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**Session 7:
Implementing Explicit Literacy Interventions and Extensions Based on Student Needs**

*Leader Professional Development Series
Leading the Charge for Evidence Based Literacy Practices*
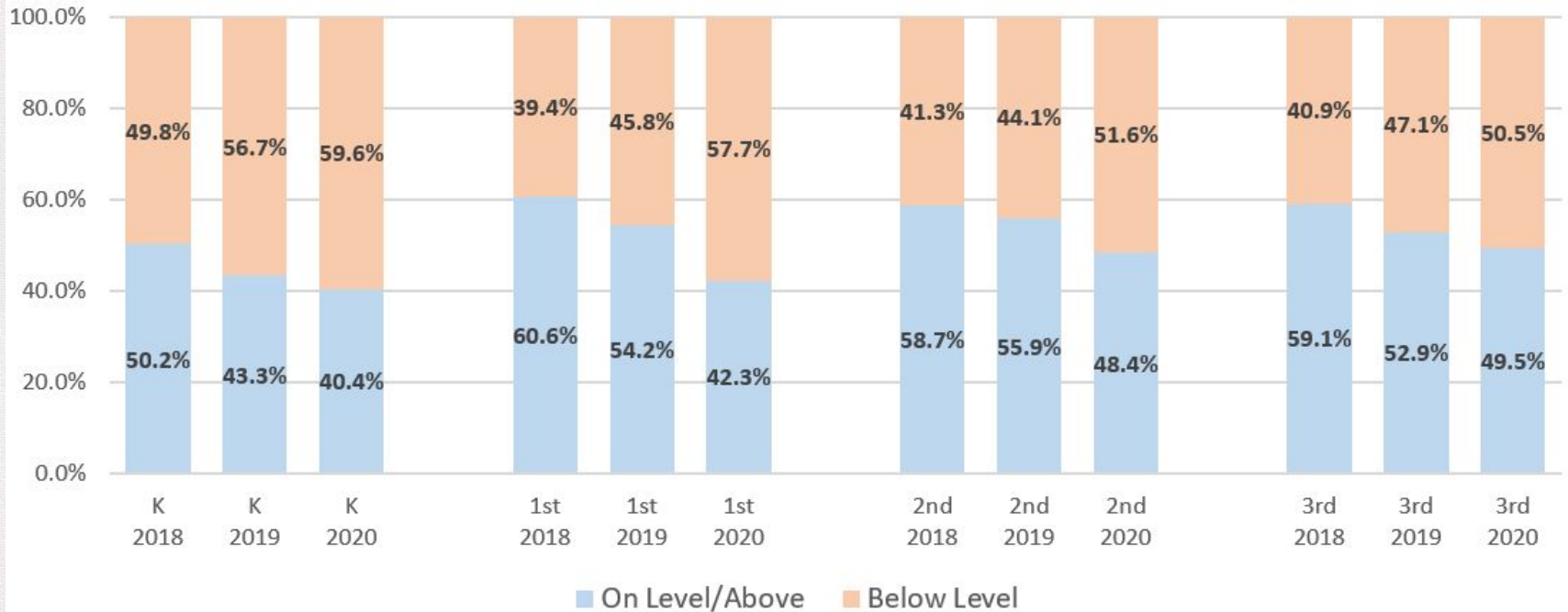
Session Focus

This session will focus on key considerations - identification of students in need of support, use of valid and reliable assessment data, alignment to foundational reading skills, scheduling, staffing, ongoing PD, communication, and space - when creating plans to implement explicit literacy interventions based on student, school, and district needs.
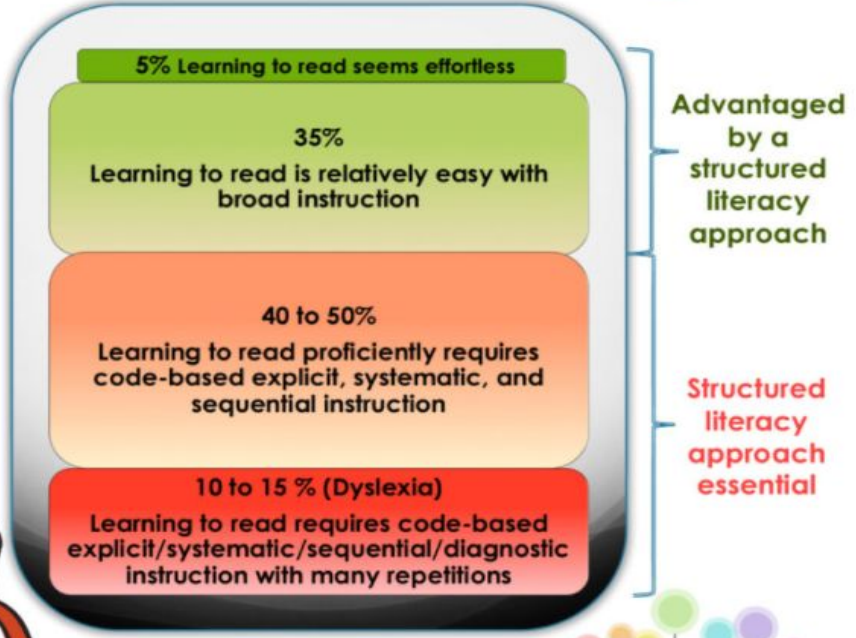
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Louisiana's Fall 2020 Reading Report

Fall 2020 Reading Report

The Ladder of Reading

5% Learning to read seems effortless

35%
Learning to read is relatively easy with broad instruction

Advantaged by a structured literacy approach

40 to 50%
Learning to read proficiently requires code-based explicit, systematic, and sequential instruction

Structured literacy approach essential

10 to 15 % (Dyslexia)
Learning to read requires code-based explicit/systematic/sequential/diagnostic instruction with many repetitions

© N. Young, 2012 (updated 2017)
Artwork by Dean Stanton
(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

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Literacy Intervention Guidance

The Louisiana Department of Education Literacy Division believes literacy outcomes will improve when students are provided high-quality core instruction together with explicit literacy interventions and extensions based on individual student needs.

