Structured Literacy (SL) Program Framework Guidelines

Introduction

On April 23, 2022, the final form amendments to **Chapter 49 (relating to Certification of Professional Personnel)** of Title 22 of the Pennsylvania Code became effective upon publication in the *Pennsylvania Bulletin*.[1]

22 Pa. Code § 49.14(4)(i) requires the Pennsylvania Department of Education (PDE) to identify competencies and develop associated standards for educator training in structured literacy. Structured literacy supplements core instruction with an increased focus on the five essential components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Research on Pennsylvania's Dyslexia Pilot and Expansion project demonstrated significant impact for students and school systems in the use of structured literacy.[2]

Chapter 49 requires instruction in structured literacy to be integrated in educator preparation and continuing professional development programs for professional employees who hold instructional certificates in early childhood education, elementary-middle level, PK-12 Special Education, English as a Second Language, and Reading Specialist.[3]

- Beginning with the 2022-2023 school year, PDE must establish a program of professional development and applied practice in structured literacy. The continuing professional development plans of each school entity must include training in structured literacy competencies/standards for the five specified certification programs.
- Educator preparation programs must integrate the structured literacy competencies/standards for the five specified certification programs no later than August 1, 2024.

22 Pa. Code § 49.1 defines "structured literacy" as systematic, explicit instruction that provides a strong core of foundational skills in the language systems of English, integrates listening, speaking, reading, spelling, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse.[4] As directed by Act 55, Section 1205.8, these standards should be used to meet the following: (1) Effectively teaching the

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[1] https://www.pacodeandbulletin.gov/Display/pabull?file=/secure/pabulletin/data/vol52/52-17/624.html&continued=/secure/pabulletin/data/vol52/52-17/624a.html&d=reduce

[2] https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19CARESAct/March2021/GuideImplementation/ARPESSERReadingGuidance/Pages/default.aspx

[3] https://www.pacodeandbulletin.gov/Display/pabull?file=/secure/pabulletin/data/vol52/52-17/624.html&continued=/secure/pabulletin/data/vol52/52-17/624a.html&d=reduce

[4] This definition aligns with the definition used in Section 1205.8 Teacher Support in the Structured Literacy Program, as amended by Act 55 of 2022. See https://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=14&chpt=12&sctn=5&subsctn=8

reading literacy skills of phonemic awareness, phonics, fluency, vocabulary and comprehension; (2) Differentiating instruction for teaching students with advanced reading skills and students with dyslexia or other language-based learning disabilities; (3) Identifying and teaching students with dyslexia and other language-based learning disabilities using appropriate scientific research and brain-based multisensory intervention methods and strategies; (4) Implementing reading instruction using high-quality instructional materials; (5) Using developmentally appropriate supports to ensure that students can effectively access reading instruction; and (6) Administering universal reading screeners to students.

The Pennsylvania Structured Literacy competencies/standards were adapted from the Knowledge and Practice Standards of Teachers of Reading (2018), Standards 1-4, pages 9-11, and used with permission of the International Dyslexia Association, Inc.[5] The Pennsylvania Structured Literacy competencies/standards vary by certification/endorsement type: PK-4, 4-8, English as a Second Language, Reading Specialist, and Special Education. Use discretion for grade band overlaps in determining which set of competencies is appropriate.

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[5] https://or.dyslexiaida.org/wp-content/uploads/sites/20/2018/10/ida-standards2018.pdf

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COMPETENCIES: STRUCTURED LITERACY
Knowledge and Practice Standards of PK-4 Educators

COMPETENCY 1
Phonological and Phonemic Awareness

Professional Educators:

Standard	Competency
SL-PK-4 1.A	Understand rationale for identifying, pronouncing, classifying, and comparing all the consonant phonemes and vowel phonemes of English.
SL-PK-4 1.B	Understand and apply in practice considerations for levels of phonological sensitivity (word boundaries, compound words, syllables, and onset rime).
SL-PK-4 1.C	Understand and apply in practice considerations for phonemic-awareness difficulties.
SL-PK-4 1.D	Know and apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.
SL-PK-4 1.E	Know and apply in practice considerations for the general and specific goals of phonemic-awareness instruction.
SL-PK-4 1.F	Know and apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
SL-PK-4 1.G	Know and apply in practice considerations for the appropriate uses of assistive technology in phonological and phonemic awareness.

COMPETENCY 2
Phonics and Word Recognition

Professional Educators:

Standard	Competency
SL-PK-4 2.A	Know and apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word reading.
SL-PK-4 2.B	Know and apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
SL-PK-4 2.C	Know and apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
SL-PK-4 2.D	Know and apply in practice considerations for using multisensory routines to enhance student engagement and memory.
SL-PK-4 2.E	Know and apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
SL-PK-4 2.F	Know and apply in practice considerations for teaching irregular words in small increments using special techniques.
SL-PK-4 2.G	Know and apply in practice considerations for systematically teaching the decoding of multisyllabic words.
SL-PK-4 2.H	Know and apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers as a scaffold leading to reading of authentic text.

