



Using S.P.I.R.E.® STAR

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Introduction

S.P.I.R.E. 4th Edition delivers proven instruction in a unique combination of print and online resources. The program provides helpful flexibility, enabling users to determine the amount of print and digital instruction delivery they wish to use, based on their needs. Users can also choose to score and report assessment digitally or in print.

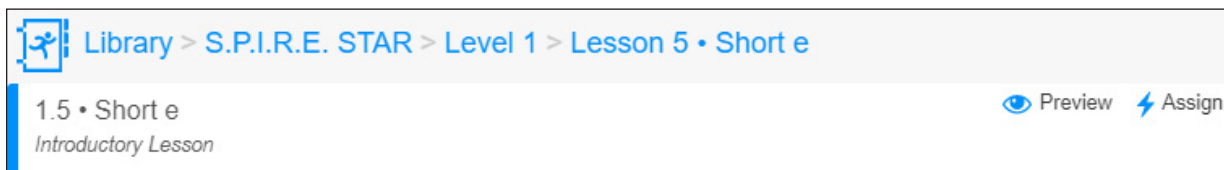
Instruction: The 10-Step Lessons in the print Teacher’s Guide are mirrored in the instruction found in *STAR*; any differences between the two reflect differences in the delivery system. It is easy to move back and forth between the online and print instruction, and you can choose to use one or the other at any time throughout the program. If you are using *STAR* solely for instruction, and you prefer print assessment, you need only one license for access.

Assessment: The assessments found in *STAR* are the same as the print assessments for the program. However, *STAR* provides automatic scoring for individual student assessments and generates reports on student and class results that can be shared digitally. If you choose to assess digitally, you must consistently use *STAR* for assessment. To take advantage of the online assessment capabilities, you will need a license for each student you record.

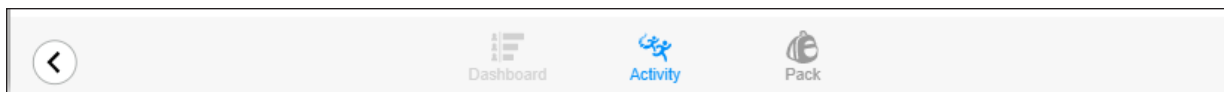
Accessing STAR

Login to your teacher account at www.spire-star.com (See *Getting Started with S.P.I.R.E. STAR* for information on account setup and assigning lessons.)

You have the option of previewing a lesson before assigning it.



Once you have assigned a lesson, you will be directed to the Dashboard when you enter the lesson. At the bottom of the screen are three icons: **Dashboard**, **Activity**, and **Pack**.



Dashboard: Displays class lists; this is where every lesson experience begins.

Activity: Enters you into the actual lesson script of the S.P.I.R.E. lesson or level assessment with teacher directions included for each step.

Pack: Contains student workbook pages with answers, assessment masters, alternate dictation for older students, and other lesson-specific materials.

The gray arrow at the bottom left of the screen allows you to exit the lesson at any time.

Using STAR for Instruction

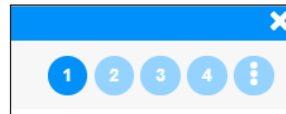
When using STAR, you instruct students while using a device, such as a tablet or laptop, and student work is done manually, orally, and in print.

Click on the **Activity** icon to begin the lesson. Every lesson has **10 steps**, followed by Independent Practice and Assessment. A full lesson should take about 60 minutes to teach. If you only have about half that time, you can complete Steps 1–4 the first day of teaching the lesson, and Steps 5–10 the next day.

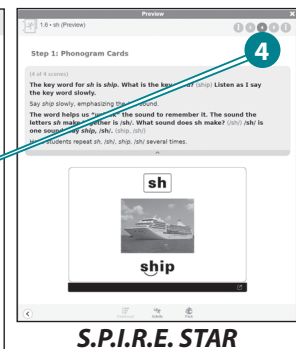
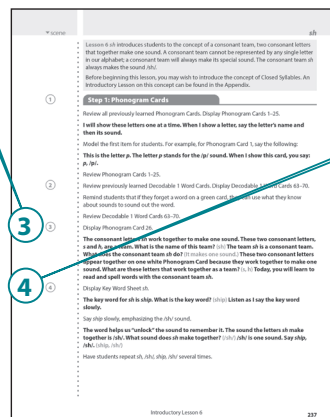
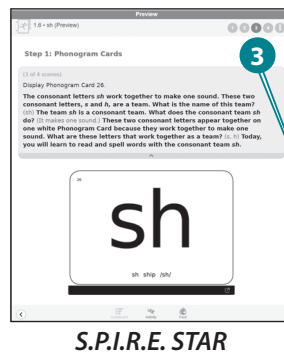
The steps are further broken down into **Scenes**.

