

Idaho Comprehensive Literacy Standards Concepts and Competencies Guide (1st edition)

Standard 5 Diverse Reading and Writing Profiles — Reading and Writing Difficulties



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Introduction

The Idaho Comprehensive Literacy Standards Concepts and Competencies Guide 3rd edition has been significantly revised to align to the Idaho Comprehensive Literacy Plan, adopted by the Idaho Legislature in 2020, and the revised Idaho Comprehensive Literacy Standard V, adopted by the Idaho Legislature in 2022.

This document outlines concepts and competencies for the Idaho Comprehensive Literacy Assessment and corresponding coursework for Standard V. It is intended as a guide for both literacy instructors and preservice teachers.

Section 1 states the language of Standard V. This is part of the Idaho Standards for Initial Certification of Professional School Personnel approved during the 2022 Idaho Legislative session, to which teacher preparation programs were to be aligned by July 1, 2022.

Section 2 offers specific Standard V-based content and concepts for elementary education students, off of which the assessment is based.

Section 3 offers specific Standard V-based content and concepts for secondary education students, off of which the assessment is based.

Section 4 lists key terms and definitions.

Section 5 provides sample exam questions.

Instructors may use the concepts and competencies content and the vocabulary list when planning their courses.

Students are encouraged to use the concepts and competencies content and the vocabulary list as a study guide for the assessment.

Section I

[Elementary section applies to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Visual Impairment K-12. Secondary section applies to the following endorsements: Secondary Education; Music Education K-12; Physical Education K-12; Art Education K-12.]

Idaho Comprehensive Literacy Standard V: Diverse Reading & Writing Profiles – Reading & Writing Difficulties

The teacher candidate understands how reading and writing difficulties vary in presentation and degree. The candidate understands the characteristics of struggling readers and writers, identifies appropriate accommodations, and adapts instruction to meet student needs. The candidate advocates for meeting the needs of struggling readers and writers within the available structure of tiered support. The candidate understands how federal and state laws pertain to learning disabilities, including dyslexia. The teacher candidate understands the (2003) International Dyslexia Association (IDA) definition of dyslexia and recognizes the distinguishing characteristics of dyslexia.

As per the Idaho Comprehensive Literacy Plan (Idaho State Board of Education, 2020):

Institutions of Higher Education include coursework in educator preparation that ensures all teacher candidates have knowledge regarding how to identify characteristics of specific learning disabilities (dyslexia, dysgraphia, etc.) and provide appropriate support to students. (p. 36).

Section 2

Concepts and Competencies for Elementary Education Students

Preservice teachers are expected to meet the concepts and competencies listed below. The list of competencies includes well-researched and documented evidence-based practices, but is not intended to be an all-inclusive list. Candidate knowledge of the concepts and competencies are additionally assessed in the Standard V ICLA.

- **A. The teacher candidate understands how reading and writing difficulties vary in presentation and degree.**
 - Explains how good readers and writers learn word recognition and spelling patterns, decoding skills, listening and reading comprehension, and writing skills.
 - Cites research-based differences between good and poor readers depending on the kind of reading disability with regard to learning word-recognition and decoding skills as compared to listening and reading comprehension (KPS 2.3).
 - Describes the various profiles of struggling readers (see the Idaho Dyslexia Handbook for details).
 - Explains how students can struggle with language, reading comprehension, low vocabulary, and weakness in understanding sentences and text structure.
 - Explains how students can struggle with word recognition and spelling with weak phoneme awareness and/or dysfluent reading (IDH)
 - Explains how students can have mixed reading difficulties in both word recognition and language comprehension with reduced fluency and struggles in spelling and writing (IDH).
 - Explains how students can struggle because of a lack of opportunity to learn in appropriate instructional environments (IDH).
 - Recognizes levels of instructional intensity, frequency, and duration appropriate for mild, moderate, and severe reading and/or writing disabilities with the scope of instruction corresponding to the type of difficulty (e.g., dyslexia, specific reading comprehension, writing difficulty) (KPS 2.4).
- **B. The candidate understands the characteristics of struggling readers and writers, identifies appropriate accommodations, and adapts instruction to meet student needs.**
 - Explains how reading and writing difficulties are often interrelated.
 - Recognizes differences in writing difficulties such as spelling, syntax and sentence level difficulties, and organization.
 - Identifies how to coordinate regular classroom instruction and other forms of intervention, including highly specialized settings.
 - Explains how to implement differentiated instruction that is explicit, systematic, cumulative, and as individualized as possible within small group settings. (New Jersey, 2017)

