

# Lexia<sup>®</sup> Aspire<sup>™</sup> Professional Learning

## Georgia Dyslexia Endorsement Program Rules

Lexia Aspire<sup>™</sup> Professional Learning is grounded in the science of reading and offers a flexible, self-paced digital solution that empowers educators to accelerate literacy skills among adolescent students. Aspire is a professional learning solution for all upper elementary, middle school, and high school educators, including content-area educators, classroom educators, ELA educators, and interventionists. It provides participants with the agency to choose content that is best suited to improving their students' literacy outcomes.



Both Aspire and the Georgia Dyslexia Endorsement Program Rules are aligned to the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading. Aspire provides educators with the content and methodology necessary to develop explicit, research-based Structured Literacy instruction for adolescent students.

### Using This Resource

This document demonstrates how the course content of Aspire aligns to Georgia's Dyslexia Endorsement Program Rules outlined in GaPSC Rule 505-3-.112. Regional Education Service Agency (RESA) leaders can use this resource to demonstrate how Aspire meets the educator preparation standards for teachers seeking a Dyslexia Endorsement in the state of Georgia.

GaPSC Rule 505-3-.112 Educator Preparation Standards		Aspire™ Content		
		Domain	Course	Module and Section
<b>Standard 1: Foundations of Literacy Acquisition</b>				
1.1	Understand the five (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.	Introductory Prerequisites	What Is Structured Literacy?	2.1, 2.2
1.2	Understand that learning to read, for most people, requires explicit instruction.	Introductory Prerequisites	What Is Structured Literacy?	1.2 2.3 3.1
			Theories of Reading Development	3.4
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.	Language Comprehension	Explicit Vocabulary Instruction	1.2, 1.3
			Strategies for Incidental Vocabulary Acquisition	1.2
		Word Recognition	The Reading–Spelling Connection	1.1, 1.2 2.1, 2.2
			Supporting Phonemic Awareness	1.2, 1.3
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.	Introductory Prerequisites	What Is Structured Literacy?	4.1
			Theories of Reading Development	2.2
		Reading Comprehension and Writing	Developmental Language Disorder	2.1
			Paragraph Writing: Expository and Argumentative	1.2
			Essay Writing	1.2
1.5	Identify (and explain how) environmental, cultural, and	Introductory Prerequisites	What Is Structured Literacy?	1.1, 1.2

GaPSC Rule 505-3-.112 Educator Preparation Standards		Aspire™ Content		
		Domain	Course	Module and Section
	social factors contribute to literacy development.	Language Comprehension	Supporting Emergent Bilinguals	1.1, 1.3 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4
		Reading Comprehension and Writing	Supporting Speakers of Language Varieties	1.2 2.1, 2.2
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.	Introductory Prerequisites	Theories of Reading Development	1.2 2.1
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).	Introductory Prerequisites	Theories of Reading Development	2.2 3.2
		Reading Comprehension and Writing	Developmental Language Disorder	2.1 3.3
1.8	Know phases in the typical developmental progression of oral language, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.	Reading Comprehension and Writing	Developmental Language Disorder	3.1
1.9	Understand the changing relations among the major components of literacy development in accounting for reading achievement.	Word Recognition	Fluency: The Bridge to Comprehension	1.1, 1.2
		Reading Comprehension and Writing	Factors That Contribute to Comprehension	1.1, 1.2, 1.3
			Developmental Language Disorder	3.1

**Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia**

GaPSC Rule 505-3-.112 Educator Preparation Standards		Aspire™ Content		
		Domain	Course	Module and Section
2.1	Recognize the tenets of the (2003) International Dyslexia Association definition of dyslexia, or any accepted revisions thereof.	Word Recognition	What Is Dyslexia?	1.1
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.	Word Recognition	What Is Dyslexia?	3.2
		Reading Comprehension and Writing	Developmental Language Disorder	1.2
2.3	Identify the distinguishing characteristics of dyslexia and other language difficulties including expressive and receptive language.	Introductory Prerequisites	What Is Structured Literacy?	2.1
			Theories of Reading Development	3.2, 3.3
		Word Recognition	What Is Dyslexia?	2.3
2.4	Understand how reading disabilities vary in presentation and degree.	Introductory Prerequisites	What Is Structured Literacy?	4.1
			Theories of Reading Development	3.1, 3.2, 3.3, 3.4
		Word Recognition	What Is Dyslexia?	1.1 2.1, 2.2
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.	Reading Comprehension and Writing	Developmental Language Disorder	1.1 2.1, 2.2 3.3
		Word Recognition	What Is Dyslexia?	1.2 3.3
		Reading Comprehension and Writing	Developmental Language Disorder	2.1, 2.2, 2.3

