

Connecticut Educator Competencies for Structured Literacy and Dyslexia

Structured Literacy Competencies

Structured Literacy Competency 7 — Explicit Instruction: Phonological Awareness

Advancing CCS Foundational Skills Standard RF 2

ID	Practice	All Teachers	Elementary Educators	Special Educators	Remedial Reading
7.1P	Use evidence-aligned instructional strategies or routines to teach all students to detect, identify, and manipulate elements of spoken language, with an emphasis on phonemes as indicated by data on student instructional needs.		✓	✓	✓
7.2P	Make explicit comparisons between the phonological systems of English and the phonological systems of ELs/MLs home language and/or the phonological systems of dialects that differ from GAE (e.g., AAE), when possible, with special emphasis on those phonemes that are not present in L1.		✓	✓	✓
7.3P	Align phoneme awareness instruction to the content and goals of the reading and spelling lesson to support students' transfer of skills.		✓	✓	✓
7.4P	Identify reasons for students' challenges distinguishing, pronouncing, and associating phonemes with symbols and use evidence-aligned instructional strategies to target remediation.			✓	✓

ID	Knowledge	All Teachers	Elementary Educators	Special Educators	Remedial Reading
7.5K	Identify, pronounce, classify, and compare the consonant and vowel phonemes in English, to include co-articulation effects and language variations, and explain how this knowledge supports learning for native speakers of English and ELs/MLs.		✓	✓	✓
7.6K	Describe the common developmental progression of phonological and phoneme awareness skills across age and grade, including the common developmental progression for levels of phonological sensitivity.	✓	✓	✓	✓
7.7K	Identify and describe the components of phonological processing and how difficulty in one or more combinations of these components are likely to impact students' literacy acquisition and development.			✓	✓
7.8K	Identify factors that may cause students to experience difficulties with phonemic awareness tasks and for each: (1) explain their potential impact on a student's phonemic awareness proficiency; (2) identify instructional considerations to address these factors; and (3) identify other school-based education professionals who can be consulted for additional guidance and support. ⁶			✓	✓

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).		✓	✓	✓

Structured Literacy Competency 9 – Explicit Instruction: Reading Fluency

Advancing CCS Foundational Skills Standard RF 3

ID	Practice	All Teachers	Elementary Educators	Special Educators	Remedial Reading
9.1P	Use evidence-aligned instructional strategies or routines to support the development of students' word reading automaticity skills for irregular and regular words.		✓	✓	✓
9.2P	Use evidence-aligned instructional strategies or routines to teach all students to automatically apply taught phonics skills to support the reading of decodable texts.		✓	✓	✓
9.3P	Use evidence-aligned instructional strategies or routines to teach all students to automatically apply taught phonics skills to support the reading of less controlled texts (e.g., trade books).		✓	✓	✓
9.4P	Use evidence-aligned instructional strategies or routines to promote the development of students' oral reading fluency, with consideration for improving accuracy, rate, prosody, and combinations thereof.	✓	✓	✓	✓
9.5P	For students with limitations in reading fluency that warrant intervention, use assistive technology as needed and appropriate to support access to grade-level content.	✓	✓	✓	✓

ID	Knowledge	All Teachers	Elementary Educators	Special Educators	Remedial Reading
9.6K	Explain the role of fluent word, phrase, and sentence level skills in oral reading fluency, reading comprehension, and motivation to read.			✓	✓
9.7K	Identify and describe the components of fluency (accuracy, rate, prosody) and explain how they develop to support the proficient reading of connected text.	✓	✓	✓	✓
9.8K	Explain how difficulty in one or more of the components of oral language may impact students' reading fluency, with consideration for ELs/MLs and those with limited oral language proficiency.			✓	✓
9.9K	Explain the appropriate use of assistive technology to enable students with limitations in reading fluency that warrant intervention to access grade-level content.	✓	✓	✓	✓

Structured Literacy Competency 10 — Explicit Instruction: Vocabulary

Advancing CCS Anchor Standards for Reading Literature: RL4; Reading Informational Text: RI4; and Language: L4, L5, L6

ID	Practice	All Teachers	Elementary Educators	Special Educators	Remedial Reading
10.1P	Use evidence-aligned instructional strategies or routines to explicitly teach basic (common words used regularly in speaking and listening), general academic (high-utility words that appear in written text across multiple subjects), and content-specific vocabulary critical for understanding a lesson or reading.	✓	✓	✓	✓
10.2P	Use evidence-aligned instructional strategies or routines to teach meaningful relationships among words (i.e., antonyms, synonyms, multiple meanings, and shades of meaning).		✓	✓	✓
10.3P	Use evidence-aligned instructional strategies or routines to teach the pronunciation and meaning of the most common prefixes, roots, and suffixes.		✓	✓	✓
10.4P	Use evidence-aligned instructional strategies or routines to teach all students to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyzing how specific word choices shape the meaning or tone of a text.		✓	✓	✓
10.5P	Use evidence-aligned instructional strategies or routines and create learning opportunities to indirectly expose all students to rich and varied vocabulary beyond the words that are explicitly taught.		✓		

