Lexia® Aspire™ Professional Learning

Pennsylvania Department of Education Structured Literacy Program Framework Guidelines: PK–12 Reading Specialist

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 reading interventionists and specialists. 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 Reading Specialist. 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 reading specialists in the state of Pennsylvania.

Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Reading Specialist		Aspire™ Content		
		Domain	Course	Module and Section
Competency 1: Essential Principles and Practices				
SL–RS 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
			The Reading-Spelling Connection	2.1, 2.2
		Language Comprehension	Explicit Vocabulary Instruction	1.3
SL–RS 1.B	Understand, apply, and support classroom teachers in practicing 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–RS 1.C	Understand and support classroom teachers in understanding 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
SL–RS 1.D	Understand rationale for assessment: select,	Word Recognition	Fluency: The Bridge to Comprehension	2.1, 2.2, 2.3 4.5

Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Reading Specialist		Aspire™ Content		
		Domain	Course	Module and Section
	implement, interpret, and communicate results from a variety of assessments in each component of literacy including norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, curriculum-based measures, and other indicators of student progress.	Reading Comprehension and Writing	Essay Writing	4.2
Competency 2: Phonological and Phonemic Awareness				
SL–RS 2.A	Understand and support classroom teachers in understanding the rationale for identifying, pronouncing, classifying, and comparing all the consonant phonemes and vowel phonemes of English; and Understand the overarching concept of phonology and the subskills of phonological working memory, rapid automatic naming, phonological awareness, phonological perception, phoneme articulation.	Word Recognition	The Reading-Spelling Connection Supporting Phonemic Awareness	1.1 2.4 1.2 2.1, 2.2, 2.3
SL–RS 2.B	Understand, apply, and support classroom teachers in	Word Recognition	Supporting Phonemic Awareness	2.1

Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Reading Specialist		Aspire™ Content		
		Domain	Course	Module and Section
	practicing considerations for levels of phonological sensitivity (word boundaries, compound words, syllables, and onset rime).			
SL–RS 2.C	Understand, apply, and support classroom teachers in practicing considerations for phonemic-awareness difficulties; and Understand and apply in practice considerations for levels of phonological sensitivity and how to leverage phonological skills for spelling.	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–RS 2.D	Know, apply, and support classroom teachers in practicing consideration for the progression of phonemic-awareness skill development, across age and grade.	Word Recognition	Supporting Phonemic Awareness	2.2
SL–RS 2.E	Know, apply, and support classroom teachers in practicing 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–RS 2.F	Know, apply, and support classroom teachers in practicing considerations for the appropriate uses of assistive technology in phonological and phonemic awareness.	Word Recognition	Supporting Phonemic Awareness	3.1 3.3
Competency 3: Phonics and Word Recognition				

Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Reading Specialist		Aspire™ Content		
		Domain	Course	Module and Section
SL–RS 3.A	Know, apply, and support classroom teachers in practicing 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	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	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
SL–RS 3.B	Know, apply, and support classroom teachers in practicing considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills; and Know and apply in practice considerations for systematically, cumulatively, and explicitly teaching and reviewing basic decoding and spelling skills.	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
			The Reading-Spelling Connection	4.3
			Supporting Phonemic Awareness	3.1, 3.2, 3.3

Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Reading Specialist		Aspire™ Content		
		Domain	Course	Module and Section
SL–RS 3.C	Know, apply, and support classroom teachers in practicing considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan, as appropriate; Know and apply in practice and support classroom teachers in organizing word-recognition and spelling lessons by following a structured morpheme lesson plan; In consideration of class wide intervention or class wide phonics skill review, apply practical considerations for spelling and word-recognition skills.	Word Recognition	Fluency: The Bridge to Comprehension A Brief History of English Reading and Spelling Long Words Supporting Phonemic Awareness	1.1 2.1 4.1 5.1 2.1, 2.2, 2.3 4.2 3.1, 3.2, 3.3
SL–RS 3.D	Know, apply, and support classroom teachers in considerations for using multisensory routines to enhance student engagement and memory; Explain how to leverage word building skills with word chunks (morphemes and syllables); and Use tools (word maps, morpheme matrices, morpheme sums, morphemes cards) to build	Introductory Prerequisites Word Recognition	What Is Structured Literacy? Fluency: The Bridge to Comprehension Working with Latin Morphemes Working with Greek Morphemes Syllables and Common Morphemes Reading and Spelling Long Words	3.2 1.1 4.3 2.1, 2.2, 2.3, 2.4 1.1, 1.2, 1.3 2.1, 2.2 3.1 1.2, 1.3 3.1

Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Reading Specialist		Aspire™ Content		
		Domain	Course	Module and Section
	words and word relationships to support the link between meaning, spelling, and syntax.	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–RS 3.E	Know, apply, and support classroom teachers in practicing considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed; Demonstrate skills (such as increasing opportunities to respond, perky pace, cueing, choral response, pre-teaching, decoding pre-reading) to support all learners; Understand the development of executive skills and the relationship to age when asking to participate in multi-layered tasks; and Demonstrate the importance of explicit instruction to support all learners.	Introductory Prerequisites	What Is Structured Literacy?	2.1, 2.2, 2.3 3.1, 3.2 4.1, 4.2
			Theories of Reading Development	2.1, 2.2, 2.3
		Language Comprehension	Enhancing Academic Language	2.1
			Supporting Emergent Bilinguals	2.3 4.1, 4.2, 4.3
SL–RS 3.F	Know, apply, and support classroom teachers in practicing considerations for teaching irregular words in	Word Recognition	Fluency: The Bridge to Comprehension	1.1 2.1 4.1 5.1

Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Reading Specialist		Aspire™ Content		
		Domain	Course	Module and Section
	small increments using special techniques.		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–RS 3.G	Know, apply, and support classroom teachers in practicing considerations for systematically teaching the decoding of multisyllabic words; Teach written syllable types in a logical sequence (e.g., closed, open, vowel-consonant-e, vowel team, consonant-le, r-controlled); Identify the difference between syllable division in natural speech and syllable division in printed words; Clearly distinguish morphemes from syllables while identifying word parts; Apply a multisyllabic word reading strategy that leverages both morpheme and syllable knowledge; Explain how to determine the accented syllable in a word and how that will influence spelling; and	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
			Supporting Phonemic Awareness	3.1, 3.2, 3.3

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		Domain	Course	Module and Section
	Demonstrate how to flex a vowel sound to support decoding and link to language processing systems through phonological features.			
SL–RS 3.H	Know, apply, and support classroom teachers in practicing considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers as a scaffold leading to reading of authentic text;

Know, apply, and support classroom teachers' syllable, morpheme, and multisyllabic word reading skills in all content areas;

Know, apply, and support classroom teachers' need for application of learned morphemes to text; and

Incorporate syllable and morpheme instruction in learning new words across content area. | Introductory Prerequisites

Word Recognition

Reading Comprehension and Writing | Theories of Reading Development

Fluency: The Bridge to Comprehension

Reading and Spelling Long Words

Texts That Provide Information | 1.2 3.3

4.2

2.1, 2.2, 2.3, 2.4 3.1, 3.2 4.1, 4.2, 4.3

1.2 |

Competency 4: Automatic, Fluent Reading of Text

Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Reading Specialist		Aspire™ Content		
		Domain	Course	Module and Section
SL–RS 4.A	Know, apply, and support classroom teachers in practicing 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–RS 4.B	Know, apply, and support classroom teachers in practicing considerations for varied techniques and methods for building reading fluency, resulting in oral reading with accuracy, rate that facilitates simultaneous comprehension, and prosody.	Word Recognition	Fluency: The Bridge to Comprehension	3.1, 3.2, 3.3, 3.4 4.4
SL–RS 4.C	Know, apply, and support classroom teachers in practicing considerations for text reading fluency, including conversational pace, attention to punctuation, and phrasing, 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–RS 4.D	Know, apply, and support classroom teachers in practicing considerations for appropriate uses of assistive technology for students with	Word Recognition	Fluency: The Bridge to Comprehension	4.4

