

ALIGNMENT

SPIRE[®]



TEXAS Dyslexia Handbook Alignment










Alignment to

Texas State Board of Education Procedures
Concerning Dyslexia and Related Disorders

Texas Dyslexia Handbook	Requirement	SPIRE® 4 th Edition	Status
CRITICAL, EVIDENCE-BASED COMPONENTS OF INSTRUCTION			
Phonological awareness	Recognize and manipulate the sounds in words; segment words into phonemes.	SPIRE supports the development of phonological awareness through its systematic, multisensory, and explicit instructional strategies. Phonological awareness activities are included in Step 2 (Phonological Awareness) of every SPIRE lesson. For example, students are explicitly taught to recognize individual phonemes in spoken words, break words into their individual sounds, blend phonemes, rhyme, and manipulate sounds. Additional reinforcement of segmenting and blending sounds is included throughout each SPIRE lesson during decoding and dictation activities.	 Aligned
Sound-symbol association	Link speech sounds to their corresponding letter or letter combination (grapheme-phoneme correspondence).	Sound-symbol association instruction is explicitly taught in SPIRE. For example, SPIRE introduces each sound (phoneme) along with its corresponding letter or letter pattern (grapheme) explicitly during Step 1 (Phonogram Cards) of each SPIRE lesson. Sound-symbol associations are introduced systematically, starting with the most common and basic patterns, then progressing to more complex ones. Students engage in encoding and decoding activities during Steps 3 (Word Building), 4 (Decoding & Sentence Reading), 5 (Prereading), and 7-10 (Dictation) in every SPIRE lesson to ensure accurate orthographic mapping occurs based on students' knowledge of sound-symbol association.	 Aligned
Syllabication	Instruction must include the six basic types of syllables and syllable division taught in relation to word structure.	SPIRE provides explicit instruction in the six basic types of syllables as well as multiple opportunities for syllabication practice. Morphology and syllable division concepts are included throughout each lesson. Instruction moves systematically, beginning with closed syllables, progressing to silent e, open vowel, vowel teams, consonant-le, and r-controlled vowels. Additionally, SPIRE includes lessons on suffixes. Students engage in decoding and encoding practice of all syllable types plus affixes. A large classroom poster that includes spelling pattern markups is provided with each Teacher's Guide.	 Aligned
Orthography	Instruction must include regular and irregular orthographic patterns and should be integrated with phonology and sound-symbol knowledge.	All SPIRE lessons follow a predictable 10-step format designed to create "mapping" of each regular and irregular orthographic pattern. Step 1 (Phonogram Cards) includes a review of previously learned patterns and the introduction of a new pattern. Step 2 (Phonological Awareness) provides activities in one or more of the following: rhyme providing, sound categorization/identification, rhyme categorization, blending, sound providing, and segmentation. Step 3 (Word Building) includes sound segmentation and blending, and word chaining. Step 4 (Decoding and Sentence Reading) includes decoding review and practice of previously taught and newly taught concepts, and the word and sentence levels. Step 5 (Prereading) is word analysis and additional deeper practice of the newly taught concept. Step 6 (Reading and Reading Comprehension) is practice using connected text in stories and passages that include only concepts and sight words students have already been explicitly taught. Steps 7-10 (Sound Dictation, Prereading, Spelling, Sentence Dictation) move students systematically through a set of encoding activities at the sound, word, and sentence levels. Each concept in the scope and sequence is explicitly taught, including instruction in spelling rules for orthographic mapping.	 Aligned
Morphology	Instruction includes how morphemes combine to form words.	SPIRE provides explicit instruction in morphemes such as prefixes, base words, and suffixes in isolation as well as within the context of a word, sentence, and passage. Morphology instruction is included throughout the program as students learn the six syllable types.	 Aligned
Syntax	Instruction includes grammar, sentence variation, and the mechanics of language.	SPIRE integrates syntax instruction to support students' reading comprehension and written expression. Each SPIRE lesson includes sentence dictation, offering opportunities to reinforce sentence structure. Each SPIRE lesson incorporates story and passage reading, along with a graphic organizer. This tool is used to help students with a particular reading comprehension concept, and to organize writing in response to text. As students progress through the program, encoding, decoding, reading comprehension, and written expression activities become more complex, providing instruction in sentence variation and mechanics of language.	 Aligned