Standard	Competency
SL-PK-4 2.I	Know and apply in practice considerations for the appropriate uses of assistive technology in phonics and word recognition.

COMPETENCY 3
Automatic, Fluent Reading of Text

Professional Educators:

Standard	Competency
SL-PK-4 3.A	Know and apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
SL-PK-4 3.B	Know and apply in practice considerations for varied techniques and methods for building reading fluency, resulting in oral reading with accuracy, rate that facilitates simultaneous comprehension, and prosody.
SL-PK-4 3.C	Know and apply in practice considerations for text reading fluency, including conversational pace, attention to punctuation, and phrasing, as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
SL-PK-4 3.D	Know and apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

COMPETENCY 4
Vocabulary

Professional Educators:

Standard	Competency
SL-PK-4 4.A	Know and apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
SL-PK-4 4.B	Know and apply in practice considerations for the sources of wide differences in students' vocabularies.
SL-PK-4 4.C	Know and apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
SL-PK-4 4.D	Know and apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.
SL-PK-4 4.E	Know and apply in practice direct, explicit methods of morphology instruction for the development of vocabulary.
SL-PK-4 4.F	Know and apply in practice considerations for the appropriate uses of assistive technology in vocabulary instruction.

COMPETENCY 5
Listening and Reading Comprehension

Professional Educators:

Standard	Competency
SL-PK-4 5.A	Know and apply in practice considerations for factors that contribute to deep comprehension including text structures, background knowledge, and interpretation of vocabulary.
SL-PK-4 5.B	Know and apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
SL-PK-4 5.C	Know and apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.
SL-PK-4 5.D	Know and apply in practice considerations for the use of explicit comprehension strategy instruction and practices that build student background knowledge, as supported by research.
SL-PK-4 5.E	Know and apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.
SL-PK-4 5.F	Know and apply considerations for oral language and text-based discussion to co-construct meaning.

COMPETENCY 6
Written Expression

Professional Educators:

Standard	Competency
SL-PK-4 6.A	Know and apply in practice the developmental stages of writing.
SL-PK-4 6.B	Understand the major skill domains that contribute to written expression including foundational writing skills building to compositional skills.
SL-PK-4 6.C	Know and apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.
SL-PK-4 6.D	Know and apply in practice considerations for research-based principles for teaching written spelling and punctuation (period, exclamation mark, comma). Edit writing using the conventions of language.
SL-PK-4 6.E	Know and apply in practice considerations for the developmental phases of the writing process (planning/brainstorming, drafting, revising, editing, and publishing).
SL-PK-4 6.F	Know and apply in practice considerations for the appropriate uses of assistive technology in written expression.
SL-PK-4 6.G	Know and apply in practice considerations for instruction regarding the traits of writing (i.e., voice, idea, style).
SL-PK-4 6.H	Know and apply in practice considerations for the genres (narrative, informative, persuasive, and argumentative).

The Pennsylvania Structured Literacy competencies/standards were adapted from the Knowledge and Practice Standards of Teachers of Reading (2018), Standards 1-4, pages 9-11, and used with permission of the International Dyslexia Association, Inc.

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COMPETENCIES: STRUCTURED LITERACY
Knowledge and Practice Standards of Grades 4-8 Educators

COMPETENCY 1
Essential Principles and Practices

Professional Educators:

Standard	Competency
SL-4-8 1.A	Understand and apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
SL-4-8 1.B	Define and apply the principles of multimodal and multisensory instruction for decoding, spelling, reading comprehension and written expression; State the rationale for multisensory and multimodal techniques, with reference to brain science, cognitive science, and long-standing clinical practice using these methods; and Indicate how multimodal instruction can be leveraged for word building and comprehension skills (retell with pictures, timeline dots, syllable and phoneme counting).
SL-4-8 1.C	Understand rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

COMPETENCY 2
Phonics and Word Recognition

Professional Educators:

Standard	Competency
SL-4-8 2.A	Know and apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word decoding and encoding; Identify the common understanding there are few words that are true oddities in General American English; Demonstrate how a word's spelling can be influenced by Language of Origin, phoneme-grapheme correspondences, phoneme position, morphology and other arbitrary conventions; Describe the themes of spelling in word language of origin and the application of etymology to content areas (i.e., Greek orthographic conventions are common in science, health and math, and many Latin/multisyllabic words are common in the social sciences and arts); and Apply morpheme skills in connection of spelling and word knowledge in all content area learning.
SL-4-8 2.B	Know and apply in practice considerations for systematically, cumulatively, and explicitly teaching and reviewing basic decoding and spelling skills; Identify a general scope and sequence for content areas for morphemes in grades 4-8; and

