</p>	<p>SPIRE teaches prefixes and suffixes as part of its morphology instruction, which is designed to help students derive the meanings of words.</p> <p>Instruction on suffixes, prefixes, and base words begins in Level 3 and continues through the rest of the levels. Explicit instruction in morphemes, including inflectional and derivational suffixes and prefixes, supports word recognition and vocabulary development. Affixes and inflections are explicitly taught in specific lessons, focusing on phoneme/grapheme correspondences at morphological boundaries. More common bound morphemes, such as inflectional suffixes, are taught earlier in the sequence. Word analysis using a marking system supports both word recognition and vocabulary development.</p> <p>SPIRE Next includes direct instruction in morphology and vocabulary as part of its focus on reading comprehension. All levels contain lessons that explicitly teach strategies for using prefixes and suffixes to derive meanings of words.</p>
	<p><b>3A.5</b> Teach the meaning of Latin and Greek roots.</p>	<p>While SPIRE incorporates morphology and strategies for deriving meaning from word parts, its primary focus is not on systematic, broad vocabulary instruction derived from Greek/Latin roots. EPS Learning offers an adjacent program, SPIRE Literacy Suite’s <i>Vocabulary from Classical Roots (VCR)</i>, which teaches students to unlock the meanings of thousands of words through strategic, morphology-based instruction in Greek and Latin roots, prefixes, and suffixes.</p> <p>SPIRE Next includes vocabulary lessons in all levels that explicitly teach the meaning of common Greek and Latin roots.</p>
	<p><b>3B</b> Consistently provide students with opportunities to ask and answer questions to better understand the text they read</p> <p><b>3B.1</b> Explicitly teach students how to find and justify answers to different types of questions.</p>	<p>SPIRE includes activities and assessments that require students to respond to comprehension questions and engage with text.</p> <p>Throughout every SPIRE lesson, students are active participants, given frequent opportunities to listen, speak, read, and write in response to teacher prompts, tasks, and activities. For example, students engage in text-based discussions during Steps 5 and 6 of each reinforcing lesson. These discussions are integral to processing new ideas and enhancing language skills, offering students opportunities to delve into content, ask questions, and share perspectives.</p> <p>SPIRE includes reading comprehension tasks in which students respond in writing. Teachers are provided with a writing prompt for each skill or group of skills. During Step 6 in reinforcing lessons, students use more formal academic writing to respond to the prompts. Teachers can pair these prompts with graphic organizers to support students’ understanding of the text and response planning.</p> <p>SPIRE Next includes a three-read close reading routine designed to enhance reading comprehension. During each read, students use evidence from the text to respond orally and in writing to literal and inferential comprehension questions.</p>

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<p><b>3</b> Routinely use a set of comprehension-building practices to help students make sense of the text <i>(continued)</i></p>	<p><b>3B.2</b> Provide ample opportunities for students to collaboratively answer questions.</p>	<p><i>SPIRE</i> provides multiple opportunities for students to engage collaboratively, including activities that involve answering questions or discussing texts with peers. <i>SPIRE</i> includes text-based discussions to help students process new ideas and enhance language skills. These discussions offer students opportunities to delve into content, ask questions, and share their perspectives. These discussions specifically occur during Steps 5 and 6 of each reinforcing lesson.</p> <p><i>SPIRE</i> Teacher’s Guides give educators the flexibility to build in peer turn-and-talk activities related to word and text meanings after students read <i>SPIRE</i> passages or decodable readers. In the comprehension activities that follow reading passages, students engage with a skill-specific graphic organizer in a paired or group activity.</p> <p>During the independent practice completed in the Student Workbooks, teachers are guided to read and discuss the first question with students before students complete the page independently. While the task itself is independent, the initial discussion phase allows for collaborative processing of the question and the text.</p> <p><i>SPIRE Next</i> lessons start with prompts designed to engage students in collaborative discussions related to a text genre. Direct-skill instruction includes discussion prompts designed to ensure students work with peers to understand the skill. Lesson routines followed during the three-read process encourage student groups to discuss their written responses to literal and inferential comprehension questions.</p>
