Lexia® Aspire™ Professional Learning

Pennsylvania Department of Education Structured Literacy Program Framework Guidelines: Grades 4–8 Educators

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 students in grades 4–8. Aspire is a professional learning solution for all upper elementary and middle school educators, including content-area educators, classroom educators, ELA educators, and interventionists. It provides participants with the agency to choose content that is best suited to improving their students' literacy outcomes.

International DYSLEXIA Association®

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 Grades 4–8 Educators. State Departments of Education, district leaders, and school leaders can use this resource to demonstrate how Aspire meets the structured literacy standard requirements for 4th-8th grade educators across subjects in the state of Pennsylvania.

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Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades 4–8 Educators	Aspire™ Content		
	Domain	Course	Module and Section
Competency 1: Essential Principles and Practices			
SL–4–8 1.A Understand and apply in practice 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–4–8 1.B Define and apply the principles of multimodal and multisensory instruction for decoding, spelling, reading comprehension and written expression; State the rationale for multisensory and multimodal techniques, with reference to brain science, cognitive science, and longstanding clinical practice using these methods; and Indicate how multimodal instruction can be leveraged for word building and comprehension skills (retell with pictures, timeline dots, syllable and phoneme counting).	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–4–8 1.C Understand the rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and	Introductory Prerequisites	What Is Structured Literacy?	1.1, 1.2 4.1, 4.2
		Theories of Reading Development	2.2 3.2

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades 4–8 Educators		Aspire™ Content		
		Domain	Course	Module and Section
	behavioral aspects of learning.	Word Recognition	Fluency: The Bridge to Comprehension	4.1, 4.2, 4.4
		Reading Comprehension and Writing	Developmental Language Disorder	3.4
Competency 2: Phonics and Word Recognition				
SL–4–8 2.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 decoding and encoding;

Identify the common understanding there are few words that are true oddities in General American English;

Demonstrate how a word's spelling can be influenced by Language of Origin, phoneme-grapheme correspondences, phoneme position, morphology and other arbitrary conventions;

Describe the themes of spelling in word language of origin and the application of etymology to content areas (i.e., Greek orthographic conventions are common in science, health and math, and many Latin/multisyllabic words are | 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 |

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades 4–8 Educators		Aspire™ Content		
		Domain	Course	Module and Section
	common in the social sciences and arts); and Apply morpheme skills in connection of spelling and word knowledge in all content area learning.			
SL-4-8 2.B	Know and apply in practice considerations for systematically, cumulatively, and explicitly teaching and reviewing basic decoding and spelling skills; and Identify a general scope and sequence for content areas for morphemes in grades 4–8; and Demonstrate an understanding of how word parts appear across all course content (e.g., math, reading, science, arts etc.) to support word learning.	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
SL-4-8 2.C	Know and apply in practice considerations for 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	1.1 2.1 4.1 5.1
			A Brief History of English	2.1, 2.2, 2.3
			Reading and Spelling Long Words	4.2
			Supporting Phonemic Awareness	3.1

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades 4–8 Educators		Aspire™ Content		
		Domain	Course	Module and Section
SL–4–8 2.D	Know and apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed; Understand the development of executive skills and the relationship to age in 4-8 students when asking to remember morphemes in application and multi-layered tasks; and Demonstrate the importance of explicit instruction to support all learners.	Introductory Prerequisites	What Is Structured Literacy?	2.1 4.1
			Theories of Reading Development	2.1, 2.2, 2.3
		Word Recognition	Syllables and Common Morphemes	1.2
		Language Comprehension	Supporting Emergent Bilinguals	2.3
SL–4–8 2.E	Know and support common spelling errors through review and small group instruction for words that may have an unusual or irregular form.	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–4–8 2.F	Know and apply advanced word decoding and encoding skills to all text focusing on repeated and extended exposure and practice to support mastery of word parts;	Word Recognition	A Brief History of English	2.1, 2.2., 2.3
			Syllables and Common Morphemes	1.2, 1.3
			Reading and Spelling Long Words	2.1, 2.2, 2.3, 2.4