Scene: a step or part of a step in S.P.I.R.E.

Since some lesson steps contain more than one activity, a step may be completed over several scenes. The numbered scenes are listed at the top right of the teacher screen for navigation.



Scenes are also referenced in the Teacher’s Guide, in the left-hand column, so that you can move back and forth between print and digital instruction easily.



Teacher's Guide

Teaching a S.P.I.R.E. 10-Step Lesson

Clicking the Activity icon in STAR takes you to **Scene 1**. You will see a list of **Lesson Materials** students will need for this specific lesson. Because teacher demonstration tools are embedded at point of use with each step, there is no Lesson Overview within STAR as there is in the Teacher’s Guide.

S.P.I.R.E.® Level 1 • INTRODUCTORY Lesson 5

Lesson Materials

Each student will need:

- S.P.I.R.E. Level 1 Workbook
- Small Letter Set (Step 3)
- [Lesson Dictation Paper](#) (Steps 7, 9, and 10)

For the assessment, you will need:

- 1 [Concept Mastery Fluency Drill](#) to use with all students

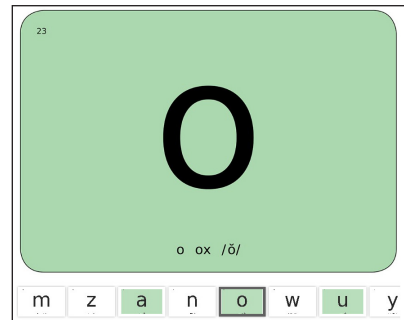
Each scene has explicit directions for how to teach a given step or part of a step.

Step 1: Phonogram Cards (approx. 5 minutes)

In this activity, use your device to display phonogram cards to students. First, read the instructions. Some instruction boxes can be expanded by clicking the red arrow at the bottom of the box. You can also hide the instruction box by clicking on the Settings button in the lower right corner of the screen.

To drill the Phonogram Cards digitally, click the phonogram card below the pink box. A separate tab will open in your browser with a gallery of enlarged cards that you can scroll through. Other scenes have single cards that can also open in a separate tab for an enlarged view.

Step 1 always starts with a review of Phonogram Cards, and the gallery will include a random view of all Phonogram Cards that have been previously taught. You can also narrow the number of cards reviewed by clicking on the small card images that appear beneath the presentation card, choosing specific cards you want to review.

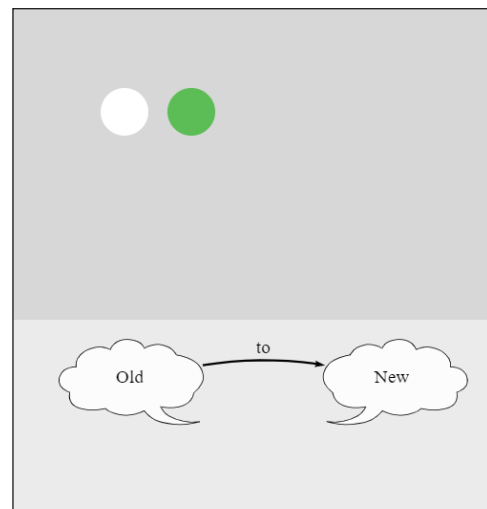
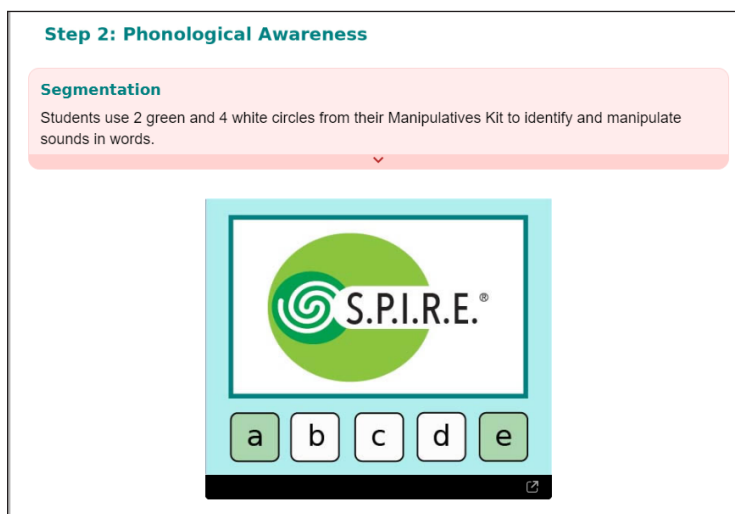