	<p><b>3B.3</b> Teach students to ask questions about the text while reading.</p>	<p><i>SPIRE</i> offers opportunities for students to ask questions about the text, particularly during discussions facilitated by the teacher.</p> <p>Text-based discussions are an integral part of <i>SPIRE</i>, occurring specifically during Steps 5 and 6 of each reinforcing lesson. These discussions offer students opportunities to delve into content, ask questions, and share their perspectives.</p> <p>During reading in Step 6, teachers guide students to focus on comprehension by asking questions and discussing the text. Teacher questions are designed to go beyond literal understanding, aiming to help students become more personally involved in the text by asking higher-order questions.</p> <p><i>SPIRE Next</i> includes an intentional three-read close reading routine designed to enhance reading comprehension. During each of three reads, students ask questions about the text to respond to literal and inferential comprehension questions in writing.</p>
	<p><b>3C</b> Teach students a routine for determining the gist of a short section of text</p> <p><b>3C.1</b> Model how to use a routine to generate gist statements.</p>	<p><i>SPIRE</i> helps students develop an understanding of a text’s main idea or “gist.” To guide students toward understanding and articulating the main ideas of a text when using <i>SPIRE</i>, teachers:</p> <ul style="list-style-type: none"> <li>• <b>Read the Text Aloud:</b> Students engage with connected text during Step 6 of the reinforcing lessons. The teacher may model fluent reading or guide students in their reading, suggesting, for instance, that students “make a picture in their minds” as they listen to the text to encourage and support understanding.</li> <li>• <b>Engage in Teacher-Guided Discussion:</b> Following the reading of passages or decodable readers, the teacher facilitates text-based discussions to encourage the processing of new ideas and enhancing language skills. The teacher asks questions to guide students to focus on comprehension. This discussion includes delving into the content, asking questions, and sharing perspectives.</li> </ul> <p>In <i>SPIRE Next</i>, students determine the gist of text sections during the first read, which focuses on gaining a literal understanding of a text, by summarizing, paraphrasing, or determining the main idea.</p>

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<p><b>3</b> Routinely use a set of comprehension-building practices to help students make sense of the text <i>(continued)</i></p>	<p><b>3C.2</b> Teach students how to use text structures to generate gist statements.</p>	<p><i>SPIRE</i>, while primarily focused on foundational literacy skills, also includes components that support students in understanding text and extracting meaning or determining its “gist.” For example:</p> <p><i>SPIRE</i>, which uses a gradual release of responsibility model (“I do, we do, you do”) to teach comprehension strategies, provides explicit instruction in reading comprehension skills. This instruction occurs at the sentence level in Step 4 (Decoding and Sentence Reading) of each lesson and more extensively in Step 6 (Reading Comprehension) of each reinforcing lesson, which supports students in making meaning of text through instruction in understanding a variety of text structures. In addition, graphic organizers are provided for each <i>SPIRE</i> text as an instructional scaffold to support understanding. Teachers can also use graphic organizers to support student understanding of the text when planning written responses to prompts.</p> <p><i>SPIRE Next</i> guides students to determine the gist of texts through a focus on text structures during the second close read of a text. The second close read focuses on different genre-specific structures for literary and informational texts.</p>
	<p><b>3C.3</b> Work collaboratively with students to generate gist statements.</p>	<p><i>SPIRE</i> supports students in understanding text and extracting meaning, which are skills relevant to identifying the main idea or “gist” of a text. In addition, <i>SPIRE</i> provides opportunities for students to collaborate, particularly within its structured small-group setting and through specific lesson activities.</p> <p><i>SPIRE</i> is primarily designed for small-group instruction, allowing for interaction among students during lesson activities. The program’s scripting provides teachers with the flexibility to build in opportunities for students to practice collaborative language techniques and active listening skills through turn-and-talk opportunities related to word meanings or when discussing passages and talking about text meaning after reading. The high rates of student response within each lesson provide additional opportunities for the teacher to model respectful listening and for students to listen to one another as peers respond to questions.</p> <p><i>SPIRE</i> offers explicit instruction in reading comprehension skills. This instruction is provided at the sentence level in Step 4 (Decoding and Sentence Reading) and more extensively in Step 6 (Reading Comprehension) of each reinforcing lesson.</p> <p>Text-based discussions are integral to processing new ideas and enhancing language skills in <i>SPIRE</i>. The program offers varied and frequent opportunities for students to engage in supported text-based discussion, for example, during Steps 5 and 6 of each reinforcing lesson. These discussions enable students to delve into the content, ask questions, and share their perspectives.</p> <p><i>SPIRE Next</i> lesson routines followed during the three-read process encourage student groups to discuss their responses to a lesson’s literal and inferential comprehension questions, including those that ask students to generate gist statements.</p>