Standard	Competency
	Demonstrate an understanding of how word parts appear across all course content (e.g., math, reading, science, arts etc.) to support word learning.
SL-4-8 2.C	Know and apply in practice considerations for organizing word-recognition and spelling lessons by following a structured morpheme lesson plan. In consideration of class wide intervention or class wide phonics skill review, apply practical considerations for spelling and word-recognition skills.
SL-4-8 2.D	Know and apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed; Understand the development of executive skills and the relationship to age in 4-8 students when asking to remember morphemes in application and multi-layered tasks; and Demonstrate the importance of explicit instruction to support all learners.
SL-4-8 2.E	Know and support common spelling errors through review and small group instruction for words that may have an unusual or irregular form.
SL-4-8 2.F	Know and apply advanced word decoding and encoding skills to all text focusing on repeated and extended exposure and practice to support mastery of word parts; Know and apply syllable, morpheme, and multisyllabic word reading skills in all content areas; Know and apply the need for application of learned morphemes to text; and Incorporate syllable and morpheme instruction in learning new words across content area.
SL-4-8 2.G	Know and apply in practice considerations for systematically teaching the decoding of multisyllabic words; Teach written syllable types in a logical sequence (e.g., closed, open, vowel-consonant-e, vowel team, consonant-le, r-controlled); Identify the difference between syllable division in natural speech and syllable division in printed words; Clearly distinguish morphemes from syllables while identifying word parts; Apply a multisyllabic word reading strategy that leverages both morpheme and syllable knowledge; Explain how to determine the accented syllable in a word and how that will influence spelling; and Demonstrate how to flex a vowel sound to support decoding and link to language processing systems through phonological features.
SL-4-8 2.H	Know and apply advanced word decoding and encoding skills to all text focusing on repeated and extended exposure and practice to support mastery of word parts.

COMPETENCY 3
Automatic, Fluent Reading of Text

Professional Educators:

Standard	Competency
SL-4-8 3.A	Know and apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
SL-4-8 3.B	Know and apply in practice considerations for varied techniques and methods for building reading fluency.
SL-4-8 3.C	Know and apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
SL-4-8 3.D	Know and apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

COMPETENCY 4
Vocabulary

Professional Educators:

Standard	Competency
SL-4-8 4.A	Know and apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
SL-4-8 4.B	Know and apply in practice considerations for the sources of wide differences in students' vocabularies and the relationship to content area learning, text construction and written expression.
SL-4-8 4.C	Know and apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction across content areas.
SL-4-8 4.D	Know and apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction across content and subject area instruction.

COMPETENCY 5
Listening and Reading Comprehension

Professional Educators:

Standard	Competency
SL-4-8 5.A	Know and apply in practice considerations for factors that contribute to deep comprehension.
SL-4-8 5.B	Know and apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
SL-4-8 5.C	Know and apply strategies for text structures in a variety of text and genres to support comprehension within domain and subject knowledge.
SL-4-8 5.D	Know and apply in practice considerations for the use of explicit evidence-based comprehension strategy instruction.

Standard	Competency
SL-4-8 5.E	Know and apply in practice considerations for the teacher's role as an active mediator of text comprehension processes.

COMPETENCY 6
Written Expression

Professional Educators:

Standard	Competency
SL-4-8 6.A	Understand the connection between graphomotor, foundational writing skills and complex writing skills.
SL-4-8 6.B	Know and apply strategies that support fluency in typing skills and handwriting skills.
SL-4-8 6.C	Know and apply in practice considerations for research-based principles for teaching written spelling and punctuation.
SL-4-8 6.D	Know and apply in practice considerations for the developmental phases of the writing process.
SL-4-8 6.E	Know and apply in practice considerations for the appropriate use of assistive technology in written expression.

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COMPETENCIES: STRUCTURED LITERACY
Knowledge and Practice Standards of English as a Second Language (ESL) Teachers

COMPETENCY 1
Essential Principles and Practices

Professional Educators:

Standard	Competency
SL-EL 1.A	Understand that for people learning to read and write in English, requires explicit instruction. For multilingual learners it is imperative that teachers consider the impacts of prior literacy experience on second language learning to read.
SL-EL 1.B	Exhibit foundational understanding that all structured literacy instruction in the English language for multilingual learners will be influenced by students' prior literacy experiences. Additionally, the learning context will impact students' learning, including certain variables that may add complexity to the cross-linguistic relationship in literacy development with the focus/ explicit use of metalinguistic processing
SL-EL 1.C	Understand and apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction, recognizing that multilingual learners may or may not need additional/targeted practice, examples, and time to master skills that are matched to their individual needs; and Know how to use evidence-based data and instructional practices to determine each student's needs and their rate of acquisition of reading and writing in English.
SL-EL 1.D	Understand rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning applying theories of SLA (Second Language Acquisition) including sociocultural and psycholinguistic orientations and consideration specific to second language reading development.
SL-EL 1.E	Understand rationale for identifying, pronouncing, classifying, and comparing all the consonant phonemes and vowel phonemes of English, explicitly drawing student attention to phonemic differences between primary and subsequent languages.
SL-EL 1.F	Use alternative literacy practices for emergent readers/literacy for emergent readers incorporating multilingual pedagogy.

