

Literacy Best Practices for High-Dosage Tutoring

June 23, 2026



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Louisiana's Education Priorities

- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Math** instruction from foundational to advanced skills
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families

Four Session Provider Trainings



HDT Foundations

*Requirements, Eligibility,
Communication & Planning*

Session 1 - June 2

- Describe HDT requirements and eligibility per Act 771
- Identify provider roles in communicating with system and school leaders
- Plan for high-quality HDT



High-Quality Instruction

Gradual Release & Feedback

Session 2 - June 9

- Describe instructional best practices per [HDT Quality Assessment Tool](#)
- Identify instructional engagement expectations and strategies
- Recognize effective feedback practices

Four Session Provider Trainings



Math Best Practices *Conceptual Understanding*

Session 3 - June 16

- Build conceptual understanding in math
- Use student thinking to guide instruction
- Address misconceptions intentionally



Literacy Best Practices *Science of Reading*

Session 4 - June 23

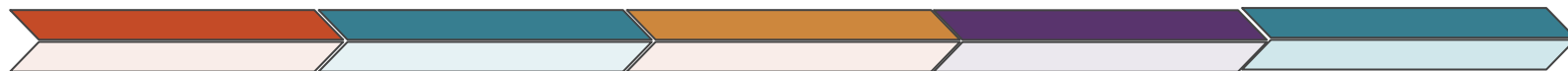
- Explain how evidence-based literacy practices strengthen HDT
- Identify common literacy pitfalls and aligned strategies
- Plan one action to strengthen literacy tutoring practice



Today's focus



Agenda (60 minutes)



Setting the
Foundation

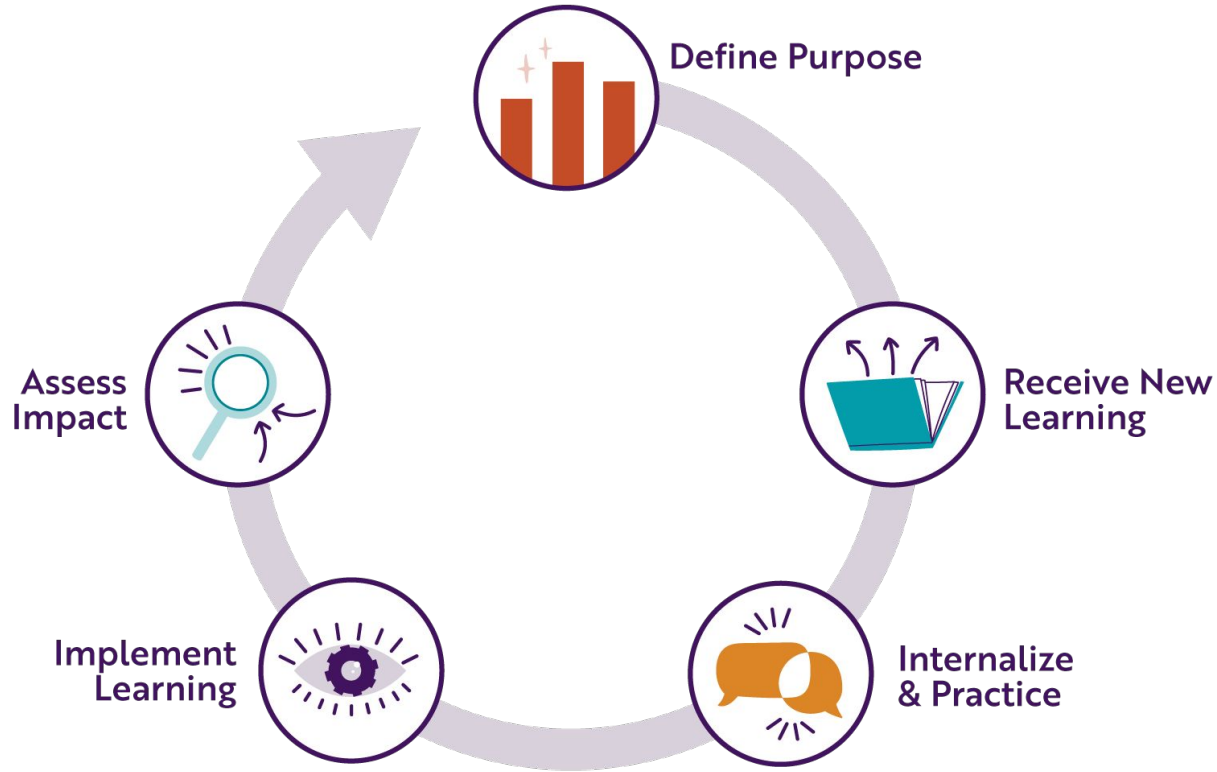
What
High-Quality
Literacy
Tutoring
Looks Like in
Practice

Making It
Stick: Apply
and Reflect

Strengthening
Literacy
Tutoring
Practice

Reflect and
Measure
Impact

High-Quality Professional Learning Cycle



Define Purpose

Setting the Foundation



The Why



Provider leaders need to recognize, reinforce, and monitor the literacy practices that make HDT accelerate student reading growth.