	<p><b>3D</b> Teach students to monitor their comprehension as they read</p> <p><b>3D.1</b> Help students determine when they do not understand the text.</p>	<p><i>SPIRE</i> provides explicit instruction in reading comprehension skills. This includes teaching students how to understand a variety of text structures, often with the support of graphic organizers. By teaching students how to comprehend text, the program lays the groundwork for them to potentially identify when they are not successfully applying these strategies.</p> <p><i>SPIRE</i> is designed with built-in mechanisms for teachers to support students in monitoring their own understanding. For example, Step 6 (Reading Comprehension) of reinforcing lessons includes pause points at which teachers pose questions to help students monitor their understanding of the text.</p> <p>The <i>SPIRE Next</i> three-read routine is teacher led and involves students answering questions posed by the teacher both orally and in writing. This interaction allows the teacher to support students as they continually self-monitor their comprehension and to make adjustments when the students don’t understand. The Teacher’s Manual contains “observation/action” features that offer teachers specific guidance on supporting learners struggling with specific text-based questions.</p>

WWC Recommendations		How SPIRE Helps Achieve the Recommendation
<p><b>3</b> Routinely use a set of comprehension-building practices to help students make sense of the text <i>(continued)</i></p>	<p><b>3D.2</b> Teach students to ask themselves questions as they read to check their understanding and figure out what the text is about.</p>	<p><i>SPIRE</i> and <i>SPIRE Next</i> both incorporate several elements that contribute to students understanding text deeply and processing its meaning, with a strong emphasis on teacher guidance and monitoring of student comprehension.</p> <p>A key element of <i>SPIRE</i> and <i>SPIRE Next</i> lessons is teachers asking students questions about the text. These questions are designed to guide students in understanding the content, including vocabulary, cause and effect, sequencing, comparing and contrasting, drawing conclusions, predicting outcomes, and identifying main ideas and details. Scripted pause points with questions are explicitly provided for teachers to monitor and support student understanding.</p>
	<p><b>3D.3</b> Provide opportunities for students to reflect on what they have learned.</p>	<p><i>SPIRE</i> provides opportunities for students to reflect on what they have learned, primarily through assessment data and structured review processes guided by the teacher.</p> <p><i>SPIRE</i> provides opportunities for students to get feedback and reflect on their progress toward their learning expectations. This reflection is facilitated through multiple assessment recording forms for every level of instruction, including pre/post-test recording forms, concept assessment recording forms, level summary sheets, fluency drill summaries (word list reading), and fluency tracking sheets. These forms can be used for review and feedback at the individual concept level and across larger chunks of instruction.</p> <p><i>SPIRE Next</i> provides students with the opportunity to reflect on what they have learned through its Read on Your Own features, provided with each lesson. Students perform their close readings independently and then respond to text-based questions in writing, allowing them the opportunity to gauge their understanding of targeted comprehension skills. <i>SPIRE Next</i> also offers lesson-specific quizzes and two practice tests for each level. Results from these assessments show students the skills with which they need more instruction and practice.</p> <p>Both <i>SPIRE</i> and <i>SPIRE Next</i> support teachers in utilizing data gathered from assessments to make informed instructional decisions. While this is teacher-led analysis, the resulting discussions and feedback with students about their performance provide a basis for students to understand and reflect on their learning gains and areas needing further support.</p>
