International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading Alignment

Standard	Substandards
Standard 1: Foundations of Literacy Acquisition	1.2 Understand that learning to read, for most people, requires explicit instruction. 1.3 Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
Standard 4: Structured Literacy Instruction A: Essential Principles and Practices of Structured Literacy Instruction	4A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction. 4A.3 Understand rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
Standard 4: Structured Literacy Instruction B: Phonological and Phonemic Awareness	4B.1 Understand rational for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English. 4B.2 Understand/apply in practice considerations for levels of phonological sensitivity. 4B.4 Know/apply in practice considerations for the progression of phonemic-awareness skill development, across age and grade.
Standard 4: Structured Literacy Instruction C: Phonics & Word Recognition	4C.1 Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single-and multisyllable regular word reading. 4C.2 Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills. 4C.3 Know/apply in practice considerations for organizing word-recognition and spelling lessons by following a structured phonics lesson plan. 4C.4 Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory. 4C.5 Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed. 4C.8 Know/apply in practice considerations for the different types of texts, with emphasis on the role of decodable texts in teaching beginning readers.

International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading Alignment

Standard	Substandards
Standard 5: Professional Dispositions and Practices	5.1 Strive to do no harm, maintain confidentiality, and act in the best interest of struggling readers and readers with dyslexia and other reading disorders. 5.2 Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field. 5.3 Avoid misrepresentation of the efficacy of educational or other treatements or the proof for or against those treatments. 5.4 Respect objectivity by reporting assessment and treatment results accurately, and truthfully. 5.5 Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services. 5.7 Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur. 5.9 Respect confidentiality of students or clients. 5.10 Respect the intellectual property of others.