Once finished, **close** this tab and return to the main lesson tab to continue the lesson.

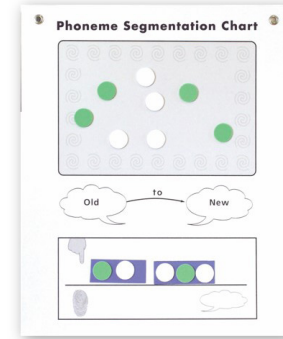
Alternatively, you can use the print Phonogram Cards to teach and review the relevant concepts.

Step 2: Phonological Awareness (approx. 5 minutes)

Many activities in Step 2 are auditory, with students responding to teacher directions. Step 2 also includes **Segmentation**. In this activity, students use the Phoneme Segmentation Sheets in their workbooks and Sound Circles and Syllable Rectangles from their manipulatives kits. You can model for students first by using the digital manipulative in *STAR*, if desired. Click the teal box, which will open the digital manipulative in a separate tab for demonstration.

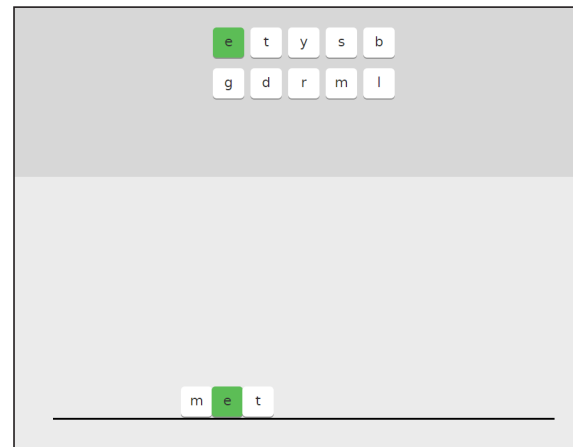


Alternatively, if you have the large Magnetic Segmentation Chart, you can use it to model and work with students.



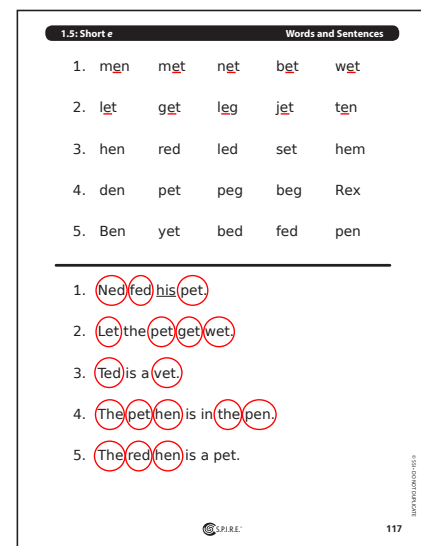
Step 3: Word Building (approx. 5 minutes)

Once again, follow the directions onscreen or in your Teacher’s Guide. The Step 3 **Word Building** activity opens within a separate tab (as shown in Step 2) for you to model first for students, if desired. Using the Magnetic Board and Letter Tiles from the Student Manipulatives Kit, students manipulate the tiles per teacher instructions. Once this activity is completed, return to the main lesson tab to continue the lesson.



