

LOUISIANA DEPARTMENT OF EDUCATION



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# Instructional Literacy Implementation and Practices

Course Modules  
*in accordance with Bulletin 996*

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# Purpose

The purpose of this course is to meet certain requirements outlined in BESE policy - Bulletin 996 - in accordance with [Act 438](#) of the 2021 Louisiana Legislative Session. Specifically, these modules address the following areas for teacher candidates in grades kindergarten through third:

- how to implement effective literacy instruction using high-quality instructional materials.
- how to administer literacy assessments to students and use the resulting data to improve literacy instruction for students.
- how to differentiate instruction for teaching students with advanced literacy skills and students with significant literacy deficiencies, including dyslexia.



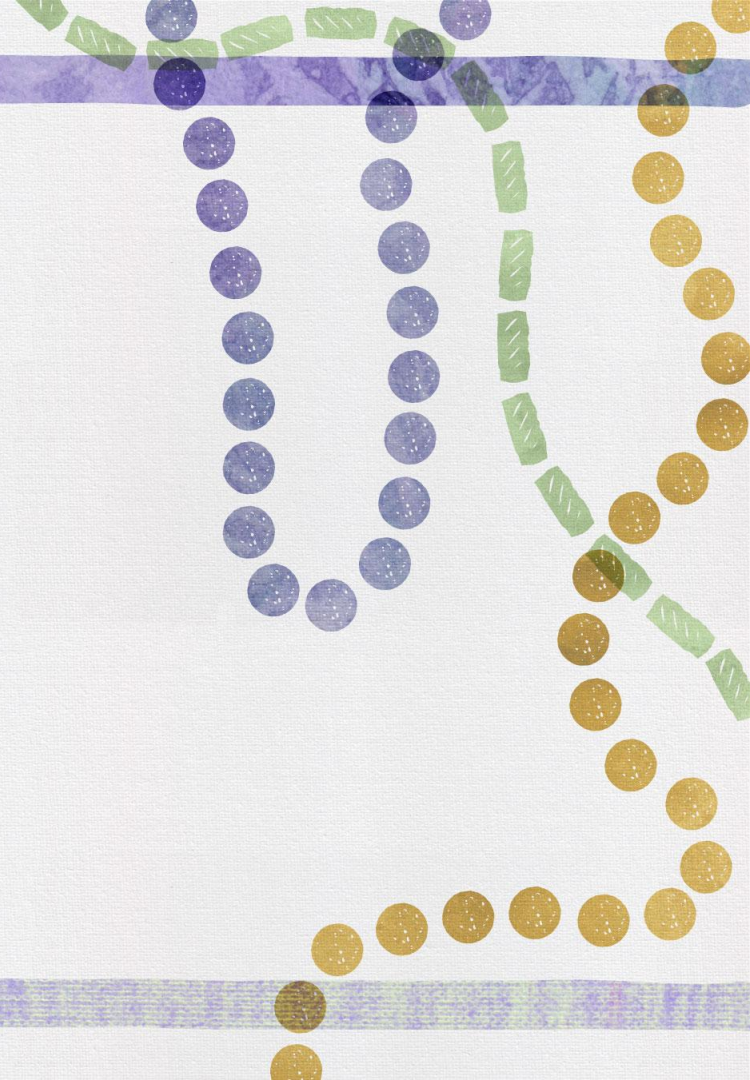


# Agenda

- Materials Implementation
- Using Data to Inform Instruction
- Differentiation
- Certificate
- Contact Information



# Module 1: Materials Implementation





# This Module

## Materials Implementation

- High-Quality Instructional Materials
- Effective Literacy Instruction



# Definition



- What are instructional materials?
  - Instructional materials include anything used to provide lessons to students.
  - Instructional materials can include:
    - core curriculum
      - teacher's manual
      - student workbooks
      - lesson activities
    - intervention programs
    - supplemental curriculum



# High-Quality Curriculum and Materials

- What makes instructional materials “high-quality?”
  - evidence of student learning
  - high expectations for all learners
  - equitable access



Source: [edreports.org](https://edreports.org)



# High-Quality Curriculum and Materials: Louisiana's Definition

**Definition:** High quality instructional materials are fully aligned to state content standards—what children are expected to learn and be able to do at the end of each age, grade level or course—and build content specific knowledge and skills. They provide supports and resources for all learners and ensure that teachers have the resources to provide meaningful instruction every day including

- effective lesson structures and strategies;
- appropriate pacing guidance;
- meaningful, connected assessments; and
- implementation guidance and resources.





# Effective Literacy Instruction

- Five components of literacy:
  - phonological and phonemic awareness
  - phonics
  - fluency
  - vocabulary
  - comprehension
- Also incorporate:
  - spelling
  - grammar
  - writing







## **Key Takeaways**

- Instructional materials include anything used to provide instruction to students.
- High-quality instructional materials should be used to meeting student standards and the needs of all students.
- Effective literacy instruction must include all five components of literacy, and including grammar, spelling, and writing tie it all together through application.