ID	Knowledge	All Teachers	Elementary Educators	Special Educators	Remedial Reading
10.6K	Describe the role of vocabulary development and vocabulary knowledge (breadth and depth) in oral and written language comprehension, with consideration for native speakers of English and ELs/MLs, including illustrating the contrast between receptive and expressive vocabulary.	✓	✓	✓	✓
10.7K	Identify and describe the individual and environmental factors that are causally related to students' vocabulary growth and how these factors impact vocabulary instruction. ⁷		✓	✓	✓
10.8K	Explain the role and characteristics of indirect (contextual) methods of vocabulary instruction.		✓	✓	✓
10.9K	Explain the role and characteristics of direct, explicit, and authentic methods of vocabulary instruction and how to make decisions about which words to explicitly teach.		✓	✓	✓

Structured Literacy Competency 11 – Explicit Instruction: Listening and Reading Comprehension

Advancing CCS Anchor Standards for Reading Literature: RL1–9; Reading Informational Text RI1–9; and Language: L3–L6

ID	Practice	All Teachers	Elementary Educators	Special Educators	Remedial Reading
11.1P	Use evidence-aligned instructional strategies or routines that integrate oral and written English language instruction to support discipline-specific text comprehension.	✓	✓	✓	✓
11.2P	Use evidence-aligned instructional strategies or routines to teach all students to identify and use the organizational structure of narrative, informational and opinion/argument texts to support comprehension, including using graphic organizers to illustrate text structure.		✓	✓	✓
11.3P	Use evidence-aligned instructional strategies or routines to teach text comprehension strategies before, during and after reading. ⁸		✓	✓	✓
11.4P	Use evidence-aligned instructional strategies or routines to teach all students to understand the literal and inferred meanings of words, phrases, and sentences, including the use of cohesive devices, to construct a mental model of the text.		✓	✓	✓
11.5P	Use evidence-aligned instructional strategies or routines to teach all students to identify the basic parts of speech and to relate a words' meaning, spelling, and pronunciation to its grammatical role in a sentence.		✓	✓	✓
11.6P	Use evidence-aligned instructional strategies or routines to build students' ability to use syntax to comprehend (e.g., paraphrasing, identifying the function of words within a sentence, identifying anaphora e.g., pronoun referents).		✓	✓	✓

ID	Knowledge	All Teachers	Elementary Educators	Special Educators	Remedial Reading
11.7K	Identify various sentence structures (e.g., sentence structures such as simple, compound, complex and compound-complex) and explain how the syntactic complexity of sentence structures contributes to students' listening and reading comprehension.		✓	✓	✓
11.8K	Identify and describe the characteristics, text features and text organizational structures of the major genres: narrative, informational and opinion/argumentation.		✓	✓	✓
11.9K	Identify and describe the major factors that contribute to deep comprehension of text (e.g., background knowledge, vocabulary, verbal reasoning ability, semantic knowledge, syntactic knowledge, knowledge of literacy structures and conventions, and skills and strategies for close reading).	✓	✓	✓	✓
11.10K	Compare and contrast the processes of text comprehension and those of written composition and explain the usefulness of writing in building text comprehension.	✓	✓	✓	✓

Structured Literacy Competency 12 – Explicit Instruction: Written Expression

Advancing CCS Anchor Standards for Writing W1-10 and Language: L1, L2

ID	Practice	All Teachers	Elementary Educators	Special Educators	Remedial Reading
12.1P	Use evidence-aligned instructional strategies or routines to teach letter formation, both manuscript and cursive.		✓	✓	✓
12.2P	Use evidence-aligned instructional strategies or routines to teach punctuation in the context of instruction related to phrase and sentence structure and sentence types.		✓	✓	✓
12.3P	Use evidence-aligned instructional strategies or routines to teach spelling concepts that match students' levels of spelling development and orthographic knowledge.		✓	✓	✓
12.4P	Use evidence-aligned instructional strategies or routines to teach all students to use the basic parts of speech and relate a words' meaning, spelling, and pronunciation to its grammatical role in a sentence.		✓	✓	✓
12.5P	Use evidence-aligned instructional strategies or routines to teach sentence composition (e.g., sentence frames, sentence combining, sentence expansion, sentence elaboration).		✓	✓	✓
12.6P	Use evidence-aligned instructional strategies or routines to teach students to plan, draft, edit, and revise their writing.	✓	✓	✓	✓
12.7P	For students with limitations in writing fluency that warrant intervention, use assistive technology as needed and appropriate to support written expression.	✓	✓	✓	✓

ID	Knowledge	All Teachers	Elementary Educators	Special Educators	Remedial Reading
12.8K	Identify and describe the demands of writing on executive function (i.e., working memory, cognitive flexibility, self-regulation) as described in the simple view of writing (Berninger et al., 2002), with considerations for adapting instruction when appropriate.	✓	✓	✓	✓
12.9K	Identify the basic parts of speech and describe the relationship between a words' meaning, spelling, and pronunciation to its grammatical role in a sentence.		✓	✓	✓
12.10K	Identify and describe the major skill domains that contribute to written expression (transcription, composition, ideation) as well as the motivation to write.		✓	✓	✓
12.11K	Explain the influences of three distinct language structures: phoneme-grapheme correspondence, syllabification, and morphology on spelling to support fluent writing.		✓	✓	✓
12.12K	Identify and describe the components of the writing process, including the subskills of each.	✓	✓	✓	✓
12.13K	Identify and describe options for the appropriate use of assistive technology to support written expression.	✓	✓	✓	✓