K-2 Literacy Intervention Guidance

The Urgency for Literacy Intervention: Time is Key

- Students who fail to meet reading benchmarks by third grade usually begin to struggle in more and more areas of school.

- Without the benefit of effective literacy intervention, these students will eventually face a higher likelihood of dropping out of school.

- If they do, the college-and career-ready learning from that lost classroom time might never get recovered, to the effect of diminishing job options for these students.

- The more a student falls behind, the more time the student likely will need to catch up. This places urgency on identifying struggling readers as soon as clues of lapsing begin to reveal themselves.

Who Should Receive Interventions?

Targeted literacy interventions should be provided to students who demonstrate a weakness in any area of reading.

- Phonemic Awareness is the ability to identify and manipulate individual sounds (phonemes) in spoken words.

- Phonics is the connection between sounds and letter symbols.

- Fluency is a reader's ability to read with speed, accuracy, and expression.

- Vocabulary is the knowledge of words, their definitions, and context.

- Comprehension is the understanding of meaning in text.

Best Practices Around Literacy Interventions

- **Screen _all_** students for potential reading problems at the beginning of the year.

- **Monitor** progress and screen students at the middle of the year as well as a final screener at the end of the year to provide data to show growth or additional needs. Teachers and leaders can refer to the [PreK to 3rd Grade Assessment Guidance](#) for additional information around screening and supporting students.

- **Provide intensive, systematic instruction on foundational reading skill**s in small groups to students who score below the benchmark on universal screening and or the diagnostic provided by the tier I curriculum.

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Intervention Structures

- Flexible small groups should meet 3-5 times per week for 20-40 minutes.

- Target the specific skills in which students show a deficit by providing explicit instruction and interactions with opportunities for guided and independent practice with feedback.

- Progress monitor tier 2 and 3 students at least once a month.

Key Components of Interventions

- Direct
- Explicit
- Systematic
- Immediate feedback
- Aligned to specific needs
- Driven by data

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How Data Drives Interventions

Data collection should begin with the universal screener and curriculum diagnostic.

- Risk or need
- Skills to target
- Progress monitor
- Effectiveness

Considerations When Setting Up Interventions

- **Curriculum**
  - Supports for intervention available in your foundations curriculum.
- **Schedules**
  - School-wide and grade level for interventions and extensions
- **Interventionist**
  - Training, resources, materials and supports
- **Data**
  - Collection and progress monitoring processes
- **Purpose**
  - Clearly defined purpose aligned to specific skill deficits

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Science of Reading Spotlight

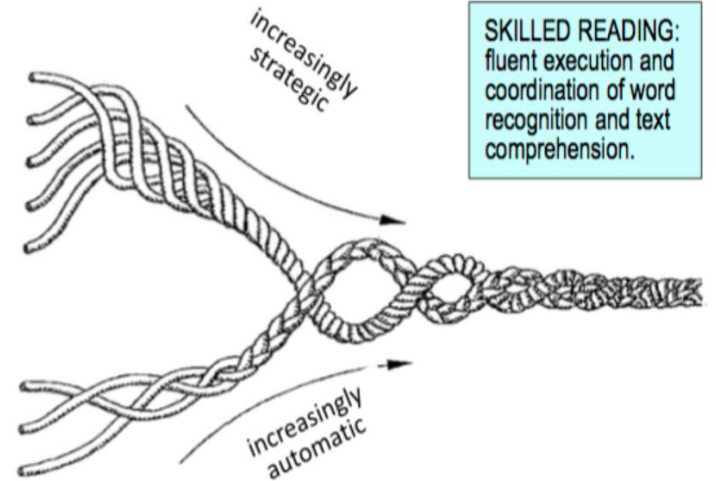**Deconstructing Scarborough's Reading Rope**

Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

increasingly strategic

SKILLED READING: fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

increasingly automatic

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Why are My Students Struggling with Comprehension?

They may lack one or more of the following:

- Effective strategies to help them understand, organize, and remember information.

- Adequate knowledge of word meaning.

- The ability to read fluently enough to understand and remember what they are reading.

- The ability to acutely decode the words.

- Interest or motivation to read.

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Using the Simple View of Reading when Considering Reading Difficulties

The Simple View of Reading

Decoding		Language Comprehension		Reading Comprehension
Ability to apply sound-symbol relationships to read words	X	Ability to understand spoken language	=	

(Gough & Tunmer, 1986; Hoover & Gough, 1990)

- This conceptual model reminds of the importance of good language comprehension and good word-level reading skills to be a good reader.
- Tier 2 and Tier 3 interventions should focus on addressing the specific components that are compromising the student's reading development.

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Supporting Students Where They Are

- Intervention should begin with the supports provided from your foundations curriculum.
- The AIM Institute Quick Guide for Reading Assessment is a great resource to support students with identifying next steps in planning interventions for students.

Reflection

1. Are interventions and extensions currently a part of your daily schedules?

2. What professional development opportunities do you have to support interventionist with effective literacy interventions?

3. What additional supporting resources are available in your foundational reading curriculum?

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References

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Kilpatrick, D. (2015) *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*.

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https://www.louisianabelieves.com/resources/library/literacy-library

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