**Module 2:  
Using Data to Inform Instruction**





# This Module

## Using Data to Inform Instruction

- Administering Literacy Assessments
- Analyzing Data
- Using Data to Inform Instruction



# Definition

- What is literacy data?
  - Literacy data can come from sources such as:
    - universal screeners
    - diagnostic assessments
    - progress monitoring





# Literacy Assessments

- Universal literacy screener
  - Given to all students
  - Typically at the beginning of the school year
  - Can be given again at mid-year and end-of-year to track progress
  - Yields component and composite scores





# Literacy Assessments

- Diagnostic assessment
  - Further assessment to diagnose areas of weakness
  - Based off of universal screener indicators





# Literacy Assessments

- Progress monitoring
  - Periodic assessments to track progress
  - Usually aligned with universal screening instrument
  - Targets students with deficits





# Analyzing Literacy Data

- Start with universal screening.
- Look beyond the composite score.
- Notice if students struggle with certain skills.
- Administer additional diagnostic assessments.
- Progress monitor regularly (monthly or every few weeks).





# Using Data to Inform Instruction

- Provide structured literacy interventions that target areas of need.
- Adjust instruction and interventions as needed based on progress monitoring results.







## **Key Takeaways**

- There are different types of literacy screeners with various uses.
- Universal screeners are for everyone to determine baseline data.
- Diagnostic screeners dig deeper into individual skills to determine intervention needs.
- Progress monitoring is an important process to see how students are progressing.
- Targeted instruction and interventions are key to improving student outcomes.





## **Module 3: Differentiation**



# This Module

## Differentiation

- Advanced Literacy Skills
- Struggling Readers
- Students with Dyslexia



# Definition

- What is differentiation?
  - Differentiation is a way to customize learning for students based on their individual needs.
  - It supports equitable practices.
  - Teachers can differentiate learning for students with advanced skills as well as struggling readers, including those who have characteristics of dyslexia.





# Equity

- Equity means giving each student the access and materials they need.
- It is an individual approach, not a whole class or group approach.
- It can look different for each student.





# Advanced Literacy Skills

- Students with advanced skills are often overlooked as needing differentiation because they are already strong readers.





# Identification

- Universal literacy screener data
- High overall composite scores
- High scores in each component
- Exemplary performance on assignments
- May appear bored or disengaged





# Instructional Support

- Challenging activities
  - plan ahead
  - start with high level of difficulty
- Assign as peer tutors
  - support for learners on other levels
  - include same/similar-level peers
- Choice boards
  - menu of activities
  - incorporate technology
  - student interests



*Source: Azzam, 2016*



# Struggling Readers

- Readers can struggle for a variety of reasons.
  - limited experience with reading
  - limited access to books
  - speech, language, vision, or hearing difficulties
  - poor decoding and/or phonological awareness skills
  - dyslexia (discussed specifically later)



*Source: Lyon, January/February 2020*



# Identification

- Universal literacy screener data
- Low composite and/or component scores
- Diagnostic assessment results
- Low performance on assignments
- Disengagement with tasks and participation





# Instructional Support

- Targeted structured literacy interventions based on individual needs
- Regular progress monitoring
- Adjustments in instruction and interventions as needed based on results
- Flexible grouping





# Students with Dyslexia

- Students who have a diagnosis of dyslexia or demonstrate characteristics of dyslexia require additional instruction and practice with literacy skills.
- Louisiana defines dyslexia as “an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader, most commonly caused by a difficulty in phonological processing, which affects the ability of an individual to speak, read, and spell, noting that phonological processing is the appreciation of the individual sounds of spoken and written language.”



*Source: Bulletin 1903*



# Identification

- [Bulletin 1903](#) - Louisiana's Handbook for Students with Dyslexia
- School Building Level Committee (SBLC) meeting
  - include all relevant student data
    - academic
    - behavioral/social-emotional
    - developmental
    - family history
  - include all teachers, interventionists, and other faculty members who interact regularly with student





# Instructional Support

- Targeted structured literacy instruction and interventions
- Multi-sensory practices
  - listening
  - speaking
  - reading
  - tactile/kinesthetic
- Accommodations
  - Repeat directions
  - Allow additional time and practice
  - Highlight important text or keywords
  - Use graphic organizers
  - Voice software (speech-to-text or text-to-speech)



*Source: Mercer, 2002*





## **Key Takeaways**

- Differentiation includes customized instructional strategies for advanced and struggling readers.
- Equity means giving students what they need individually to be successful.
- Screeners, classroom task observations, and behavioral observations can help identify students who may need more support.





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This certifies that

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completed a course fulfilling the  
requirements of Bulletin 996 for  
Instructional Literacy Implementation and  
Best Practices

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Date





## Contact Information

For questions or comments about this course, please contact:

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# References

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