Protect Student Learning Time

More minutes only help when students get explicit, targeted practice on the reading skills they need most.

Keep Tutoring Coherent

Tutoring should reinforce Tier I instruction and align to [Louisiana's TPLS framework](#),

Coaching & Training Tutors

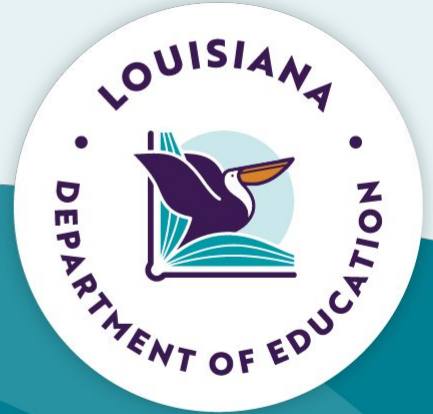
Leaders need to spot strong moves and correct guessing, over-prompting, or reading words for students.

Monitor Quality

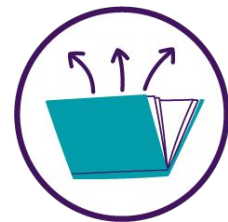
A shared leadership lens makes observations, feedback, and data reviews consistent for every student.

Receive New Learning

What High-Quality Literacy Tutoring Looks Like in Practice



High-Dosage Tutoring Literacy Overview



There are three main topics we will cover today: foundational HDT practices, common literacy pitfalls, and effective literacy strategies.



LITERACY HDT FOUNDATIONS

- LA literacy pillars
- The Science of Reading
- Scarborough's Reading Rope
- Literacy HDT Foundations
- Grade-band priorities for K-5



COMMON PITFALLS

- Three-Cueing / MVP
- Reading words for students
- Not building background knowledge early
- Underestimating choral reading for fluency

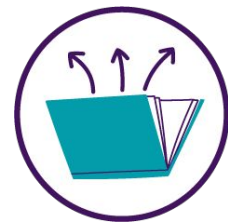


LITERACY STRATEGIES

- Decoding with syllabication, prefixes, and suffixes
- Build background knowledge early
- Create frequent opportunities for choral reading

Louisiana's Literacy Pillars

Across all literacy practices, we want to ensure access and opportunities for every learner every day.



Student literacy outcomes will increase when schools create and monitor **literacy goals**.



High-quality core instruction + **explicit literacy interventions and extensions** based on individual student needs improves literacy outcomes



Ongoing professional growth is an essential component of effective teaching and literacy development.



Families play an essential role in the literacy development of children at all ages and stages.

What is The Science of Reading?

The science of reading is a body of research that explains how students learn to read and what instruction best supports skilled reading.



Reading is not natural, it must be taught systematically and explicitly



Skilled reading requires both word recognition and language comprehension



Effective instruction is direct, evidence-based, and engaging

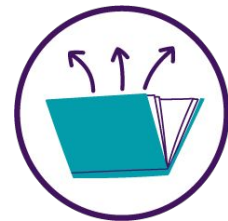


Science-based instruction supports access for all students



Strong core instruction reduces the need for intervention

Scarborough's Reading Rope



Skilled reading is built by weaving together two strands:

LANGUAGE COMPREHENSION



Background knowledge: understanding students bring



Vocabulary: word meanings & connections



Language structures: syntax & semantics



Verbal reasoning: inferences & metaphor



Literacy knowledge: print concepts & genres

WORD RECOGNITION



Phonological awareness: hearing, identifying, and manipulating sounds

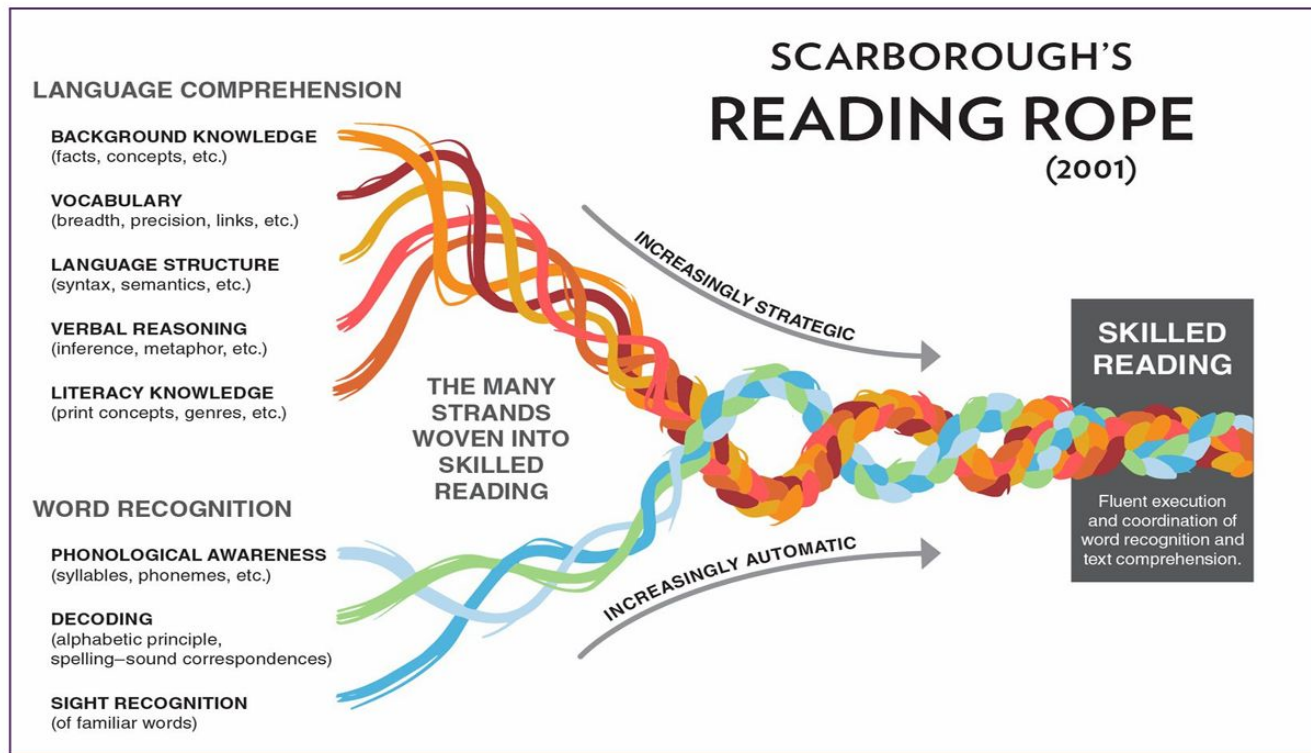
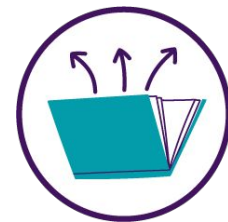


Decoding: letter-sound correspondence



Sight word recognition: instant word retrieval of familiar words

Scarborough's Reading Rope



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice.

Literacy HDT: Key Instructional Practices



Literacy HDT Outcome: Students build the skills needed to access grade-level reading, writing, and knowledge-building instruction.

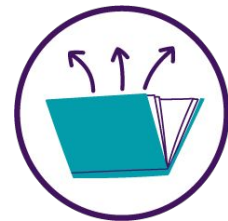
 Tutoring should be led by a content-strong literacy tutor trained in the materials and instructional routines.

 Use high-quality instructional materials (HQIM) and [LDOE-approved materials](#).

 Maintain curriculum coherence between tutoring, Tier I instruction, and any intervention students receive.

 HDT should not replace core instruction. It should provide additional, targeted support that prepares students for grade-level content.

Literacy Priority Skills by Grade Band: K-2



GRADES K-2

- **Emphasize foundational skills:** phonemic awareness, phonics, decoding, spelling, sight words, and fluency
- **Use decodable texts aligned to taught sound-spelling patterns**

Phonological Awareness

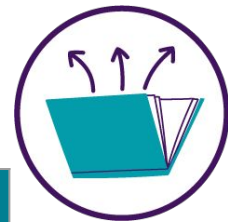


Phonological Awareness (big units)

All sound based and oral, students can listen and respond. Some examples include:

- **Syllables:** /ta/ /ble/
- **Alliteration:** Sally sells seashells by the seashore.
- **Onset-Rime:** /c/ /at/ or /ch/ /ase/
- **Deleting Syllables:** /cupcake/ = ~~cup~~ /cake/
- **Substituting Onset:** /lap/ = Replace /l/ with /c/ = /cap/
- **Counting the number of words in a sentence:** The students ran to the slide. = student replies 6

Phonemic Awareness

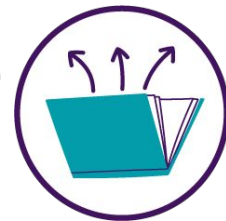


Phonemic Awareness (individual phonemes or sounds)

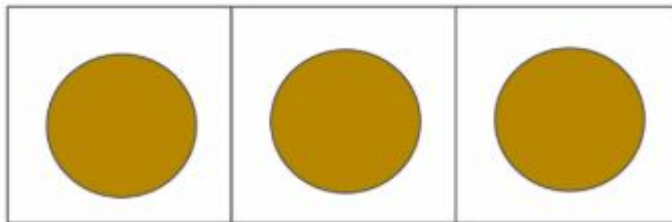
Part of phonological awareness - being able to hear and manipulate individual phonemes. Some examples include:

- **Phoneme Blending:** /c/ /a/ /t/ = /cat/
- **Phoneme Segmenting:**
- /shack/ = /sh/ /a/ /ck/
- **Deleting Phonemes:** /send/ = ~~/s/~~ = /end/
- **Substituting Medial Vowel:** say /cat/, have student substitute /a/ for /o/ = student replies /cot/

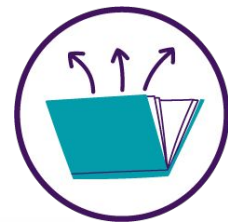
Phoneme-Grapheme Mapping (Sound-Letter)



1. Say the word.
2. Segment word into phonemes (sounds).
3. Move a chip/cube/penny into boxes from left to right while saying each phoneme (sound).
4. Write the graphe(s)(letter) that represents each phoneme (sound).
5. Read the whole word.