COMPETENCY 2
Phonological and Phonemic Awareness

Professional Educators:

Standard	Competency
SL-EL 2.A	Understand rationale for identifying, pronouncing, classifying, and comparing all the consonant phonemes and vowel phonemes of English.
SL-EL 2.B	Understand and apply in practice considerations for levels of phonological sensitivity (word boundaries, compound words, syllables, and onset rime) and make considerations for phoneme awareness difficulties including information regarding processing of phonemes that

Standard	Competency
	are not present in L1 (learner's first language) progression of phonemic-awareness skill development, across age and grade with awareness of phonemes that are not present in L1 (learner's first language), and the general and specific goals of phonemic-awareness instruction.
SL-EL 2.C	Understand and apply in practice considerations for phonemic-awareness difficulties.
SL-EL 2.D	Know and apply in practice consideration for the progression of phonemic-awareness skill development across age and grade.
SL-EL 2.E	Know and apply in practice considerations for the general and specific goals of phonemic-awareness instruction.
SL-EL 2.F	Know and apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal with an important focus on cross-linguistic variables and the various ways in which they facilitate or impede the development of L2 (learner's second language) reading skills.
SL-EL 2.G	Know and apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English comparative analysis regarding L1 (learner's first language) and L2 (learner's second language), basic linguistic concepts necessary for understanding how sounds, words, sentences, and texts are structured in English and use these concepts to contrast the structure of English with the structure of other languages.

COMPETENCY 3
Phonics and Word Recognition

Professional Educators:

Standard	Competency
SL-EL 3.A	Know and apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word decoding and encoding.
SL-EL 3.B	Know and apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
SL-EL 3.C	Know and apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
SL-EL 3.D	Know and apply in practice considerations for using multisensory routines to enhance student engagement and memory which considers the role of comprehensible input and multiple representations.
SL-EL 3.E	Know and apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
SL-EL 3.F	Know and apply in practice considerations for teaching irregular words in small increments using evidence-based techniques.
SL-EL 3.G	Know and apply in practice considerations for systematically teaching the decoding of multisyllabic words and connecting morphemes to meaning and to any cognates.
SL-EL 3.H	Know and apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers/emergent readers the alphabetic code and an added focus on language functions.

Standard	Competency
SL-EL 3.I	Know and apply in practice considerations for the appropriate uses of assistive technology in phonics and word recognition.

COMPETENCY 4
Automatic, Fluent Reading of Text

Professional Educators:

Standard	Competency
SL-EL 4.A	know and apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read, noting that automaticity, fluency, and prosody may be different in L2 (learner's second language).
SL-EL 4.B	Know and apply in practice considerations for varied techniques and methods for building reading fluency, including appropriate use of independent silent reading, assisted reading, repeated reading, and integrated fluency instruction to promote fluent reading of text, noting that multilingual students will not necessarily acquire or match monolingual students in accuracy and automaticity correlating to comprehension outcomes.
SL-EL 4.C	Know an apply in practice considerations for text reading fluency, including conversational pace, attention to punctuation, and phrasing, as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices. Note that with L2 (second language) students, this may develop differently.
SL-EL 4.D	Know and apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

COMPETENCY 5
Vocabulary

Professional Educators:

Standard	Competency
SL-EL 5.A	Know and apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension with an emphasis on academic language.
SL-EL 5.B	Know and apply in practice considerations for the sources of wide differences in students' vocabularies.
SL-EL 5.C	Know and apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction; and Make considerations for development of various mental lexicons accessed for informal language use and academic language use in various settings, purposes, tasks, and objectives across the school setting.
SL-EL 5.D	Know and apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction; and Recognize the importance of explicit instruction in the use of academic language/ multi-faceted and intensive tiered vocabulary instruction.

Standard	Competency
SL-EL 5.E	Know and apply in practice direct, explicit methods of morphology instruction for the development of vocabulary with any cognates and attention to morphological connections combined with form-meaning connections, as well as contextual understanding of multiple-meaning words.
SL-EL 5.F	Know and apply in practice considerations for the appropriate uses of assistive technology in vocabulary instruction.

