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

Standard	Substandards
Standard 1: Foundations of Literacy Acquisition	1.1 Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse. 1.2 Understand that learning to read, for most people, requires explicit instruction. 1.8 Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression. 1.9 Understand the changing relationships among the major components of literacy development in accounting for reading achievment.
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.2 Understand/ apply in practice the rationale for multisensory and multimodal language-learning techniques. 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 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.5 Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed. 4C.6 Know/apply in practice considerations for teaching irregular words in small increments using special techniques. 4C.7 Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.

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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. 5.6 Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA. 5.7 Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur. 5.8 Support just treatment of individuals with dyslexia and related learning difficulties. 5.9 Respect confidentiality of students or clients. 5.10 Respect the intellectual property of others.