*Standard V: Diverse Reading & Writing Profiles – Reading & Writing Difficulties
Concepts and Competencies*

- Recognizes how instructional priorities and emphases should change as reading disabilities change and literacy develops (KPS 2.5).
 - Understands that effective structured literacy is an approach to instruction with emphasis on the structure of language (Colorado, 2020)
 - Understands the components of structured literacy, including: phonology, sound/symbol associations, syllable structures, orthography, syntax, morphology, semantics, and the organization of spoken and written discourse. (Colorado, 2020)
 - Understands that structured literacy includes direct and explicit instruction; systematic and cumulative instruction; diagnostic teaching. (Colorado, 2020)
 - Understands that multisensory/multimodal instructional techniques are a component of structured literacy. This includes using visual, auditory, tactile-kinesthetic, and articulatory motor strategies simultaneously in teaching (Colorado, 2020).
 - Identifies the instructional practices that will benefit students with various reading profiles (IDH).
 - Identifies appropriate accommodations for students with various reading and writing difficulties.
 - Demonstrates how to Inform both educators and families in best practices to support students with dyslexia and other reading difficulties (New Jersey, 2017).
- **C. The candidate advocates for meeting the needs of struggling readers and writers within the available structure of tiered support.**
 - Understands how high quality, Tier 1 ELA curriculum is critical for preventing and addressing word reading challenges. (Massachusetts, 2021)
 - Understands how interventions at Tiers 2 and 3 are designed to supplement the core curriculum so that students who perform in the at-risk range on a screener receive a “double dose” of reading instruction, participating in both classroom instruction (Tier 1) and intervention supports (Tier 2 or 3). (Massachusetts, 2021)
 - Explains how universal screening and diagnostic data inform instructional planning for at-risk students to improve the targeted nature of Tier 2 and 3 interventions. (Massachusetts, 2021)
 - Describes how progress monitoring is intended to assess reading skills using valid and reliable tools and are administered to all students who receive tiered supports. (Massachusetts, 2021)
 - Understands how English learners benefit from early screening and that additional information about oral language proficiency is needed to inform decisions regarding reading difficulties. (Massachusetts, 2021)
 - Explains how teachers act as advocates for students with reading disabilities, giving a voice to student’s needs and helping the student obtain the necessary resources to meet their unique needs. (Colorado, 2020)
 - **D. The candidate understands how federal and state laws pertain to learning disabilities, including dyslexia.**
 - Knows fundamental provisions of federal and state laws that pertain to

*Standard V: Diverse Reading & Writing Profiles – Reading & Writing Difficulties
Concepts and Competencies*

- learning disabilities, including dyslexia and other reading and language disability subtypes. (KPS 2.2)
 - Explains the most fundamental provisions of federal and state laws (IDEA, 504, etc.) pertaining to the rights of students with disabilities, especially students’ rights to a free, appropriate public education, an individualized educational plan, services in the least restrictive environment, and due process (KPS 2.2).
 - Recognizes the key tenets of the Idaho Comprehensive Literacy Plan and Dyslexia Handbook.
 - Explains the fundamental provision of state statute House Bill 731 related to tier 1 dyslexia screening and professional development requirements.
 - Partners with the special education teacher to distinguish IEP goals and objectives that are clear, specific, appropriate to students’ needs, and attainable.
- **E. The teacher candidate understands the (2003) International Dyslexia Association (IDA) definition of dyslexia and recognizes the distinguishing characteristics of dyslexia (KPS 2.1; KPS 2.3)**
 - Recognizes the tenets of the (2003) IDA definition of dyslexia (KPS 2.1).
 - (This is the 2003 definition) “Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge”.
 - Explain the reasoning or evidence behind key terms in the definition of dyslexia (e.g., neurobiological origin, phonological component of language); See the Idaho Dyslexia Handbook. (KPS 2.1)
 - Distinguishes evidence-based tenets from popular but unsupported beliefs and claims about dyslexia (e.g., dyslexia is a visual problem; people with dyslexia have unusual talents, reversals) (KPS 2.1)
 - Describes common characteristics of dyslexia (See the Idaho Dyslexia Handbook)

Section 3

Concepts and Competencies for Secondary Education Students

Preservice teachers are expected to meet the concepts and competencies listed below. The list of competencies includes well-researched and documented evidence-based practices, but is not intended to be an all-inclusive list. Candidate knowledge of the concepts and competencies are additionally assessed in the Standard V ICLA.