Step 4: Decoding and Sentence Reading (approx. 10 minutes)

Some activities in Step 4 are auditory, with directions for the activity. Step 4 always includes a **Word Decoding** activity that students will complete in their workbooks. Per teacher instruction, students use markers or colored pencils to decode the words. You can see the words and sentences by clicking on the **Words and Sentences** hyperlink shown in the scene. The hyperlink opens a two-page PDF. The first page is an annotated student workbook page, providing examples of mark-ups students should be making. (Annotated student workbook pages can also be found in the Appendix to the Teacher’s Guide.) The second page of the PDF is the same student workbook page without any annotations so it could be projected to complete together as a class.



Step 5: Pre-Reading (approx. 5 minutes)

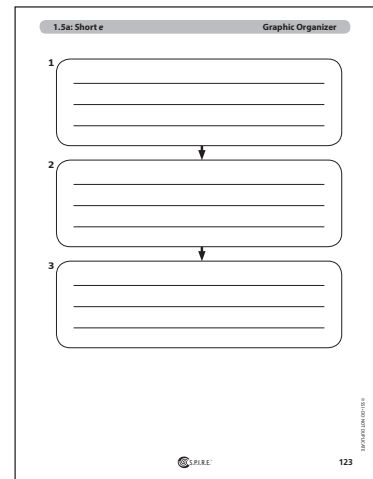
This activity is always an auditory exercise with questions and answers between you and your students. Follow directions onscreen or in your Teacher’s Guide.

Step 6: Reading (approx. 15 minutes)

Introductory Lessons: The activities in Step 6 include a **Word Search** and a **Reading Exercise**. Both activities require students to mark-up concepts by circling and underlining workbook pages. Specific use is explained in the teacher directions of each lesson. Click the hyperlinks in the lesson to open the two-page PDF. As mentioned in Step 4, this PDF contains the annotated student workbook page as well as an unannotated version. (Note that you can also refer to the annotated workbook pages in the Teacher’s Guide Appendix.)

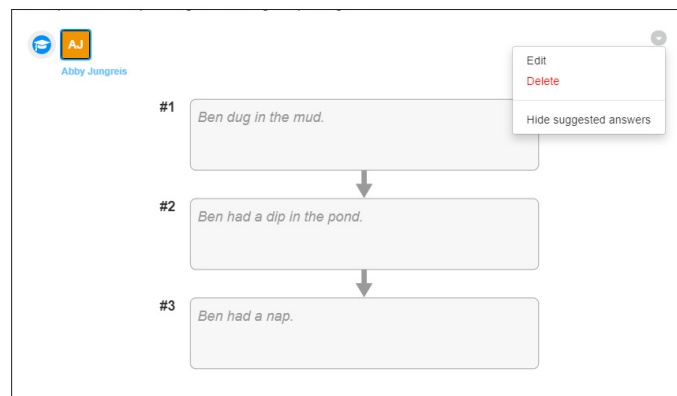


Reinforcing Lessons: The activities in Step 6 include a **passage** (or **poem**) and a **Graphic Organizer**; both activities are found in the student workbook. In *STAR*, comprehension questions follow sections of the passage or poem, and the entire contents of the passage or poem are included as part of instruction. (In the print Teacher’s Guide, all content and comprehension questions are included in Levels 1 and 2. In Levels 3–6, comprehension questions refer to sections of the passage or poem identified in the annotated workbook pages in the Teacher’s Guide Appendix.)



Once students have read and discussed the passage (or poem), they complete the Graphic Organizer. You can view the reading passage and Graphic Organizer workbook pages using the hyperlinks in the lesson. (In the print Teacher’s Guide, the annotated Graphic Organizer is shown at point-of-use.)

Another option in *STAR* is to complete the Graphic Organizer as a class activity by projecting the Graphic Organizer shown beneath the pink box. Compress the pink box by clicking the red arrow beneath it. Next, select the gray arrow at the top of the graphic organizer and choose “Edit” from the drop-down menu. Then you can enter text in each field of the graphic organizer. The same drop-down menu also provides you with the ability to hide or show suggested answers.



The last part of Step 6 in each Reinforcing Lesson is **Rereading for Fluency**. Click the hyperlink in the lesson for instructions (or you can find those instructions in the Additional Teaching Resources in the Teacher’s Guide Appendix).

Steps 7–10: Sound Dictation, Pre-Spelling, Spelling, Sentence Dictation

These are the dictation steps. For Steps 7, 9, and 10, students use **Lesson Dictation Paper**, which you can print from the Pack icon, or copy from the *Blackline Masters for Instruction and Assessment*, and distribute.

