



## Reading and Dyslexia Specialists, Tier III Intervention Teachers

A sixteen-week professional learning course that trains instructors to work with students with dyslexia and related disorders. Through coursework in the Online Certification Preparation for Dyslexia Specialists and intensive supervised practicum, participants learn how to plan, deliver, and measure instruction in phonemic awareness, decoding, fluency, oral language, comprehension, and composition for students with dyslexia and related disorders.

### Instructor Knowledge and Skills

Neuhaus Learning Objectives	IDA Knowledge and Practice Standards
<b>Explain</b> the importance of an explicit, systematic approach to teaching the basic elements of the structure of the English language (e.g., phoneme, grapheme, digraph, diphthong, morpheme, syllable types, syllable division patterns).	1.1-1.6, 1.8, 1.9, 4A.1, 4A.2
<b>Explain</b> the importance of phonological awareness and its related components.	1.3, 4B.1-4B.4
<b>Identify</b> phonemes and graphemes in words.	4B.1-6, 4C.1, 4G.2
<b>Categorize</b> the phonemes of English.	4B.1
<b>Categorize</b> words according to the six syllable types of English orthography.	4C.1, 4C.7
<b>Categorize</b> words according to common syllable division patterns of English orthography.	4C.1, 4C.7
<b>Explain</b> the application of basic decoding concepts when encountering an unfamiliar word.	4C.1, 4C.2, 4C.6-4C.8, 4D.1
<b>Demonstrate</b> how to introduce sound-symbol correspondence and a pattern of the language and explain the rationale for each activity supporting decoding.	4A.1, 4A.2, 4B.1, 4B.3, 4B.4, 4B.6, 4C.1, 4C.3, 4C.4, 4C.7
<b>Use</b> Reading Practices to reinforce information about the structure of the English Language.	4B.5, 4C.3, 4C.6-4C.8, 4E.1, 4E.2, 4E.4, 4F.3
<b>Explain</b> the role of fluency and foundational skills, such as rapid naming activities, that are necessary for fluency to occur.	4C.5, 4C.8, 4D.1-4D.3
<b>Design</b> and <b>Demonstrate</b> a lesson to build fluency using repeated readings.	4D.1-4D.3



Neuhaus Learning Objectives (cont.)	IDA Knowledge and Practice Standards
<b>Define</b> basic elements of comprehension (oral language/vocabulary, world knowledge, strategic thinking, and inference making).	4E.1-4E.3, 4F.1-4F.3, 4F.5
<b>Demonstrate</b> a lesson that supports comprehension and state the rationale for each one supporting comprehension.	4E.1-4E.4, 4F.1, 4F.3, 4F.5
<b>Describe</b> the roles of phonological awareness, regular spelling patterns, reliable spelling rules, irregular words for spelling, and lesson planning in effective instruction.	4B.2, 4B.5, 4C.2-4C.4
<b>Categorize</b> spelling words as regular, rule, or irregular.	4C.4, 4C.5, 4G.3
<b>Demonstrate</b> an explicit introduction of a common spelling pattern using the Successful Spelling Procedure.	4A.2, 4C.4, 4C.5, 4G.3
<b>Describe</b> the role of direct instruction of teaching how to form letters.	4G.2
<b>Identify</b> books that build student vocabulary and world knowledge.	4E.2, 4E.4, 4F.1
<b>Explain</b> the domains of language that are necessary for proficient reading and writing.	4A.1, 4D.1, 4E.1, 4E.2
<b>Articulate</b> the tenets of the IDA definition of dyslexia and the components of the Texas Dyslexia Handbook.	2.1, 2.2
<b>Explain</b> how dyslexia is diagnosed and how it exists on a continuum of severity.	1.7, 1.8, 2.3, 2.4
<b>Describe</b> how symptoms of reading difficulty may change over time in response to development and instruction.	1.4, 1.6-1.8, 2.5, 4A.1, 4A.3
<b>Utilize</b> curriculum-based Progress Monitors and additional assessments to inform the pacing and type of instruction.	3.5, 3.6
<b>Design</b> and <b>Demonstrate</b> a complete Concepts in Literacy lesson.	4A.1-4A.3, 4C.2, 4C.4



## Student Knowledge and Skills

If an Instructor successfully masters the Learning Objectives and utilizes Concepts in Literacy with skill and fidelity, instruction will meet the following student knowledge and skill needs:

Grade	TEKS	COMMON CORE
First	1.A,C;2.A, B*, C, F;3. B,C,D   6.C-G,I   7.A-F   8.A-D;9.A,B,D 10.D   11.A,B(i,ii),C,D(i,viii,ix,x),E 12.A	RF.1.1;2;3 RL.1.1-3;4-6;7,9;10   RI.1.1-3;4-5;7-9;10   SL.1.1-3;4,6   L.1.1a-f; 2a,b; 4; 5a,b,c; 6 W.1.1;2 *excluding diphthongs
Second	1.A,C;2.A,B(i,iii,iv,v,vi*,vii),C(i,iii,iv,v,vi*),E;3.B,C,D;4.A   6.C-I   7.A-F   8.A-D;9.A,B,D  10.D  11.A,B(i,ii),C,D,E 12.A	RF.2.3;4 RL.2.1-3;4,5;7    RI.2.1-3;4-6;8  SL.2.1-3;4,6   L.2.2c,d;4a-d;5a;6 W.2.2;5 *inflectional endings only
Third	1.A,C;2.A,B(i,iii,iv,v,vi,vii),D;3.C,D;4.A   6.A-I   7.A,C,D,F,G   8.A-D;9.A,B,D 10.A, D  11.A,B(i,ii),C, D,E;12.A,B	RF.3.3   RL.3.1-3; 4   RI.3.1-3;4-5;7,8   SL.3.1b,c;2-3;4,6   L.3.1a,b,e,f-h;2a,e,d,f;4a-c;5-6 W.3.1a; 3.4-5
Fourth	1.A; 2.A,B,C;3.B,C,D;4.A   6.A-I   7.A-G   8.A-D; 9.A, B, D  10.A,D  11.A-D;12.A,B	RF.4.3   RL.4.1-3; 4-5;7   RI.4.1-3;4-5;7,8   SL.4.1b,c;3;4   L.4.1,2a,c;4a,b;5; 6  W.4.1a,b; 4.4-5
Fifth	1.A;2.A-C;3.B,C;4.A   6.A-I   7.A-G   8.A-D; 9.A,B,D(i) 10.A,D   11.A-D;12.A,B	RF.5.3   RL.5.1-3;4;9   RI.5.1-3;4,8   SL.5.1b,c;2   L.5.1a,c,d,e;3a; 4a,b; 5a-c;6  W.5.1.a,b
Sixth	1.A;2.B,C;3.B,C;4.A   5.A-I   7.A-D   8.A-D; 9.A,D 10.A-D   11.A-D;12.A,B	RL.6.1-2;4;9   RI.6.1-2;4   SL.6.1b,c   L.6.1a,2;3a;4a,b,d;5c;6