Advisory Program Description

Name of Entity: S.P.I.R.E.
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Type of Program: Intervention Program
If this program is intervention or supplemental which component(s) of reading are addressed: ☒Phonemic Awareness ☒ Phonics ☒Fluency ☒Vocabulary ☒Comprehension
Grade Level: K-6
Summary of the program: S.P.I.R.E. is a research-proven reading intervention program for your lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-Step lesson plan. S.P.I.R.E. is used with a wide range of struggling students in pre-K to 12, including Tier 2, Tier 3, Special Education, students with Dyslexia, and English Language Learners. S.P.I.R.E. is designed for small group instruction to make sure that each student gets individual attention based on his or her own needs. S.P.I.R.E. increases student's reading skills through explicit teacher-led instruction where the lessons are clearly written and keep teachers at the center of instruction. The consistent 10-Step lesson is systematic and sequentially structured to ensure mastery of concepts and allow for easy implementation. Auditory, visual, and kinesthetic activities keep students actively engaged. Students begin with basic concepts and are assessed at the end of each lesson. They advance through levels to increasingly more difficult content. Data-driven instruction with continual practice and reinforcement ensures measurable and permanent gains. S.P.I.R.E. is available in both print and digital delivery formats.

NOTE: We use the following descriptions to define various types of instructional support in early literacy. Please review the descriptions and identify your program according to the type of instructional support is it intended to deliver. *Each approved instructional program should classify itself under one type of instructional programming only*.

Core Instruction is instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

Supplemental Instruction is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.

Intervention Instruction is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd grade may have lagged so far behind grade level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.