

Structured Literacy Competency 8 – Explicit Instruction: Phonics and Word Identification

Advancing CCS Foundational Skills Standard RF 3

ID	Practice	All Teachers	Elementary Educators	Special Educators	Remedial Reading
8.1P	Use evidence-aligned instructional strategies or routines to teach all students grapheme-phoneme correspondences.		✓	✓	✓
8.2P	Use evidence-aligned instructional strategies or routines (e.g., blending routines, segmenting routines) to teach all students to decode and encode one-syllable words comprised of common syllable types (e.g., closed, open, silent-e, vowel-r, and vowel teams).		✓	✓	✓
8.3P	Use evidence-aligned instructional strategies or routines to teach all students to decode and encode temporarily and permanently irregular words.		✓	✓	✓
8.4P	Use evidence-aligned instructional strategies or routines to teach all students to decode and encode two-syllable and multisyllabic words (e.g., syllable patterns, common affixes, spelling patterns, pronunciation, word meanings, word relationships e.g., synonyms, antonyms, multiple meanings).		✓	✓	✓
8.5P	Use a decodable text reading routine to teach all students to accurately apply taught phonics skills to support the reading of decodable texts.		✓	✓	✓
8.6P	Use an evidence-aligned text reading routine to teach all students to accurately apply taught phonics skills to support the reading of less controlled texts (e.g., trade books).		✓	✓	✓

ID	Knowledge	All Teachers	Elementary Educators	Special Educators	Remedial Reading
8.7K	Explain the alphabetic principle and its importance in learning to read and spell.		✓	✓	✓
8.8K	Describe the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling and vocabulary knowledge and their role in literacy acquisition and development.	✓	✓	✓	✓
8.9K	Understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance), and Greek.	✓	✓	✓	✓
8.10K	Identify and describe common practice considerations for adapting instruction for students with weaknesses in executive function (i.e., working memory, cognitive flexibility, self-regulation) and phonological processing.	✓	✓	✓	✓
8.11K	Identify and describe the appropriate purpose and instructional uses of varied texts (e.g., decodable texts, less controlled texts e.g., trade books).		✓	✓	✓