Phonics

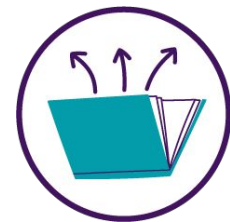


Matching phonemes (sounds) to graphemes (letters that represent a sound).

- Use your spelling/phonics pattern for the week
- Letter Tiles
- Word parts - create new words
- Blending focus
- Word Awareness

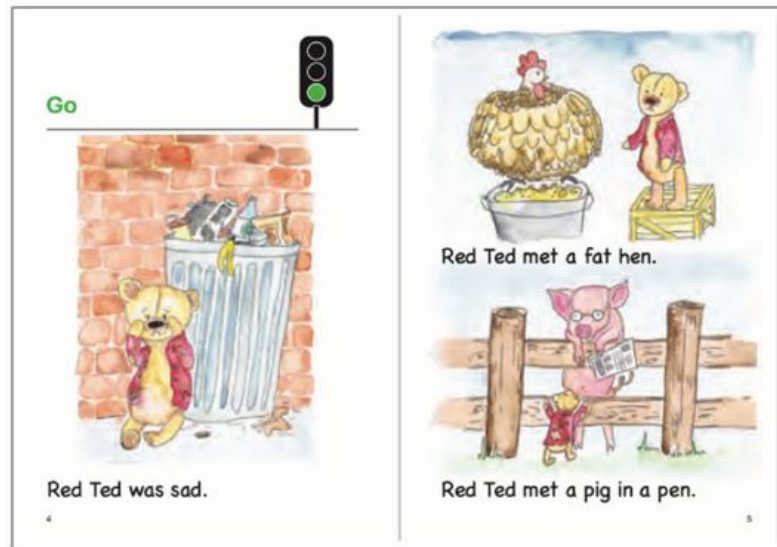


Fluency/Comprehension



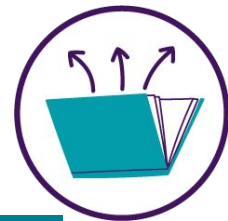
Decodables
Decodables
Decodables

Repetition
Repetition
Repetition



A sample page from Red Ted from the [InitialLit](#) readers series.

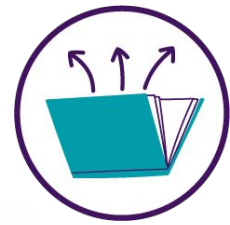
Literacy Priority Skills by Grade Band: 3-5



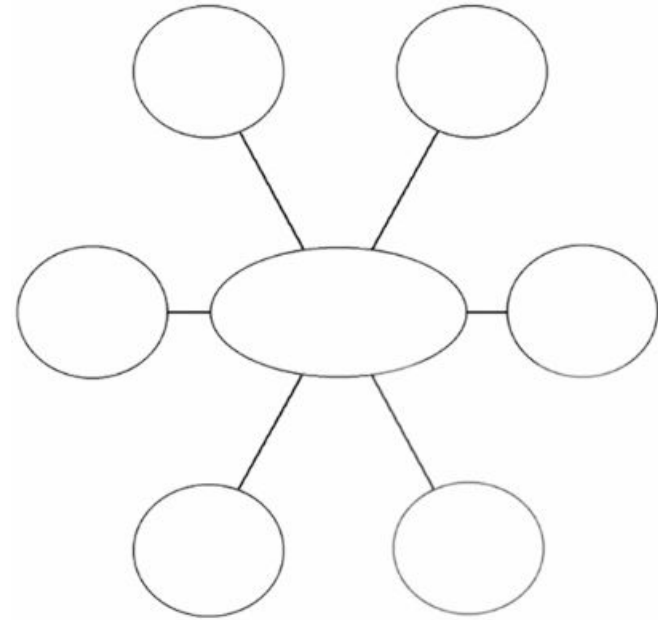
GRADES 3-5

- **Diagnose and address foundational gaps** when present
- **Strengthen fluency, vocabulary, background knowledge, comprehension, morphology** (the study of word structure: e.g. prefixes, roots/bases, and suffixes), and written response
- **Use grade-level texts and tasks** when targeting comprehension and knowledge-building

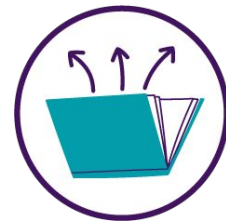
Vocabulary



- Build Background Knowledge - video clips - create digital images
- Vocabulary Cards - Graphic Organizers
- Talk with partner about the words
- Sorting words by category