Instruction should take approximately two minutes for Step 7, three minutes for Step 8, five minutes for Step 9, and five minutes for Step 10.

Independent Practice

Independent Practice follows Step 10. Independent Practice further reviews new concepts and contains a variety of activities. Each lesson contains at least one activity. Click the hyperlinks in the lesson to open annotated workbook pages (or refer to the annotated pages in the Teacher’s Guide Appendix). Once you go over the directions with students, you will have them work independently in their workbooks (or on their printed pdf pages), while you administer the assessment. After students complete the Independent Practice activities, they can be directed to read an **Illustrated Decodable Reader** (if available) independently or in pairs.

Using STAR for Assessment

Using *STAR* for assessment allows you to digitally score assessments, record student responses, and generate and share reports. You will need one license per student to take advantage of this functionality.

Scoring in STAR

The **Placement Test** is used to determine where each student should begin the program. You can find it above the Quick Start Lessons in your library. Directions are included in the teacher instructions, along with a hyperlink to the blackline master of the student portion of the assessment. The Placement Test can also be administered solely in print using the PDF version available in the Class Pack. If you have previously administered this print version of the Placement Test, you can still enter the data into *STAR* so it can become part of the student’s record if you choose.

The level assessments (**Pre-/Post-Test** and **Mid-Level Test**) can also be found in the library, along with the level lessons. Administer these tests after assigning them to your students. Directions are included in the teacher instructions, along with a hyperlink to a blackline master of the assessment to print for students.

S.P.I.R.E.® Level 1 • PRE-TEST

Overview
The Level 1 Pre-Test should be administered before beginning instruction in Level 1. This assessment is given to determine a student's preliminary knowledge about the concepts taught

AJ
Abby Jungreis

Part 1: Decodable Words	40/40	100%
Part 2: Decodable Sentences	20/20	100%
Part 3: Passage	5/5	100%
Part 4: Comprehension Questions	5/5	100%

Add comment

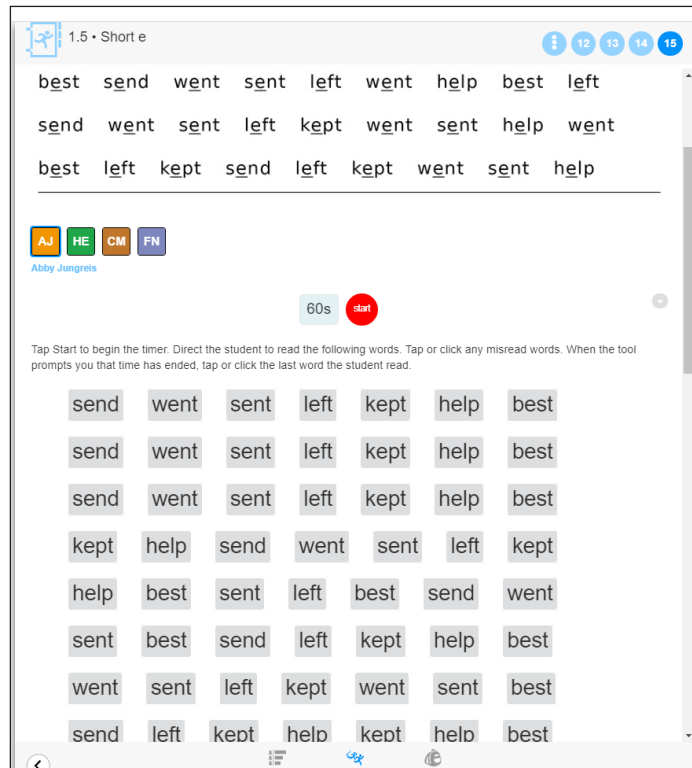
The Pre-/Post- and Mid-Level Tests have multiple sections in which students spell dictated words, read decodable words and passages, and write answers to comprehension questions on paper. The teacher marks incorrect answers in *S.P.I.R.E. STAR*, which automatically scores and charts student progress.

Directions for the lesson assessments (**Concept Mastery Fluency Drills** for Introductory Lessons and **Concept Assessments** for Reinforcing Lessons) and hyperlinks to the assessments can be found in the final scene of every lesson. The assessments need to be printed for the students.