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades 4–8 Educators		Aspire™ Content		
		Domain	Course	Module and Section
	Know and apply syllable, morpheme, and multisyllabic word reading skills in all content areas; Know and apply the need for application of learned morphemes to text; and Incorporate syllable and morpheme instruction in learning new words across content area.		The Reading-Spelling Connection	3.1, 3.2 4.1, 4.2, 4.3 4.2, 4.3
SL-4-8 2.G	Know and apply in practice 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	Word Recognition	Syllables and Common Morphemes Reading and Spelling Long Words Supporting Phonemic Awareness	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3, 3.4 2.1, 2.2, 2.3, 2.4 3.1 3.1, 3.2, 3.3

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Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades 4–8 Educators		Aspire™ Content		
		Domain	Course	Module and Section
	and syllable knowledge; Explain how to determine the accented syllable in a word and how that will influence spelling; and Demonstrate how to flex a vowel sound to support decoding and link to language processing systems through phonological features.			
SL–4–8 2.H	Know and apply advanced word decoding and encoding skills to all text focusing on repeated and extended exposure and practice to support mastery of word parts.	Word Recognition	Reading and Spelling Long Words	2.1, 2.2, 2.3, 2.4 3.1, 3.2 4.1, 4.2, 4.3
Competency 3: Automatic, Fluent Reading of Text				
SL–4–8 3.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–4–8 3.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–4–8 3.C	Know and apply in practice considerations for text reading fluency as an achievement of normal	Word Recognition	Fluency: The Bridge to Comprehension	2.1, 2.3 3.1, 3.4

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades 4–8 Educators		Aspire™ Content		
		Domain	Course	Module and Section
	reading development that can be advanced through informed instruction and progress-monitoring practices.			
SL-4-8 3.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 4: Vocabulary				
SL-4-8 4.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-4-8 4.B	Know and apply in practice considerations for the sources of wide differences in students' vocabularies and the relationship to content area learning, text construction and written expression.	Language Comprehension	Supporting Emergent Bilinguals	4.1
SL-4-8 4.C	Know and apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction across content areas.	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-4-8 4.D	Know and apply in practice considerations for the role	Word Recognition	Working with Latin Morphemes	1.3 2.1, 2.2, 2.3

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades 4–8 Educators		Aspire™ Content		
		Domain	Course	Module and Section
	and characteristics of direct, explicit methods of vocabulary instruction across content and subject area instruction.	Language Comprehension	Working with Greek Morphemes	3.1 1.1, 1.2 2.1, 2.2 3.1, 3.2
			Enhancing Academic Language	1.1 3.1
			Explicit Vocabulary Instruction	4.1
Competency 5: Listening and Reading Comprehension				
SL-4-8 5.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
			Narrative Text	3.3
SL-4-8 5.B	Know and apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informal instruction and progress-monitoring practices.	Word Recognition	Fluency: The Bridge to Comprehension	2.1, 2.3 3.1, 3.4
SL-4-8 5.C	Know and apply strategies for text structures in a variety of text and genres to support comprehension within domain and subject knowledge.	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 Grades 4–8 Educators		Aspire™ Content		
		Domain	Course	Module and Section
			Paragraph Writing: Descriptive, Narrative, Opinion, Persuasive	2.1 3.1 4.1 5.1
SL–4–8 5.D	Know and apply in practice considerations for the use of explicit evidence-based comprehension strategy instruction.	Language Comprehension Reading Comprehension and Writing	Enhancing Academic Language	3.3
			Factors That Contribute to Comprehension	1.4
			Texts That Provide Information	1.1
			Argumentative and Persuasive Text	2.1 3.1 4.1
			Narrative Text	2.3, 2.4 3.3
SL–4–8 5.E	Know and apply in practice considerations for the teacher's role as an active mediator of text comprehension processes.	Reading Comprehension and Writing	Texts That Provide Information	4.4
Competency 6: Written Expression				
SL–4–8 6.A	Understand the connection between graphomotor, foundational writing skills and complex writing skills.	Reading Comprehension and Writing	Essay Writing	1.2
SL–4–8 6.B	Know and apply strategies that support fluency in typing skills and handwriting skills.	Reading Comprehension and Writing	Paragraph Writing: Expository and Argumentative	4.2
SL–4–8 6.C	Know and apply in practice considerations for research-based principles for teaching	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

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades 4–8 Educators		Aspire™ Content		
		Domain	Course	Module and Section
	written spelling and punctuation.	Language Comprehension	Sentence Comprehension and Sentence Writing	1.1
SL-4-8 6.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 1.2 2.1, 2.2, 2.3 3.1
SL-4-8 6.E	Know and apply in practice considerations for the appropriate use 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