Pennsylvania Structured Literacy Knowledge and Practice Standards of PK−12 Reading Specialist		Aspire™ Content		
		Domain	Course	Module and Section
	serious limitations in reading fluency.			
Competency 5: Vocabulary				
SL−RS 5.A	Know, apply, and support classroom teachers in practicing considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension as developmentally appropriate within/across content areas.	Language Comprehension	Enhancing Academic Language	3.1
			Explicit Vocabulary Instruction	1.3
			Strategies for Incidental Vocabulary Acquisition	3.3
SL−RS 5.B	Know, apply, and support classroom teachers in practicing considerations for the sources of wide differences in students' vocabularies.	Language Comprehension	Supporting Emergent Bilinguals	4.1
SL−RS 5.C	Know, apply, and support classroom teachers in practicing considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.	Language Comprehension	Enhancing Academic Language	3.1
			Explicit Vocabulary Instruction	2.1
			Strategies for Incidental Vocabulary Acquisition	1.3 2.1, 2.3, 2.4 3.4
SL−RS 5.D	Know, apply, and support classroom teachers in practicing 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

Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Reading Specialist		Aspire™ Content		
		Domain	Course	Module and Section
			Explicit Vocabulary Instruction	4.1
SL–RS 5.E	Know, apply, and support classroom teachers in practicing direct, explicit methods of morphology instruction for the development of vocabulary.	Language Comprehension	Explicit Vocabulary Instruction	1.3 3.1
			Strategies for Incidental Vocabulary Acquisition	3.1, 3.2, 3.3, 3.4
SL–RS 5.F	Know, apply, and support classroom teachers in practicing considerations for the appropriate uses of assistive technology in vocabulary instruction.	Language Comprehension	Explicit Vocabulary Instruction	3.1, 3.2
			Strategies for Incidental Vocabulary Acquisition	1.2 2.2
Competency 6: Listening and Reading Comprehension				
SL–RS 6.A	Know, apply, and support classroom teachers in practicing considerations for factors that contribute to deep comprehension including text structures, background knowledge, and interpretation of vocabulary.	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–RS 6.B	Know, apply, and support classroom teachers in practicing 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

Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Reading Specialist		Aspire™ Content		
		Domain	Course	Module and Section
			Paragraph Writing: Descriptive, Narrative, Opinion, Persuasive	2.1 3.1 4.1 5.1
SL–RS 6.C	Know, apply, and support classroom teachers in practicing 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
			Structures of Sentences	1.1 2.1, 2.4 3.2, 3.3, 3.4 4.1, 4.2 5.2
SL–RS 6.D	Know, apply, and support classroom teachers in practicing considerations for the use of explicit comprehension strategy instruction and practices that build student background knowledge as supported by research.	Language Comprehension Reading Comprehension and Writing	Enhancing Academic Language	3.3
			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–RS 6.E	Know, apply, and support classroom teachers in practicing considerations for the teacher's role as an	Reading Comprehension and Writing	Texts That Provide Information	4.4

Pennsylvania Structured Literacy Knowledge and Practice Standards of PK–12 Reading Specialist		Aspire™ Content		
		Domain	Course	Module and Section
	active mediator of text-comprehension processes.			
SL–RS 6.F	Know, apply, and support classroom teachers in practicing 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
		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–RS 7.A	Know, apply, and support classroom teachers in identifying and supporting the developmental stages of writing.	Reading Comprehension and Writing	Paragraph Writing: Descriptive, Narrative, Opinion, Persuasive	1.2 2.2 3.2 4.2
SL–RS 7.B	Know, apply, and support classroom teachers in practicing considerations for research-based principles for teaching letter formation, both manuscript and cursive.			
SL–RS 7.C	Know, apply, and support classroom teachers in practicing 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 Reading Specialist		Aspire™ Content		
		Domain	Course	Module and Section
SL–RS 7.D	Know, apply, and support classroom teachers in practicing considerations for the developmental phases of the writing process (planning/brainstorming, drafting, revising, editing, and publishing).	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–RS 7.E	Know, apply, and support classroom teachers in practicing considerations for the appropriate uses of assistive technology in written expression.	Introductory Prerequisites Word Recognition	What Is Structured Literacy? Fluency: The Bridge to Comprehension	Check for Understanding Check for Understanding
SL–RS 7.F	Know, apply, and support classroom teachers in practicing 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–RS 7.G	Know, apply, and support classroom teachers in practicing 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