Texas Dyslexia Handbook	Requirement	SPIRE® 4 th Edition	Status
CRITICAL, EVIDENCE-BASED COMPONENTS OF INSTRUCTION (continued)			
Reading comprehension	Comprehension is developed through instruction in fluency, vocabulary, oral language skills, background knowledge, comprehension strategies, and motivation.	SPIRE begins comprehension instruction by motivating striving readers who may have previously failed in their attempts to become strong readers. It does this by providing precise placement into the program, and focusing on the most basic concepts each student needs to master. Students are moved intentionally through the program, at just the right pace to ensure success. Each SPIRE lesson includes a story or passage to build success. Only decoding concepts and sight words that the student has already been explicitly taught are included in each story or passage. Teachers model oral reading of each passage to support students in developing fluency. All SPIRE lessons include vocabulary and background knowledge activities incorporating oral language. Specifics of these activities can be found in the Appendix (see sections “Vocabulary and Comprehension for SPIRE” and “Instructional Routines for Multilingual Learners Using SPIRE”, pages A1–A7). Beginning with SPIRE Level 3, passages include nonfiction topics designed to build vocabulary and background knowledge through the reading of the passages. As students progress through the program, they continually work on fluency at the word, sentence, and passage levels through the 10-step lesson format. Step 4 (Decoding and Sentence Reading) includes fluency practice at the word and sentence levels. Step 6 (Reading and Reading Comprehension) includes fluency at the passage level. During this step, the teacher incorporates oral language activities, modeling of oral reading fluency, and independent practice of oral reading fluency. During reading, teachers guide students to focus on comprehension by asking questions and discussing the text.	 Aligned
Reading fluency	Instruction includes development of reading speed, accuracy, and prosody to support comprehension through repeated readings, word lists, and choral reading.	SPIRE incorporates the development of reading speed, accuracy, and prosody as students complete multiple readings of word lists and sentences in Step 4 (Decoding and Sentence Reading) of each lesson. In Step 6 (Reading and Reading Comprehension), students engage in multiple oral reading activities (including teacher modeling, choral reading, partner reading, and independent reading) that support the development of reading speed, accuracy, prosody, and comprehension of connected text, with an emphasis of the newly learned concept in the lesson. This repeated practice allows students to build their oral and silent reading fluency.	 Aligned
DELIVERY OF DYSLEXIA INSTRUCTION			
Simultaneous, multisensory (VAKT)	Instruction includes VAKT teaching to engage all learning pathways.	SPIRE is an Orton–Gillingham based program that incorporates explicit simultaneous, multisensory instruction (visual, audio, and kinesthetic and tactile). Students visually engage with letters, words, and text during all instruction. Other pathways are evident during all 10 steps of each SPIRE lesson, with special emphasis on auditory during phonological awareness activities in Step 2 (Phonological Awareness) and repeated in Steps 3 and 5 (Word Building and Prereading). The kinesthetic pathway is emphasized by encoding activities at the sound, word, and sentence levels during Steps 7, 9, and 10 (Sound Dictation, Spelling, Sentence Dictation). The tactile pathway involves working with letter tiles during Step 3 (Word Building) and using tactile cues (finger tapping and other strategies) throughout all activities to understand phonemes and syllables.	 Aligned
Systematic and cumulative	Multisensory language instruction follows a systematic sequence, starts with basic concepts, and progresses to more complex material; regular review to strengthen memory.	SPIRE’s scope and sequence moves students intentionally through simple to complex concepts in all the reading pillars. Each multisensory lesson includes cumulative review of all previously taught concepts. Through its 10-step lesson format, SPIRE offers a direct, systematic approach to teaching reading to individuals or small groups.	 Aligned

