



Grades PreK-8

MTSS



Put structured literacy to work for Texas students.

SPIRE intervention applies proven reading principles.

Texas House Bill 3928 has brought the way dyslexia is evaluated, identified and instructed in public schools to the forefront for Texas educators. Research-proven SPIRE® helps support your efforts. Its direct, systematic, sequential reading intervention is built around science of reading principles to teach students with dyslexia characteristics and striving readers in the way they learn.

Each SPIRE lesson employs 10 steps that engage multisensory pathways to the brain in rapid succession, enhancing student learning and memory—and building skills even in students with dyslexia or Specific Learning Disabilities.





SPIRE addresses the key elements of structured literacy.

Phonology

SPIRE addresses phonemic awareness through numerous, varied strategies that help the learner construct the link between speech and reading.

Sound-Symbol Association

SPIRE's Scope and Sequence is designed to teach 180 of the most frequent phonetic concepts in the English Language. Students receive daily drill and practice on the patterns they have mastered through oral and visual drills, word coding, word building, and dictation. In Introductory Lessons, students receive at least 40+ practice opportunities of the newly introduced phonetic pattern.

Syllables

The six syllable types are taught throughout all 8 levels of instruction. The "Closed Syllable" and "Vowel Consonant e" syllable types are taught over the first two levels of SPIRE, laying the foundation for reading the two most common types of words. Syllabication Rules begin in Level 3 and continue through the end of the program, giving students strategies they need for dividing multisyllabic words.

Morphology

Suffix, prefix, and base word instruction begins in Level 3 of SPIRE and continues throughout the program. Students learn the meaning of suffixes and prefixes as they are introduced. During passage reading, students then apply this knowledge to comprehend the text.

Syntax

Students begin reading sentences and passages from the first day of instruction in SPIRE. Every lesson, no matter how early it falls in the phonetic progression of concepts, includes sentences that are decodable for students to read. Students also write dictated sentences in every lesson, giving them models of correct sentence structure.

Semantics

SPIRE's sentence and passage reading activities work on semantics and meaning. This instruction starts in Level 1 and continues throughout all levels of the program. As the students are able to decode more difficult text, the comprehension and vocabulary demands increase. Graphic organizers are included with every Reinforcing Lesson in the program, giving students the opportunity to apply higher-order thinking skills to the passages they read. These skills include cause/effect, main idea and details, sequencing, predicting outcomes, and more.

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