COMPETENCY 6
Listening and Reading Comprehension

Professional Educators:

Standard	Competency
SL-EL 6.A	Know and apply in practice explicit comprehension strategy instruction, as supported by research, with the ultimate goal of deep comprehension, with considerations of pragmatics, syntax, semantics from L1 to L2 and cultural considerations affecting shared background knowledge. This also applies to sentence, phrase level, word level, and discourse comprehension.
SL-EL 6.B	Know and apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
SL-EL 6.C	Know and apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.
SL-EL 6.D	Know and apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.
SL-EL 6.E	Know and apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes and demonstrate the ability to adapt content area material to the student's instructional level.
SL-EL 6.F	Know and apply in practice considerations for oral language and text-based discussion to co-construct meaning.

COMPETENCY 7
Written Expression

Professional Educators:

Standard	Competency
SL-EL 7.A	Understand the major skill domains that contribute to written expression.
SL-EL 7.B	Know and apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.
SL-EL 7.C	Know and apply in practice considerations for research-based principles for teaching written spelling and punctuation.
SL-EL 7.D	Know and apply in practice considerations for the developmental phases of the writing process.
SL-EL 7.E	Know and apply in practice considerations for the appropriate uses of assistive technology in written expression.

Standard	Competency
SL-EL 7.F	Know and apply in practicing considerations for instruction regarding the traits of writing (i.e., voice, idea, style).
SL-EL 7.G	Know and apply in practicing considerations for the genres (narrative, informative, persuasive, and argumentative).

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COMPETENCIES: STRUCTURED LITERACY
Knowledge and Practice Standards of PK-12 Reading Specialist

COMPETENCY 1
Essential Principles and Practices

Professional Educators:

Standard	Competency
SL-RS 1.A	Understand, apply, and support classroom teachers in practicing the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
SL-RS 1.B	Understand, apply, and support classroom teachers in practicing the rationale for multisensory and multimodal language-learning techniques.
SL-RS 1.C	Understand and support classroom teachers in understanding the rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
SL-RS 1.D	Understand rationale for assessment: select, implement, interpret, and communicate results from a variety of assessments in each component of literacy including norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work /performance samples, observations, anecdotal records, journals, curriculum-based measures, and other indicators of student progress.

COMPETENCY 2
Phonological and Phonemic Awareness
Note: These skills are applied to older students as determined by student need through use of diagnostic assessment.

Professional Educators:

Standard	Competency
SL-RS 2.A	Understand and support classroom teachers in understanding the rationale for identifying, pronouncing, classifying, and comparing all the consonant phonemes and vowel phonemes of English; and Understand the overarching concept of phonology and the subskills of phonological working memory, rapid automatic naming, phonological awareness, phonological perception, phoneme articulation.
SL-RS 2.B	Understand, apply, and support classroom teachers in practicing considerations for levels of phonological sensitivity (word boundaries, compound words, syllables, and onset rime).
SL-RS 2.C	Understand, apply, and support classroom teachers in practicing considerations for phonemic-awareness difficulties; and Understand an apply in practice considerations for levels of phonological sensitivity and how to leverage phonological skills for spelling.
SL-RS 2.D	Know, apply, and support classroom teachers in practicing consideration for the progression of phonemic-awareness skill development, across age and grade.

Standard	Competency
SL-RS 2.E	Know, apply, and support classroom teachers in practicing considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
SL-RS 2.F	Know, apply, and support classroom teachers in practicing considerations for the appropriate uses of assistive technology in phonological and phonemic awareness.

COMPETENCY 3
Phonics and Word Recognition

Note: These skills applied to older students as determined by student need through use of diagnostic assessment.

Professional Educators:

Standard	Competency
SL-RS 3.A	Know, apply, and support classroom teachers in practicing considerations for the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word reading.
SL-RS 3.B	Know, apply, and support classroom teachers in practicing considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills; and

Know and apply in practice considerations for systematically, cumulatively, and explicitly teaching and reviewing basic decoding and spelling skills. |
| SL-RS 3.C | Know, apply, and support classroom teachers in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan as appropriate;

Know and apply in practice and support classroom teachers in organizing word-recognition and spelling lessons by following a structured morpheme lesson plan;

In consideration of class wide intervention or class wide phonics skill review, apply practical considerations for spelling and word-recognition skills; and

In consideration of class wide intervention or class wide phonics skill review, apply practical considerations for spelling and word-recognition skills. |
| SL-RS 3.D | Know, apply, and support classroom teachers in considerations for using multisensory routines to enhance student engagement and memory;

Explain how to leverage word building skills with word chunks (morphemes and syllables); and

Use tools (word maps, morpheme matrices, morpheme sums, morpheme cards) to build words and word relationships to support the link between meaning, spelling and syntax. |
| SL-RS 3.E | Know, apply, and support classroom teachers in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed;