- **A. The teacher candidate understands how reading and writing difficulties vary in presentation and degree.**
 - Explains how good readers and writers learn word recognition and spelling patterns, decoding skills, listening and reading comprehension, and writing skills.
 - Cites research-based differences between good and poor readers depending on the kind of reading disability with regard to learning word-recognition and decoding skills as compared to listening and reading comprehension (KPS 2.3).
 - Describes the various profiles of struggling readers (see the Idaho Dyslexia Handbook for details).
 - Explains how students can struggle with language, reading comprehension, low vocabulary, and weakness in understanding sentences and text structure.
 - Explains how students can struggle with word recognition and spelling with weak phoneme awareness and/or dysfluent reading (IDH)
 - Explains how students can have mixed reading difficulties in both word recognition and language comprehension with reduced fluency and struggles in spelling and writing (IDH).
 - Explains how students can struggle because of a lack of opportunity to learn in appropriate instructional environments (IDH).
 - Recognizes levels of instructional intensity, frequency, and duration appropriate for mild, moderate, and severe reading and/or writing disabilities with the scope of instruction corresponding to the type of difficulty (e.g., dyslexia, specific reading comprehension, writing difficulty) (KPS 2.4).
- **B. The candidate understands the characteristics of struggling readers and writers, identifies appropriate accommodations, and adapts instruction to meet student needs.**
 - Explains how reading and writing difficulties are often interrelated.
 - Recognizes differences in writing difficulties such as spelling, syntax and sentence level difficulties, and organization.
 - Identifies how to coordinate regular classroom instruction and other forms of intervention, including highly specialized settings.
 - Recognizes how instructional priorities and emphases should change as reading disabilities change and literacy develops (KPS 2.5).
 - Understands that effective structured literacy is an approach to instruction with emphasis on the structure of language (Colorado, 2020)

*Standard V: Diverse Reading & Writing Profiles – Reading & Writing Difficulties
Concepts and Competencies*

- Understands the components of structured literacy, including: phonology, sound/symbol associations, syllable structures, orthography, syntax, morphology, semantics, and the organization of spoken and written discourse. (Colorado, 2020)
 - Understands that structured literacy includes direct and explicit instruction; systematic and cumulative instruction; diagnostic teaching. (Colorado, 2020)
 - Understands that multisensory/multimodal instructional techniques are a component of structured literacy. This includes using visual, auditory, tactile-kinesthetic, and articulatory motor strategies simultaneously in teaching (Colorado, 2020).
 - Identifies the instructional practices that will benefit students with various reading profiles (IDH).
 - Identifies appropriate accommodations for students with various reading and writing difficulties.
 - Demonstrates how to Inform both educators and families in best practices to support students with dyslexia and other reading difficulties (New Jersey, 2017).
- **C. The candidate advocates for meeting the needs of struggling readers and writers within the available structure of tiered support.**
 - Understands how high quality, Tier 1 ELA curriculum is critical for preventing and addressing word reading challenges. (Massachusetts, 2021)
 - Understands how interventions at Tiers 2 and 3 are designed to supplement the core curriculum so that students who perform in the at-risk range on a screener receive a “double dose” of reading instruction, participating in both classroom instruction (Tier 1) and intervention supports (Tier 2 or 3). (Massachusetts, 2021)
 - Understands how universal screening and diagnostic data inform instructional planning for at-risk students. (Massachusetts, 2021)
 - Describes how progress monitoring is intended to assess reading skills using valid and reliable tools and is administered to all students who receive tiered supports. (Massachusetts, 2021)
 - Understands how English learners benefit from early screening and that additional information about oral language proficiency is needed to inform decisions regarding reading difficulties. (Massachusetts, 2021)
 - Explains how teachers act as advocates for students with reading disabilities, giving a voice to student’s needs and helping the student obtain the necessary resources to meet their unique needs. (Colorado, 2020)
- **D. The candidate understands how federal and state laws pertain to learning disabilities, including dyslexia.**
 - Knows fundamental provisions of federal and state laws that pertain to
 - learning disabilities, including dyslexia and other reading and language disability subtypes. (KPS 2.2)
 - Explains the most fundamental provisions of federal and state laws (IDEA, 504, etc.) pertaining to the rights of students with disabilities, especially students’ rights to a free, appropriate public education, an individualized educational plan, services in the least restrictive environment, and due process (KPS 2.2).

