

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.

Document Usage

Instructors are encouraged to use the list of content, concepts, and competencies as well as the key terms and definitions list when planning their courses.

Students are encouraged to use the list of content, concepts, and competencies as well as the key terms and definitions 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 5: 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 5: 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 5: 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 5: 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	A plan that provides accommodations so a student with a disability can access school and learning.
Accommodation	Supports for students to enable those with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities (e.g. assistive technology, changes in presentation, response, timing, scheduling, seating, etc.)
Adaptation	Changes to curriculum, instruction, or assessments that significantly alter what a student is expected to learn.
Accurate and Fluent Word Recognition	Ability to read words quickly and accurately and read at a sufficient rate to support comprehension.
Alphabetic Principle	The concept that letters of the alphabet represent the sounds of spoken language
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 needs of a student
Automaticity	Automatic accurate word recognition when reading
Comprehension	Extracting and constructing meaning through interaction with written language—the reader, the text, and the activity situated within the sociocultural context
Decoding	Ability to translate a word from print to speech; using knowledge of sound symbol correspondences
Deficit in phonological component	Difficulty with skills related to recognizing and manipulating the sound structures of spoken language, including syllables, onsets, rimes, and phonemes
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 needs (differentiation by content, process, product, & environment
Dyslexia	“Dyslexia means a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate or fluent, or both, word recognition and by poor spelling and decoding abilities, which typically result from a deficit in the phonological component of language that is

*Standard 5: Diverse Reading & Writing Profiles – Reading & Writing Difficulties
Concepts and Competencies*

	often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction”.
Dysgraphia	Difficulty with handwriting that can affect writing speed and spelling.
Encode	To write or spell a word; the ability to translate a word from speech to print
Evidence-based practices	Practices in teaching backed by high-standard, scientific studies (randomized control trials and quasi-experiemental) that have been replicated with positive outcomes
Executive function	Use of the set of mental skills including working memory, flexible thinking, and self-control–frontal lobe of the brain.
Explicit instruction	Concepts are clearly explained and skills are modeled with practice and feedback (I do, we do, you do)
Fluency	Rate, accuracy, and prosody
IDEA 2004	Individuals with Disabilities Education Act– law makes available FAPE in a LRE to eligible children with disabilities throughout the nation (6 provisions)
IEP	Individualized Education Program (IEP) is developed to ensure a child with an identified disability as defined by law is receiving specialized instruction and related services such as accommodation and/or modification–present levels of performance, goals, and objectives specific to the child’s learning needs.
Listening comprehension	The process of understanding what was read aloud–listening comprehension is the ability to understand and interpret spoken language, including words, sentences, and meaning.
Morpheme	The smallest meaningful unit in a word ● Bound morpheme: meaningful units in a word that cannot stand alone <i>Example: Respected has three bound morphemes: re+spect+ed</i> ● Free morpheme: meaningful unit in a word that can stand alone <i>Example: Breakfast has two free morphemes: break+fast</i>
Morphology	The study of word parts related to meaning
Motivation	The desire to attain an objective or goal–may be influenced by both extrinsic and intrinsic factors.
Multisensory/multi modal	Visual, auditory, kinesthetic-tactile, and/or articulatory motor strategies to enhance learning and memory of written language
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
Neurobiological/ Neurological in origin	Differences in the development, organization, structure, and functioning of the very specific brain systems necessary for reading–even though neuro differences are present in students with dyslexia–neuroimaging to identify dyslexia is not required

*Standard 5: Diverse Reading & Writing Profiles – Reading & Writing Difficulties
Concepts and Competencies*

Orthography	The conventional writing system of a language, including correct spelling patterns
Phoneme	- The smallest unit of sound in a word, classified by their position in a word: initial (first), medial (middle), final (last) - Examples: “step” has four phonemes: /s/ /t/ /ě/ /p/; “church” has three phonemes: /ch/ /ur/ /ch/); “quit” has four phonemes: /k/ /w/ /i/ /t/
Phonemic Awareness	The awareness of individual sounds in spoken language: the ability to hear, identify, and manipulate individual phonemes
Phonics	An approach to reading and spelling that teaches the relationships between graphemes (letters and letter patterns) and the phonemes (sounds) they represent. Includes using the phoneme-grapheme correspondences to decode (read) and encode (spell) words
Phonological Awareness	An umbrella term that includes a range of skills related to recognizing and manipulating the sound structures of spoken language, including syllables, onsets, rimes, and phonemes
Progress monitoring	An ongoing assessment used to track student learning over time and determine how well a student is responding to instruction.
Prosody	The patterns of rhythm and sound in language; includes intonation, inflection, expression, stress patterns, and phrasing
Research-based instruction	Instructional approaches that have been identified through research as being effective at increasing student learning—programs can be research-based but not evidence-based if the entire program hasn’t been evaluated
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	brain-based disorders that affect an individual’s capacity to excel in specific academic areas—primarily affect reading, writing, and mathematical skills
Spelling and Decoding Abilities	Ability to read and spell unknown words by using sound / letter correspondence
Strategies	Instructional techniques (scaffolds) used to develop student’s skills in phonological awareness, decoding, fluency, vocabulary, comprehension, and writing
Structured literacy	The umbrella term used to describe evidence-based approaches to reading and writing instruction that are explicit, systematic, cumulative, and diagnostic, integrating listening, speaking, reading, and writing while directly teaching the structure of language at the levels of phonology, orthography, morphology, syntax, semantics, and discourse.

*Standard 5: Diverse Reading & Writing Profiles – Reading & Writing Difficulties
Concepts and Competencies*

Syllable	A unit of spoken language that contains a single vowel sound and is often, but not always, surrounded by one or more consonant sounds. It forms a distinct, pronounceable "beat" in a word
Syllable types / patterns	1. closed 2. VCe (long vowel-consonant-final e) 3. Open 4. vowel team/vowel combination 5. R-controlled 6. consonant +le (final stable syllable)
Syntax	Rules for a language consistently used to put words together in grammatically-correct sentences
Systematic Instruction	Teaching literacy skills in a clearly defined, carefully selected, logical instructional sequence
Tiers of Instruction	● Tier 1: Universal. High-quality core instruction provided to all students in the general classroom ● Tier 2: Strategic. Targeted small-group interventions for students who need additional support. ● Tier 3: Intensive, individualized interventions for students with significant learning needs.
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

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