

S.P.I.R.E.® Coding Across Levels

The coding procedures found throughout S.P.I.R.E. are crucial to developing word mastery. Coding teaches students to refrain from guessing at an unknown word—we mark up all known parts of the word to determine syllable type and existing teams, ensuring we can recognize all the discrete components. Vowels are the nucleus of words. That is to say, the vowels are the central focus of the word. When one knows their syllable types, they will know what sound the vowel makes. We color code our vowels and teams to allow for ease in phonetic pattern identification, drawing attention to the different parts we can identify and further supporting our recognition of the existing syllable type. Ultimately, we color code to ensure that we are keeping a code emphasis approach to teaching phonics and language skills.

The charts below show each coding practice as it is introduced throughout the levels of the program. Keep in mind that as students advance through the levels, they need to know all the previously taught coding procedures, so these markups are developed gradually and reviewed cumulatively. Coding portions of the words is not a strategic approach to resolve the issue of guessing. Thus, we code the **entire** word.

Quick Check lessons can be used to facilitate coding knowledge development for students that place in Level 2 or above.

Level of the Program	Understanding the Coding	Examples
Level 1	Underline the vowels to determine the syllable type.	n <u>a</u> p l <u>e</u> t d <u>i</u> p h <u>o</u> t n <u>u</u> t
	Smiley face/arch any consonant teams.	s <u>h</u> o <u>p</u> c <u>h</u> i <u>n</u> t <u>h</u> e <u>m</u> w <u>h</u> i <u>p</u>
	Smiley face/arch any welded teams.	h <u>a</u> ng s <u>i</u> ng str <u>o</u> ng st <u>u</u> ng t <u>a</u> nk pi <u>n</u> k ho <u>n</u> k sh <u>r</u> u <u>n</u> k

Level 2	Smiley face/arch any teams. <i>ff, ll, ss:</i> if any of these sounds come at the end of a one syllable word, double them. <i>ck:</i> when the /k/ sound is at the end of the one-syllable word or end of the 1 st syllable, you spell it ck. <i>tch:</i> when the /ch/ sound is at the end of the one-syllable word or end of the 1 st syllable, you spell it tch.	c <u>u</u> ff skill mass ba <u>l</u> d ba <u>l</u> l wa <u>s</u> p lu <u>ck</u> sw <u>it</u> ch
	Draw a line through the e, go over the consonant, point to the vowel to indicate that the vowel will say its name.	qu <u>a</u> ke
	When an s comes in between the vowel and the silent e, you circle it to remember it makes the /z/ sound.	ho <u>s</u> e

Level 3	Smiley face/arch any closed syllable exceptions.	ch <u>i</u> ld bo <u>l</u> d bli <u>n</u> d po <u>s</u> t stro <u>l</u>
	Underline both vowels that comprise a vowel team.	str <u>a</u> y gr <u>o</u> up
	Box in any suffixes or prefixes that are taught. For the suffix ed, it is recommended to have students write the sound that it is representing on top of the box (i.e., for winked, write /t/ on top; for played, write /d/ on top; for melted, write /ed/ on top).	p <u>n</u> ch <u>e</u> d di <u>ch</u> es br <u>a</u> vely <u>a</u> cross
	Draw a line to separate your syllables (syllable division is explicitly taught in the lesson script).	pu <u>ff</u> in na <u>p</u> kin tes <u>t</u> ing
	When ou is followed by gh, sometimes the gh is silent, so draw a line through it in those instances.	th <u>o</u> ugh
	When ou is followed by gh it can sometimes represent the /f/ sound, so smiley face/arch the gh in those instances.	to <u>u</u> gh slo <u>u</u> gh

