

Instructional Routines for Multilingual Learners Using SPIRE®

Instructional Routines for Multilingual Learners Using S.P.I.R.E.

S.P.I.R.E. provides excellent support for multilingual students who are learning to read, write, speak, and listen in English. The following routines can be incorporated into the S.P.I.R.E. ten-step lesson to maximize the impact of the program for these students.

Step 1 – Phonogram Cards

New Sounds

When introducing a new sound, talk with students about the occurrence of the sound in their home languages. If the sound does occur, discuss how it may be spelled differently. If the sound does not occur, practice mouth formation of the sound. Have students work in pairs to perfect pronunciation of the sound. Talk about the picture on the Key Word Sheet as well. Ask students what it is and what experience or knowledge they have about the picture. Post the picture in the classroom so students have a visual reminder of the Key Word and new sound.

New Words (most frequently used Word Cards)

When introducing new words using the Word Cards, ask students to use each word in a sentence orally. Have students work in pairs to practice using the words in conversational English.

Step 2 – Phonological Awareness

Review the “New Sounds” routine from Step 1 above if students are still having trouble with sounds that are new to them.

Step 3 – Word Building

After students build each word using the letter set, have them write the word in a journal. Following the letter set activity, have students write simple sentences and share them with a partner orally. Have them work together to correct errors and develop their sentences. For some of the words, provide a picture so students can have a visual to reference as they say or write it.

Step 4 – Decoding and Sentence Reading

As students read each sentence, have them draw a picture and/or describe orally what the sentence is about. This can be done by having students take turns in a small group or work in pairs. Use the additional prompts in the Teacher’s Guide for sentence comprehension.

Step 5 – Prereading

Using the Word Find page from the Introductory Lesson for each skill, have students circle two or three words that they would like to learn more about. In a small group, have each student say one of the circled words. Lead a discussion about the meaning(s) of the word. Ask students to use the word in a sentence and/or draw a picture of it. Provide pictures of the words students have circled when possible, or show any objects if you have them in the classroom.

Step 6 – Reading Comprehension

Have multilingual learners use the *S.P.I.R.E.* Illustrated Decodable Readers for this step, followed by the non-illustrated decodable passages in the workbooks. Set A *S.P.I.R.E.* Illustrated Decodable Readers include the same text as the passages in the workbooks. Set B Illustrated Decodable Readers include additional stories.

Have students flip through the Illustrated Decodable Reader, focusing on the images. In a small group, discuss what the story might be about. Then have students work in pairs or individually to read the book. First, have them read aloud and work on pronunciation and prosody. Then, have them read silently to build fluency.

After students read each book, come back to the small group and discuss the story using the comprehension questions included in the Teacher’s Guide for the Set A books. You can use similar Who/ What/ When/ Where/ How/ Why questioning patterns if you choose to have students read the Set B books during Independent Practice.

When using a decodable passage in the workbook, read the title of the passage together with the students. Have a conversation in the small group about what the title might mean, and connect this main idea to student experiences. Then have students work in pairs or individually to read the passage. First, have them read aloud and work on pronunciation and prosody. Then, have them read silently to build fluency.

After students have read the story, use the graphic organizer to build comprehension. Have students work in pairs and small groups to talk through this activity. When they are using the passages in the workbooks, have them underline the text evidence that supports the information they write in the graphic organizer. As needed, help student pairs or groups fill out the graphic organizer and talk about the story.

Additional Vocabulary Activities:

This step provides an opportunity to continue building vocabulary. Have students find words that may have homonyms, synonyms, and multiple meanings and add these words to their journals. Additional vocabulary activities can be found on pp. A3 through A7.

Steps 7-9 – Sound Dictation, Prespelling, Spelling

Discuss whether the sounds from the lesson occur in the students’ home languages. If they do, discuss how the sounds are spelled or represented. If the sounds do not occur, review mouth formation and pronunciation.

Step 10 – Sentence Dictation

After students write each dictated sentence, discuss the meaning of the sentence and/or have students draw a picture of what the sentence means.

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