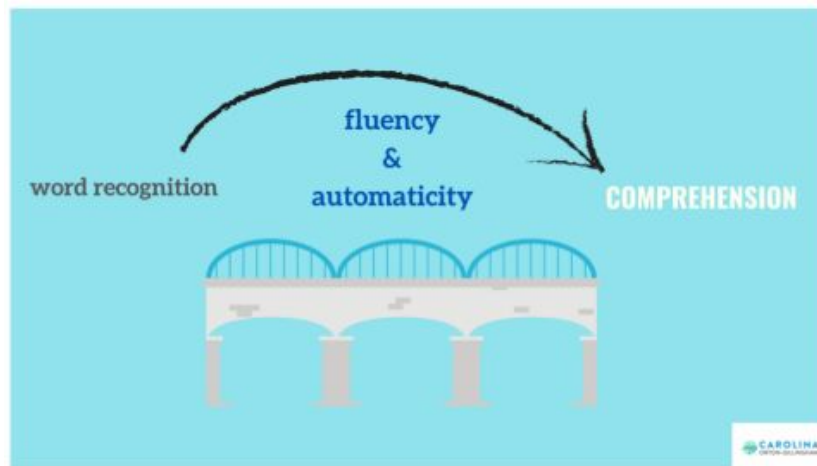


Fluency Definition

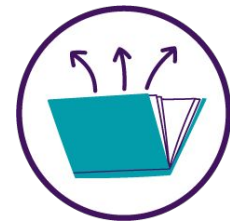


"Fluency is defined as the ability to read with speed, accuracy, and proper expression." - Reading Rockets

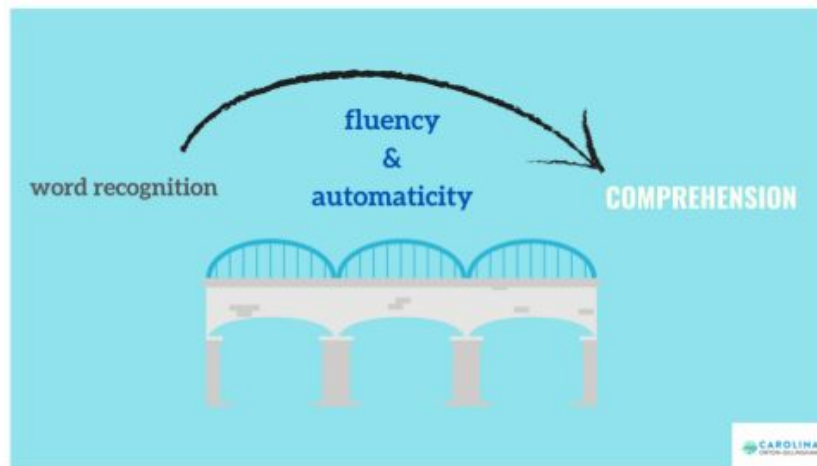
- Accurate reader = 95%+
- Oral Reading Fluency (ORF) norms - determine words correct per minute benchmark scores for 1st-5th grade
- Not just a 'race' - expression and prosody (the rhythm, stress, and intonation of speech) matter!



Fluency Instructional Implications & Tips



- Daily fluency practice is essential (5-10 minutes total)
- Text should be at independent reading level: 90%-95% accuracy
- Use decodable fluency passages when learning a new sound-spelling pattern
- Incorporate student data tracking - increases motivation
- Share data with families



Common Literacy Pitfalls in HDT

Even when tutors are using strong materials, small instructional moves can either strengthen or limit student learning.



COMMON PITFALLS

WHY IT MATTERS

Pitfall 1: Using three-cueing and/or
Pitfall 2: correcting errors by
reading the full word for students

Students lose the opportunity to
practice decoding words

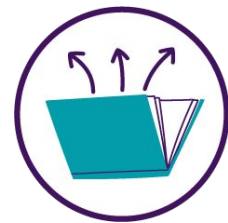
Pitfall 3: Jumping into text without
building background knowledge

Students may decode words but
struggle to understand the text,
vocabulary, or topic

Pitfall 4: Underestimating choral
reading for fluency

Students miss repeated, supported oral
reading practice that builds accuracy,
expression, and confidence

Pitfall 1: Using Prohibited Three-Cueing



Three-cueing, also called MSV, prompts students to use meaning, structure, and visual cues to guess unknown words. Three-cueing is ineffective and prohibited under Act 517.

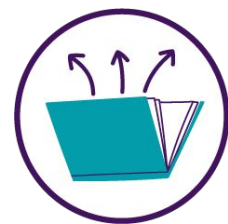
What Three-Cueing Looks Like

- Prompts like "Does it look right? Does it sound right? Does it make sense?"
- Often relies on pictures, context, or sentence patterns before decoding
- Encourages guessing unknown words instead of sounding out

Why It Conflicts with the Science

- Conflicts with systematic, explicit phonics and decoding instruction
- Bypasses learned spelling and syllable patterns students need to apply
- Limits transfer to new and complex text over time

Pitfall 2: Reading Words for Students



When tutors read full words, students lose the opportunity to practice decoding.