*Standard V: Diverse Reading & Writing Profiles – Reading & Writing Difficulties
Concepts and Competencies*

- Recognizes the key tenets of the Idaho Comprehensive Literacy Plan and Dyslexia Handbook.
 - Explains the fundamental provision of state statute House Bill 731 related to tier 1 dyslexia screening and professional development requirements.
 - Partners with the special education teacher to distinguish IEP goals and objectives that are clear, specific, appropriate to students’ needs, and attainable.
- **E. The teacher candidate understands the (2003) International Dyslexia Association (IDA) definition of dyslexia and recognizes the distinguishing characteristics of dyslexia (KPS 2.1; KPS 2.3)**
 - Recognizes the tenets of the (2003) IDA definition of dyslexia (KPS 2.1).
 - (This is the 2003 definition) “Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge”.
 - Explain the reasoning or evidence behind key terms in the definition of dyslexia (e.g., neurobiological origin, phonological component of language); See the Idaho Dyslexia Handbook. (KPS 2.1)
 - Distinguishes evidence-based tenets from popular but unsupported beliefs and claims about dyslexia (e.g., dyslexia is a visual problem; people with dyslexia have unusual talents, reversals) (KPS 2.1)
 - Describes common characteristics of dyslexia (See the Idaho Dyslexia Handbook)

Section 4

Terminology

Term	Definition
504 Plan	“The Section 504 regulations require a school district to provide a ‘free appropriate public education’ (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services [reasonable accommodations] designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met” (OCR, 2020)
Accommodation	Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, settings, and tasks that do not fundamentally alter the intent. Accommodations do not invalidate assessment results and do not fundamentally alter the requirements or course expectations (ISEM, 2018).
Adaptation	Changes to curriculum, instruction, or assessments that enable a student with a disability that significantly impacts performance an opportunity to participate. Adaptations include strategies such as orally reading a test, using spelling/grammar check for language arts assessments, and substituting out-of-level testing. Adaptations fundamentally alter requirements, invalidate assessment results, and provide non-comparable results (ISEM, 2018).
Accurate and Fluent Word Recognition	Ability to read words quickly and accurately and read at a sufficient rate to support comprehension.
Alphabetic Principle	1. The principle that letters are used to represent individual phonemes in the spoken word (Moats, 2005). 2. Representing the sounds of speech with a set of distinct symbols (letters), each denoting a single sound (Bear et al., 2016).
Assessment	The act or process of gathering data in order to better understand the strengths and needs of student learning.
Assistive Technology	Any item, piece of equipment, software, app, or extension that is used to support the individual functional needs of a student (Idaho, 2022).
Automaticity	Automatic accurate word recognition when reading
Comprehension	The “essence of reading” (Durkin, 1993); the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (RRSG, 2002); involves the reader, the text, and the

*Standard V: Diverse Reading & Writing Profiles – Reading & Writing Difficulties
Concepts and Competencies*