Demonstrate skills (such as increasing opportunities to respond, perky pace, cueing, choral response, pre-teaching, decoding pre-reading) to support all learners; |

Standard	Competency
	Understand the development of executive skills and the relationship to age when asking to participate in multi-layered tasks; and Demonstrate the importance of explicit instruction to support all learners.
SL-RS 3.F	Know, apply, and support classroom teachers in practicing considerations for teaching irregular words in small increments using special techniques.
SL-RS 3.G	Know, apply, and support classroom teachers in practice considerations for systematically teaching the decoding of multisyllabic words; Teach written syllable types in a logical sequence (e.g., closed, open, vowel-consonant-e, vowel team, and consonant-le, r-controlled); Identify the difference between syllable division in natural speech and syllable division in printed words; Clearly distinguish morphemes from syllables while identifying word parts; Apply a multisyllabic word reading strategy that leverages both morpheme and syllable knowledge; Explain how to determine the accented syllable in a word and how that will influence spelling; and Demonstrate how to flex a vowel sound to support decoding and link to language processing systems through phonological features.
SL-RS 3.H	Know, apply, and support classroom teachers in practicing considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers as a scaffold leading to reading of authentic text; Know, apply, and support classroom teachers' syllable, morpheme, and multisyllabic word reading skills in all content areas; Know, apply, and support classroom teachers the need for application of learned morphemes to text; and Incorporate syllable and morpheme instruction in learning new words across content area.

COMPETENCY 4
Automatic, Fluent Reading of Text

Professional Educators:

Standard	Competency
SL-RS 4.A	Know, apply, and support classroom teachers in practicing considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
SL-RS 4.B	Know, apply, and support classroom teachers in practicing considerations for varied techniques and methods for building reading fluency, resulting in oral reading with accuracy, rate that facilitates simultaneous comprehension, and prosody.

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Standard	Competency
SL-RS 4.C	Know, apply, and support classroom teachers in practice considerations for text reading fluency, including conversational pace, attention to punctuation, and phrasing, as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
SL-RS 4.D	Know, apply, and support classroom teachers in practicing considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

COMPETENCY 5
Vocabulary

Professional Educators:

Standard	Competency
SL-RS 5.A	Know, apply, and support classroom teachers in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension as developmentally appropriate within/across content areas.
SL-RS 5.B	Know, apply, and support classroom teachers in practicing considerations for the sources of wide differences in students' vocabularies.
SL-RS 5.C	Know, apply, and support classroom teachers in practicing considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
SL-RS 5.D	Know, apply, and support classroom teachers in practicing considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.
SL-RS 5.E	Know, apply, and support classroom teachers in practicing direct, explicit methods of morphology instruction for the development of vocabulary.
SL-RS 5.F	Know, apply, and support classroom teachers in practicing considerations for the appropriate uses of assistive technology in vocabulary instruction.

COMPETENCY 6
Listening and Reading Comprehension

Professional Educators:

Standard	Competency
SL-RS 6.A	Know, apply, and support classroom teachers in practice considerations for factors that contribute to deep comprehension including text structures, background knowledge, and interpretation of vocabulary.
SL-RS 6.B	Know, apply and support classroom teachers in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
SL-RS 6.C	Know, apply, and support classroom teachers in practice considerations for the role of sentence comprehension in listening and reading comprehension.
SL-RS 6.D	Know. apply, and support classroom teachers in practice considerations for the use of explicit comprehension strategy instruction and practices that build student background knowledge as supported by research.
SL-RS 6.E	Know, apply, and support classroom teachers in practicing considerations for the teacher's role as an active mediator of text-comprehension processes.

Standard	Competency
SL-RS 6.F	Know, apply, and support classroom teachers in considerations for oral language and text-based discussion to co-construct meaning.

COMPETENCY 7
Written Expression

Professional Educators:

Standard	Competency
SL-RS 7.A	Know, apply, and support classroom teachers in identifying and supporting the developmental stages of writing.
SL-RS 7.B	Know, apply, and support classroom teachers in practicing considerations for research-based principles for teaching letter formation, both manuscript and cursive.
SL-RS 7.C	Know, apply, and support classroom teachers in practicing considerations for research-based principles for teaching written spelling and punctuation.
SL-RS 7.D	Know, apply, and support classroom teachers in practicing considerations for the developmental phases of the writing process (planning/brainstorming, drafting, revising, editing, and publishing).
SL-RS 7.E	Know, apply, and support classroom teachers in practicing considerations for the appropriate uses of assistive technology in written expression.
SL-RS 7.F	Know, apply, and support classroom teachers in practicing considerations for instruction regarding the traits of writing (i.e., voice, idea, style).
SL-RS 7.G	Know, apply, and support classroom teachers in practicing considerations for the genres (narrative, informative, persuasive, and argumentative).