GaPSC Rule 505-3-.112 Educator Preparation Standards		Aspire™ Content		
		Domain	Course	Module and Section
<b>Standard 3: Assessments</b>				
3.1	Understand the differences among and purposes for screening, progress monitoring, and diagnostic and outcome assessments.	Word Recognition	Fluency: The Bridge to Comprehension	2.1
		*Additional Aspire courses to address this standard are coming March 2024.	The Reading-Spelling Connection	2.3
3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).	*Aspire courses to address this standard are coming March 2024.		
3.3	Interpret basic statistics commonly utilized in formal and informal assessments.	Word Recognition	Fluency: The Bridge to Comprehension	2.1, 2.2, 2.3
		* Additional Aspire courses to address this standard are coming March 2024.		
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.	Word Recognition	Fluency: The Bridge to Comprehension	2.1, 2.2
		* Additional Aspire courses to address this standard are coming March 2024.		
3.5	Understand and apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs) including graphing techniques.	Word Recognition	Fluency: The Bridge to Comprehension	4.5
		* Additional Aspire courses to address this standard are coming March 2024.		
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling and writing.	Word Recognition	Fluency: The Bridge to Comprehension	2.1, 2.2
		* Additional Aspire courses to address this standard are coming March 2024.		

GaPSC Rule 505-3-.112 Educator Preparation Standards		Aspire™ Content		
		Domain	Course	Module and Section
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language pathologists, and education evaluators.	*Aspire courses to address this standard are coming March 2024.		
3.8	Integrate, summarize, and communicate (orally and in writing) the meanings of educational assessment data for sharing.	Word Recognition  * Additional Aspire courses to address this standard are coming March 2024.	Fluency: The Bridge to Comprehension	4.5
3.9	Understand the developmental aspects of reading abilities and how they impact the purpose of assessment, the areas of literacy that should be focused upon, and the interpretation of assessment results.	Introductory Prerequisites	Theories of Reading Development	1.2 2.1, 2.2 3.2
		Word Recognition  * Additional Aspire courses to address this standard are coming March 2024.	Fluency: The Bridge to Comprehension	2.1
<b>Standard 4A: Structured Literacy Instruction: Essential Principles and Practices of Structured Literacy Instruction</b>				
4A.1	Understand and apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, and teacher-directed.	Introductory Prerequisites	What Is Structured Literacy?	2.1, 2.2 3.1
		Word Recognition	Fluency: The Bridge to Comprehension	3.2 4.2, 4.4
		Language Comprehension	Explicit Vocabulary Instruction	1.3
4A.2	Understand and apply in practice the rationales for multisensory and multimodal language-learning techniques.	Introductory Prerequisites	What Is Structured Literacy?	3.2
		Word Recognition	Fluency: The Bridge to Comprehension  What Is Dyslexia?	4.3 3.3

GaPSC Rule 505-3-.112 Educator Preparation Standards		Aspire™ Content		
		Domain	Course	Module and Section
		Language Comprehension	Reading and Spelling Long Words Explicit Vocabulary Instruction	3.1 3.1, 3.2
		Reading Comprehension and Writing	Essay Writing	2.2
4A.3	Understand the rationale for and adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.	Introductory Prerequisites	What Is Structured Literacy?  Theories of Reading Development	1.1, 1.2 4.1, 4.2  2.2 3.2
		Word Recognition	Fluency: The Bridge to Comprehension	4.1, 4.2, 4.4
		Reading Comprehension and Writing	Developmental Language Disorder	3.4
<b>Standard 4B: Structured Literacy Instruction: Phonological and Phonemic Awareness</b>				
4B.1	Understand the rationale for and identify, pronounce, classify, and compare all the consonant phonemes and all vowel phonemes of English.	Word Recognition	The Reading–Spelling Connection  Supporting Phonemic Awareness	1.1 2.4  1.2 2.3
4B.2	Understand and apply in practice considerations for levels of phonological sensitivity.	Word Recognition	Supporting Phonemic Awareness	2.1
4B.3	Understand and apply in practice considerations for phonemic awareness difficulties.	Introductory Prerequisites	What Is Structured Literacy?  Theories of Reading Development	2.1  2.2 3.2
		Word Recognition	Supporting Phonemic Awareness	2.1, 2.2, 2.3 3.1, 3.2, 3.3

