# 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.<br><br>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.<br><br>4A.2 Understand/ apply in practice the rationale for multisensory and multimodal language-learning techniques.<br><br>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.<br><br>4B.3 Understand/apply in practice considerations for phoneme awareness difficulties.<br><br>4B.4 Know/apply in practice considerations for the progression of phonemic-awareness skill development, across age and grade.<br><br>4B.5 Know/apply in practice considerations for the general and specific goals of phonemic awareness.<br><br>4B.6 Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal. |
| 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.<br><br>4C.2 Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.<br><br>4C.3 Know/apply in practice considerations for organizing word-recognition and spelling lessons by following a structured phonics lesson plan.<br><br>4C.4 Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.<br><br>4C.5 Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed. |

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| Standard 4: Structured Literacy Instruction<br>G: Written Expression | 4G.3 Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation. |
| 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.<br><br>5.2 Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.<br><br>5.3 Avoid misrepresentation of the efficacy of educational or other treatements or the proof for or against those treatments.<br><br>5.4 Respect objectivity by reporting assessment and treatment results accurately, and truthfully.<br><br>5.5 Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.<br><br>5.7 Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.<br><br>5.9 Respect confidentiality of students or clients.<br><br>5.10 Respect the intellectual property of others. |