What this Can Look Like

- Student hesitates, and the tutor immediately says the full word.
- Tutor breaks the word down AND blends it back together for the student.
- Student repeats the word after the tutor but does not practice how to decode it.

Strategy to Address Pitfalls 1 & 2: Decoding

Effective literacy tutors provide students many opportunities to decode.



STRATEGY: DECODING

- Prompt students to identify sounds, syllables, prefixes, suffixes, or root words.
- Cover parts of the word and ask the student to read sections 1 by 1.
- Break longer words into smaller parts and blend them together.
- Have students reread the full sentence for accuracy.



EXAMPLE SCENARIO

A student reads “**careless**” as “**careful.**”

Tutor: What part do you recognize?”

Student: “Care.”

Tutor: “Good. Now look at the ending.
What suffix do you see?”

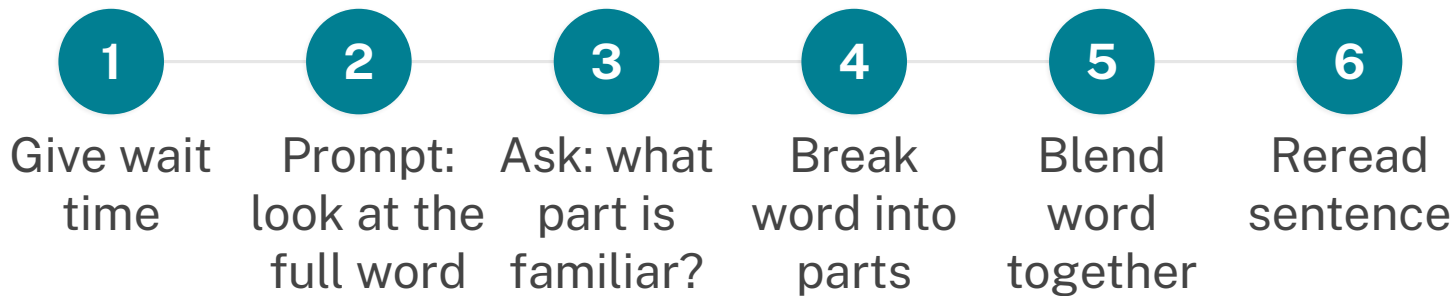
Student: “-less.”

Tutor: “Right. Read the base word and
suffix together.”

Student: “Care-less... careless.”

Tutor: “Yes. Now reread the sentence
with the correct word.”

Strategy to Address Pitfalls 1 & 2: Decoding Error Correction Ladder



INSTEAD OF

“That word is transportation. Keep reading.”

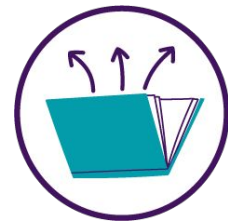
USE

*“Let’s break it apart: **trans / por / ta / tion.** What part do you recognize? Now blend it and reread the sentence.”*



Leader question: “Where did the tutor preserve the student’s opportunity to practice the skill?”

Pitfall 3: Building Background Knowledge Late

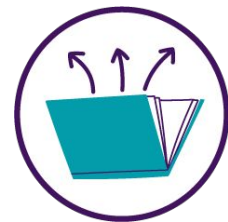


If students don't have appropriate background knowledge they may decode words but struggle to understand the text, vocabulary, or topic.

What this Can Look Like

- Tutor jumps directly into the passage without previewing the topic or vocabulary.
- Students read words but cannot explain what the text is about.
- Misconceptions come up during reading but are not addressed.
- Vocabulary is explained only after students are already confused.

Strategy to Address Pitfall 3: Building Background Knowledge



STRATEGY: DECODING

- Give 1–3 min topic preview before reading.
- Pre-teach only the most essential vocabulary.
- Use a quick image or student-friendly explanation.
- Connect to prior lessons or Tier I content.
- Briefly pause to correct misconceptions, then return to the text.



EXAMPLE SCENARIO

Students will read about **animal migration**.

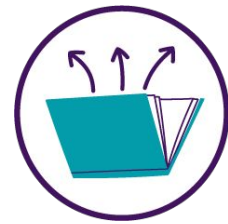
Tutor: “Migration means animals move from one place to another, often for food or warmth. Birds flying south for winter is one example.”

Tutor: “As we read, listen for why the animals are migrating.”

Student: “So we’re looking for the reason they move?”

Tutor: “Exactly. Let’s read to find out.”

Pitfall 4: Underestimating Choral Reading

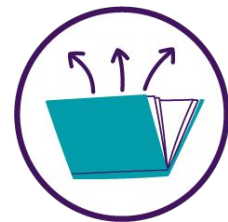


Choral reading is when the tutor and students read the same text aloud together. When it is underutilized, students miss repeated supported oral practice to build fluency, accuracy, expression, and confidence.

