

Lexia[®] Aspire[™] Professional Learning

Pennsylvania Department of Education Structured Literacy Program Framework Guidelines: PK–12 Special Education Teachers

Lexia Aspire[™] 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 upper elementary and secondary students. Aspire is a professional learning solution for all educators, including interventionists and special education educators. It provides participants with the agency to choose content that is best suited to improving their students' literacy outcomes.



Both Aspire and the Pennsylvania Structured Literacy Program Framework Guidelines align to the International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading.

Aspire provides educators with the content and methodology of research-based, explicit, Structured Literacy instruction for adolescent students.

Using This Resource

This document demonstrates how the course content of Aspire Professional Learning aligns to Pennsylvania's Structured Literacy Knowledge and Practice Standards of PK–12 Special Education Teachers. State Departments of Education, district leaders, and school leaders can use this resource to demonstrate how Aspire meets the structured literacy standard requirements for PK–12 special education teachers in the state of Pennsylvania.

| Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Special Education Teachers | | Aspire™ Content | | |
|---|--|-----------------------------------|---|---------------------------|
| | | Domain | Course | Module and Section |
| Competency 1: Essential Principles and Practices | | | | |
| 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. | Introductory Prerequisites | What Is Structured Literacy? | 2.1, 2.2, 2.3 3.1, 3.2 |
| | | Word Recognition | Fluency: The Bridge to Comprehension | 3.2 4.2, 4.4 |
| | | Language Comprehension | The Reading–Spelling Connection* Explicit Vocabulary Instruction | 2.1, 2.2 1.3 |
| SL-SE 1.B | Understand and apply the rationale for multisensory and multimodal language-learning techniques. | Introductory Prerequisites | What Is Structured Literacy? | 2.1, 2.2, 2.3 3.1, 3.2 |
| | | Word Recognition | Fluency: The Bridge to Comprehension | 1.1 4.3 |
| | | | Reading and Spelling Long Words* | 3.1 |
| | | Language Comprehension | Explicit Vocabulary Instruction | 3.1, 3.2 |
| | | Reading Comprehension and Writing | Essay Writing* | 2.2 |
| SL-SE 1.C | Understand the rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. | Introductory Prerequisites | What Is Structured Literacy? | 1.1, 1.2 4.1, 4.2 |
| | | | Theories of Reading Development | 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 |

| Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Special Education Teachers | | Aspire™ Content | | |
|---|--|----------------------------|--------------------------------------|---------------------------|
| | | Domain | Course | Module and Section |
| SL-SE 1.D | Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments. | Word Recognition | Fluency: The Bridge to Comprehension | 2.1 |
| SL-SE 1.E | Identify the implications of brain research as it relates to reading, written expression and comprehension for struggling readers; | Introductory Prerequisites | What Is Structured Literacy? | 2.1, 2.2, 2.3 3.1, 3.2 |
| | Identify and describe the five language processing components of structured literacy, phonology, orthography, syntax, morphology, and semantics; | Word Recognition | Theories of Reading Development | 1.2 2.1, 2.2 3.2 |
| | Describe the differences between able and less able readers; | Word Recognition | Fluency: The Bridge to Comprehension | 3.2 4.2, 4.4 |
| | Understand that learning to read, for most people, requires explicit instruction; | Language Comprehension | Supporting Phonemic Awareness* | 1.2, 1.3 |
| | Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge; | Language Comprehension | Enhancing Academic Language | 1.3 |
| | Identify and explain aspects of cognition and behavior that affect reading and writing development; and | Language Comprehension | Explicit Vocabulary Instruction | 1.3 |

| Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Special Education Teachers | | Aspire™ Content | | |
|---|---|--|---|---|
| | | Domain | Course | Module and Section |
| | Recognize the importance of the developmental sequence of language relating specifically to the components of hearing language, using language, reading, and writing. | | | |
| Competency 2: Phonological and Phonemic Awareness | | | | |
| SL-SE 2.A | Understand rationale for identifying, pronouncing, classifying, and comparing all the consonant phonemes and vowel phonemes of English. | Word Recognition | The Reading-Spelling Connection* Supporting Phonemic Awareness* | 1.1 2.4 1.2 2.1, 2.2, 2.3 |
| SL-SE 2.B | Understand and apply in practice considerations for levels of phonological sensitivity. | Word Recognition | Supporting Phonemic Awareness* | 2.1 |
| SL-SE 2.C | Understand and apply in practice considerations for phonemic-awareness difficulties. | Introductory Prerequisites Word Recognition | What Is Structured Literacy? Theories of Reading Development Supporting Phonemic Awareness* | 2.1 2.2 3.2 2.1, 2.2, 2.3 3.1, 3.2, 3.3 |
| SL-SE 2.D | Know and apply in practice consideration for the progression of phonemic-awareness skill development across age and grade. | Word Recognition | Supporting Phonemic Awareness* | 2.2 |
| SL-SE 2.E | Know and apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal. | Word Recognition | Reading and Spelling Long Words* Supporting Phonemic Awareness* | 3.1 3.1 3.2 |
| SL-SE 2.F | Know and apply in practice considerations for the utility of | Language Comprehension | Supporting Emergent Bilinguals* | 2.1 |

| Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Special Education Teachers | | Aspire™ Content | | |
|---|---|------------------|---|---|
| | | Domain | Course | Module and Section |
| | print and online resources for obtaining information about languages other than English. | | | |
| Competency 3: Phonics and Word Recognition | | | | |
| 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. | Word Recognition | A Brief History of English Working with Latin Morphemes Working with Greek Morphemes Syllables and Common Morphemes* Reading and Spelling Long Words* The Reading–Spelling Connection* Supporting Phonemic Awareness* | 1.1 2.1 3.1 4.1 5.1 1.1, 1.2, 1.3, 1.4 1.1 3.1, 3.2, 3.3 2.8 3.4 1.1, 1.2, 1.3 2.1, 2.2, 2.3, 2.4 4.1, 4.2, 4.3 3.1, 3.2, 3.3, 3.4 4.1, 4.2, 4.3 2.3 |
| SL-SE 3.B | Know and apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills. | Word Recognition | A Brief History of English Working with Latin Morphemes Working with Greek Morphemes The Reading–Spelling Connection* | 1.1 2.1 3.1 4.1 5.1 1.1, 1.2, 1.3, 1.4 1.1 3.1, 3.2, 3.3 4.3 |

| Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Special Education Teachers | | Aspire™ Content | | |
|---|---|---|--|--|
| | | Domain | Course | Module and Section |
| | | | Supporting Phonemic Awareness* | 3.1, 3.2, 3.3 |
| SL-SE 3.C | <p>Know and apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan as developmentally appropriate;</p> <p>Know and apply in practice organizing word recognition and spelling lessons by following a structured morpheme lesson plan; and</p> <p>In consideration of intervention/phonics skill review, apply practical considerations for spelling and word recognition skills.</p> | Word Recognition | <p>Fluency: The Bridge to Comprehension</p> <p>A Brief History of English</p> <p>Reading and Spelling Long Words*</p> <p>Supporting Phonemic Awareness*</p> | <p>1.1 2.1 4.1 5.1</p> <p>2.1, 2.2, 2.3</p> <p>4.2</p> <p>3.1, 3.2, 3.3</p> |
| SL-SE 3.D | Know and apply in practice considerations for using multisensory routines to enhance student engagement and memory. | <p>Introductory Prerequisites</p> <p>Word Recognition</p> | <p>What Is Structured Literacy?</p> <p>Fluency: The Bridge to Comprehension</p> <p>Working with Latin Morphemes</p> <p>Working with Greek Morphemes</p> <p>Syllables and Common Morphemes*</p> <p>Reading and Spelling Long Words*</p> | <p>3.2</p> <p>1.1 4.3</p> <p>2.1, 2.2, 2.3, 2.4</p> <p>1.1, 1.2, 1.3 2.1, 2.2 3.1</p> <p>1.2, 1.3</p> <p>3.1</p> |

| Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Special Education Teachers | | Aspire™ Content | | |
|---|--|-----------------------------------|--------------------------------------|--|
| | | Domain | Course | Module and Section |
| | | Language Comprehension | Supporting Phonemic Awareness* | 3.1, 3.2 |
| | | | Explicit Vocabulary Instruction | 3.1, 3.2 |
| | | Reading Comprehension and Writing | Essay Writing* | 2.2 |
| 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. | | Introductory Prerequisites | What Is Structured Literacy? |
| | | Theories of Reading Development | | 3.2, 3.3 |
| SL-SE 3.F | 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 |
| SL-SE 3.G | 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 |
| SL-SE 3.H | Know and apply in practice considerations for the different types and purposes | Introductory Prerequisites | Theories of Reading Development | 1.2 3.3 |

| Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Special Education Teachers | | Aspire™ Content | | |
|---|---|-----------------------------------|--------------------------------------|----------------------------------|
| | | Domain | Course | Module and Section |
| | of texts with emphasis on the role of decodable texts in teaching beginning readers. | Word Recognition | Fluency: The Bridge to Comprehension | 4.2 |
| | | Reading Comprehension and Writing | Texts That Provide Information | 1.2 |
| Competency 4: Automatic, Fluent Reading of Text | | | | |
| 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. | Word Recognition | Fluency: The Bridge to Comprehension | 1.1, 1.2 |
| SL-SE 4.B | Know and apply in practice considerations for varied techniques and methods for building reading fluency. | Word Recognition | Fluency: The Bridge to Comprehension | 3.1, 3.2, 3.3, 3.4 4.4 |
| 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. | Word Recognition | Fluency: The Bridge to Comprehension | 2.1, 2.2, 2.3 3.1, 3.4 4.5 |
| SL-SE 4.D | 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 |
| Competency 5: Vocabulary | | | | |

| Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Special Education Teachers | | Aspire™ Content | | |
|---|---|--|--|--|
| | | Domain | Course | Module and Section |
| 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. | Language Comprehension | Enhancing Academic Language Explicit Vocabulary Instruction Strategies for Incidental Vocabulary Acquisition | 3.1 1.3 3.3 |
| SL-SE 5.B | Know and apply in practice considerations for the sources of wide differences in students' vocabularies. | Language Comprehension | Supporting Emergent Bilinguals* | 4.1 |
| SL-SE 5.C | Know and apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction. | Language Comprehension | Enhancing Academic Language Explicit Vocabulary Instruction Strategies for Incidental Vocabulary Acquisition | 3.1 2.1 1.3 2.1, 2.3, 2.4 3.4 |
| SL-SE 5.D | Know and apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction. | Word Recognition Language Comprehension | Working with Latin Morphemes Working with Greek Morphemes Enhancing Academic Language Explicit Vocabulary Instruction | 1.3 2.1, 2.2, 2.3 3.1 1.1, 1.2 2.1, 2.2 3.1, 3.2 1.1 3.1 4.1 |
| SL-SE 5.E | Know and apply in practice direct, explicit methods of morphology instruction for the development of vocabulary. | Language Comprehension | Explicit Vocabulary Instruction Strategies for Incidental Vocabulary Acquisition | 1.3 3.1 3.1, 3.2, 3.3, 3.4 |
| SL-SE 5.F | Know and apply in practice considerations for the | Language Comprehension | Explicit Vocabulary Instruction | 3.1, 3.2 |

| Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Special Education Teachers | | Aspire™ Content | | |
|---|---|-----------------------------------|---|--------------------------|
| | | Domain | Course | Module and Section |
| | appropriate uses of assistive technology in vocabulary instruction. | | Strategies for Incidental Vocabulary Acquisition | 1.2 2.2 |
| Competency 6: Listening and Reading Comprehension | | | | |
| SL-SE 6.A | 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 |
| | | | Texts That Provide Information | 1.2 3.2, 3.3, 3.4 |
| | | | Narrative Text | 3.3 |
| SL-SE 6.B | 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 |
| SL-SE 6.C | 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 |

| Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Special Education Teachers | | Aspire™ Content | | |
|---|---|-----------------------------------|--|---|
| | | Domain | Course | Module and Section |
| | | | Structures of Sentences* | 1.1 2.1, 2.4 3.2, 3.3, 3.4 4.1, 4.2 5.2 |
| SL-SE 6.D | 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 | 1.4 |
| | | | Texts That Provide Information | 1.1 3.2, 3.3, 3.4 |
| | | | Argumentative and Persuasive Text | 2.1 3.1 4.1 |
| | | | Narrative Text | 2.3, 2.4 3.3 |
| 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. | Reading Comprehension and Writing | Texts That Provide Information | 4.4 |
| SL-SE 6.F | Know and apply in practice considerations for oral language and text-based discussion to co-construct meaning. | Introductory Prerequisites | What Is Structured Literacy? | 2.1 3.1 |
| | | | Theories of Reading Development | 1.1, 1.2 |

| Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Special Education Teachers | | Aspire™ Content | | |
|---|---|-----------------------------------|---|--------------------------------|
| | | Domain | Course | Module and Section |
| | | Word Recognition | Fluency: The Bridge to Comprehension | 1.2 |
| | | Reading Comprehension and Writing | Factors That Contribute to Comprehension | 3.3 |
| | | Language Comprehension | Supporting Emergent Bilinguals* | 1.1 2.1, 2.2 4.1 |
| Competency 7: Written Expression | | | | |
| SL-SE 7.A | 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 |
| | | 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 |
| 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. | 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 |

| Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Special Education Teachers | | Aspire™ Content | | |
|---|---|-----------------------------------|---|---|
| | | Domain | Course | Module and Section |
| SL-SE 7.D | Know and apply in practice considerations for the developmental phases of the writing process. | Reading Comprehension and Writing | Paragraph Writing: Descriptive, Narrative, Opinion, Persuasive* Paragraph Writing: Expository and Argumentative* Essay Writing* | 1.2 3.2 2.2, 2.3, 2.4 3.1 4.1, 4.2, 4.3 1.2 2.1, 2.2, 2.3 3.1 |
| 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 practice considerations for instruction regarding the traits of writing (i.e., voice, idea, style). | Reading Comprehension and Writing | Paragraph Writing: Expository and Argumentative* | 1.2 |
| SL-SE 7.G | Know and apply in practice considerations for the genres (narrative, informative, persuasive, and argumentative). | Reading Comprehension and Writing | Paragraph Writing: Descriptive, Narrative, Opinion, Persuasive* Paragraph Writing: Expository and Argumentative* Essay Writing* | 2.1, 2.2, 2.3 3.1, 3.2, 3.3 4.1, 4.2, 4.3 5.1, 5.2, 5.3 2.1, 2.2 4.1, 4.2, 4.3 5.1, 5.2, 5.3, 5.4 1.2 2.1 |