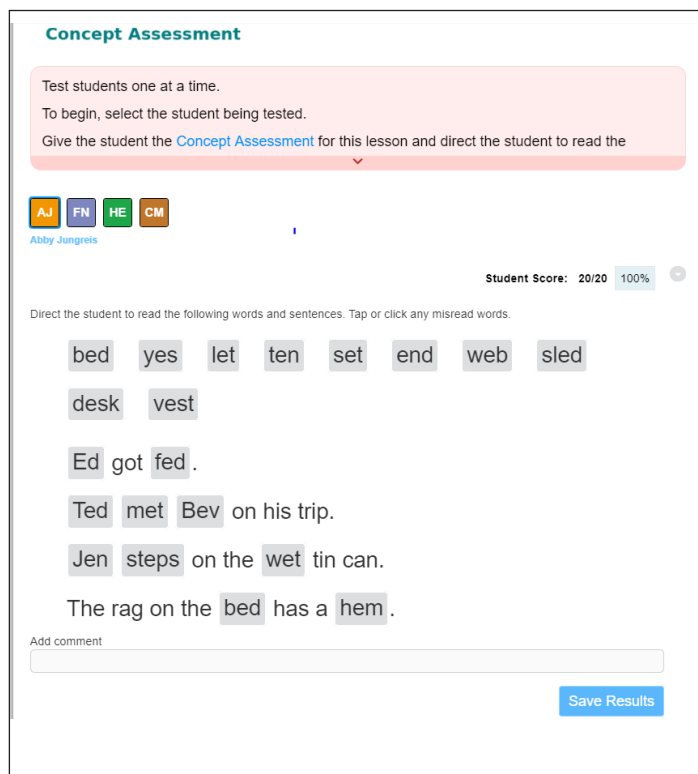
For Concept Assessments, students read printed words and sentences while the teacher clicks on any misread target words in *S.P.I.R.E. STAR*. The assessment is scored immediately, so that the teacher knows whether the student is ready to move on to the next concept.

S.P.I.R.E. STAR can also serve as a timekeeper. For the Concept Mastery Fluency Drills and the passage-reading section of the Pre-/Post-Level Test, student results are measured by the number of words they can accurately read in 60 seconds. When the drill starts, the teacher clicks on the timer and can see when the 60 seconds have passed. During the drill, the teacher clicks on any word read incorrectly and on the last word read and *S.P.I.R.E. STAR* immediately reports the words-correct-per-minute (WCPM) score.

Record student errors on your device. Once students complete the assessment, their results will display on the **Reports Tab**, which can be reached from the Class home screen.



Concept Mastery Fluency Drill



Concept Assessment

Tracking and Reporting in STAR

S.P.I.R.E. instructors, as well as school and district administrators, have access to class-level and student-level reports. These reports show the assessment data for each class associated with a S.P.I.R.E. STAR account. They provide class averages and allow teachers to drill down to view specific assignments and students.

S.P.I.R.E. Progress Report This report displays data for all assessments assigned to students. Data can be filtered by level and assessment type: the Placement Test, Concept Mastery Fluency Drill, Concept Assessment, Pre-/Post-Test, and Mid-Level Test.

S.P.I.R.E. Hybrid Progress Report

REPORT: Concept Assessment | LEVEL: Level 2

Student	#, II, ss	al	wa	qu	ck	rch
Class Average	82%	88%	90%	88%	79%	
AC Amanda Charge	85%	80%	90%	100%	80%	
CL Carlie Lightfoot	90%	90%	90%	90%		
CS Charlie Smith	75%	100%	100%	95%		
FM Frank Moore	90%	90%	95%	75%	75%	
GD Gordon Downie	75%	80%	80%	80%	90%	
TB Tom Brown	75%	85%	85%	90%	70%	

Legend: not completed (white), below mastery (grey), at mastery (light grey)

The top row of each report displays a class average. Click on the black triangles for further information about each assessment, such as when it was completed. Hyperlinks connect to the tests themselves to review how students answered specific questions.

S.P.I.R.E. Student Summary Report This report displays data for all assessments completed by a specific student. To view data, select a student name and level. The page will list all student data for the Placement Test, Concept Mastery Fluency Drills, Concept Assessments, Pre-/Post-Tests, and Mid-Level Tests. Student Summary Reports can be exported as PDFs.