What this Can Look Like

- Tutor reads most of the text aloud; students follow silently.
- One student reads while the rest listen passively.
- Students read a passage only once.
- Fluency practice focuses only on reading faster.
- Tutor does not model phrasing or expression.

Strategy to Address Pitfall 4: Frequent Choral Reading for Fluency



STRATEGY: DECODING

- Model fluent reading when needed.
- Students read a short section aloud together.
- Reread the same passage for a clear purpose.
- Focus on accuracy, phrasing, expression, and punctuation.



EXAMPLE SCENARIO

Students are practicing a short paragraph.

Tutor: “Listen as I read this sentence smoothly. Pay attention to the punctuation.”

Tutor: “What did you notice about the punctuation and how I read the sentence?”

Student: “You sounded excited because of the exclamation point.”

Tutor: “Right. Now let’s read it together.”

All students: Read the sentence aloud.

Tutor: “Try again, emphasizing this word instead. How did that change the sentence?”

Internalize & Practice

Making It Stick: Apply and Reflect



Activity: Literacy Tutoring Scenarios



- **Purpose:** Practice identifying strong and misaligned literacy tutoring moves, then name the coaching response a vendor leader should provide.
- **Directions:**
 - For each scenario on the following slides, select the best answer.
 - Then respond in the chat:
 - What would you want the tutor to do next?
 - What coaching feedback would you give to this tutor?

Scenario 1: Phonemic Awareness



During a K-1 tutoring session, the tutor is working with students on the word “ship”. The tutor says, “Listen: /sh/ /i/ /p/. What word?” Students respond, “ship.” Then the tutor asks students to say each sound in ship while tapping one finger for each sound. One student says, “/s/ /h/ /i/ /p/.”

Question: What should the tutor do next?

- A. Tell the student, “No, that is wrong. The word is ship.”
- B. Move on because most students answered correctly
- C. Model that /sh/ is one sound, then have students segment and blend the word again
- D. Ask students to look at a picture of a ship and guess the word

Scenario 2: Phonics and Decoding



A tutor is working with second-grade students on words with vowel teams. A student reads team correctly but misreads dream as “dram.” The tutor says, “Try that again. Look at the vowel team in the middle.” The student says, “ea.” The tutor asks, “What sound does ea make in this word?” The student responds, “/ē/,” then rereads the word correctly.

Question: What is the tutor doing?

- A. Using an evidence-based decoding prompt that directs students to the spelling pattern
- B. Using three-cueing because the tutor asked the student to try again
- C. Moving too slowly and should have read the word for the student
- D. Focusing on comprehension instead of foundational skills

Scenario 3: Vocabulary and Background Knowledge



Before reading a short informational text about fossils, the tutor spends 7 minutes explaining dinosaurs, showing several pictures, and asking students to share everything they know about fossils. By the time students begin reading, there are only 5 minutes left. Students are engaged, but they read only one paragraph.

Question: What is the main coaching point?

- A. The tutor should skip background knowledge
- B. The tutor should keep the preview brief and focused on vocabulary or knowledge students need to access the text
- C. The tutor should let students talk longer because engagement matters
- D. The tutor should replace the reading passage with pictures and discussion.

Scenario 4: Fluency Practice



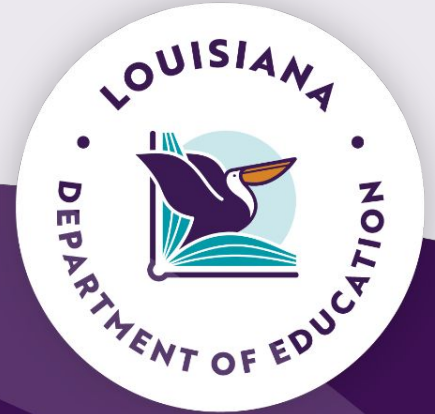
In a fourth-grade tutoring group, students are reading a grade-level passage. The tutor says, “Today we are practicing fluency, so I want everyone to read as fast as possible.” Students take turns reading one sentence each. The tutor times them but does not address accuracy, phrasing, punctuation, or expression.

Question: What is the issue?

- A. Fluency practice should focus only on speed
- B. Older students do not need fluency practice
- C. The tutor is missing key parts of fluency: accuracy, phrasing, expression, and meaning
- D. Students should only read silently in grades 3-5

Implement Learning

Strengthening Literacy Tutoring Practice



Review and Implement Learning

Even when tutors are using strong materials, small instructional moves can either strengthen or limit student learning.