<p><b>4</b> Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information</p>	<p><b>4.1</b> Prepare for the lesson by carefully selecting appropriate stretch texts, choosing points to stop for discussion and clarification, and identifying words to teach.</p>	<p>Throughout <i>SPIRE</i>, students learn reading comprehension skills, including cause and effect; claims, reasons, and evidence; compare and contrast; figurative language; main idea and details; making inferences; persuasive techniques; sequencing; and story elements and theme. Once students complete <i>SPIRE</i> Level 4, they are ready for the stretch texts included in <i>SPIRE Next</i>.</p> <p><i>SPIRE Next</i> lessons are genre-based, scaffolded, and developed specifically for students who may struggle with comprehending rigorous, grade-level content. The lessons are delivered via direct instruction and are designed to cover essential grade-level comprehension standards while supporting vocabulary acquisition. The program is organized into six levels (A-F) comprised of eight to ten lessons for each level. The program's lessons focus on improving reading comprehension by leading students through multiple reads of a stretch text. The lessons also include direct vocabulary instruction using words from the passage. In each of the three reads, students focus on a different skill. Questions and activities in the sidebars of the pages lead students to mark up the text, answer questions with short written responses, and complete graphic organizers. After the third read, students complete a longer written response to a question about the text.</p> <ul style="list-style-type: none"> <li>• In the first read, students focus on literal comprehension, determining what the text means. First-read skills include determining theme, making inferences, summarizing, and analyzing cause and effect within a passage.</li> <li>• In the second read, students analyze genre-specific skills. Second-read skills include analyzing figurative language, determining the impact of point of view on a text, and analyzing text structures.</li> <li>• In the third read, students focus on critical-thinking skills and respond to question prompts in writing.</li> </ul>

WWC Recommendations		How SPIRE Helps Achieve the Recommendation
<p><b>4</b> Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information <i>(continued)</i></p>	<p><b>4.2</b> Provide significant support as the group works through a stretch text together.</p>	<p><i>SPIRE Next</i> has six levels (A-F), which can be used with groups at an appropriate stretch level (based on student abilities or grade levels). The program provides significant support as a group works through texts together, particularly for striving readers in grades 3-12, including:</p> <ul style="list-style-type: none"> <li>• <b>Targeted Audience and Purpose:</b> <i>SPIRE Next</i> is specifically designed for striving students, particularly those who have completed <i>SPIRE</i> Level 4 and need additional intervention with reading comprehension. It is tailored to support students who may find grade-level texts challenging, effectively treating them as “stretch texts” that require focused instruction. It is suitable for Tier 2 intervention and can be implemented in whole-class or small-group settings.</li> <li>• <b>Focus on Comprehension and Close Reading:</b> The program’s instruction specifically focuses on reading comprehension skills and strategies, close reading, explicit vocabulary instruction, and answering text-dependent questions. Consistent use of the same close-reading procedures, routines, and terminology across all levels supports learning by providing a predictable framework.</li> <li>• <b>Text Selection and Design:</b> <i>SPIRE Next</i> includes a mix of informational and literary texts in each level, which cover numerous genres and are aligned to grade-appropriate standards. Texts are designed to challenge and build students’ comprehension abilities with more complex materials.</li> <li>• <b>Scaffolded and Explicit Instruction:</b> The skills-based instruction is scaffolded and direct. The scaffolding was developed specifically to allow teachers to support students who may struggle with rigorous content as they tackle a text.</li> <li>• <b>Writing Task:</b> Respond to Text writing tasks are included with each lesson. They are designed to be practical applications of learned comprehension strategies.</li> <li>• <b>Teacher Support:</b> The Teacher’s Manual provides in-depth instruction and modeling of skills and strategies that support close reading and includes direct, point-of-use instruction and suggestions for differentiating instruction. This detailed guidance helps teachers effectively lead the group through the texts and comprehension activities.</li> </ul>
	<p><b>4.3</b> After students demonstrate comfort with reading stretch texts with the group, provide students with electronic supports to use when independently reading stretch text to assist with pronunciation of difficult words and word meanings.</p>	<p><i>SPIRE Next</i> is a print-based instructional program focused on improving reading comprehension. It can be implemented with a whole class, small groups, or with individual students.</p>

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