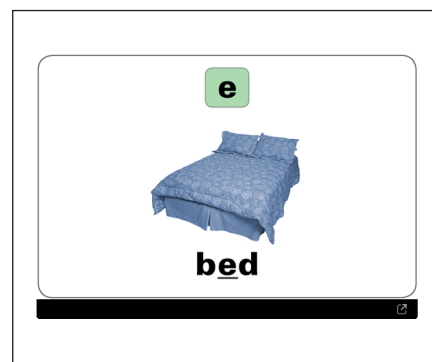
Digital Components

Through STAR, you have access to a wealth of program resources.

Digital Cards

Phonogram and Word Cards These digital cards appear in galleries, and each show a single concept. For drills, you can use STAR to present the cards to students in random order.

Key Words and Pictures These digital images feature the lesson concept, the key word containing the concept, and a 4-color photograph illustrating the key word. This component provides additional images to the black-and-white illustrations of the key words, found on Key Word Sheets in the *Blackline Masters for Instruction and Assessment*.



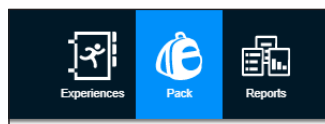
Teacher Pack

Teachers have access to student content and teaching resources at point-of-use in each *S.P.I.R.E.* lesson for easy reference. The relevant digital documents for each lesson can also be found in the Teacher Pack for that lesson.

- Sentence Dictation Directions
- Rereading for Fluency Directions
- Vocabulary Development Directions
- Phoneme Segmentation Sheet (if applicable)
- Phoneme-Grapheme Sheet (if applicable)
- Lesson Dictation Paper
- Student Workbook pages with correct answers
- Concept Mastery Fluency Drill (blackline masters)
- Concept Assessment (blackline masters)
- Alternate Dictation Words and Sentences (These alternate words and sentences cover the same skills as the regular steps in dictation instruction but can be used with older students.)

Class Pack

The *S.P.I.R.E. STAR* Class Pack provides many other documents helpful for understanding and teaching the program.



- **“Getting Started” Resources:**

- o *Welcome to S.P.I.R.E.*
- o *S.P.I.R.E. STAR* Tutorials: These short videos provide simple walk-throughs for how to perform various *STAR* tasks.
- o Getting Started with *S.P.I.R.E. STAR*
- o Using *S.P.I.R.E. STAR*
- o *S.P.I.R.E.* Placement Test (print version): If you don’t want to administer the Placement Test digitally, use this version.
- o *S.P.I.R.E.* Lesson Planner: This optional form with fillable fields allows teachers to write out a *S.P.I.R.E.* lesson plan as needed.

- **Miscellaneous Reproducibles (contents vary by level):**

- o Lesson Dictation Paper
- o Traffic Light Dictation Paper (Level 1 only): This optional paper can be used in place of the Lesson Dictation Paper at your discretion. It's useful for students who still struggle with letter formation and need reminders about directing their lines and curves. Have students color the traffic light red, yellow, and green, and use those words in your directions.
- o Phoneme Segmentation Sheet
- o Phoneme-Grapheme Sheet
- o Graphic Organizers: Blank graphic organizers mirror the graphic organizers found in the student workbooks. Some of the graphic organizers are generic and can be used with several different lessons; others are tied to the content of specific passages.
- o Fluency Tracking Sheet: Same version as found in the student workbooks
- o Concept Mastery Fluency Drill (CMFD) Tracking Sheet: This optional form provides you with a place to record and track a student's CMFD scores to keep in a portfolio or other physical file.
- o Syllable Division Cards (Levels 3 and 6 only)
- o Assessment Summary Sheet: This form can be used to record all of a student's Concept Assessments and level tests (Pre-/Post-Test and Mid-Level Test) to keep in a portfolio or other physical file.
- o Completion Certificate

- **Key Words and Pictures:** These reproducible illustrations of the key words are useful if you want to print and display 4-color images with the key words, in the classroom.

Program Assistance and Technical Support

Other program support can be found in the Exploros **Help**. For further support, please contact Technical Support at: techsupport.eps@schoolspecialty.com.