COMMON PITFALLS

Pitfall 1: Using three-cueing and/or
Pitfall 2: correcting errors by reading the full word for students

Pitfall 3: Jumping into text without building background knowledge

Pitfall 4: Underestimating choral reading for fluency

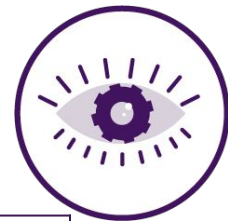
STRATEGY

Provide decoding error correction prompts (e.g. look at the full word, what part is familiar, break it down)

Build background knowledge early and efficiently on most essential vocabulary

Provide frequent choral reading practice incorporating speed, accuracy, expression, and punctuation

Continuous Improvement Action Planning



Share your responses in the [Google form](#).

1. What is one area where your current HDT implementation is well aligned to literacy best practices?

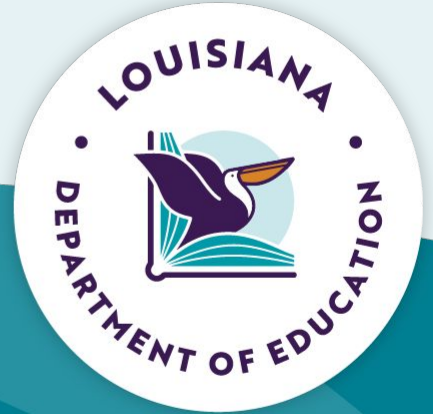
2. What is one challenge related to literacy instructional quality you want to improve?

3. Share one concrete action you can take that addresses that challenge.

- Include: specific action, owner (role), and timeline (date)

Assess Impact

Reflect and Measure Impact



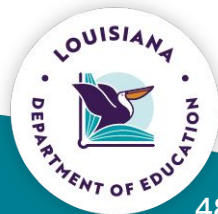
From Learning to Impact

Today, you:

- Built a shared understanding of how literacy tutoring can strengthen students' access to grade-level reading, writing, and knowledge-building instruction
- Reviewed key literacy foundations, including the Science of Reading, Scarborough's Reading Rope, and grade-band priorities
- Identified common literacy tutoring pitfalls that can limit student practice, comprehension, and fluency
- Practiced naming evidence-based strategies leaders can look for, reinforce, and coach during tutoring observations

As a next step, you will:

- Take one specific action to strengthen your literacy tutoring practices



Closing



What are your key takeaways from today's session?



Resources

- Please contact tutoring@la.gov with your questions.
- [LDOE Approved Curriculum List](#)
- [LIFT](#) -literacy resources for grades 3+
- [HDT Quality Assessment Tool](#) - Used to informally observe tutors and HDT to provide feedback and for continuous improvement
- [DIBELS Screener 5 min Video](#)
- [Phonemes Linked to Letters Tutoring Guided Practice \(Institute of Education Sciences: REL Southeast\) 5min Video](#)
- [LA's TPLS framework](#)



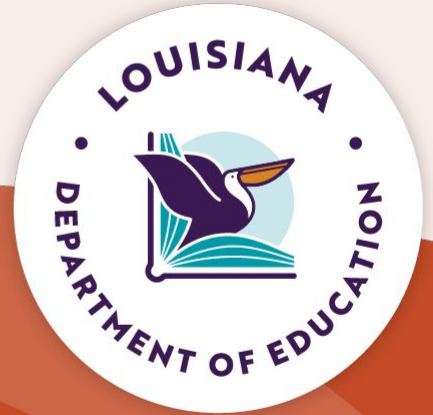
Literacy Best Practices for High-Dosage Tutoring

Thank you for attending this session!
Please take a moment to complete the [session feedback survey](#).

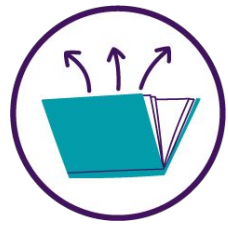


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Appendix



Literacy HDT Foundations: Using Data



Use data to target the right literacy skills.

LITERACY SKILLS

- Phonemic awareness
- Phonics
- Decoding
- Fluency
- Vocabulary
- Comprehension
- Written response

Start with [DIBELS](#) screener, curriculum-embedded diagnostics, and progress monitoring data.

Look beyond the composite score to identify the specific literacy skill deficit.

Group students by common specific skill needs.

Use tools such as [LIFT](#) for students in grades 3 and up when foundational reading gaps need deeper diagnosis.

Adjust groups, pacing, scaffolds, and instructional focus based on ongoing data analysis.

Partner Reading Routine



01 **Set the purpose**
(1-2 min)

Tutor names the focus for reading.



02 **Model fluent reading**
(2-3 min)

Tutor reads a short section aloud modeling accuracy, phrasing, and expression.



03 **Choral Reading**
(2-3 min)

Tutor and students read the same section aloud together to build confidence.



04 **Partner Reading**
(8-12 min)

Students read in strategic pairs. Partner A reads first while Partner B follows along then switch.



05 **Reread for Accuracy**
(3-5 min)

Partners reread the same section, focusing on one improvement.



06 **Comprehension Check**
(3-5 min)

Tutor brings students back together and asks 1-2 text-based questions.



07 **Feedback**
(1-2 min)

Tutor names what students improved and records any notes for progress monitoring.