	activity or purpose all situated within the sociocultural context (RRSG, 2002).
Decoding	Ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences; also the act of deciphering a new word by sounding it out (Moats, 2005).
Deficit in phonological component	Difficulty pronouncing, remembering, or thinking about the individual speech sounds that make up words (Colorado, 2020).
Diagnostic Assessment	A form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction.
Differentiated Instruction	An approach to teaching in which educators actively plan instruction aligned to students' learning differences. In a differentiated classroom, teachers divide their time, resources, and efforts to effectively teach students who have various backgrounds, readiness and skill levels, and interests (ASCD, 2018).
Dyslexia	A specific learning disability in reading that is neurobiological in origin, characterized by “difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities” (Colorado Department of Education, 2020, p. 10).
Dysgraphia	The condition of impaired letter writing by hand, that is, disabled handwriting. Impaired handwriting can interfere with learning to spell words in writing and speed of writing text (International Dyslexia Association, 2018).
Encoding	To write or spell a word (Cunningham, 2017). Ability to translate a word from speech to print.
Evidence-based practices	Practices in teaching backed by high-standard, quality research and scientific studies that have been replicated with positive outcomes.
Executive function	Use of the set of mental skills including working memory, flexible thinking, and self-control. Executive functioning is controlled by the frontal lobe of the brain.
Explicit instruction	Concepts are clearly explained and skills are [directly] modeled, without vagueness or ambiguity (Honig et al., 2013).
Fluency	Accurate reading of connected text at a conversational rate with appropriate prosody (expression)
IDEA 2004	Individuals with Disabilities Education Act. This law makes available a free appropriate public education to eligible children with disabilities throughout the nation.
IEP	An Individualized Education Plan (IEP) is a program that is developed to ensure a child with an identified disability as defined by law is receiving specialized instruction and appropriate related services such as accommodation and/or modification. The plan includes goals and objectives specific to the child’s learning needs.

*Standard V: Diverse Reading & Writing Profiles – Reading & Writing Difficulties
Concepts and Competencies*

Listening process	The process of making meaning from what we hear. This includes listening vocabulary, background knowledge, and attention.
Morpheme	Smallest meaningful units of language that contains both sound and meaning — linguistic entities that may be whole words, parts of words, or single phonemes (Moats, 2020)
Morphology	The study of the structure and forms of words, including derivation, inflection, and compounding (Colorado, 2020)
Motivation	The desire to attain an objective or goal. May be influenced by both extrinsic and intrinsic factors.
Multisensory/multi modal	The use of more than one of the visual, auditory, kinesthetic-tactile, and/or articulatory motor strategies to enhance memory and learning of written language (Colorado, 2020).
Multi-Tiered System of Supports (MTSS)	A comprehensive multi-tiered system of support that includes both behavioral and academic support systems. Response to intervention (RtI) is part of a MTSS system.
Neural Pathway	Connections in the brain enabling signals to be sent from one region to another (Colorado, 2020)
Neurobiological/ Neurological in origin	“Differences in the development, organization, structure, and functioning of the very specific brain systems necessary for reading. While the neurological origin of dyslexia in an individual is presumed, it is not necessary to require medical assessments including neurological, neuropsychological, or neuroimaging to identify dyslexia” (Idaho, 2022).
Orthography	The writing system of a language—specifically, the correct sequence of letters, characters, or symbols (Bear et al., 2016).
Phoneme	<ul style="list-style-type: none"> ● The smallest unit of sound in a word (e.g. step has four phonemes: /s/ /t/ /ě/ /p/; church has three phonemes: /ch/ /ur/ /ch/) ● Phonemes are described by their position in a word: initial (first), medial (middle), final (last)
Phonemic Awareness	<ul style="list-style-type: none"> ● Refers to the ability to consciously manipulate individual phonemes in a spoken language. ● Phonemic awareness is often assessed by the ability to tap or count every sound heard in a word like cat: /c/ /ă/ /t/ (Bear et al., 2016), to verbally blend individual sounds into a word, to manipulate sounds (e.g. exchange the /c/ in cat for a /b/ to make bat), to manipulate syllables, and to produce rhymes.
Phonics	The systematic relationship between letters and sounds in a written alphabetic system (Bear et al., 2016).
Phonological Awareness	<ul style="list-style-type: none"> ● The awareness that spoken language is composed of separate words that make up sentences and that words are made up of syllables (Cunningham, 2017). ● Includes various speech sounds such as syllables, rhyme, and individual phonemes (Bear et al., 2016).