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DELIVERY OF DYSLLEXIA INSTRUCTION (continued)			
Explicit instruction	Instruction includes direct explanation and demonstration of one concept at a time, with guided practice and feedback.	SPIRE offers explicit, systematic instruction for one concept at a time and includes modeling, continual practice, corrective feedback, and checks for understanding. Teachers are supported in this process through a detailed Teacher's Guide for each SPIRE level, online supports through digital tools, and professional learning opportunities including training and coaching.	 Aligned
Diagnostic teaching to automaticity	Instruction is individualized based on continuous assessment of a needs, ensuring mastery of content to the point of automaticity.	Each student is placed into the SPIRE program based on previous mastery of concepts, as assessed by SPIRE's placement assessment. Instruction is individualized for each new concept, based on continual checks for understanding. Each concept has five reinforcing lessons available that can be used for skill reinforcement. However, students frequently can move forward after just one reinforcing lesson. SPIRE materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy, toward automaticity. As students demonstrate automaticity with each concept, the teacher provides a concept mastery assessment to ensure accurate progress monitoring, before moving students forward to the next concept.	 Aligned
Synthetic instruction	Instruct individual parts of language then demonstrate how they combine to form a whole.	SPIRE incorporates synthetic phonics as part of its approach. For example, students are taught to identify individual sounds in isolation and then blend them into a whole word. Students also manipulate sounds and letters to construct words. In addition, students engage in activities like tapping, tracing, or saying sounds as they blend words, demonstrating how sounds combine to form a whole. Every SPIRE lesson incorporates synthetic instruction throughout its predictable 10-step lesson format.	 Aligned
Analytic instruction	Instruct the whole and teach how to break it down to component parts.	SPIRE incorporates analytical instruction as part of its approach. For example, lessons include grapheme-phoneme analysis, allowing students to break down words into their individual word parts and letters (including letter combinations), and associated sounds. Students are taught to group words based on shared patterns or sounds, emphasizing relationships between and among word parts. Students explore patterns within word families to identify consistent spelling-sound relationships. Every SPIRE lesson incorporates analytic instruction throughout its predictable 10-step lesson format.	 Aligned
OTHER REQUIREMENTS			
TEC 28.006(g)	Schools must implement an accelerated (intensive) reading program that appropriately addressed students' reading difficulties and enables them to catch up with their typically performing peers.	SPIRE is a multisensory, structured, and sequential intervention program designed for students with reading difficulties, including those with dyslexia or other learning disabilities. The program helps striving readers catch up to their on-grade-level peers.	 Aligned

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OTHER REQUIREMENTS (continued)			
ESEA Act Section 2221(b)	Essential components of comprehensive literacy instruction are defined as explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension.	SPIRE’s structured and cumulative approach helps fill gaps in foundational literacy skills. The program improves decoding skills and builds phonological awareness, phonemic decoding, vocabulary, language structure, reading fluency, and reading comprehension. SPIRE is intended to support students with significant gaps in foundational literacy to improve their reading abilities and move them toward grade-level reading and writing functionality.	 Aligned
Equal Education Opportunity Act	Research-based interventions are to be provided to all students experiencing difficulties in reading, including EB students, regardless of their proficiency in English.	SPIRE is designed to support all students experiencing difficulties in reading, including emergent bilingual (EB) students. Specific guidance is provided for EB learners in SPIRE’s supplemental resource entitled “Instructional Routines for Multilingual Learners Using SPIRE”. SPIRE is researched based, evident from its ESSA III & IV designations, inclusion in the Educational Resources Information Center (ERIC) and adherence to What Works Clearinghouse’s (WWC) Strong Evidence for Providing Reading Intervention.	 Aligned

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