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COMPETENCIES: STRUCTURED LITERACY
Knowledge and Practice Standards of PK-12 Special Education Teachers

COMPETENCY 1
Essential Principles and Practices

Professional Educators:

Standard	Competency
SL-SE 1.A	Understand, apply, and support classroom teachers in practicing the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
SL-SE 1.B	Understand and apply the rationale for multisensory and multimodal language-learning techniques.
SL-SE 1.C	Understand the rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
SL-SE 1.D	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
SL-SE 1.E	Identify the implications of brain research as it relates to reading, written expression and comprehension for struggling readers; Identify and describe the five language processing components of structured literacy, phonology, orthography, syntax, morphology and semantics; Describe the differences between able and less able readers: Understand that learning to read, for most people, requires explicit instruction; Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge; Identify and explain aspects of cognition and behavior that affect reading and writing development; and Recognize the importance of the developmental sequence of language relating specifically to the components of hearing language, using language, reading, and written.

COMPETENCY 2
Phonological and Phonemic Awareness

Professional Educators:

Standard	Competency
SL-SE 2.A	Understand rationale for identifying, pronouncing, classifying, and comparing all the consonant phonemes and vowel phonemes of English.
SL-SE 2.B	Understand and apply in practice considerations for levels of phonological sensitivity.

Standard	Competency
SL-SE 2.C	Understand and apply in practice considerations for phonemic-awareness difficulties.
SL-SE 2.D	Know and apply in practice consideration for the progression of phonemic-awareness skill development across age and grade.
SL-SE 2.E	Know and apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
SL-SE 2.F	Know and apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.

COMPETENCY 3
Phonics and Word Recognition

Professional Educators:

Standard	Competency
SL-SE 3.A	Know and apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.
SL-SE 3.B	Know and apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
SL-SE 3.C	Know and apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan as developmentally appropriate; Know and apply in practice organizing word-recognition and spelling lessons by following a structured morpheme lesson plan; and In consideration of intervention/ phonics skill review, apply practical considerations for spelling and word-recognition skills.
SL-SE 3.D	Know and apply in practice considerations for using multisensory routines to enhance student engagement and memory.
SL-SE 3.E	Know and apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
SL-SE 3.F	Know and apply in practice considerations for teaching irregular words in small increments using special techniques.
SL-SE 3.G	Know and apply in practice considerations for systematically teaching the decoding of multisyllabic words.
SL-SE 3.H	Know and apply in practice considerations for the different types and purposes of texts with emphasis on the role of decodable texts in teaching beginning readers.

COMPETENCY 4
Automatic, Fluent Reading of Text

Professional Educators:

Standard	Competency
SL-SE 4.A	Know and apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

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Standard	Competency
SL-SE 4.B	Know and apply in practice considerations for varied techniques and methods for building reading fluency.
SL-SE 4.C	Know and apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
SL-SE 4.D	Know and apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

COMPETENCY 5
Vocabulary

Professional Educators:

Standard	Competency
SL-SE 5.A	Know and apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
SL-SE 5.B	Know and apply in practice considerations for the sources of wide differences in students' vocabularies.
SL-SE 5.C	Know and apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
SL-SE 5.D	Know and apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.
SL-SE 5.E	Know and apply in practice direct, explicit methods of morphology instruction for the development of vocabulary.
SL-SE 5.F	Know and apply in practice considerations for the appropriate uses of assistive technology in vocabulary instruction.

COMPETENCY 6
Listening and Reading Comprehension

Professional Educators:

Standard	Competency
SL-SE 6.A	Know and apply in practice considerations for factors that contribute to deep comprehension.
SL-SE 6.B	Know and apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
SL-SE 6.C	Know and apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.
SL-SE 6.D	Know and apply in practice considerations for the use of explicit comprehension strategy instruction as supported by research.
SL-SE 6.E	Know and apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes; and Demonstrate the ability to adapt content area material to the student's instructional level.
SL-SE 6.F	Know and apply in practice considerations for oral language and text-based discussion to co-construct meaning.

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COMPETENCY 7
Written Expression

Professional Educators:

Standard	Competency
SL-SE 7.A	Understand the major skill domains that contribute to written expression.
SL-SE 7.B	Know and apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.
SL-SE 7.C	Know and apply in practice considerations for research-based principles for teaching written spelling and punctuation.
SL-SE 7.D	Know and apply in practice considerations for the developmental phases of the writing process.
SL-SE 7.E	Know and apply in practice considerations for the appropriate uses of assistive technology in written expression.
SL-SE 7.F	Know and apply in practicing considerations for instruction regarding the traits of writing (i.e., voice, idea, style).
SL-SE 7.G	Know and apply in practicing considerations for the genres (narrative, informative, persuasive, and argumentative).