GaPSC Rule 505-3-.112 Educator Preparation Standards		Aspire™ Content		
		Domain	Course	Module and Section
			What Is Dyslexia?	2.1
4B.4	Know and apply in practice considerations for the progression of phonemic awareness skill development, across age and grade.	Word Recognition	Supporting Phonemic Awareness	2.2
4B.5	Know and apply in practice considerations for the general and specific goals of phonemic awareness instruction.	Word Recognition	Supporting Phonemic Awareness	3.1, 3.2, 3.3
4B.6	Know and apply in practice considerations for the principles of phonemic awareness instruction: brief, multisensory, conceptual, articulatory and auditory verbal.	Word Recognition	Reading and Spelling Long Words Supporting Phonemic Awareness	3.1 3.1, 3.2
4B.7	Know and apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.	Language Comprehension  Reading Comprehension and Writing	Supporting Emergent Bilinguals  Supporting Speakers of Language Varieties	2.1  3.1
<b>Standard 4C: Structured Literacy Instruction: Phonics and Word Recognition</b>				
4C.1	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.	Word Recognition	A Brief History of English  Working with Latin Morphemes	1.1 2.1 3.1 4.1 5.1  1.1, 1.2, 1.3, 1.4

GaPSC Rule 505-3-.112 Educator Preparation Standards		Aspire™ Content		
		Domain	Course	Module and Section
			Working with Greek Morphemes	1.1 3.1, 3.2, 3.3
			Syllables and Common Morphemes	2.8 3.4
			Reading and Spelling Long Words	1.1, 1.2, 1.3 2.1, 2.2, 2.3, 2.4 4.1, 4.2, 4.3
			The Reading-Spelling Connection	3.1, 3.2, 3.3, 3.4 4.1, 4.2, 4.3
			Supporting Phonemic Awareness	2.3
4C.2	Know and apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.	Introductory Prerequisites	What Is Structured Literacy?	2.3 3.1, 3.2
		Word Recognition	A Brief History of English	1.1 2.1 3.1 4.1 5.1
			Working with Latin Morphemes	1.1, 1.2, 1.3, 1.4
			Working with Greek Morphemes	1.1 3.1, 3.2, 3.3
			Syllables and Common Morphemes	1.3
			The Reading-Spelling Connection	4.3
			Supporting Phonemic Awareness	3.1, 3.2, 3.3
4C.3	Know and apply in practice considerations for organizing word recognition and spelling lessons by following a	Word Recognition	Reading and Spelling Long Words	4.2
			Supporting Phonemic Awareness	3.1, 3.2, 3.3

GaPSC Rule 505-3-.112 Educator Preparation Standards		Aspire™ Content		
		Domain	Course	Module and Section
	structured phonics lesson plan.			
4C.4	Know and apply in practice considerations for using multisensory routines to enhance student engagement and memory.	Introductory Prerequisites	What Is Structured Literacy?	3.2
		Word Recognition	Fluency: The Bridge to Comprehension	1.1 4.3
			Working with Latin Morphemes	2.1, 2.2, 2.3, 2.4
			Working with Greek Morphemes	1.1, 1.2, 1.3 2.1, 2.2 3.1
			Syllables and Common Morphemes	1.2, 1.3
			Reading and Spelling Long Words	3.1
			Supporting Phonemic Awareness	3.1, 3.2
		Language Comprehension	Explicit Vocabulary Instruction	3.1, 3.2
Reading Comprehension and Writing	Essay Writing	2.2		
4C.5	Know and apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.	Introductory Prerequisites	What Is Structured Literacy?	4.1, 4.2
			Theories of Reading Development	3.2, 3.3

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		Domain	Course	Module and Section
4C.6	Know and apply in practice considerations for teaching irregular words in small increments using special techniques.	Word Recognition	Fluency: The Bridge to Comprehension	1.1 2.1 4.1 5.1
			A Brief History of English	2.1, 2.2, 2.3
			Reading and Spelling Long Words	1.1
			The Reading–Spelling Connection	3.4
			Supporting Phonemic Awareness	3.3
4C.7	Know and apply in practice considerations for systematically teaching the decoding of multisyllabic words.	Word Recognition	Syllables and Common Morphemes	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3, 3.4
			Reading and Spelling Long Words	2.1, 2.2, 2.3, 2.4 3.1
4C.8	Know and apply in practice considerations for the different types and purposes of texts.	Introductory Prerequisites	Theories of Reading Development	1.2 3.3
		Word Recognition	Fluency: The Bridge to Comprehension	4.2
		Reading Comprehension and Writing	Texts That Provide Information	1.2
<b>Standard 4D: Structured Literacy Instruction: Automatic, Fluent Reading of Text</b>				
4D.1	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.	Word Recognition	Fluency: The Bridge to Comprehension	1.1, 1.2
4D.2	Know and apply in practice considerations for varied	Word Recognition	Fluency: The Bridge to Comprehension	3.1, 3.2, 3.3, 3.4 4.4

