



K-2 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.

What data should teachers and leaders use to make decisions about providing appropriate literacy interventions?

Teachers should use literacy screener data as well as diagnostic assessments available in core curriculum materials to drive decisions around instructional adjustments and intervention practices. If a high percentage of students in a classroom (15-20%) are struggling with reading skills, school leaders and coaches should provide additional training and support on systematic, explicit instructional practices and implementation of the core literacy program. 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.

What are 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 skills in small groups to students who score below the benchmark on universal screening. This practice has shown [strong evidence](#) of successfully supporting struggling readers.
 - 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.

Where can I find out more information about properly screening and supporting all students?

Teachers and leaders can access the [Literacy Library](#) for instruction, intervention, and extension activities and additional support. The Department's [Accelerate](#) program offers tutoring guidance and support. Utilize the Department's [Staffing and Scheduling Guidance](#) to ensure time is allotted for small group instruction and intervention.

Contact louisianaliteracy@la.gov with questions.

Last Updated March 31, 2021