*Standard V: Diverse Reading & Writing Profiles – Reading & Writing Difficulties
Concepts and Competencies*

	<ul style="list-style-type: none"> ● A more encompassing term than phonemic awareness, as it includes manipulations of words, syllables, onsets, and rimes (Moats, 2005).
Progress monitoring	An assessment system used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.
Prosody	The ability to orally read text expressively, with appropriate pacing, phrasing, and intonation (Tompkins, 2014)
Research-based instruction	Instructional approaches that have been identified through research as being effective at increasing student learning.
Response to Intervention (RTI)	A multi-tiered approach used by educators to help identify and support students who are struggling with a skill. All students need to receive high-quality instruction and universal screening in Tier 1. Targeted interventions with increased intensity are implemented in Tier 2 and Tier 3 with continued progress monitoring. If a child does not respond to the initial interventions, more focused interventions are used to help the child master the skill.
Specific Learning Disability	“A neurobiological-based processing disorder leading to difficulties in acquiring knowledge and skills to the level expected of those of the same age and ability” (Colorado, 2020, p. 77).
Spelling and Decoding Abilities	Ability to read unknown words by using phonics and syllable patterns and to spell words accurately according to the English language system.
Strategies	Instructional techniques (scaffolds) used to develop and strengthen student’s skills in phonological awareness, decoding, fluency, vocabulary, comprehension, and writing to become independent, strategic readers and writers.
Structured literacy	“An approach to teaching students the structure of the English language using direct and explicit instruction in a systematic and cumulative manner, including diagnostic teaching of the essential components of language and reading” (Colorado, 2020, p. 77).
Syllable	A word or part of a word pronounced as a unit (Honig et al., 2013) Units of spoken language that consist of a vowel that may be preceded and/or followed by several consonants. Syllables are units of sound and can often be detected by paying attention to movements of the mouth (Bear et al., 2016).
Syllable types	There are six common types of syllables: <ul style="list-style-type: none"> ● closed ● VCe (long vowel-consonant-final e) ● open ● vowel team / vowel combination ● r-controlled ● consonant +le (final stable syllable) (Honig et al., 2013)

*Standard V: Diverse Reading & Writing Profiles – Reading & Writing Difficulties
Concepts and Competencies*

Syntax	Rules for a language consistently used to put words together in grammatically-correct sentences
Systematic Instruction	Teaching a set of sound/spelling relationships in a clearly defined and purposefully selected logical instructional sequence (Honig et al., 2013) that follows the logical order of language (Colorado, 2020).
Tiers of Instruction	<ul style="list-style-type: none"> ● Tier 1 – Universal. Student performance is at or above grade level, requiring core instruction. ● Tier 2 – Strategic. Student performance near (but still below) grade level, requiring a moderate amount of intervention support. ● Tier 3 – Intensive. Student performance that is well below grade level and which indicates a need for a high level of intervention support.
Universal Screener	A short, easy-to-administer assessment used to identify students who may be at risk for learning difficulties.
Working memory	The ability of a brain to hold and work with small amounts of information while performing cognitive tasks, before the information is either transferred to long-term memory or dismissed.

Section 5

Sample ICLA-5 Questions

1. How are reading and writing difficulties related?
 - a. Students who struggle with decoding often struggle with spelling.
 - b. Students who struggle with reading fluency often struggle with handwriting.
 - c. Students who struggle with writing complete sentences often struggle with vocabulary.
 - d. There is no relationship between struggling with reading and writing.

2. What is the purpose of Tiers 2 and 3 support?
 - a. To replace Tier 1 instruction in the classroom
 - b. To repeat Tier 1 instruction in the classroom
 - c. To supplement Tier 1 instruction in the classroom
 - d. None of the choices are correct

3. The most basic definition of dyslexia is...
 - a. Difficulty with vocabulary
 - b. Difficulty with concept of print
 - c. Difficulty with comprehension
 - d. Difficulty with word reading

4. Keagan, a middle-school student, has difficulties with word recognition skills and spelling of even basic words. His reading is dysfluent, and he is unable to separate phonemes in words. What type of instruction does Keagan MOST need?
 - a. Comprehension instruction as that is the purpose of all reading
 - b. Weekly spelling instruction of grade-level words
 - c. Daily fluency practice to improve automatic word reading and reading comprehension
 - d. Phoneme awareness, phonics integrated with spelling rules and writing, and automatic word reading practice

5. What instructional approach teaches students to both identify and work with affixes, roots, and bases that can change both the meaning and the pronunciation of words?
 - a. Morpheme analysis
 - b. Syllable practice
 - c. Automatic word reading instruction
 - d. Phoneme segmentation

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*Standard V: Diverse Reading & Writing Profiles – Reading & Writing Difficulties
Concepts and Competencies*

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