GaPSC Rule 505-3-.112 Educator Preparation Standards		Aspire™ Content		
		Domain	Course	Module and Section
	techniques and methods for building reading fluency.			
4D.3	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.	Word Recognition	Fluency: The Bridge to Comprehension	2.1, 2.2, 2.3 3.1, 3.4 4.5
4D.4	Know and apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.	Word Recognition	Fluency: The Bridge to Comprehension	4.4
<b>Standard 4E: Structured Literacy Instruction: Vocabulary</b>				
4E.1	Know and apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.	Language Comprehension	Explicit Vocabulary Instruction  Strategies for Incidental Vocabulary Acquisition	1.3  3.3
4E.2	Know and apply in practice considerations for the sources of wide differences in students' vocabularies.	Language Comprehension  Reading Comprehension and Writing	Supporting Emergent Bilinguals  Developmental Language Disorder	4.1  2.1, 2.2
4E.3	Know and apply in practice considerations for the role and characteristics of indirect (contextual)	Language Comprehension	Enhancing Academic Language  Explicit Vocabulary Instruction	3.1  2.1

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		Domain	Course	Module and Section
	methods of vocabulary instruction.		Strategies for Incidental Vocabulary Acquisition	1.3 2.1, 2.3, 2.4, 3.4
4E.4	Know and apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.	Word Recognition	Working with Latin Morphemes	1.3 2.1, 2.2, 2.3 3.1
			Working with Greek Morphemes	1.1, 1.2 2.1, 2.2 3.1, 3.2
		Language Comprehension	Enhancing Academic Language	1.1 3.1
			Explicit Vocabulary Instruction	4.1
<b>Standard 4F: Structured Literacy Instruction: Listening and Reading Comprehension</b>				
4F.1	Know and apply in practice considerations for factors that contribute to deep comprehension.	Language Comprehension	Enhancing Academic Language	2.2
			Explicit Vocabulary Instruction	1.2 4.2
		Reading Comprehension and Writing	Factors That Contribute to Comprehension	2.3 3.3
Narrative Text	3.3			
4F.2	Know and apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.	Reading Comprehension and Writing	Factors That Contribute to Comprehension	2.2
			Texts That Provide Information	1.2
			Argumentative and Persuasive Text	1.4
			Narrative Text	1.2 2.2
			Paragraph Writing: Descriptive, Narrative, Opinion, Persuasive	2.1 3.1 4.1 5.1

GaPSC Rule 505-3-.112 Educator Preparation Standards		Aspire™ Content		
		Domain	Course	Module and Section
4F.3	Know and apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.	Language Comprehension	Enhancing Academic Language	3.4
			Strategies for Incidental Vocabulary Acquisition	3.1
			The Underpinnings of a Sentence	1.1 2.1 1.1
			Structures of Sentences	2.1, 2.4 3.2, 3.3, 3.4 4.1, 4.2 5.2
4F.4	Know and apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.	Language Comprehension	Enhancing Academic Language	3.3
			Reading Comprehension and Writing	Factors That Contribute to Comprehension
		Texts That Provide Information		1.1
		Argumentative and Persuasive Text		2.1 3.1 4.1
		Narrative Text	2.3, 2.4 3.3	
4F.5	Know and apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.	Reading Comprehension and Writing	Texts That Provide Information	4.4
			Argumentative and Persuasive Text	2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4 4.1, 4.2
<b>Standard 4G: Structured Literacy Instruction: Written Expression</b>				
4G.1	Understand the major skill domains that contribute to written expression.	Language Comprehension	Enhancing Academic Language	2.1, 2.3
			The Underpinnings of a Sentence	1.2 2.4 3.1, 3.3

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		Domain	Course	Module and Section
		Reading Comprehension and Writing	Paragraph Writing: Descriptive, Narrative, Opinion, Persuasive	1.1 3.1
			Paragraph Writing: Expository and Argumentative	2.2 3.1
			Essay Writing	1.2
4G.2	Know and apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.			
4G.3	Know and apply in practice considerations for research-based principles for teaching written spelling and punctuation.	Word Recognition	Reading and Spelling Long Words	4.1, 4.2, 4.3, 4.4
			The Reading-Spelling Connection	3.2, 3.3, 3.4 4.1, 4.2, 4.3
		Language Comprehension	Sentence Comprehension and Sentence Writing	1.1
4G.4	Know and apply in practice considerations for the developmental phases of the writing process.	Reading Comprehension and Writing	Paragraph Writing: Descriptive, Narrative, Opinion, Persuasive	1.2 3.2
			Paragraph Writing: Expository and Argumentative	2.2, 2.3, 2.4 3.1
			Essay Writing	1.2 2.1, 2.2, 2.3 3.1
4G.5	Know and apply in practice considerations for the appropriate uses of assistive technology in written expression.	Introductory Prerequisites	What Is Structured Literacy?	Check for Understanding
		Word Recognition	Fluency: The Bridge to Comprehension	Check for Understanding