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APPENDIX A
GLOSSARY

Articulatory: Of or relating to articulation which is the act or giving utterance or expression. (Source: *Merriam-Webster.com Dictionary*, Merriam-Webster, Articulatory Definition & Meaning and Articulation Definition & Meaning).

Assistive technology: As defined in federal law, assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. (Source: *Assistive Technology*. Pennsylvania Department of Education. 20 USC §1401(1-2)).

Cognate: Of the same or similar nature**:** generically alike; of a word or morpheme**:** related by derivation, borrowing, or descent. (Source: *Merriam-Webster.com Dictionary*, Merriam-Webster, Cognate Definition & Meaning).

Criterion-Referenced Tests (Interpretation): The criterion-referenced interpretation is a measure of a student's performance against an expected level of mastery, educational objective, or standard. The types of resulting score interpretations provide information about what a student knows or can do in a given content area. (Source: *Technical Report for the 2012-2013 Classroom Diagnostics Tools*. Pennsylvania Department of Education).

Curriculum-Based Measures (Assessment): Assessment that is tied directly to the curriculum. Procedures for determining the instructional needs of the student based upon the student's on-going performance within existing course content. (Source: *Gifted Education Guidelines Glossary*. Pennsylvania Department of Education).

Decoding and word recognition: The ability to recognize words accurately, fluently, and independently is fundamental to reading in an alphabetic writing system. (Source: PaTTAN Glossary. Pennsylvania Department of Education).

Etymology: The history of a linguistic form (such as a word) shown by tracing its development since its earliest recorded occurrence in the language where it is found, by tracing its transmission from one language to another, by analyzing it into its component parts, by identifying its cognates in other languages, or by tracing it and its cognates to a common ancestral form in an ancestral language. (Source: *Merriam-Webster.com Dictionary*, Merriam-Webster, Etymology Definition & Meaning).

Fluency: The ability to perform a task rapidly, smoothly, and automatically with little conscious attention to the mechanics. (Source: *PaTTAN Glossary*. Pennsylvania Department of Education).

Grapheme: The set of units of a writing system (such as letters and letter combinations) that represent a phoneme. (Source: *Merriam-Webster.com Dictionary*, Merriam-Webster, Grapheme Definition & Meaning).

Graphomotor: Relating to or affecting movements made in writing. (Source: *Merriam-Webster.com Dictionary*, Merriam-Webster, Graphomotor Definition & Meaning).

Morpheme: A distinctive collocation of phonemes (such as the free form *pin* or the bound form *-s* of *pins*) having no smaller meaningful parts. (Source: ***Merriam-Webster.com Dictionary***, Merriam-Webster, [Morpheme Definition & Meaning](#)).

Morphology: The system of word-forming elements and processes in a language. (Source: ***Merriam-Webster.com Dictionary***, Merriam-Webster, [Morphology Definition & Meaning](#)).

Multisensory Language Instruction (MSL): An MSL approach is a systematic approach to instruction that engages students' senses (sight, touch, movement, hearing) in order to master the code that underlies language, letters and sounds. ([Source: *Act 69 of 2014 Dyslexia Screening and Early Literacy Intervention Pilot Program.* Pennsylvania Department of Education](#)).

Norm-Referenced or Standardized Test: A test used to determine a student's status with respect to the performance of other students on that test. A "norm" group is the large number of examinees who have taken a particular test and whose scores form the basis of the norms. ([Source: *Gifted Education Guidelines Glossary.* Pennsylvania Department of Education](#)).

Orthography: A part of language study that deals with letters and spelling. (Source: ***Merriam-Webster.com Dictionary***, Merriam-Webster, [Orthography Definition & Meaning](#)).

Phoneme: Any of the abstract units of the phonetic system of a language that correspond to a set of similar speech sounds which are perceived to be a single distinctive sound in the language. (Source: ***Merriam-Webster.com Dictionary***, Merriam-Webster, https://www.merriam-webster.com/dictionary/phoneme).

Phonology: The sound system of language, including the speech sounds, speech patterns, and rules that applies to those sounds. ([Source: *PaTTAN Glossary.* Pennsylvania Department of Education](#)).

Pragmatics: The rules that govern and describe how language is used in different contexts and environments. ([Source: *PaTTAN Glossary.* Pennsylvania Department of Education](#)).

Prosody: The rhythmic and intonational aspect of language. (Source: ***Merriam-Webster.com Dictionary***, Merriam-Webster, [Prosody Definition & Meaning](#)).

Syntax: The way in which linguistic elements (such as words) are put together to form constituents (such as phrases or clauses). (Source: ***Merriam-Webster.com Dictionary***, Merriam-Webster, [Syntax Definition & Meaning](#)).

APPENDIX B
ACKNOWLEDGMENTS

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