	<p>Due to the vowel shift in our language, some words have a silent e at the end due to spelling. Cross out the silent e.</p>	<p>housee troupee</p>
<p>Level 4</p>	<p>Continue to underline both vowels that comprise a vowel team.</p>	<p>we<u>a</u>k br<u>e</u>ad st<u>e</u>ak to<u>a</u>d br<u>a</u>id le<u>e</u>ch glo<u>o</u>m ch<u>i</u>ld<u>h</u>ood t<u>i</u>e th<u>i</u>ef</p>
	<p>When a consonant is followed by the letters le at the end of a word, this becomes a syllable of its own. Draw a line to divide the syllables (start at the e and count back three) and draw a line through the e to show that it is silent. You may also instruct students to box in the consonant+le.</p>	<p>bub<u>bl</u>e sn<u>iff</u>le stum<u>bl</u>e</p>
	<p>The trigraph igh is considered a vowel sound, so you underline the igh and draw a line through gh to show that it is silent.</p>	<p>br<u>igh</u>t</p>
	<p>If a word ends in the vowel y, and you want to add a suffix that begins with a vowel (i.e., ed), to the end of the word you change the y to an i and then add the suffix.</p>	<p>tr<u>i</u>ed fair<u>i</u>es</p>

Level 5	<p>When the letter c comes before the letters e, i, or y, it will make its soft sound, /s/. Circle the soft c sound.</p>	<p>tr<u>an</u>ce</p>
	<p>When the letter g comes before the letters e, i, or y, it will make its soft sound, /j/. Circle the soft g sound.</p>	<p>gi<u>ng</u>er gi<u>ng</u>er gi<u>ng</u>er</p> <p>g<u>ym</u>n<u>as</u>t<u>ic</u>s</p>
	<p>Underline both the vowel and the letter r when the word contains an r-controlled (aka bossy r) syllable type.</p> <p><i>or, /or/:</i> or is pronounced /or/ when or comes before any consonant other than r, and when it is in an unaccented final syllable.</p> <p><i>ar, /ar/:</i> The ar team makes the /or/ sound when it comes after the /w/ sound, as in warn, or a /kw/ sound, as in quart.</p>	<p>she<u>ph</u>er<u>d</u> fu<u>th</u>er</p> <p>bi<u>th</u> se<u>ar</u>ch</p> <p>pa<u>ss</u>wo<u>rd</u> fo<u>r</u>ge<u>t</u></p> <p>ma<u>rch</u> a<u>wa</u>rd</p>
	<p>Underline the trigraph dge (when the j sound is at the end of a word after a short vowel).</p>	<p>d<u>red</u>ge</p>
	<p>When an s is followed by an e, i, or y, usually near the end of the word or at the beginning of a second syllable, it makes the /z/ sound. Circle the s.</p>	<p>pa<u>ns</u>y ple<u>as</u>e</p>
	<p>Underline the vowel+consonant teams.</p> <p><i>ow, /ō/:</i> When the /ō/ sound appears at the end of a word, it is usually spelled ow.</p> <p><i>ow, /ou/:</i> When the /ou/ sound is followed by a final n, as in clown, or a final l, as in scowl, /ou/ is usually spelled ow. When /ou/ is at the end of a word or syllable, /ou/ is usually spelled ow.</p>	<p>th<u>ro</u>w sn<u>ow</u>ma<u>n</u></p> <p>po<u>we</u>rf<u>ul</u> dr<u>ow</u>n</p>
	<p>Smiley face/arch any special teams that contain silent letters.</p>	<p>kn<u>ap</u>s<u>ack</u> kn<u>o</u>ll</p>
	<p>Continue to underline both vowels that comprise a vowel team.</p>	<p>ti<u>ptoe</u> wo<u>e</u></p>

Level 6	<p>Continue to box in prefixes and suffixes, to include ending-a.</p> <p><i>The /u/ sound can be referred to as the schwa sound moving forward.</i></p>	
	<p>Smiley face/arch any teams that are taught, like the new teams of Greek origin.</p>	
	<p>Continue to underline both vowels and vowel-consonant teams that comprise a vowel team</p>	
	<p>Smiley face/arch any teams that contain silent letters. Draw a line through the letter that is silent.</p>	
	<p>Draw a line to separate open syllable v/cv multisyllabic words.</p>	